



DIVERSITY AND EXCEPTIONALITY IN PK-12 SCHOOLS CONCENTRATION COURSE SHEET

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

Table with 2 columns: Course Name and Description, and Credit Hours. Rows include EDUC 612: Inquiry into Practice (2 credits), EDUC 613: How Students Learn (3 credits), EDUC 614: Designing and Assessing Teaching and Learning (2 credits), EDUC 606: Education and Culture (3 credits), and EDUC 615: Educational Change (2 credits).

<b>Diversity and Exceptionality in PK-12 Schools Concentration Courses (18 credits)</b> <i>In consultation with advisor, choose 6 courses (18 credits) from among the following, with the goal of selecting at least one course from each area.</i>	<b>Credit Hours</b>
<b>Students with Disabilities who Access the General Curriculum</b>	
<p><b><u>EDAT 524: Universal Design for Learning</u></b>  Describes the foundations and principles of Universal Design for Learning (UDL). Focuses on teaching students with various disabilities including those with learning disabilities from preschool to postsecondary education implementing technology-based and other UDL strategies. Applies UDL principles to the design of accessible instructional materials. Students have the opportunity to develop and implement UDL lesson plans.</p>	3
<p><b><u>EDSE 501: Introduction to Special Education</u></b>  Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances.</p>	3
<p><b><u>EDSE 502: Classroom Management and Applied Behavior Analysis</u></b>  Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans.</p>	3
<p><b><u>EDSE 503: Language Development and Reading</u></b>  Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.</p>	3
<p><b><u>EDSE 540: Characteristics of Students with Disabilities who Access the General Curriculum</u></b>  Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: Field experience required.</p>	3
<p><b><u>EDSE 628: Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum</u></b>  Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required.</p>	3
<p><b><u>EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum</u></b>  Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.</p>	3

<b><u>EDSE 662: Consultation and Collaboration</u></b> Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers.	3
<b>Gifted</b>	
<b><u>EDCI 621: Introduction to Gifted and Talented Learners</u></b> Examines nature and needs of gifted and talented learners. Participants become knowledgeable about characteristics of gifted and talented students, and examine role of culture in manifestation of gifts and talents as well as gifted behaviors in special populations.	3
<b><u>EDCI 622: Curriculum Differentiation for Diverse Learners</u></b> Develops personal and professional rationale for differentiating instruction in mixed-ability classrooms, as well as skills and knowledge of strategies to utilize pre-assessment data and plan for and implement differentiated instruction	3
<b><u>EDCI 624: Assessment, Identification, and Evaluation of Gifted Learners</u></b> Examines broad understandings of intelligence and assessment. Provides techniques to identify gifted students. Develops specific understandings of assessment techniques and awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness.	3
<b>English for Speakers of Other Languages</b>	
<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.	3
<b>PROGRAM EXIT REQUIREMENT</b>	
<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.	NA



## Advanced Studies in Teaching and Learning (ASTL)

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

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ASTL Academic Program Coordinators

### Advisor and Support Contact List

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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*

**Advanced Studies in Teaching and Learning (ASTL)  
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 Concentration</i>
		<i>EDLE 620</i>	<i>3</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>	