

# CURRICULUM AND INSTRUCTION, MEd

**Banner Code: E1-MED-CRIN**

## Academic Advising

Advising for the College of Education and Human Development | George Mason University (<https://cehd.gmu.edu/current-students/advising/>)

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

## Requirements

### Degree Requirements

Total credits: 30-39

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.

## Concentration Areas

- Advanced Studies in Teaching and Learning (ASTL) (<https://catalog.gmu.edu/colleges-schools/education-human-development/teaching-learning/curriculum-instruction-med/#astl>)
- Assistive Technology (<https://catalog.gmu.edu/colleges-schools/education-human-development/teaching-learning/curriculum-instruction-med/#assistive-technology>)
- English for Speakers of Other Languages (ESOL) Education (<https://catalog.gmu.edu/colleges-schools/education-human-development/teaching-learning/curriculum-instruction-med/#esol>)
- Foreign Language Education (<https://catalog.gmu.edu/colleges-schools/education-human-development/teaching-learning/curriculum-instruction-med/#fle>)
- Mathematics Specialist Leader (<https://catalog.gmu.edu/colleges-schools/education-human-development/teaching-learning/curriculum-instruction-med/#MSPL>)

## Advanced Studies in Teaching and Learning (ASTL)

The ASTL Concentrations are for practicing teachers and other educators who want to continue to grow professionally. The program is comprised of two components: 12 credits in Education Core focused on critical inquiry and reflection, learning theory, pedagogy, culture, and educational change, plus 18-21 credits in an area of specialization, called the Concentration. The successful completion of these two program components comprises the master's degree. All ASTL Concentrations provide advanced, graduate-level coursework taught by experienced faculty in that specialization area. The courses, aligned with the National Board for Professional

Teaching Standards, help teachers think and practice as board-certified teachers. The program helps practicing teachers develop as equity-centered content and pedagogical leaders. ASTL helps develop teacher-leaders who take an inquiry stance on their educational practice and who lead from the classroom and beyond as they contribute to ongoing school improvement and educational change. While developing expertise in a content area and enhancing their understanding of culturally and linguistically diverse students and families, teachers reflect critically on issues of equity and social justice, and use systematic inquiry to inform decision-making and effect change.

Experienced teachers and other educators with or without a master's degree may apply for the master's degree program. The ASTL program also provides an option for teachers to earn a Gifted Education Graduate Certificate.

## MEd Requirements Common to all ASTL Concentrations

Code	Title	Credits
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
<b>Total Credits</b>		<b>12</b>

## Concentration in ASTL: Diversity and Exceptionality in PK-12 Schools (ADEP)

This concentration joins graduate courses in Special Education, Gifted Education, and Second Language Learning. It is designed for general education teachers who seek to enhance their professional knowledge and skills related to students with disabilities, students who demonstrate advanced capabilities in various domains, and English Learners.

### Coursework

Code	Title	Credits
In consultation with an advisor, select 18 credits from among the following: <sup>1</sup>		
EDCI 621	Introduction to Gifted and Talented Learners	
EDCI 622	Curriculum and Instructional Strategies for Gifted Learners	
EDCI 623	Supporting the Social Emotional Needs of Gifted Learners	
EDCI 624	Advanced Assessment and Evaluation of Gifted Learners	
EDCI 627	Advanced Practicum in Gifted Education	
EDCI 630	Supporting English Learners in PK-12 Schools	
EDRD 515	Language and Literacy in Global Contexts	
EDRD 610	Content Literacy for English Language Learners, PK-12	

Any 500-600 level courses in Special Education (EDSE) and/or Assistive Technology (EDAT)

**Total Credits** **18**

<sup>1</sup> Courses may be substituted with advisor approval.

### 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.

#### Coursework

Code	Title	Credits
Select 18 credits selected in consultation with advisor.		18

**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

Code	Title	Credits
PHED 660	Research Reading Seminar in Physical Education	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: <sup>1</sup> 3

EDCI 630	Supporting English Learners in PK-12 Schools	
EDUC 608	Teacher Leadership for Professional Learning	
HEAL 516	Program Development and Resources in Health Education	
KINE 506	Exercise Psychology	
KINE 601	Advanced Exercise Physiology	
KINE 602	Movement and Fitness Assessment	
KINE 606	Applied Sport and Exercise Nutrition	

**Total Credits** **18**

<sup>1</sup> Students may choose an alternate elective with advisor approval.

### Concentration in ASTL: Science, Technology, Engineering, and Mathematics (STEM) (ASTM)

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

#### Coursework

Code	Title	Credits
EDCI 660	Integrated STEM Teaching	3
In consultation with advisor, select an 15 credits from among the following:		15

#### Electives <sup>1</sup>

EDIT 780	Principles of School-Based Design	
EDIT 781	Designing for Information Using	
EDIT 782	Designing for Literacy	
EDIT 783	Designing for Problem Solving	
EDCI 663	Research in STEM Teaching	
EDCI 670	Advancing Equity in STEM Education	
EDCI 671	Innovations in STEM Teaching	
MSLE 621	Number Systems, Operations and Number Theory for K-8 Mathematics Leaders	
MSLE 622	Rational Numbers and Proportional Reasoning for K-8 Mathematics Leaders	
MSLE 623	Algebra, Patterns and Functions for K-8 Mathematics Leaders	
MSLE 624	Probability, Statistics, and Data Literacy for K-8 Mathematics Leaders	
MSLE 625	Geometry and Measurement for K-8 Mathematics Leaders	
MSLE 632	Leadership in Mathematics Assessment and Learning	
MSLE 633	Instructional Leadership in Mathematics Curriculum and Teacher Development	
SEED 566	Teaching Computer Science in the Secondary School	
SEED 676	Advanced Methods of Teaching Computer Science in the Secondary School	
EDUC 608	Teacher Leadership for Professional Learning	
EDCI 630	Supporting English Learners in PK-12 Schools	
EDUC 545	Teaching Science and Engineering Practices	
EDUC 616	Teaching with Generative AI	

**Total Credits** **18**

<sup>1</sup> Courses may be substituted with advisor approval.

### 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

Code	Title	Credits
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 526	Adapted Positioning and Functional Mobility	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 or EDRS 590	Special Education Research Education Research	3
<b>Total Credits</b>		<b>30</b>

### English for Speakers of Other Languages (ESOL) Education

The Master of Education (MEd) in Curriculum and Instruction with concentrations in English for Speakers of Other Languages (ESOL) Education prepare teachers to work with multicultural and multilingual pre-kindergarten through grade 12 students who are learning English. The ESOL concentrations develop the knowledge, skills, and dispositions to support learning effectively, respond to diverse learners' needs, and create more equitable and socially just classrooms in U.S. and international contexts. The English for Speakers of Other Languages (ESOL) Education (PK-12 Licensure) concentration leads to PK-12 Virginia state licensure to teach English to Speakers of Other Languages (ESOL). The English to Speakers of Other Languages (ESOL) Education (PK-12 Non-Licensure) concentration is for those who want to learn more about supporting multilingual learners but who are not seeking initial Virginia teaching licensure.

### Concentration in English to Speakers of Other Languages (ESOL) Education (PK-12 Licensure) (ESLI)

#### Coursework

Code	Title	Credits
EDCI 510	Linguistics for PreK-12 ESOL Teachers	3
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 519	Methods of Teaching Culturally and Linguistically Diverse Learners	3
EDCI 520	Assessment of Language Learners	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3

EDCI 793	Internship in Education: PK-12 ESL/ESOL Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 610	Content Literacy for English Language Learners, PK-12	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
<b>Total Credits</b>		<b>36</b>

#### Licensure Requirements

Students enrolled in the licensure concentration (ESLI) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- Praxis Subject Assessment for English as a Second Language (5362)
- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in English to Speakers of Other Languages (ESOL) Education (PK-12 Non-Licensure) (ESNL)

#### Coursework

Code	Title	Credits
EDCI 510	Linguistics for PreK-12 ESOL Teachers	3
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 519	Methods of Teaching Culturally and Linguistically Diverse Learners	3
EDCI 520	Assessment of Language Learners	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 610	Content Literacy for English Language Learners, PK-12	3
EDUC 511	Child and Adolescent Development in Global Contexts	3

EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
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**Total Credits** **30**

## Foreign Language Education

The Master of Education (MEd) in Curriculum and Instruction with concentrations in Foreign Language Education prepare teachers to be foreign/world language teachers in PK-12 schools. The foreign language concentrations lead to PK-12 Virginia state licensure in Arabic, Chinese, French, German, Japanese, Korean, Latin, or Spanish. The foreign language concentrations develop the knowledge, skills, and dispositions to support language learning effectively, respond to diverse learners' needs, and create more equitable and socially just language classrooms in U.S. and international contexts.

Certain licensure requirements must be met prior to applying for internship in the Foreign Language Education concentrations. Licensure requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in Arabic Foreign Language Education (PK-12 Licensure) (ARLE)

#### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3

**Total Credits** **36**

#### Licensure Requirements

Students enrolled in the licensure concentration (ARLE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)

- ACTFL OPI and WPT

- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in Chinese Foreign Language Education (PK-12 Licensure) (CHLE)

#### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3

**Total Credits** **36**

#### Licensure Requirements

Students enrolled in the licensure concentration (CHLE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation).
- ACTFL OPI and WPT
- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

## Concentration in French Foreign Language Education (PK-12 Licensure) (FRLE)

### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3

**Total Credits** 36

### Licensure Requirements

Students enrolled in the licensure concentration (FRLE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- Completion of Content Area Coursework (completed and approved Content Area Review form)
- Praxis Subject Assessment for French (5174)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

## Concentration in German Foreign Language Education (PK-12 Licensure) (GELE)

### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3

EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3

**Total Credits** 36

### Licensure Requirements

Students enrolled in the licensure concentration (GELE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- Completion of Content Area Coursework (completed and approved Content Area Review form)
- Praxis Subject Assessment for German (5183)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

## Concentration in Japanese Foreign Language Education (PK-12 Licensure) (JALE)

### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3

EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
<b>Total Credits</b>		<b>36</b>

### Licensure Requirements

Students enrolled in the licensure concentration (JALE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- ACTFL OPI and WPT
- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in Korean Foreign Language Education (PK-12 Licensure) (KOLE)

#### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
<b>Total Credits</b>		<b>36</b>

### Licensure Requirements

Students enrolled in the licensure concentration (KOLE) must successfully complete the following licensure requirements to

complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- ACTFL OPI and WPT
- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in Latin Foreign Language Education (PK-12 Licensure) (LALE)

#### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
<b>Total Credits</b>		<b>36</b>

### Licensure Requirements

Students enrolled in the licensure concentration (LALE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- Completion of Content Area Coursework (completed and approved Content Area Review form)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If

changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Concentration in Spanish Foreign Language Education (PK-12 Licensure) (SPLE)

#### Coursework

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	3
EDCI 684	Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools	3
EDCI 776	Consultation and Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDCI 794	Internship in Education: PK-12 Foreign/World Language Education	6
EDRD 515	Language and Literacy in Global Contexts	3
EDRD 620	Reading/Writing in Foreign/World Languages	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally & Linguistically Diverse Learners	3
<b>Total Credits</b>		<b>36</b>

#### Licensure Requirements

Students enrolled in the licensure concentration (SPLE) must successfully complete the following licensure requirements to complete the program. Unless noted, all requirements must be satisfied prior to applying for internship:

- Emergency First Aid, Hands-on CPR and AED certification or training (prior to graduation)
- Completion of Content Area Coursework (completed and approved Content Area Review form)
- Praxis Subject Assessment for Spanish (5195)

Licensure testing and statutory requirements are determined by the Commonwealth of Virginia and may change at any time. If changes to these requirements occur, students must meet the current testing, statutory, and licensure requirements as set forth in the legal Code of Virginia.

### Mathematics Specialist Leader

This 30-credit concentration is designed to meet the professional needs of working educators seeking to advance their expertise in mathematics instruction and school-based leadership. This program prepares individuals to serve in various leadership capacities such as coaches, interventionists, and curriculum directors who provide ongoing professional development and

advocate for research-informed practices within their school districts. Students engage in a deep exploration of mathematics content and pedagogy while simultaneously studying curriculum development and the practical issues associated with leading mathematics education at the school and district levels. A cornerstone of the curriculum is the individual internship experience, which is carefully designed and developed in close consultation with a dedicated faculty advisor to align with the student's career goals. The degree is ideally suited for K-8 educators aiming for the Virginia Mathematics Specialist endorsement who wish to further their skills in mathematics education. Students benefit from a flexible learning environment as all courses are conducted 100% synchronous online, allowing for a manageable balance between graduate studies and full-time professional responsibilities. Graduates who apply for the official state endorsement in Mathematics Specialist Elementary or Elementary/Middle must have documented three years of successful teaching experience at the time of their application.

### Concentration in Mathematics Specialist Leader (K-8) (MSPL)

#### Coursework

Code	Title	Credits
MSLE 621	Number Systems, Operations and Number Theory for K-8 Mathematics Leaders	3
MSLE 622	Rational Numbers and Proportional Reasoning for K-8 Mathematics Leaders	3
MSLE 623	Algebra, Patterns and Functions for K-8 Mathematics Leaders	3
MSLE 624	Probability, Statistics, and Data Literacy for K-8 Mathematics Leaders	3
MSLE 625	Geometry and Measurement for K-8 Mathematics Leaders	3
MSLE 631	Mathematics Coaching and Instructional Leadership for School Improvement	3
MSLE 632	Leadership in Mathematics Assessment and Learning	3
MSLE 633	Instructional Leadership in Mathematics Curriculum and Teacher Development	3
MSLE 634	Research-Informed Professional Learning for Mathematics Leadership	3
MSLE 740	Internship in Mathematics Education Leadership	3
<b>Total Credits</b>		<b>30</b>

## Accelerated Master's

### Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Arabic Foreign Language Education (PK-12 Licensure) Concentration)

#### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (Arabic Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of a minimum of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

#### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

#### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

#### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students

interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

### Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Chinese Foreign Language Education (PK-12 Licensure) Concentration)

#### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (Chinese Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of a minimum of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

#### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (English to Speakers of Other Languages (ESOL) Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction

(English to Speakers of Other Languages (ESOL) Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 510	Linguistics for PreK-12 ESOL Teachers	3
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 519	Methods of Teaching Culturally and Linguistically Diverse Learners	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (English to Speakers of Other Languages (ESOL) Education (PK-12 Non-Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (English to Speakers of Other Languages (ESOL) Education (PK-12 Non-Licensure) concentration) in an accelerated time-frame after satisfactory completion of 138 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 510	Linguistics for PreK-12 ESOL Teachers	3
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 519	Methods of Teaching Culturally and Linguistically Diverse Learners	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (French Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (French Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of a minimum of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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

(<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree

(<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (German Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (German Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) for policies related to this program.

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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students

interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Japanese Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction, (Japanese Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-

specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Korean Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (Korean Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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
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For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Latin Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (Latin Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework

- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Spanish Foreign Language Education (PK-12 Licensure) Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in any degree area and an MEd in Curriculum and Instruction (Spanish Foreign Language Education (PK-12 Licensure) concentration) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) 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 (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>).

### BAM Pathway Admission 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 (<https://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree

(<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students will be considered for admission into the BAM Pathway after completion of a minimum of 60 credits, and additional unit-specific criteria (see Application Requirements and Deadlines) (<https://cehd.gmu.edu/bachelors-accelerated-masters-program/>).

Students who are accepted into the BAM Pathway will be allowed to register for graduate level courses after successful completion of a minimum of 75 undergraduate credits and course-specific pre-requisites.

### Accelerated Master's Admission Requirements

Students already admitted in the BAM Pathway will be admitted to the MEd program, if they have met the following criteria, as verified on the Bachelor's/Accelerated Master's Transition form:

- 3.0 overall GPA
- Completion of specific undergraduate coursework
- Successfully meeting Mason's requirements for undergraduate degree conferral (graduation) and completing the application for graduation.

### Accelerated Pathway Requirements

To maintain the integrity and quality of both the undergraduate and graduate degree programs, undergraduate students interested in taking graduate courses must choose from the following which can be taken as Advanced Standing or Reserve Graduate credit (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (to be determined by the student and their advisor):

Code	Title	Credits
EDCI 516	Bilingualism and Language Acquisition Research	3
EDCI 520	Assessment of Language Learners	3
EDCI 560	Methods of Teaching in Foreign/World Languages	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

For more detailed information on coursework and timeline requirements, see AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.