

# CURRICULUM AND INSTRUCTION, MEd

Banner Code: E1-MED-CRIN

## Academic Advising

Phone: 703-993-2080

Email: cehdsaa@gmu.edu

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)
- Assistive Technology
- Teaching Culturally & Linguistically Diverse & Exceptional Learners
- Early Childhood and Elementary Education
- Learning Technologies
- Literacy/Reading
- Mathematics Specialist Leader
- Secondary Education (6–12)

## 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
Total Credits		12

## Concentration in ASTL: Advanced International Baccalaureate Research (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. The combination of the ASTL IB Concentration coursework and the ASTL Core coursework result in the International Baccalaureate Advanced Award in Teaching and Learning Research.

### Coursework

Code	Title	Credits
EDUC 621	Teaching and Learning in the International Baccalaureate Programme	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

Code	Title	Credits
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 787	Teacher Leadership and Advocacy for Digital Learning	3
Total Credits		18

### 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

In consultation with an advisor, choose 6 courses (18 credits) from among the following, with the goal of selecting at least one course from each area.

Code	Title	Credits
Select 6 courses from the following:		18

#### Students with Disabilities who Access the General Curriculum

EDAT 524	Universal Design for Learning	
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 641	Instructional Strategies for Reading and Writing	
EDSE 643	Instructional Strategies for Math	
EDSE 662	Consultation and Collaboration	

#### Gifted

EDCI 621	Introduction to Gifted and Talented Learners	
EDCI 622	Curriculum and Instructional Strategies for Gifted Learners	
EDCI 624	Advanced Assessment and Evaluation of Gifted Learners	

#### English for Speakers of Other Languages

EDCI 630	Supporting English Learners in PK-12 Schools	
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 and work with diverse young children and their families.

#### Coursework

Code	Title	Credits
ECED 601	Frameworks for Early Childhood Education	3
ECED 685	Applied and Teacher Research in Early Childhood Education	3

or ECED 691	Policy Perspectives in Early Childhood Education	
<b>Electives</b>		
Select four courses from the following:		12
Any graduate ECED course(s) ( <a href="http://catalog.gmu.edu/courses/eced/">http://catalog.gmu.edu/courses/eced/</a> )		
EDCI 630	Supporting English Learners in PK-12 Schools	
EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	
Total Credits		18

### Concentration in ASTL: Mathematics K-8 (AMTK)

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

Code	Title	Credits
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: French (AFRN)

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

#### Coursework

Code	Title	Credits
<b>Literature</b> <sup>1</sup>		
Select 6 credits from the following:		6
FREN 516	Topics in Early Modern French Literature and Culture	
FREN 520	Modern and Contemporary French Literature and Culture	
FREN 550	Special Topics	
FREN 551	Topics in Francophone African Literature and Culture	
FREN 554	Topics in Francophone Caribbean Literature and Culture	

FREN 555	Special Topics related to Francophone Literature and Culture	
FREN 567	Special Topics related to French and Francophone Literature and Culture	

### Language and Linguistics

Select 6 credits from the following in consultation with an advisor: 6

FREN 563	History of the French Language	
FREN 564	Advanced Translation	
FREN 565	Special Topics Related to the French Language	
FREN 570	French and Francophone Cinema	
FREN 575	Grammatical Analysis	

### Electives

Select 6 credits from the courses above or below in consultation with an advisor.<sup>2</sup> 6

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 575	Heritage Language Education	
FRLN 590	Internship and Seminar in Translation	
FRLN 620	Literary Theory and Criticism	
FRLN 660	Approaches to the Study of Language	
FRLN 670	Topics in Language Learning and Teaching	

Total Credits 18

1

Courses may be substituted with advisor-approved literature-related electives in French. Courses must cover two different chronological periods or Francophone regions in consultation with an advisor.

2

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

### Concentration in ASTL: Spanish (ASPN)

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

#### Coursework

Code	Title	Credits
SPAN 502	Hispanic Sociolinguistics	3
SPAN 510	Methods of Literary and Cultural Studies	3

#### Electives

Select 12 credits from the following:<sup>1</sup> 12

SPAN 501	Applied Spanish Grammar	
SPAN 505	Applied Spanish Stylistics in Multilingual and Multimodal Contexts	
SPAN 512	Mass Media and Popular Culture	

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 544	Spanish-Language Film, Television, and Digital Media	
SPAN 545	Studies in Hispanic Literature	
SPAN 551	Special Topics in Spanish	
SPAN 570	Language Politics and Policy	
SPAN 571	Methods and Curriculum Design for Teaching Spanish	
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, Linguistics or Culture	
SPAN 685	Seminar in Literature and Ideas	
FRLN 575	Heritage Language Education	
FRLN 670	Topics in Language Learning and Teaching	

Total Credits 18

1

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

### Concentration in ASTL: Gifted Education (AGIE)

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

Code	Title	Credits
EDCI 621	Introduction to Gifted and Talented Learners	3
EDCI 622	Curriculum and Instructional Strategies for Gifted Learners	3
EDCI 623	Supporting the Social Emotional Needs of Gifted Learners	3
EDCI 624	Advanced Assessment and Evaluation of Gifted Learners	3

**Electives 6**

Select two courses (6 credits) from the following:<sup>1</sup>

EDCI 625	Contemporary Issues and Trends in Gifted Education	
EDCI 626	Action Research in Gifted Education	
EDCI 627	Advanced Practicum in Gifted Education <sup>2</sup>	

EDCI 630	Supporting English Learners in PK-12 Schools	
EDCI 660	Integrated STEM Teaching	
EDUC 608	Teacher Leadership for Professional Learning	
Total Credits		18

1

Courses may be substituted with advisor approval.

2

The EDCI 627 Advanced Practicum in Gifted Education or one year of successful full-time teaching with gifted students in an accredited public or non-public school is required for the Virginia Add-On Endorsement in Gifted Education (VA Licensure Regulations for School Personnel, 2018).

### Concentration in ASTL: History/Social Science (AHSS)

This concentration is designed for educators at all grade levels who seek to strengthen their professional practice of teaching, while also deepening and broadening their content knowledge of history and/or the social sciences.

#### Coursework

Code	Title	Credits
Choose 18 credit hours from advisor-approved electives in History, Geography, and/or Sociology/Anthropology. Courses may be substituted with advisor-approved elective.		18
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.

#### Coursework

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

### Concentration in ASTL: Literacy PK–12 (AL12)

This concentration focuses on literacy development and evidence-based literacy instruction for teachers in any discipline, PK-12. Additional electives may focus on ESOL, special education, psychology, secondary and elementary education, early childhood, and other areas.

#### Coursework

Code	Title	Credits
EDRD 642	Foundations of Literacy Instruction: Code-Based Skills	3
EDRD 643	Foundations of Literacy Instruction: Meaning-Based Skills	3

#### Electives 12

Select 12 credits from the following (including at least 6 credits of EDRD courses): <sup>1</sup>		
EDRD 625	Integrating Literacy and Technology for K-12 Learners	

EDRD 626	Writing Development and Instruction for K-12 Learners	
EDRD 627	Comprehension and Vocabulary Development for K-12 Learners	
EDRD 628	Word Analysis: Phonics, Vocabulary, and Spelling for K-12 Learners	
EDRD 640	Trajectory of Literacy Research	
EDRD 641	Trends and Issues in Literacy	
EDRD 644	Literacy Assessment and Intervention <sup>2</sup>	
EDRD 645	Supervised Literacy Practicum <sup>2</sup>	
EDRD 647	Introduction to Literacy Coaching	
EDAT 524	Universal Design for Learning	
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 630	Supporting English Learners in PK-12 Schools	
EDSE 641	Instructional Strategies for Reading and Writing	
EDUC 608	Teacher Leadership for Professional Learning	
Total Credits		18

1

Students may choose an alternate elective with advisor approval.

2

Must be taken concurrently.

### Concentration in ASTL: Literacy: Reading Specialist (ALRS)

This concentration is designed for teachers with at least 1 year of teaching experience. It provides a state-approved sequence of courses that can lead to eligibility for the K-12 Reading Specialist endorsement in Virginia. (Additional state licensure requirements include an initial teaching license, a satisfactory score on the state-mandated licensure exam, and at least 3 years of teaching experience under contract.) Coursework helps teachers develop an in-depth understanding of literacy development, scientifically-based literacy research, and evidenced-based instructional, assessment, and intervention strategies in literacy. It also provides opportunities to develop the leadership skills needed to serve as a Reading Specialist. Students must earn a B- or higher in all licensure coursework.

#### Coursework

Code	Title	Credits
EDRD 640	Trajectory of Literacy Research	2
EDRD 641	Trends and Issues in Literacy	2
EDRD 642	Foundations of Literacy Instruction: Code-Based Skills	3
EDRD 643	Foundations of Literacy Instruction: Meaning-Based Skills	3
EDRD 644	Literacy Assessment and Intervention <sup>1</sup>	3
EDRD 645	Supervised Literacy Practicum <sup>1</sup>	3
EDRD 646	School-Based Leadership in Literacy	3

EDRD 647	Introduction to Literacy Coaching	2
Total Credits		21

1

Must be taken concurrently

### 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

Code	Title	Credits
EDCI 666	Research in Mathematics Teaching	3
EDCI 702	Internship in Mathematics Education	3
MATH 601	Analysis I for Teachers	3
MATH 604	Geometry for Teachers	3
or MATH 614	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

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	
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

Code	Title	Credits
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

Up to 6 credits in graduate science course work may be applied to the ASTL Science K-12 concentration with advisor approval.		6
EDCI 630	Supporting English Learners in PK-12 Schools	
EDCI 660	Integrated STEM Teaching	
EDUC 608	Teacher Leadership for Professional Learning	

Total Credits 18

### 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, choose an additional 5 courses (15 credits) from the following, with the goal of selecting at least one course from each area:		15

#### Designing Digital Learning in Schools

EDIT 780	Principles of School-Based Design	
EDIT 781	Designing for Information Using	
EDIT 782	Designing for Literacy	
EDIT 783	Designing for Problem Solving	

#### Math Education Leadership

EDCI 644	Mathematics Learning and Assessment (K-8)	
EDCI 645	Curriculum Development in Mathematics Education	
EDCI 646	Mathematics Education Leadership for School Change	
MATH 610	Number Systems and Number Theory for K-8 Teachers	

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

**Science**

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

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.

**Coursework**

Code	Title	Credits
Select 18 credits of Special Education (EDSE) and/or Assistive Technology (EDAT) coursework in consultation with advisor. ( <a href="http://catalog.gmu.edu/courses/edse/">http://catalog.gmu.edu/courses/edse/</a> )		18
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**

Code	Title	Credits
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
EDEP 591 or EDLE 618	Introduction to Data Literacy in Education Supervision and Evaluation of Instruction	3
EDUC 608	Teacher Leadership for Professional Learning	3
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**

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
Total Credits		30

**Teaching Culturally & Linguistically Diverse & Exceptional Learners**

The Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) is a Master of Education (MEd) program in Curriculum and Instruction designed to prepare teachers to work with culturally and linguistically diverse learners in the U.S. and around the world. The TCLDEL concentrations focus on a variety of student needs with special emphasis on language learners. Whether you are entering the field of education or have been a teacher for a number of years, TCLDEL concentrations can provide you with 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. TCLDEL has concentrations that lead to Virginia state licensure in ESOL, and foreign languages, as well as non-licensure options in the fields of IB and TESOL.

Initial Virginia state licensure concentrations include:

- PK-12 Virginia state licensure to teach English to Speakers of Other Languages (ESOL); and
- PK-12 Virginia state licensure to teach one of the following foreign languages: Arabic, Chinese, French, German, Japanese, Latin, Korean, and Spanish.

Non-licensure concentrations include:

- International Baccalaureate (IB) Education, which provides coursework for the IB certificate in teaching and learning (authorized by the IB). Upon completion of the coursework, teachers may apply to the IB organization for the IB certificate in teaching and learning.
- English to Speakers of Other Languages (ESOL) Education for licensed PK-12 teachers; and
- Teaching English to Speakers of Other Languages (TESOL) across the life span (PK-Adult) for diverse classrooms in the U.S. and around the world (100% online).

### 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
Total Credits		36

### 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
Total Credits		30

### 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

### 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

### 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

### 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

### 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
Total Credits		36

### 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
Total Credits		36

### 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
Total Credits		36

### 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
Total Credits		36

### Concentration in International Baccalaureate (IB) Education (IBE)

Code	Title	Credits
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
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	3
EDUC 621	Teaching and Learning in the International Baccalaureate Programme	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
Total Credits		30

### Concentration in Teaching English to Speakers of Other Languages (TESOL)(PK-Adult Non-Licensure) (TEOL)

Code	Title	Credits
EDCI 580	Human Development and Learning	3
EDCI 581	Understanding Culturally and Linguistically Diverse Learners	3
EDCI 582	Foundations in Language and Literacy	3
EDCI 583	Research and Practice with Bi-Multilingual Learners	3
EDCI 584	Linguistics for TESOL Professionals	3
EDCI 585	TESOL Methodology	3
EDCI 586	Assessment in English Language Teaching	3
EDCI 587	Content Literacy in English Language Teaching	3
EDCI 588	Consultation and Collaboration in Educational Settings	3
EDCI 589	Cultural and Linguistic Inquiry in TESOL	3
Total Credits		30

### Early Childhood and Elementary Education Concentration in Early Childhood Education for Diverse Learners Non-Licensure (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.

#### Coursework

Code	Title	Credits
ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
or ECED 621	Teacher Well-Being in Early Childhood Education	
ECED 503	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
or ECED 623	Creating Disciplinary Project-Based Learning Environments	
ECED 504	Engaging Families of Diverse Young Learners	3
or ECED 624	Building Strengths-Based Reciprocal Partnerships with Families of Young Children	
ECED 511	Assessment of Diverse Young Learners	3
or ECED 685	Applied and Teacher Research in Early Childhood Education	
ECED 601	Frameworks for 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 (<http://catalog.gmu.edu/courses/eced/>)

Total Credits 30

## Concentration in Early Childhood Education for Diverse Learners Licensure (ECLI)

This 30- to 36-credit concentration offers required coursework for teacher licensure in Early/Primary Education PreK-3. Students who have completed graduate or undergraduate coursework equivalent to concentration coursework prior to admission to this program may request that some courses in this concentration be waived. Students who are eligible to waive coursework must complete a minimum of 30 graduate-level credits to graduate. A grade of B- or better must be earned in all coursework.

In addition to the ECED concentration coursework, students must complete specific content area coursework in English, mathematics, science, and the social sciences as well as mandated state/accreditation assessments.

### Coursework

Code	Title	Credits
ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 502	Foundations of Language and Literacy for Diverse Young Learners, Birth-Age 5	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 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 515	Mathematics for Diverse Young Learners	3
ECED 516	Science for Diverse Young Learners	3
ECED 781	Seminar in Early Childhood Education	3
ECED 788	Internship in Early Childhood Education Prekindergarten-Third Grade	6
Total Credits		36

## Concentration in Elementary Education (ELED)

The 39-credit 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.

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

Prior to internship, students must successfully complete:

- Emergency First Aid, CPR and AED certification
- Virginia Communication & Literacy Assessment (VCLA)
- Praxis Teaching Reading: Elementary
- Praxis Subject Assessment for Elementary Education
- Content Area Endorsement Coursework

Licensure testing 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.

### Coursework

Code	Title	Credits
ELED 544	Introduction to Elementary Methods and Management	3
ELED 545	Differentiating Elementary Methods and Management	3
ELED 552	Mathematics Methods for the Elementary Classroom	3
ELED 553	Science Methods for the Elementary Classroom	3
ELED 554	Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom	3
ELED 555	Literacy Teaching and Learning in Diverse Elementary Classrooms I	3
ELED 556	Literacy Teaching and Learning in Diverse Elementary Classrooms II	3
ELED 559	Research and Assessment in Elementary Education	1-3
ELED 790	Internship in Elementary Education <sup>1</sup>	1-6
ELED 542	Foundations of Elementary Education	3
ELED 543	Children, Family, Culture, and Schools, ages 4-12 Years	3
Select one course from the following:		3
EDSE 501	Introduction to Special Education	
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	
ELED 790	Internship in Elementary Education <sup>2</sup>	
ELED 790	Internship in Elementary Education <sup>3</sup>	
Total Credits		32-39

1

6 credits of 790 are required for licensure. Year-long internship students must register for 3 credits in the fall and 6 credits in the spring. Semester-long internship students must register for 6 credits during their internship and complete 3 credits of elective coursework. See above for elective course options.

2

applicable for yearlong interns, 3 credits

3

study abroad in Cambridge, 3 credits

## Learning Technologies

The concentration with an instructional technology focus provides professionals the specialized knowledge and skills needed to apply a wide range of learning technologies to achieve educational and

instructional goals in P12 schools. The concentration combines 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 concentration serves the various needs and interests of P12 teachers including blended learning, online learning, and the integration of technology in schools.

## Concentration in Learning Technologies in Schools (LTSC)

### Coursework

Code	Title	Credits
EDIT 760	Blended and Online Teachers and Learners	1
EDIT 761	Models of Blended and Online Learning	2
EDIT 762	Quality K-12 Blended and Online Learning	1
EDIT 763	Tools for K-12 Blended and Online Learning	2
EDIT 764	Blended and Online Communication	3
Select one course from the following:		
EDIT 767	Designing K-12 Blended and Online Learning	3
EDIT 785	Designing School-Based Digital Learning	
Total Credits		12

### Specialization

Select one of the following areas of specialization:

#### Blended and Online Learning in Schools Specialization

Code	Title	Credits
EDIT 765	Facilitating K-12 Blended and Online Learning	2
EDIT 766	Understanding Blended and Online Presence	2
EDIT 768	K-12 Online Design I	1
EDIT 769	K-12 Online Design II	1
EDIT 791	Project Development Practicum I	6
EDIT 792	Project Development Practicum II	6
Total Credits		18

#### Designing Digital Learning in Schools Specialization

Code	Title	Credits
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 787	Teacher Leadership and Advocacy for Digital Learning	3
Total Credits		18

## Literacy/Reading

A master's degree and one graduate certificate (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-education/literacy-reading-instruction-graduate-certificate/>) are available to teachers in grades K-12 who are interested in gaining additional expertise in literacy/reading instruction and leadership or in preparing to work

as a reading specialist. Courses combine current research and theory with practical, hands-on experience. A graduate certificate focusing on literacy coaching is also available for current reading specialists or literacy leaders. Literacy(ies), Culture, and Reading is also available as a primary or secondary specialization in the PhD in Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-education/education-phd/>) degree program.

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

This concentration is designed for teachers with at least 1 year of teaching experience and includes a 21-credit sequence of courses in literacy/reading instruction and leadership and 9 credits in courses related to diverse learners (e.g., English as a second language [ESOL], special education, gifted education). Coursework helps teachers develop an in-depth understanding of literacy development, scientifically-based literacy research, and evidence-based instruction, assessment, and intervention in literacy. It also provides opportunities to develop the leadership skills needed to serve as a Reading Specialist.

Completion of all requirements earns students a master's degree in curriculum and instruction plus eligibility for the K-12 Reading Specialist endorsement in Virginia. (Additional state licensure requirements include an initial teaching license, a satisfactory score on the state-mandated licensure exam, and at least 3 years of teaching experience under contract). Some coursework in ESOL, special education, and/or gifted education may be applied toward add-on licenses in those areas.

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

### Licensure Coursework

Code	Title	Credits
EDRD 640	Trajectory of Literacy Research	2
EDRD 641	Trends and Issues in Literacy	2
EDRD 642	Foundations of Literacy Instruction: Code-Based Skills	3
EDRD 643	Foundations of Literacy Instruction: Meaning-Based Skills	3
EDRD 644	Literacy Assessment and Intervention <sup>1</sup>	3
EDRD 645	Supervised Literacy Practicum <sup>1</sup>	3
EDRD 646	School-Based Leadership in Literacy	3
EDRD 647	Introduction to Literacy Coaching	2

### Electives

Select three courses from the following: <sup>2</sup>		
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 and Linguistically Diverse Learners	
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 630	Supporting English Learners in PK-12 Schools	

EDRD 625	Integrating Literacy and Technology for K-12 Learners	
EDRD 626	Writing Development and Instruction for K-12 Learners	
EDRD 627	Comprehension and Vocabulary Development for K-12 Learners	
EDRD 628	Word Analysis: Phonics, Vocabulary, and Spelling for K-12 Learners	
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	Principles and Procedures of Behavior Analysis	
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	
SEED 502	Young Adult Literature in Multicultural Settings	
SEED 509	Perspectives on Extraordinary Teaching	
Total Credits		30

1

EDRD 644 and EDRD 645 must be taken concurrently.

2

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

## Mathematics Specialist Leader

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

This 30-credit concentration is designed for working professionals. Students study mathematics content and pedagogy, teaching, curriculum and professional development. They also explore school-based leadership issues in mathematics education. The internship is an individual experience designed and developed in consultation with a faculty advisor or mentor. This program includes all coursework required for Virginia mathematics specialist (K-8) endorsement. Students must earn a B- or higher in all program coursework. Graduates who apply for this endorsement must have three years of successful teaching experience at the time of application.

#### Coursework

Code	Title	Credits
EDCI 644	Mathematics Learning and Assessment (K-8)	3
EDCI 645	Curriculum Development in Mathematics Education	3
EDCI 646	Mathematics Education Leadership for School Change	3
EDCI 666	Research in Mathematics Teaching	3
EDCI 702	Internship in Mathematics Education	3
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
Total Credits		30

## 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, computer science, 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

Clinical 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 is required for completion of the state-approved licensure program. The internship can be completed in either a full-time 16-week experience in one semester or in a half-time 32-week experience in two consecutive semesters.

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 30-credit master's degree requires that 6 credits of approved coursework be substituted for the internship.

### Concentration in Secondary Education Biology (SECB)

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3

SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 794	Internship: Secondary Education Science	

**Electives**

Select 3 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval.	3
<b>Total Credits</b>	<b>30</b>

**Concentration in Secondary Education Chemistry (SECC)**

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 794	Internship: Secondary Education Science	

**Electives**

Select 3 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval.	3
<b>Total Credits</b>	<b>30</b>

**Concentration in Secondary Education Computer Science (SECO)**

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 566	Teaching Computer Science in the Secondary School	3
SEED 676	Advanced Methods of Teaching Computer Science in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 796	Internship: Secondary Education Computer Science	

**Electives**

Select 6 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval.	6
<b>Total Credits</b>	<b>30</b>

**Concentration in Secondary Education Earth Science (SECS)**

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 794	Internship: Secondary Education Science	

**Electives**

Select 3 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval.	3
<b>Total Credits</b>	<b>30</b>

**Concentration in Secondary Education English (SECE)**

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
SEED 502	Young Adult Literature in Multicultural Settings	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 569	Teaching English in the Secondary School	3
SEED 669	Advanced Methods of Teaching English in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 792	Internship: Secondary Education English	

**Electives**

Select 3 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval.	3
<b>Total Credits</b>	<b>30</b>

## Concentration in Secondary Education History and Social Science (SECH)

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 567	Teaching Social Studies in the Secondary School	3
SEED 667	Advanced Methods of Teaching Social Sciences in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 795	Internship: Secondary Education Social Studies	

### Electives

Select 6 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval. 6

Total Credits 30

## Concentration in Secondary Education Mathematics (SECM)

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 572	Teaching Mathematics in the Secondary School	3
SEED 672	Advanced Methods of Teaching Mathematics in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 793	Internship: Secondary Education Math	

### Electives

Select 6 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval. 6

Total Credits 30

## Concentration in Secondary Education Physics (SECP)

Code	Title	Credits
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3

SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3
SEED 677	Action Research Methods in Secondary Education	1
SEED 678	Action Research Seminar in Secondary Education	2
Six credits of		6
SEED 794	Internship: Secondary Education Science	

### Electives

Select 3 credits of 500-level or above education or concentration-related courses, with advisor and/or program coordinator approval. 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 (<http://catalog.gmu.edu/colleges-schools/science/biology/biology-ba/>) or BS in Biology (<http://catalog.gmu.edu/colleges-schools/science/biology/biology-bs/>) (degree without concentration) and an MEd in Curriculum and Instruction (Secondary Education Biology concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the Biology Undergraduate Program (<http://catalog.gmu.edu/colleges-schools/science/biology/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

For more detailed information on coursework and timeline requirements, see AP6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) policies.

## 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 (<http://catalog.gmu.edu/colleges-schools/science/chemistry-biochemistry/chemistry-ba/>) or BS in Chemistry (<http://catalog.gmu.edu/colleges-schools/science/chemistry-biochemistry/chemistry-bs/>) (degree without concentration) and an MEd in Curriculum and Instruction (Secondary Education Chemistry concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction->

[med/](#)) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7>) for policies related to this program.

This accelerated option is offered jointly by the Department of Chemistry and Biochemistry (<http://catalog.gmu.edu/colleges-schools/science/chemistry-biochemistry/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3

SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

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.

## Computer Science, BS/Curriculum and Instruction, Accelerated MEd (Secondary Education Computer Science Concentration)

### Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BS in Computer Science (<http://catalog.gmu.edu/colleges-schools/engineering-computing/school-computing/computer-science/computer-science-bs/>) (degree without concentration) and an MEd in Curriculum and Instruction (Secondary Education Computer Science concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the Department of Computer Science (<http://catalog.gmu.edu/colleges-schools/engineering-computing/school-computing/computer-science/>) and the School of Education (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Literacy in the Content Areas	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 566	Teaching Computer Science in the Secondary School	3
SEED 676	Advanced Methods of Teaching Computer Science in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

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.

## 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 a BA in English (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/english/english-ba/>) or a BFA in Creative Writing (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/english/creative-writing-bfa/>) and an MEd in Curriculum and Instruction (Secondary Education English concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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



This accelerated option is offered jointly by the Department of English (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/english/>) and the School of Education (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Disciplinary Literacy	3
SEED 502	Young Adult Literature in Multicultural Settings	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 569	Teaching English in the Secondary School	3
SEED 669	Advanced Methods of Teaching English in the Secondary School	3

SEED approved elective (<http://catalog.gmu.edu/courses/seed/>)

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.

## Geology, BA or 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 program and obtain a BA (<http://catalog.gmu.edu/colleges-schools/science/atmospheric-oceanic-earth-sciences/geology-ba/>) or BS in Geology (<http://catalog.gmu.edu/colleges-schools/science/atmospheric-oceanic-earth-sciences/geology-bs/>) and an MEd in Curriculum and Instruction (Secondary Education Earth Science concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/>) for policies related to this program.

This accelerated option is offered jointly by the Department of Atmospheric, Oceanic, and Earth Sciences (<https://catalog.gmu.edu/colleges-schools/science/atmospheric-oceanic-earth-sciences/>) and the School of Education (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<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.

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
EDRD 619	Literacy in the Content Areas	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3

SEED approved elective (<http://catalog.gmu.edu/courses/seed/>)

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.

## 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 a BA in History (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/history-art/history-ba/>) and an MEd in Curriculum and Instruction (Secondary Education History and Social Science concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the Department of History and Art History (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/history-art/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Literacy in the Content Areas	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 567	Teaching Social Studies in the Secondary School	3
SEED 667	Advanced Methods of Teaching Social Sciences in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

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.

## 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 a BA in Integrative Studies (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/integrative-studies/integrative-studies-ba/>) (concentration in social science for education) and an MEd in Curriculum and Instruction (Secondary Education History and Social Science concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the School of Integrative Studies (<http://catalog.gmu.edu/colleges-schools/humanities-social-sciences/integrative-studies/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Literacy in the Content Areas	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 567	Teaching Social Studies in the Secondary School	3
SEED 667	Advanced Methods of Teaching Social Sciences in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

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.

## 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 (<http://catalog.gmu.edu/colleges-schools/science/mathematical-sciences/mathematics-ba/>) or BS in Mathematics (<http://catalog.gmu.edu/colleges-schools/science/mathematical-sciences/mathematics-bs/>) and an MEd in Curriculum and Instruction (Secondary Education Mathematics concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the Department of Mathematical Sciences (<http://catalog.gmu.edu/colleges-schools/science/mathematical-sciences/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://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.

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
EDRD 619	Literacy in the Content Areas	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 572	Teaching Mathematics in the Secondary School	3
SEED 672	Advanced Methods of Teaching Mathematics in the Secondary School	3
SEED approved elective ( <a href="http://catalog.gmu.edu/courses/seed/">http://catalog.gmu.edu/courses/seed/</a> )		

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.

## 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 a BS in Physics (<http://catalog.gmu.edu/colleges-schools/science/physics-astronomy/physics-bs/>) and an MEd in Curriculum and Instruction (Secondary Education Physics concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 143 credits.

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

This accelerated option is offered jointly by the department of Physics and Astronomy (<http://catalog.gmu.edu/colleges-schools/science/physics-astronomy/>) and the School of Education (<http://catalog.gmu.edu/colleges-schools/education-human-development/school-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 (<http://catalog.gmu.edu/policies/academic/graduate-policies/>).

## 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.

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
EDRD 619	Disciplinary Literacy	3
EDUC 547	Scientific Inquiry and the Nature of Science	3
SEED 522	Foundations of Secondary Education	3
SEED 540	Human Development and Learning: Secondary Education	3
SEED 573	Teaching Science in the Secondary School	3
SEED 673	Advanced Methods of Teaching Science in the Secondary School	3

SEED approved elective (<http://catalog.gmu.edu/courses/seed/>)

For more detailed information on coursework and timeline requirements, see AP6.7 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 (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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 AP6 Graduate Policies (<http://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 (<http://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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of a minimum of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (<http://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 (Early Childhood Education for Diverse Learners (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 (Early Childhood Education for Diverse Learners (Licensure) concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after completion of 144 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (to be determined by the student and their advisor):

Advanced Standing Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 12 credits)

Code	Title	Credits
ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 502	Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners	3
ECED 503	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
ECED 504	Engaging Families of Diverse Young Learners	3
ECED 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 515	Mathematics for Diverse Young Learners	3
ECED 516	Science for Diverse Young Learners	3

ECED approved elective (<http://catalog.gmu.edu/courses/eced/>)

Reserve Graduate Credit Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 6 credits)

Code	Title	Credits
ECED 504	Engaging Families of Diverse Young Learners	3
ECED 511	Assessment of Diverse Young Learners	3
ECED 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 515	Mathematics for Diverse Young Learners	3
ECED 516	Science for Diverse Young Learners	3

ECED approved elective (<http://catalog.gmu.edu/courses/eced/>)

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 (Early Childhood Education for Diverse Learners (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 (Early Childhood Education for Diverse Learners (Non-Licensure) concentration) (<https://catalog.gmu.edu/colleges-schools/education-human-development/>

[school-education/curriculum-instruction-med/](https://catalog.gmu.edu/colleges-schools/education-human-development/)) in an accelerated time-frame after completion of 138 credits.

See AP.6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (to be determined by the student and their advisor):

Advanced Standing Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 12 credits)

Code	Title	Credits
ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 502	Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners	3
ECED 503	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
ECED 504	Engaging Families of Diverse Young Learners	3

ECED 505	Introduction to Early Childhood Special Education	3	human-development/school-education/curriculum-instruction-med/) in an accelerated time-frame after satisfactory completion of 138 credits.
ECED 506	Medical and Developmental Aspects of Disabilities of Diverse Young Learners	3	See AP.6.7 Bachelor's/Accelerated Master's Degree ( <a href="http://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7">http://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7</a> ) for policies related to this program.
ECED 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3	
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3	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 ( <a href="http://catalog.gmu.edu/policies/academic/graduate-policies/#text">http://catalog.gmu.edu/policies/academic/graduate-policies/#text</a> ).
ECED 515	Mathematics for Diverse Young Learners	3	
ECED 516	Science for Diverse Young Learners	3	<b>BAM Pathway Admission Requirements</b>
ECED 522	Developing Language, Literacy, and Communication of Diverse Infants and Toddlers	3	
ECED 523	Early Intervention for Infants Toddlers with Disabilities: Collaborative Consultative Approaches	3	
ECED approved elective ( <a href="http://catalog.gmu.edu/courses/eced/">http://catalog.gmu.edu/courses/eced/</a> )			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 ( <a href="https://catalog.gmu.edu/admissions/graduate-policies/">https://catalog.gmu.edu/admissions/graduate-policies/</a> ) and Bachelor's/Accelerated Master's Degree ( <a href="https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7">https://catalog.gmu.edu/policies/academic/graduate-policies/#ap-6-7</a> ) policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines ( <a href="https://cehd.gmu.edu/bachelors-accelerated-masters-program/">https://cehd.gmu.edu/bachelors-accelerated-masters-program/</a> ).

Reserve Graduate Credit Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 6 credits)

Code	Title	Credits
ECED 505	Introduction to Early Childhood Special Education	3
ECED 506	Medical and Developmental Aspects of Disabilities of Diverse Young Learners	3
ECED 511	Assessment of Diverse Young Learners	3
ECED 512	Language and Literacy Assessment and Instruction for Diverse Primary Grade Learners	3
ECED 513	Integrating Social Studies Across the Content Areas for Diverse Young Learners	3
ECED 515	Mathematics for Diverse Young Learners	3
ECED 516	Science for Diverse Young Learners	3
ECED 522	Developing Language, Literacy, and Communication of Diverse Infants and Toddlers	3
ECED 523	Early Intervention for Infants Toddlers with Disabilities: Collaborative Consultative Approaches	3
ECED 597	Special Topics in Early Childhood Education	1-3

ECED approved elective (<http://catalog.gmu.edu/courses/eced/>)

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 (Elementary Education 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 (Elementary Education concentration) (<https://catalog.gmu.edu/colleges-schools/education->

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:

Advanced Standing Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 12 credits)

Code	Title	Credits
ELED 542	Foundations of Elementary Education	3
ELED 543	Children, Family, Culture, and Schools, ages 4-12 Years	3
ELED 544	Introduction to Elementary Methods and Management	3
ELED 555	Literacy Teaching and Learning in Diverse Elementary Classrooms I	3



Reserve Graduate Credit Courses (<https://catalog.gmu.edu/policies/academic/graduate-policies/#text>) (up to 6 credits)

Code	Title	Credits
ELED 545	Differentiating Elementary Methods and Management	3
ELED 552	Mathematics Methods for the Elementary Classroom	3
ELED 553	Science Methods for the Elementary Classroom	3
ELED 554	Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom	3
ELED 556	Literacy Teaching and Learning in Diverse Elementary Classrooms II	3

For more detailed information on coursework and timeline requirements, see AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (<http://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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 138 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (<http://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 (<http://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 (<http://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 (<http://catalog.gmu.edu/admissions/graduate-policies/>) and Bachelor's/Accelerated Master's Degree 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).

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 AP6.7 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 AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 AP6 Graduate Policies (<http://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 (<http://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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 AP6 Graduate Policies (<http://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 (<http://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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 AP6 Graduate Policies (<http://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 (<http://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):

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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 AP6 Graduate Policies (<http://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 (<http://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 AP6.7 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) (<https://catalog.gmu.edu/colleges-schools/education-human-development/school-education/curriculum-instruction-med/>) in an accelerated time-frame after satisfactory completion of 144 credits.

See AP6.7 Bachelor's/Accelerated Master's Degree (<http://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 (<http://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 (<http://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.