Secondary Education (SEED)
Program Handbook
2020-2021

GEORGE MASON UNIVERSITY
College of Education and Human Development
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Introduction

We welcome you to the Secondary Education (SEED) Program at George Mason University! The information in this program handbook is very important. It is essential that you read each section carefully to assure your timely and successful completion of studies in the program.

The policies and procedures outlined in this handbook are aligned with the established priorities and goals of the SEED Program, the School of Education, and the College of Education and Human Development at George Mason University. In addition, these policies are designed to adhere to the expectations of the Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

If you have questions about any of the policies and procedures, please schedule an appointment with your faculty advisor or with the academic program coordinator.

A State and Nationally Accredited Program

The SEED Program at Mason is state-approved and nationally-accredited by the Council for the Accreditation of Educator Preparation (CAEP); a statement to that effect is placed on the transcripts of all students who complete the full licensure core, including the internship. Students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by InTASC. National Content Standards for respective disciplines can be found at the following links:

- National Council of Teachers of English http://www.ncte.org/
- National Council of Teachers of Mathematics http://www.nctm.org/
- National Science Teachers Association http://www.nsta.org/
- http://books.nap.edu/readingroom/books/nses/

College of Education and Human Development

The SEED Program is one of many programs within the School of Education and the College of Education and Human Development (CEHD) at George Mason University. Our College is committed to excellence, innovation, and collaboration in research and in the preparation of professionals for the highest levels of practice and service in diverse schools, organizations, and communities. CEHD, advantageously located in the National Capital area, provides leadership in the transformation of schools, organizations, communities, and public policy through teaching, research, and collaboration. CEHD faculty work to prepare scholars and practitioners through multidisciplinary programs of study that facilitate students’ understanding, integration, and application of knowledge in the field of education. Through research activities, faculty and students expand and refine the knowledge base for teaching and learning. In response to the richness and complexity of a pluralistic society, CEHD infuses diversity into its academic programs and research. Faculty develop and support knowledgeable, caring, and reflective professionals who facilitate excellence and equity for all learners. CEHD students and faculty demonstrate their growth and development in ways meaningful to their communities and professional
organizations. Innovative programs and the integration of technology provide the opportunity for students to develop, examine, evaluate, and practice professional knowledge, skills, and dispositions.

CEHD Core Values
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles, which can be found at the following link: http://cehd.gmu.edu/values/. For additional information on the College of Education and Human Development, visit our website [See http://gse.gmu.edu/].

In the context of an enduring college-level and university-level commitment to teaching, research, and service, the College of Education and Human Development holds the following core values, listed in alphabetical order:

Collaboration. Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership. In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation. We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice. The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice. Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college’s operations and its missions related to teaching, research, and service.
The Secondary Education (SEED) program at George Mason University is oriented around five principles, each of which translates into specific practices and behaviors in classrooms, schools, communities, and the broader world:

- Social Justice
- Inquiry and Reflection
- Advocacy and Agency
- Partnership and Collaboration
- Respect for and Relationships with Youth

Each of these will be defined and evidence of their implementation be identified in all SEED program courses and clinical experiences. SEED students are expected to apply the Seeds as determined by instructors via course assignments, to determine their own applications of the Seeds in and across all contexts they work while in the program, and to project how they anticipate the Seeds will take shape in their daily activities as they transition into the teaching profession. The SEED Seeds overlap with the CEHD Core Values and represent both ideals and applications of the CEHD Dispositions.

**CEHD Dispositions**

The Virginia Department of Education and the Council for the Accreditation of Educator Preparation promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. In addition to the assessment of the teacher candidates’ knowledge and skill related to teaching, the professional dispositions of teacher candidates are assessed at the point of admission to
the Secondary Education Program, during courses and fieldwork, as part of the internship, and as a component of the program exit requirement.

Students are expected to exhibit professional behaviors and dispositions at all times. The Graduate School of Education (GSE) expects that all students abide by the following:

**Commitment to the profession**
- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

**Commitment to honoring professional ethical standards**
- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

**Commitment to key elements of professional practice**
- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

**Commitment to being a member of a learning community**
- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

**Commitment to democratic values and social justice**
- Understanding systemic issues that prevent full participation
• Awareness of practices that sustain unequal treatment or unequal voice
• Advocate for practices that promote equity and access
• Respects the opinion and dignity of others
• Sensitive to community and cultural norms
• Appreciates and integrates multiple perspectives

**Admission to the Bachelor’s Level Secondary Education Process**
Undergraduate licensure options are available in English, biology, chemistry, earth science, physics, and mathematics. Undergraduates interested in other licensure options will have many prerequisites to complete prior to enrollment in graduate level licensure programs. All interested undergraduates are encouraged to consult the Undergraduate Academic Advisor for Education (askCEHD@gmu.edu; 703-993-2078) as early as possible (recommended before the second semester of their sophomore year). In addition, Mason’s School of Integrative Studies offers, through its Integrative Studies program, a BA/Curriculum and Instruction, Accelerated M.Ed. (Secondary Education History and Social Science) degree. For more information and to apply, please visit: https://gse.gmu.edu/secondary-education-6-12/academics/integrative-studies-secondary-education

**Admission to the Master’s Level Secondary Education Program**
For admission requirements to the Graduate Level Secondary Education Programs of Study and instructions on how to apply, please see Appendix A.

With the exception of SEED 522, “Foundations of Secondary Education” (formerly EDUC 522), SEED 540, “Human Development and Learning: Secondary Education” (formerly EDUC 672), and the first methods course (SEED 566, 567, 569, 572, or 573—each formerly with “EDCI” prefixes), courses in the Secondary Education Program are open only to students officially admitted to GMU’s Secondary Education Program.

**Non-Degree Studies**
Applicants who have missed the deadline for submitting a complete graduate application and/or wish to begin taking courses to determine if the program is a good “fit” for them may take a maximum of two courses through Non-Degree Studies. The allowed courses are SEED 522, “Introduction to Secondary Education,” SEED 540, “Human Development and Learning: Secondary Education,” or the first methods course associated with appropriate concentration area. Please note that no more than two courses (six credits) can be transferred into the degree program. However, a complete application for degree status must be submitted by the next application deadline.

**Transfer of Credits**
Newly-admitted students who wish to officially transfer graduate credits into the M.Ed. Program should meet with the Program Coordinator or their faculty advisor. If credits were taken at another institution, a course description, course syllabus, and official, sealed transcript must be submitted for review to the student’s academic advisor and, if warranted, approval. If any coursework was taken at Mason while in Extended Studies, or in non-degree status, this must be formally transferred into the degree program. Final
approval for transfer of credits requires the submission of a completed, signed Transfer of Credit form, available on the website. A **maximum of six credits (2 courses)** may be transferred from another institution or from **non-degree status**, if deemed appropriate. Also note that once a student has matriculated into this program s/he is not allowed to take a course at another institution and transfer it into the M.Ed. program without prior approval and appropriate forms completed. Please contact the Program Manager should you have any questions about transferring courses. The Graduate Transfer of Credit Request found at: [http://registrar.gmu.edu/wp-content/uploads/GTC.pdf](http://registrar.gmu.edu/wp-content/uploads/GTC.pdf)

### Programs of Study

**M.Ed. Degree in Curriculum and Instruction with Concentrations in Secondary Education**

The 35-credit 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.

**Courses Needed for Licensure (23 Credits)**

The first 17 credits of course work and a 6-credit internship make up the licensure component for individuals who are pursuing a full, initial license or who need to satisfy the state’s requirements of a provisional license.

**Application for Licensure**

Upon satisfactory completion of the last two requirements of the Licensure Component, SEED 792/793/794/795/796, “Internship in Secondary Education” (formerly EDCI 790; 6 credits) and SEED 791, “Internship Seminar” (formerly EDCI 791; 2 credits), students must submit an application for the state teaching licensure in Virginia to the Licensure Specialist (703-993-2094). Information about licensure application procedures will be given in class and is also available online at [http://cehd.gmu.edu/teacher/instructions](http://cehd.gmu.edu/teacher/instructions)

An additional 12 credits and a program exit requirement are required for completion of the Master of Education (M.Ed.) in Curriculum and Instruction degree. All credits in the program must be completed within six (6) years of admission to the program.

**Secondary Education Licensure Graduate Certificate**

The 23-credit certificate offers course work towards teacher licensure (Virginia) to students enrolled in non-licensure graduate programs at Mason or those who already have a master’s degree. The graduate certificate in secondary education licensure may be pursued on a part-time or full-time basis.

Course work: Secondary Education Licensure Graduate Certificate students complete the 23-credit Licensure course work of the M.Ed. Degree (see above). Upon completion, students submit a Graduation Application for the Secondary Education Licensure Graduate Certificate (see under Planning for Your Graduation, p. 21) and the Licensure.
Please note that once you have applied and been admitted to the Secondary Education Graduate Certificate you cannot switch to the M.Ed. degree program. However, if you applied and have been admitted to the M.Ed. degree program but for some reason choose not to complete the M.Ed. degree requirements beyond the Licensure course work, you can switch to the Secondary Education Licensure Graduate Certificate. Please contact the Secondary Education Program Manager for the appropriate paperwork.

In general, the Secondary Education Program is designed to follow the course sequence listed below; if you have questions about your planned sequence of courses, please schedule an appointment with your faculty advisor. Please do not self-advice, as this often leads to delays in your timely completion of the program.

We highly recommend that you evaluate your progress by accessing Degree Works at least once per semester. For instructions on how to access Degree Works, please visit http://registrar.gmu.edu/students/degree-evaluation/degree-works/

**Licencsere Course Work**

*SEED 422/522, “Foundations of Secondary Education” (formerly EDUC 422/522; 3 credits)*

SEED 422/522, a state-required licensure course, is designed as a foundations course and is offered in fall, spring, and summer. The course requires 15 hours of clinical experience in a secondary school setting to be arranged by the university. Specific time commitments will be arranged by the student in conjunction with the assigned school department chair and/or mentor teacher.

*SEED 440/540, “Human Development and Learning” (formerly EDUC 372/672; 3 credits)*

SEED 440/540, a state-required licensure course, is offered fall, spring, and summer. It is usually taken during the first or second semesters of enrollment. (Note: Students in the Secondary Education Program should be sure to enroll in SEED 540, not EDUC 539 or a 300 level undergraduate course).

*SEED 4--/5--, “Teaching (content area) in the Secondary School” (formerly with an “EDCI” prefix; 3 credits)*

The SEED 4--/5-- course, informally referred to as Methods I, offered fall and spring semesters only, meets a state requirement for coursework in curriculum and instruction. The course requires 15 hours of clinical experience in a secondary school setting arranged by the university. Specific time commitments will be arranged by the student in conjunction with the assigned school department chair and/or mentor teacher.

Select the section in your content area:

SEED 466, “Teaching Computer Science in the Secondary School”
SEED 567, “Teaching Social Studies in the Secondary School”
SEED 469/569, “Teaching English in the Secondary School”
SEED 473/573, “Teaching Science in the Secondary School”
**SEED 4--/5--/6--, “Advanced Teaching (content area) in the Secondary School”**
(formerly with an “EDCI” prefix; 3 credits)
This course, informally referred to as Methods II, meets the state’s requirement for a second course in curriculum and instruction; the **500 level methods course (see above) must be taken as a prerequisite to this course; these courses CANNOT be taken at the same time.** Offered fall and spring semesters only. The course requires 15 hours of clinical experience (observation and teaching) in a secondary school setting. Specific time commitments will be arranged by the student in conjunction with the assigned school department chair and/or mentor teacher. Methods II courses are a co-requisite of EDRD 419/619.

Select the section in your content area:
SEED 476/666, “Advanced Methods of Teaching Computer Science”
SEED 667, “Advanced Methods of Teaching Social Studies”
SEED 479/669, “Advanced Methods of Teaching English”
SEED 472/672, “Advanced Methods of Teaching Mathematics”
SEED 483/673, “Advanced Methods of Teaching Science”

**EDRD 419/619, “Literacy in the Content Areas” (3 credits)**
This course meets the state’s requirement for a course in reading. Offered in fall and spring semesters only. The course requires 15 hours of clinical experience in a secondary school setting. Prerequisites: EDUC 522, EDUC 672, Methods I. EDRD 419/619 is a co-requisite of Methods II.

(formerly EDCI 790; 6 credits) (co-requisite of SEED 491/791)
The Secondary Education Program offers two internship options: (1) a full-semester student teaching internship or (2) an on-the-job internship for teachers with provisional or eligibility licenses issued by the state. Prerequisites: Passing scores on Praxis Core (or equivalent), Praxis II, and the VCLA; completion of all endorsement requirements; meeting the VA Emergency First Aid/CPR/AED requirement; EDUC 522, EDUC 672, and both methods courses. Offered in fall and spring semesters only.

**SEED 491/791, “Internship Seminar” (formerly EDCI 491/791; 2 credits) (co-requisite of SEED 492/493/494/496/792/793/794/795/796)**
This course is a seminar that must be taken concurrently with the internship (EDCI 790). It is also a requirement for licensure. Offered in fall and spring semesters only.

**Application for Licensure**
(See p. 6).
Additional Course Work for M.Ed. Degree

Additional Courses in Education (12 credits total)
The M.Ed. Degree requires the completion of four graduate-level courses (12 credits). The electives in education can be taken at any time during your program (except during internship) but students must meet with their faculty advisor prior to registration.

All SEED students must take SEED 675, “Research in Secondary Education” (formerly EDUC 675). This course can be just prior to internship or as the final, capstone education course in the M.Ed. Program (after internship—it cannot be taken with internship). The Methods I courses and SEED 440/540 are prerequisites for EDUC 675. Pre-internship and some other versions of the course include a two-semester structure. All students enrolled in this course must be working daily in a classroom setting or have access to a classroom setting, since the major course assignment involves a classroom-based teacher research project.

In addition, each SEED subject area program also requires that students in this subject area take a “content selective” (e.g., English students are required to take SEED 502, “Young Adult Literature in Multicultural Settings”—formerly EDCI 570—and Science students are required to take SEED 504, “Scientific Inquiry and the Nature of Science”—formerly EDUC 547). All students then choose 6 credits from the following:
Note: Other electives may be considered with advisor approval.
Recommended Sequence of Courses (per semester)

Although these sequences of courses are recommended, we can accommodate many variations. It is your responsibility to communicate with your advisor regarding requested changes. All pre-requisite and co-requisite requirements must be followed. If you have questions about these program plans, please contact your advisor.

Course Sequence A: Fall or Spring Start
(6-8 credits per semester = 4 semesters to licensure, 6 semesters to masters)
Spring I: 6 credits
- Methods I (English or Math or Science or Social Studies) (3 credits)
- SEED 440/540, “Human Development and Learning” (3 credits)
Summer I: 6-9 credits
- SEED 422/522, “Foundations of Secondary Education” (3 credits)
- Elective(s) (3-6 credits): Required English, science, and social studies electives are ONLY offered in summer
Fall I: 6 credits
- Methods II (English or Math or Science or Social Studies) (3 credits)
- EDRD 419/619, “Literacy in the Content Areas” (3 credits)
Spring II: 8 credits
- SEED 49/79-, Internship (6 credits)
- SEED 491/791, Internship Seminar (2 credits)
Summer II: 3-6 credits
- Elective(s) (3-6 credits)
Fall II: 3 credits
SEED 675, “Research in Secondary Education” (3 credits)

Course Sequence B: Fall or Spring Start
(9 credits per semester = 4 semesters to licensure AND masters)
Spring I: 9 credits
- Methods I (English or Math or Science or Social Studies) (3 credits)
- SEED 440/540, “Human Development and Learning” (3 credits)
- Elective OR SEED 422/522, “Foundations of Secondary Education” (3 credits)
Summer I: 9 credits
- SEED 422/522, “Foundations of Secondary Education” (3 credits)
- Elective(s), Required English, science, and social studies electives are ONLY offered in summer (3-9 credits)
Fall I: 9 credits
- Methods II (English or Math or Science or Social Studies) (3 credits)
- EDRD 419/619, “Literacy in the Content Areas” (3 credits)
- SEED 675, “Research in Secondary Education” (3 credits)
Spring II: 8 credits
- SEED 49/79-, Internship (6 credits)
- SEED 491/791, Internship Seminar (2 credits)
Course Sequence C: Summer Start
(6-8 credits per semester = 4 semesters to licensure, 6 semesters to masters)

Summer I: 6-9 credits
- SEED 422/522, “Foundations of Secondary Education” (3 credits)
- Elective(s) (3-6 credits): Required English, science, and social studies electives are ONLY offered in summer

Fall I: 6 credits
- Methods I (English or Math or Science or Social Studies) (3 credits)
- SEED 440/540, “Human Development and Learning” (3 credits)

Spring I: 6 credits
- Methods II (English or Math or Science or Social Studies) (3 credits)
- EDRD 419/619, “Literacy in the Content Areas” (3 credits)

Summer II: 6-9 credits
- SEED 422/522, “Foundations of Secondary Education” (3 credits)
- Elective(s) (3-6 credits): Required English, science, and social studies electives are ONLY offered in summer

Fall II: 6 credits
- SEED 49-/79-, Internship (6 credits)
- SEED 491/791, Internship Seminar (2 credits)

Spring II 2: 3 credits
- SEED 675, “Research in Secondary Education” (3 credits)

Sequence of Courses (per semester) Bachelor’s/Accelerated Master’s Program
BAM students take courses in the following sequence*:
*Exceptions apply to outliers
- Fall Semester 1 (Fall senior year): SEED 440/540, Methods 1
- Spring Semester 1 (Spring senior year): EDRD 419/619, Methods 2
(Please note: In the Spring BAM students have to meet with both their undergraduate/graduate advisor to sign the BAM Transition form)
- Summer Semester 1 (in graduate status): SEED 522, Optional: Electives
- Fall Semester 2: SEED 49-/79-, SEED 491/791
- Spring Semester 2: SEED 675, Electives
- Summer Semester 2: Electives

Links per concentration:
English: https://gse.gmu.edu/secondary-education-6-12/academics/english
History/ Social Studies: https://gse.gmu.edu/secondary-education-6-12/academics/integrative-studies-secondary-education
Math: https://gse.gmu.edu/secondary-education-6-12/academics/math
Science:
https://gse.gmu.edu/secondary-education-6-12/academics/chemistry (Chemistry)
https://gse.gmu.edu/secondary-education-6-12/academics/biology (Biology)
https://gse.gmu.edu/secondary-education-6-12/academics/earth-sciences (Earth Science)
https://gse.gmu.edu/secondary-education-6-12/academics/physics (Physics)
https://education.gmu.edu/secondary-education-6-12/academics/med---concentration-in-secondary-education-computer-science (Computer Science)
Clinical Experiences Aligned with Course Work

The majority of courses in the Secondary Education Program require related clinical experiences designed to meet state and national accreditation standards. Clinical experiences in public schools will be required throughout the program. SEED typically requires a maximum of 15-30 clock hours per course, but other courses may increase this total. Arrangements will be made at the beginning of each term.

SEED partners with sixteen area schools/divisions, where you will most likely complete all clinical experiences and your internship, moving between high schools and feeder middle schools:

- Chantilly HS/Rocky Run MS (FCPS)
- Lake Braddock SS (FCPS)
- West Potomac HS/Sandburg MS (FCPS)
- Marshall HS/Kilmer MS (FCPS)
- Robinson SS (FCPS)
- Osbourn Park HS/Saunders MS (PWCS)
- TC Williams HS/Hammond MS (ACPS)
- Dominion HS/Seneca Ridge MS (LCPS)
- Champe HS/Mercer MS (LCPS)

Secondary Education students are expected to arrange for release time from work, if necessary, in order to complete this accreditation requirement. (See the Course Sequence section above for a listing of courses requiring field observation hours.) The College of Education and Human Development arranges for clinical placements in schools designated by local school districts. Secondary Education students are expected to report to assigned schools in a timely and professional manner. All school rules and procedures must be adhered to while on site. School divisions have the right to ask that a GMU Secondary Education student be removed from an assigned location; there is no guarantee that a different location can be arranged.

**Important note:** Professional attire and behavior are expected while at the school site; school personnel, students, and parents should be able to recognize you as a teacher.

Internship

The Secondary Education Program’s state-approved licensure program requires a 6-credit, 16-week full-time internship. One of two options meets the needs of most individuals:

- **Student Teaching Internship:** One-term daytime internship in the classroom of a mentor teacher. The teacher candidate assumes co-teaching/independent teaching responsibilities.
- **On-the-Job Internship:** This option is available only to candidates who are employed as full-time, provisionally licensed teachers and who are teaching in their endorsement area in an accredited middle or secondary school, with appropriate supervision.

**Important Note:** The 6-credit professional internship is a full-time commitment; candidates report daily for the full school day throughout the semester. Interns are
expected to participate fully in the life of the school by attending department, team, and school meetings; after-school seminars; district in-service sessions; and some student activities/events (such as athletic events and theatre performances). Additional time is spent at home planning for instruction and assessing student work.

George Mason University will verify completion of the requirements of a Virginia Department of Education (VDOE) state-approved preparation program at the graduate or undergraduate level. Such verification does not guarantee the issuance of Virginia Collegiate Professional, Postgraduate Professional, or Pupil Personnel license from the Commonwealth of Virginia. It is solely the student's responsibility to comply with all requirements for licensure by the Commonwealth. Under Virginia law a social security number is required for licensure.

Internship Application
For information about the internship application process and to download the Internship Application form please visit http://cehd.gmu.edu/teacher/internships-field-experience

Application Deadlines of Internships
- Spring Internships: September 15th
- Spring On-the-Job Internships: November 1st
- Fall Internships: February 15th
- Fall On-the-Job Internships: May 1st

All the appropriate supporting documentation (see requirements) must be in the system and approved prior to the internship application deadline (this is in the semester before the start of the internship). Please allow at minimum 6 weeks for the processing of test scores and assessments prior to the internship application deadline. No summer internships are available. Students are only allowed to complete their internship in Virginia.

It is your responsibility to be mindful of these dates, the application requirements, and apply by the appropriate deadline. Please note that NO late applications are accepted by the office.

If you have any questions please contact the Internship Specialist at interns@gmu.edu or 703-993-9777.

Requirements for Applying for Your Internship
Advisor Approval
Your faculty advisor must sign your internship application. Plan to schedule an appointment with them at least two weeks prior to the application deadline. Students in the Secondary Education Program (both the M.Ed. Degree and the Graduate Certificate) must enroll in a 6-credit SEED 49/-79-, “Internship in Secondary Education” and a 2-credit SEED 491/791, “Internship Seminar” after completing the prerequisite licensure courses (see above for course descriptions).
**Testing**

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

**Required Tests (for detailed information see below):**
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check [http://cehd.gmu.edu/teacher/test/](http://cehd.gmu.edu/teacher/test/)

**Endorsements**

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

**CPR/AED/First Aid – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 and after internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the “acceptable evidence” documents listed at [http://cehd.gmu.edu/teacher/emergency-first-aid](http://cehd.gmu.edu/teacher/emergency-first-aid) to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

**Dyslexia Awareness Training – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at [http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html](http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html). Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

**Background Checks/Fingerprinting**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to
beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Test Requirements

Praxis Core (or SAT/ACT)
The Virginia Department of Education and the College of Education and Human Development require passing Praxis Core (or appropriate SAT/ACT scores) for admission to the Secondary Education Program. The Virginia Department of Education requires that both Praxis II and the Virginia Communication and Literacy Assessment (VCLA) be completed as part of the licensure process. A Praxis Core passing score or state minimum SAT/ACT scores must be submitted to the College of Education and Human Development prior to admission to the program. (In lieu of a passing Praxis Core score, the state will accept a score of 1000 on the SAT, taken prior to April 1, 1995, with at least 450 on the verbal and 510 on the mathematics tests, or a score of 1100 on the SAT, taken after April 1, 1995, with at least 530 on the verbal and 530 on the mathematics tests.)

Praxis II
Students must take the Praxis II Content Knowledge exam for their indicated endorsement area. Information about the Praxis II exam can be obtained from www.ets.org/praxis. All official passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Students will not be allowed to begin their internship if they have not provided passing Praxis II scores by the indicated date.

Praxis II Assessment (Content Based)
- Mathematics: Content Knowledge (5161)
- Social Studies: Content Knowledge (0081 or 5081)
- English Language Arts: Content Knowledge (5038)
- Chemistry: Content Knowledge (0245 or 5245)
- Biology: Content Knowledge (0235 or 5235)
- Earth and Space Sciences: Content Knowledge (0571 or 5571)
- Physics: Content Knowledge (5265)
- Computer Science: Content Knowledge (5652)

VCLA
Virginia requires completion of the Virginia Communication and Literacy Assessment (VCLA). Details about VCLA can be obtained at http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf The passing scores for the VCLA are 235 for the writing sub-test, 235 for the reading sub-test, and a composite score of 470 for both sub-tests. All official passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. [www.cehd.gmu.edu/teacher/test/]

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Note: It is the student’s responsibility to ensure that the University has received their official, passing scores for these exams.

Please note that due to University policy, copies of test scores, transcripts, or any other documents provided to the University CANNOT be copied or released back to the student. You are responsible for keeping copies for your personal records of all test scores and other materials provided to the University.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or
well-being of a Mason student or the community by going
to http://ssac.gmu.edu/make-a-referral/.

Emergency Procedures
You are encouraged to sign up for emergency alerts by visiting the website
https://alert.gmu.edu. There are emergency posters in each classroom explaining what to
do in the event of crises. Further information about emergency procedures exists on
http://www.gmu.edu/service/cert.

Students’ Responsibilities

Communication. Secondary Education Program students are expected to access several
resources in order to stay informed about programmatic and university requirements and
due dates.

- **Email Access.** Students must have access to email and the Internet, either at
  home, work or Mason campus. Mason provides students with free email accounts
  that must be accessed for information sent from the university or the College of
  Education and Human Development. Go to http://mason.gmu.edu/ for information
  on accessing email. It is absolutely crucial that you activate your GMU email
  account at http://masonlive.gmu.edu. Please note that university administrators
  and faculty are expected to use students’ Mason email addresses. You are
  responsible for the content of all university email communications; please check
  your account regularly.

- **College of Education and Human Development Website.** Become familiar with
  Important program, internship, and CEHD information is available online; for
  example, Course Substitution forms and Internship applications can be
downloaded.

- **Updates on GMU closings.** In the case of inclement weather or other
  emergencies, call 703-993-1000 or access the university website at
  www.gmu.edu. You can also sign up for email and text alerts.

- **Blackboard.** Many CEHD courses utilize Blackboard as a course resource;
  course information should be accessed regularly via Blackboard
  https://mymason.gmu.edu

- **Faculty Advisor.** Questions about program matters and course electives should
  be discussed with your assigned faculty advisor or the Program Coordinator.
  Advisor signatures are required on course Substitution forms and the Internship
  application.

- **Web Resources.** For a listing of useful GMU web resources, go to gse.gmu.edu,
  then to Student Resources.

- **Goreact.** Effective Fall 2015, the purchase of Goreact is required. For details, see
  Appendix E.

Attendance. As per the Mason catalog, “Students are expected to attend the class periods
of the courses for which they register”; this policy extends to the fieldwork hours
required by a course. Attendance at class sessions, fieldwork observations, and the
internship site is expected for mastery of the knowledge and skills required for licensure
and teaching effectiveness. Excused absences for serious reasons should be cleared in
advance with the course instructor. Interns enrolled in EDCI 790 may be asked to make up missed days by extending the internship at the end of the semester.

**Cell Phones.** Cell phones should be turned off prior to the start of all class sessions. (One cell phone, designated by the instructor, will be left on for Mason Alerts.)

**Completion of Course Assignments.** Course assignments are expected to be turned in on time and should be of the highest quality in the first submission. Correct grammar, spelling, and mechanics are expected on all assignments completed for the Graduate School of Education; please refer to the most current APA Manual for specific requirements for style, syntax, formatting, and references. The Mason Writing Center, located on the ground floor of Robinson A, is available for assistance. Mason faculty are not required to accept late assignments or to allow resubmissions of course assignments. Written work that is not of high quality may be returned to the candidate without grading.

**Guidelines for Written Assignments.** All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. If you are not confident of your own ability to catch errors, have another person proofread your work or schedule time to visit the GMU Writing Center. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

The University Writing Center (Robinson A) 703-993-1200 is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive atmosphere. Mason students may register for the On-Line Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composition are available at http://writingcenter.gmu.edu.

**Expectations of Graduate Study**

Graduate study at Mason is rigorous; expect to spend three hours per week in preparation for each credit of graduate work. A 3-credit graduate course will, therefore, require an average of approximately 9 hours of preparation per week. Please consider carefully your personal and professional schedules and commitments prior to registration. Full-time enrollment is considered a graduate course load of 9 credits.

**Performance-Based Assessments and Tk20**

Every student registered for any Secondary Education Program course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to Blackboard/Tk20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Tk20. Failure to submit the assessment to Tk20 will result in the course instructor reporting the course grade as Incomplete.
(IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

As a CAEP-accredited institution, Mason is required to assess the progress and achievement of all students enrolled in the program. In order to complete the state-approved and nationally-accredited Secondary Education Program, students must:

- **Earn grades of “B” or better in all program courses.** A student who earns a course grade lower than “B” will be asked either to re-take the course or to withdraw from the program.

- **Perform satisfactorily on course performance-based assessments.**

- **Pass a mid-program review of the ability to design an instructional unit plan.** The Methods II courses in the content areas require the completion of an instructional unit plan; this assignment must be completed at an acceptable level in order for a student to continue in the program.

- **Achieve a satisfactory rating during the Internship.** During the internships candidates work closely with school-assigned mentor teachers, administrators, as well as with a university supervisor. Completion of the internship requires an indication of satisfactory progress, as assessed by the school-assigned teacher and the university supervisor.

- **Complete a teacher research project in conjunction with EDUC 675 Research in Secondary Education.** This project is required for completion of the M.Ed. Degree. Students should keep copies of all unit plans, lesson plans, assignments, and student work throughout the program as evidence of effective teaching, which may later be useful for this project. Please note that no identifying information of school district, schools, staff or students should be included in your projects.

- **Complete the M.Ed. Program Exit Requirement**

  The M.Ed. Program exit requirement is a teacher research impact presentation which is completed during your capstone course, EDUC 675. The Teacher Research Impact Presentation is an ungraded requirement for EDUC 675, however, students are required to successfully complete a Teacher Research Impact Presentation in order to exit and graduate from the Secondary Education program. Your grade for EDUC 675 will be posted only upon successful completion of the Teacher Research Impact Presentation requirements and submission of the complete presentation to Tk20.

  **Teacher Research Impact Presentation.** Working in small groups—likely your critical friends or peer review group—you will identify one authentic, alternative, preferably contemporary media-based method through which you will share the impact of your teacher research. While you will make a brief presentation of your individual research findings in class, the mission of this assignment is for your group to design and enact a presentation that moves the public understanding of your group members’ studies along. You might choose to create a collective presentation on your group members’ projects or you might highlight one group member’s project and findings. You might decide to present your knowledge about a theme or topic which is central to each of your teacher research topics such as differentiation or classroom environments. You might highlight the very
importance of teacher research or summarize the findings of your group members’ efforts. You are encouraged to display and present these findings in an alternative setting and through creative means, with your primary goal being engaging in an exercise in demonstrating the significance of your teacher research to the broader world. You may potentially share your project with the Secondary Program Faculty and members of the larger college or educational community.

**Forms**

Most academic forms are available online at the College of Education and Human Development website (gse.gmu.edu). Go to Student Resources, then Forms. Additional form are available at [http://registrar.gmu.edu/forms/](http://registrar.gmu.edu/forms/).

**Planning for Your Graduation**

In order to graduate M.Ed. and Secondary Education Licensure Graduate Certificate candidates must file an online Graduation Application by early September or early February of the semester of graduation. Information about graduation is available online at gse.gmu.edu in the Student Resources area and at [http://registrar.gmu.edu/students/graduation/](http://registrar.gmu.edu/students/graduation/). You must be actively enrolled in the semester in which you graduate.

**Contact Information**

*Secondary Education Lead Faculty*

Dr. Kristien Zenkov, English/Academic Program Coordinator
[kzenkov@gmu.edu](mailto:kzenkov@gmu.edu)

Dr. Erin Peters-Burton, Science
[epeters1@gmu.edu](mailto:epeters1@gmu.edu)

Dr. Toya Jones Frank, Mathematics
[tfrank4@gmu.edu](mailto:tfrank4@gmu.edu)

Dr. Mark Helmsing, History/Social Studies
[mhelmsin@gmu.edu](mailto:mhelmsin@gmu.edu)

*Program Staff*

Mathilde Speier, Program Manager and Outreach Coordinator
[mspeier@gmu.edu](mailto:mspeier@gmu.edu)

For more information, please visit our website at: [http://gse.gmu.edu/programs/secondaryed/](http://gse.gmu.edu/programs/secondaryed/)
Appendix A

Application to Secondary Education Program

To apply to the Secondary Education graduate programs of study you will need to complete the following:

- Complete an online application and pay the application fee; apply online at http://admissions.gmu.edu/ApplyNow/.
- Complete an official endorsement* review: http://cehd.gmu.edu/teacher/endorse. If you need help completing the review or have questions, please contact the Endorsement Office at endorse@gmu.edu. You will need this endorsement review conducted as soon as possible. *Endorsements are prerequisite content courses required by the College of Education and Human Development's State-approved programs.
- Submit official passing Praxis Core scores, or equivalent SAT/ACT or VCLA/combination scores. These scores must be received by our Admissions Office by the application deadline. *Since it can take over a month for the scores to be processed, please plan to take the Praxis Core at least six weeks before the deadline.
- Submit three (3) letters of recommendation—these should speak to your academic ability, work ethic, and/or desire to work with adolescents. These letters can come from professors, supervisors, educators, etc., as long as they are not close friends or family members. (Note: In lieu of a recommendation letter, the George Mason Graduate Online Recommendation form can be submitted.)
- Submit a two (2) page goal statement addressing why you would like to become a teacher, your interest in furthering your education at Mason, and any experience you may have in education or working with youth.
- Earn a GPA of 3.0 in your last 60 hours of undergraduate coursework. We can consider those applicants who achieved slightly below a 3.0 GPA, as long as they are strong in other areas.
- Participate in an interview—as part of the application process, our program will set up an interview for selected candidates.
- Submit two (2) official, sealed transcripts from each college or university attended (not including Mason).

Please note that we look at applications holistically. A combination of all of the aforementioned factors enter into our admissions decisions. Should you have any questions about the program while applying, please feel free to contact seed@gmu.edu or mspeier@gmu.edu. If you have questions about the application itself, please contact the CEHD Admissions Office at cehdgrad@gmu.edu or 703-993-3832.

Application to Program Deadlines

Spring Admission (to matriculate in spring semester):
- Application and all supporting documents are due by October 1st.

Fall/Summer Admission (to matriculate in summer/fall semester):
- Application and all supporting documents are due by March 1st.
**Test Requirements**
In order to be admitted into the Secondary Education Program, you must have taken and passed the Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722) and Mathematics (5732) (ETS). Qualifying substitutes include SAT, ACT, or VCLA with qualifying Praxis Core Academic Skills for Educators: Mathematics (5732), SAT math, or ACT math score (see Appendix, p.5-6 for qualifying scores).

In order to obtain licensure, you must take and pass the Praxis II: Content Knowledge (in your endorsement area) and the VCLA (Virginia Communication and Literacy Assessment). These must both be taken and passed prior to your internship application. For more information on the Praxis II, please visit: http://www.ets.org. For more information on the VCLA, please visit: www.va.vesinc.com.

**Appendix B**
**The INTASC Standards**
The ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) reflect a national consensus of what beginning teachers should know and be able to do. Courses, class activities, assessments, and field experiences in the Secondary Education Program at GMU are designed to develop knowledge, skills, and dispositions in each of these areas.

1. **Learner Development.** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.
2. **Learning Differences.** The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
5. **Application of Content.** The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. **Planning for Instruction.** The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice.** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

10. **Leadership and Collaboration.** The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community

### Appendix C

**Information on Required Tests and Endorsement Credits for Licensure**

**Endorsement (Content) Courses (VA Requirement)**

**Website:** www.cehd.gmu.edu/endorse/

If you have been admitted with outstanding endorsement credits (maximum of 9 credits) you must create a plan with the Endorsement Specialist to pre-approve and fulfill all remaining endorsement credits. It is your responsibility to schedule your required appointment with the Endorsement Office.

Maintain documentation of all communication with the Endorsement Office.

**ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship (please visit [http://cehd.gmu.edu/teacher/internships-field-experience](http://cehd.gmu.edu/teacher/internships-field-experience) for deadlines), please plan accordingly.**

It is your responsibility to keep track of which endorsements you have missing and to turn in appropriate paperwork to the Endorsement Office to show that you have completed all necessary coursework. Please contact our Endorsement Office if you have questions about your outstanding endorsement credits. You may reach the Endorsement Office at 703-993-1745 or endorse@gmu.edu. Schedule an Endorsement Advising appointment online at [http://cehd.gmu.edu/endorse/endorsement-advising-appointments](http://cehd.gmu.edu/endorse/endorsement-advising-appointments).

**Praxis II**

The Praxis II exam is a Virginia requirement for licensure. You must take the Praxis II in your content area (Content Knowledge Exam). Praxis II must be taken and passed before the internship application deadline. To register for the Praxis II get more information on the test, view sample tests, and get information on passing scores visit: [http://www.ets.org/praxis/va/requirements/](http://www.ets.org/praxis/va/requirements/). You must have your scores sent directly to Mason.

**All official passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline, or you will not be allowed to proceed to internship.** [www.cehd.gmu.edu/teacher/test/]
**Praxis II Assessment (Content Based)**
- Mathematics: Content Knowledge (5161)
- Social Studies: Content Knowledge (5081)
- English Language Arts: Content Knowledge (5038)
- Chemistry: Content Knowledge (0245 or 5245)
- Biology: Content Knowledge (0235 or 5235)
- Earth and Space Sciences: Content Knowledge (0571 or 5571)
- Physics: Content Knowledge (5265)

**Child Abuse and Recognition Intervention (CARI)**
Two hour online module
Print and keep certificate for licensure application

**Emergency First Aid/CPR/AED (Virginia Requirement)**
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 and after internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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**Appendix D**
SEED Goreact

**What is Goreact?**
Goreact is a video coding tool that:
- Allow candidates to video record their instruction for reflection and feedback
- Utilize drag-and-drop functionality
- Provide time-stamped feedback
- Create space for collaboration in a secure online environment
- Incorporate program specific and standardized rubrics (e.g., InTASC)
**Why is the Secondary Education program adopting Goreact?**

- It supports teacher candidates’ reflection on their teaching
- It enhances the supervision that cooperating teachers and supervisors can provide
- It increases university supervisors’/mentor teachers’ avenues for feedback
- It provide avenues for interns to offer each other feedback
- It provides resources for shared discussion (e.g., during classes and seminars)
- It provides video evidence of teacher performance for assessment and employment
- It provides interns and cooperating teachers with exemplars of instruction

**When and where will Goreact be used in the Secondary Education program?**

Students will buy a semester-long or five year Goreact licenses early in their programs—at the very latest at the start of the semester when they will take Advanced Methods and EDRD 619, Literacy in the Content Areas. They will use Goreact in these courses and in internship and internship seminar. Goreact may be required as early as the Initial Methods course.

**How will Goreact be used in these courses and experiences?**

Some examples of ways Goreact will be used in the following courses:

- Methods I: Recording mini-lessons and obtaining peer/instructor feedback
- Methods II: Recording mini-lessons and obtaining peer/instructor feedback
- Literacy in the Content Areas: Recording mini-lessons and obtaining peer/instructor feedback
- Internship: Recording instruction and observations, with cooperating teachers, interns, and supervisors offering feedback; using video and codings in job search
- Internship Seminar: Classroom tour to share with peers; recording mini-observations, with seminar peer/instructors feedback

*Note: Your access to videos and coding that you have uploaded to Goreact is unlimited, even after the end of your licensed use of the platform. You will also be able to share these videos with whomever you choose into the future.*

**What equipment will I need to use Goreact?**

Goreact can be used with any video source—from a smart phone, a tablet, a video camera, etc. Students just download the video to a computer and then drag the video file to Goreact. Students then “invite” others to their Goreact “group” and then everyone in the secure group can view and code the video.

**What permissions will I need to videotape in my classroom?**

Most area school divisions have media opt-out releases for students, leaving it to families to opt out of photographs/videotapes that might be viewed in public contexts. Mason students should discuss video-recording activities with their cooperating teachers to be sure they are not capturing video of any young people who have opted out. Please note that these recordings almost without exception focus on Mason students, not middle and high school students. In two years of piloting the use of Goreact in Mason program, we
have discovered that it is very reasonable (in typically 5 minute videos) to avoid taping the faces of any K-12 students.

**How much does Goreact cost?**
A one-course license for Goreact is currently $19.99. A five-year unlimited license for Goreact is $99. Faculty/supervisors in the courses where Goreact will be used have agreed to limit other textbook purchasing requirements to offset some of the cost you will incur. Students will buy Goreact directly from the company, then provide documentation of this purchase to their instructors.
“SEED” Prefix Conversion Chart

Effective Fall 2020 all SEED courses will be converting to a “SEED” prefix, from EDCI or EDUC prefixes. The conversions for Fall 2020 can be found in this chart:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30-7:10 pm</td>
<td>EDCI 473/573</td>
<td>EDCI 483/673</td>
</tr>
<tr>
<td></td>
<td>&quot;Teaching Science in the Secondary School”</td>
<td>&quot;Advanced Methods of Teaching Science in the Secondary School”</td>
</tr>
<tr>
<td></td>
<td>(Science Methods I)</td>
<td>(Science Methods II)</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 473/573</td>
<td>Equivalent: SEED 483/673</td>
</tr>
<tr>
<td></td>
<td>Instructor: Dr. Erin Peters-Burton</td>
<td>Instructor: Dr. Stephen Burton</td>
</tr>
<tr>
<td>4:30-7:10 pm</td>
<td>EDCI 567</td>
<td>EDCI 567</td>
</tr>
<tr>
<td></td>
<td>(History/Social Studies Methods I)</td>
<td>(History/Social Studies Methods II)</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 567</td>
<td>Equivalent: SEED 567</td>
</tr>
<tr>
<td></td>
<td>Instructor: Dr. Mark Helmsing</td>
<td>Instructor: Dr. Mark Helmsing</td>
</tr>
<tr>
<td>4:30-7:10 pm</td>
<td>EDCI 372/572</td>
<td>EDCI 372/572</td>
</tr>
<tr>
<td></td>
<td>&quot;Teaching Math in the Secondary School”</td>
<td>&quot;Human Development and Learning”</td>
</tr>
<tr>
<td></td>
<td>(Math Methods I)</td>
<td>Equivalent: SEED 440/540</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 372/572</td>
<td>Instructor: Dr. Rory Dippold</td>
</tr>
<tr>
<td></td>
<td>Instructor: TBA</td>
<td>Online Course</td>
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<tr>
<td>4:30-7:10 pm</td>
<td>EDCI 469/569</td>
<td>EDCI 479/669</td>
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<tr>
<td></td>
<td>&quot;Teaching English in the Secondary School”</td>
<td>&quot;Advanced Methods of Teaching English in the Secondary School”</td>
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<tr>
<td></td>
<td>(English Methods I)</td>
<td>(English Methods II)</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 469/569</td>
<td>Equivalent: SEED 479/669</td>
</tr>
<tr>
<td></td>
<td>Instructor: Dr. Kristien Zenkov</td>
<td>Instructor: Dr. Arvinder Johal</td>
</tr>
<tr>
<td>4:30-7:10 pm</td>
<td>EDUC 675</td>
<td>EDUC 675</td>
</tr>
<tr>
<td></td>
<td>&quot;Research in Secondary Education”</td>
<td>&quot;Research in Secondary Education”</td>
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<td></td>
<td>Equivalent: SEED 675</td>
<td>Equivalent: SEED 675</td>
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<tr>
<td></td>
<td>Instructor: Dr. Paula Azevedo</td>
<td>Instructor: Dr. Paula Azevedo</td>
</tr>
<tr>
<td>5:00-7:00 pm</td>
<td>EDCI 791</td>
<td>EDCI 791</td>
</tr>
<tr>
<td></td>
<td>&quot;Internship Seminar in Secondary Teaching”</td>
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<td></td>
<td>Equivalent: SEED 791</td>
<td>Equivalent: SEED 791</td>
</tr>
<tr>
<td></td>
<td>Instructor: Dr. Paula Azevedo</td>
<td>Instructor: Dr. Kathy Matson</td>
</tr>
<tr>
<td>7:20-10:00 pm</td>
<td>EDUC 372/672</td>
<td>EDRD 419/619</td>
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<tr>
<td></td>
<td>&quot;Human Development and Learning”</td>
<td>&quot;Literacy in the Content Areas”</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 440/540</td>
<td>Instructor: Dr. Tom Opfer</td>
</tr>
<tr>
<td></td>
<td>Instructor: Dr. Karen Banks</td>
<td>Online Course</td>
</tr>
<tr>
<td></td>
<td>Online Course</td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>EDCI 480 (001) (Zenkov)</td>
<td>EDCI 790 (001) (Zenkov)</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 492</td>
<td>Equivalent: SEED 792</td>
</tr>
<tr>
<td></td>
<td>EDCI 490 (002) (Frank)</td>
<td>EDCI 790 (003) (Frank)</td>
</tr>
<tr>
<td></td>
<td>Equivalent: SEED 493</td>
<td>Equivalent: SEED 793</td>
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<tr>
<td></td>
<td>EDCI 490 (003) (Peters Burton)</td>
<td>EDCI 790 (004) (Peters Burton)</td>
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<tr>
<td></td>
<td>Equivalent: SEED 494</td>
<td>Equivalent: SEED 794</td>
</tr>
<tr>
<td></td>
<td>&quot;Internship in Secondary Education” (Undergraduate)</td>
<td>EDCI 790 (005) (Helmsing)</td>
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<td></td>
<td>Equivalent: SEED 795</td>
<td>Equivalent: SEED 795</td>
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<tr>
<td></td>
<td>&quot;Internship in Secondary Education” (Graduate)</td>
<td>&quot;Internship in Secondary Education” (Graduate)</td>
</tr>
</tbody>
</table>

Primary Education (SEED)

Fall 2020 Schedule of Classes

With New “SEED” Prefix Equivalents

General SEED, English, History/Social Studies, Math, Science
Appendix E
Student Responsibilities Contract

George Mason University/College of Education and Human Development
Secondary Education Program
Student Responsibilities Contract

Program Policies and Procedures
I have received a copy of the Secondary Education Program Handbook and understand that it is my responsibility to read and adhere to the policies and procedures outlined in the Handbook. I understand my responsibility to adhere to the course sequence as indicated.

Please initial to indicate you have read and understood the following:
• I understand Methods I must be taken prior to Methods II. _____
• I understand that EDRD 419/619 is a co-requisite of Methods II. _____
• I understand that all endorsement courses must be completed before I can apply for internship. _____
• I understand I must take SEED 49/79- (Internship) and SEED 491/791 together. _____
• I understand that there are deadlines for the internship application and that I will need to apply by the appropriate deadline in order to request a placement. _____
• I understand that I must attend the Internship Orientation session(s) prior to the beginning of my internship. _____
• I understand that I must have approval from my advisor and the program coordinator to enroll in SEED 675. _____
• I understand the required order of these courses and if taken out of order, I will be required to drop the course and re-register at the appropriate time. _____
• I understand a maximum of 2 courses (six credits) can be transferred into the program from another institute or from non-degree studies and that these need to be approved. _____
• I understand that I must earn a grade of at least “B” in all program coursework. _____

Professional Dispositions
I have received a copy of the College of Education and Human Development’s listing of Professional Dispositions (included in the SEED Program Handbook). I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. I also understand that my development toward the acquisition and maintenance of such professional behaviors and dispositions will be part of the Secondary Education Program assessment process.

____________________________________  ____________________________________
Signature                          Email (Please Print)

____________________________________  ____________________________________
Name (Please Print)                   Date