



**PHYSICAL EDUCATION CONCENTRATION  
COURSE SHEET**

*30 credit degree program*

*(12 credits of Core courses, 18 credits of Concentration courses)*

<b>Core Courses: 12 credits</b> <i>Required for all ASTL M.Ed. students</i>	<b>Credit Hours</b>
<p><b><u><a href="#">EDUC 612: Inquiry into Practice</a></u></b> Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.</p>	2
<p><b><u><a href="#">EDUC 613: How Students Learn</a></u></b> Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.</p>	3
<p><b><u><a href="#">EDUC 614: Designing and Assessing Teaching and Learning</a></u></b> Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.</p>	2
<p><b><u><a href="#">EDUC 606: Education and Culture</a></u></b> Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.</p>	3
<p><b><u><a href="#">EDUC 615: Educational Change</a></u></b> Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.</p>	2

Physical Education Concentration Courses: 15 credits	Credit Hours
<p><b><u>PHED 660: Research Reading Seminar in Physical Education</u></b>  Provides an overview of the current and past research in the field of physical education through an in-depth analysis, synthesis, and discussion of research.</p>	3
<p><b><u>PHED 670: Analysis of Teaching in Physical Education</u></b>  Presents variety of research techniques for studying teacher and learner behaviors in physical education, engaging the teacher as researcher and grant writer. Goal is to prepare teachers to be leaders in their field.</p>	3
<p><b><u>PHED 672: Curriculum and Assessment in Physical Education</u></b>  Provides knowledge of curriculum models and assessment strategies in standards-based physical education program. Studies curriculum models such as sport education and adventure education. Examines traditional and alternative assessment.</p>	3
<p><b><u>PHED 673: Motor Development for Special Populations</u></b>  Provides knowledge that focuses on individuals with orthopedic, sensory, and learning disabilities in physical education setting. Areas of focus include development of motor patterns and skills assessment, and planning and instruction for students with disabilities.</p>	3
<p><b><u>PHED 680: Mentoring and Supervising in Physical Education</u></b>  Prepares mentors and supervisors of preservice and in-service teachers in physical education. Topics include professional dispositions, assessment and evaluation, adult learners, counseling and communication, providing feedback, and reflection and inquiry into the profession.</p>	3
<p align="center"><b>Concentration Electives: 3 credits</b>  <b>Select 1 course from the options below</b></p>	
<p><b><u>EDCI 630: Supporting English Learners in PK-12 Schools</u></b>  Provides new knowledge for classroom teachers who wish to know more about second language acquisition and how to effectively serve English Learners in their classrooms and schools. Examines research in first and second language acquisition, bilingualism, and includes teachers' application of new knowledge for culturally responsive curriculum development and student assessment.</p>	3
<p><b><u>EDUC 608: Teacher Leadership for Professional Learning</u></b>  Examines teacher leadership as a vehicle for professional growth and change. Focuses on the role of teacher learning in strengthening school capacity and offers teachers a foundation for enacting teacher leadership in their own school contexts via mentoring, collaboration, and related professional development endeavors.</p>	3

<p><b><u>EFHP 610: Advanced Exercise Physiology</u></b> Lecture, demonstration, and seminar experiences in applying research findings to understanding physiological function and effects of exercise on people.</p>	3
<p><b><u>EFHP 611: Movement and Fitness Assessment</u></b> Covers common movement and fitness assessments that can be used to develop an individualized exercise program for various populations.</p>	3
<p><b><u>EFHP 614: Advanced Exercise Nutrition</u></b> Advanced study of nutrition's relation to physical activity, exercise, and sports. Reviews biochemical, physiological, and behavioral aspects of nutrition in promoting health, fitness, and sports performance. Focuses on nutrient needs during life cycle stages.</p>	3
<p><b><u>EFHP 618: Exercise and Sport Psychology</u></b> Covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics.</p>	3
<p><b><u>HEAL 516: Program Development and Resources in Health Education</u></b> Open to licensed and provisionally licensed health and physical education teachers in the commonwealth of Virginia and students in ASTL physical education program. Focuses on program development, health content, methodology, and resources for teaching preK-12 health education.</p>	3
<b>PROGRAM EXIT REQUIREMENT</b>	
<p><b>Professional Development Portfolio:</b> A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.</p>	NA



**Advanced Studies in Teaching and Learning (ASTL)**

Division of Advanced Professional Teacher Development and International Education  
College of Education and Human Development

Dr. Stephanie Dodman ([sdodman@gmu.edu](mailto:sdodman@gmu.edu))

Dr. Nancy Holincheck ([nholinch@gmu.edu](mailto:nholinch@gmu.edu))

ASTL Academic Program Coordinators

**Advisor and Support Contact List**

Concentration	Advisor	Email	Phone
Designing Digital Learning in Schools	Dr. Dawn Hathaway	<a href="mailto:dhathawa@gmu.edu">dhathawa@gmu.edu</a>	(703) 993-2019
Diversity and Exceptionality in PK-12 Schools	Marie Champagne	<a href="mailto:mchampa4@gmu.edu">mchampa4@gmu.edu</a>	(703) 993-3173
Early Childhood Education	Dr. Julie Kidd	<a href="mailto:jkidd@gmu.edu">jkidd@gmu.edu</a>	(703) 993-8325
Languages (Spanish & French)	Dr. Rebecca Fox <i>Dr. Jenny Leeman*</i> <i>Dr. Christy Pichichero*</i>	<a href="mailto:rfox@gmu.edu">rfox@gmu.edu</a> <a href="mailto:jleeman@gmu.edu">jleeman@gmu.edu</a> <a href="mailto:cpichich@gmu.edu">cpichich@gmu.edu</a>	(703) 993-4123
Gifted Child Education	Dr. Nancy Holincheck	<a href="mailto:nholinch@gmu.edu">nholinch@gmu.edu</a>	(703) 993-8136
History	Dr. Mark Helmsing <i>Dr. Brian Platt*</i>	<a href="mailto:mhelmsin@gmu.edu">mhelmsin@gmu.edu</a> <a href="mailto:bplatt1@gmu.edu">bplatt1@gmu.edu</a>	(703) 993-2384 (703) 993-1253
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International Baccalaureate	Marie Champagne	<a href="mailto:mchampa4@gmu.edu">mchampa4@gmu.edu</a>	(703) 993-3173
Literacy: Reading Specialist	Dr. Jennifer Hathaway	<a href="mailto:jhathaw2@gmu.edu">jhathaw2@gmu.edu</a>	(703) 993-5789
Literacy: PreK-12 Classroom	Dr. Jennifer Hathaway	<a href="mailto:jhathaw2@gmu.edu">jhathaw2@gmu.edu</a>	(703) 993-5789
Mathematics	Dr. Courtney Baker	<a href="mailto:cbaker@gmu.edu">cbaker@gmu.edu</a>	(703) 993-5081
Physical Education	Dr. Dominique Banville	<a href="mailto:dbanvill@gmu.edu">dbanvill@gmu.edu</a>	(703) 993-3579
Science K-12	Dr. Nancy Holincheck	<a href="mailto:nholinch@gmu.edu">nholinch@gmu.edu</a>	(703) 993-8136
STEM	Dr. Nancy Holincheck	<a href="mailto:nholinch@gmu.edu">nholinch@gmu.edu</a>	(703) 993-8136
Special Education	Jancy Templeton	<a href="mailto:jtemple1@gmu.edu">jtemple1@gmu.edu</a>	(703) 993-2387
Teacher Leadership	Dr. Stephanie Dodman <i>Dr. Farnoosh Shahrokhi*</i>	<a href="mailto:sdodman@gmu.edu">sdodman@gmu.edu</a> <a href="mailto:fshahrok@gmu.edu">fshahrok@gmu.edu</a>	(703) 993-3841 (703) 993-2009
ASTL Core Advisors	Dr. Stephanie Dodman Dr. Nancy Holincheck	<a href="mailto:sdodman@gmu.edu">sdodman@gmu.edu</a> <a href="mailto:nholinch@gmu.edu">nholinch@gmu.edu</a>	(703) 993-3841 (703) 993-8136
APTDIE Coordinator of Student Services	Marie Champagne	<a href="mailto:mchampa4@gmu.edu">mchampa4@gmu.edu</a>	(703) 993-3173
APTDIE Support Manager	Felicita Minionis	<a href="mailto:fminioni@gmu.edu">fminioni@gmu.edu</a>	(703) 993-2794
ASTL program (general)		<a href="mailto:astl@gmu.edu">astl@gmu.edu</a>	(703) 993-2794
ASTL program website		<a href="https://gse.gmu.edu/advanced-teaching-studies/">https://gse.gmu.edu/advanced-teaching-studies/</a>	
ASTL Facebook page		<a href="https://www.facebook.com/ASTLProgramGMU/">https://www.facebook.com/ASTLProgramGMU/</a>	

\* *Liaison Contact for Departmental Advising*

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## Program of Study Form

Once you are admitted and you indicate your intent to enroll, contact your Advisor ***immediately***. Advisor information is located in your admissions materials and at <https://gse.gmu.edu/advanced-teaching-studies/current-student-information>.

Complete this form with your Advisor ***by the end of your second semester***. What you include on this form is not permanent, and you can adjust as necessary. However, it will provide you with a roadmap for your program. See the Concentration Course Sheet for your specific Concentration for guidance in course selection.

Any changes to your Program of Study should be made in consultation with your Advisor.

<b>Student Name</b>	<b>Concentration</b>
<b>Advisor Name</b>	

*Notes on Core courses:*

*The Core classes may be taken concurrently and interspersed with the Concentration courses OR the Core may be taken in a one year block as necessitated by Concentration course availability.*

*EDUC 612: offered face to face and online; summer only; must be first Core course taken*

*EDUC 613: offered face to face and online; fall only; must be second Core course taken*

*EDUC 614: offered face to face and online; fall only; can be taken concurrently with EDUC 613*

*EDUC 606: offered face to face and online; spring only; can be taken concurrently with EDUC 615*

*EDUC 615: offered face to face and online; spring only; must be taken the last spring semester of program*

Semester	Semester, Year	Course number	Credits	Concentration or Core?
<i>(Example)</i>	<i>Summer 2019</i>	<i>EDUC 612</i>	<i>2</i>	<i>Core</i>
		<i>EDLE 620</i>	<i>3</i>	<i>Concentration</i>
1				
2				
3				
4				
5				
6				
7				
8				

<b>Student's signature</b>		<b>Date</b>	
<b>Advisor's signature</b>		<b>Date</b>	