

EARLY CHILDHOOD EDUCATION CONCENTRATION FORM

(Note: This form reflects the most current program course sequence, active April 2019)

*30 credit degree program
(12 credits of Core courses, 18 credits of Concentration courses)*

<p align="center">Core Courses: 12 credits <i>Required for all ASTL M.Ed. students</i></p>	<p align="center">Credit Hours</p>
<p><u>EDUC 612: Inquiry into Practice</u> 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>	<p align="center">2</p>
<p><u>EDUC 613: How Students Learn</u> 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>	<p align="center">3</p>
<p><u>EDUC 614: Designing and Assessing Teaching and Learning</u> 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>	<p align="center">3</p>
<p><u>EDUC 606: Education and Culture</u> 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>	<p align="center">3</p>
<p><u>EDUC 615: Educational Change</u> 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>	<p align="center">2</p>

Early Childhood Education Concentration Courses: 6 credits	Credit Hours
<p><u>ECED 601: Frameworks for Early Childhood Education</u> Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition</p>	3
<p><u>ECED 685: Applied and Teacher Research in Early Childhood Education</u> Develops fundamental concepts, principles, and methods of research in early childhood education, with emphasis on interpreting and applying research results. Critiques research and uses findings in educational settings. Serves as a capstone course in early childhood education.</p> <p>OR</p> <p><u>ECED 691: Policy Perspectives in Early Childhood Education</u> Explores historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on historical role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education of services and context of service delivery.</p>	3
<p>Concentration Electives: 12 credits Select 4 courses from the options below</p>	
<p><u>EDCI 630: Supporting English Learners in PK-12 Schools</u> 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. <i>New course active April 2019</i></p>	3
<p><u>EDRD 630: Literacy Foundations and Instruction for Diverse Populations: Birth Through Middle Childhood</u> Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.</p>	3
<p>Any graduate courses with ECED prefix</p>	
<p>PROGRAM EXIT REQUIREMENT</p>	

Professional Development Portfolio: 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.	NA
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College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL)

Dr. Stephanie Dodman (sdodman@gmu.edu)

Dr. Nancy Holincheck (nholinch@gmu.edu)

ASTL Academic Program Coordinators

Advisor and Support Contact List

Concentration	Advisor	Email	Phone
Designing Digital Learning in Schools	Dr. Dawn Hathaway	dhathawa@gmu.edu	(703) 993-2019
Early Childhood Education	Dr. Julie Kidd	jkidd@gmu.edu	(703) 993-8325
Foreign Languages (Spanish & French)	Dr. Rebecca Fox <i>Dr. Jenny Leeman*</i> <i>Dr. Christy Pichichero*</i>	rfox@gmu.edu jleeman@gmu.edu cpichich@gmu.edu	(703) 993-4123
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ASTL program website		https://gse.gmu.edu/advanced-teaching-studies/	
ASTL Facebook page		https://www.facebook.com/ASTLProgramGMU/	

* *Liaison Contact for Departmental Advising*