GEORGE MASON UNIVERSITY
College of Education and Human Development

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Secondary Education Program Handbook
2016-2017

TABLE OF CONTENTS

Introduction

We welcome you to the Secondary Education 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 Secondary Education Program 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 Secondary Education 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 for the Social Studies http://www.ncss.org/
> 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 Secondary Education Program is one of many programs within 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.

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 New Century College/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 EDUC 522, "Foundations of Secondary Education," EDUC 672, "Human Development and Learning: Secondary Education" and the first methods course (EDCI 567, 569, 572, or 573), 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 wish to begin taking courses may take a maximum of two courses through Non-Degree Studies. The allowed courses are EDUC 522, "Introduction to Secondary Education," EDUC 672, "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 cred its) 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**

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, 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, EDCI 790, "Internship in Secondary Education" (6 credits) and EDCI 791, "Internship Seminar" (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

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-advise, 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/

Licensure Course Work
EDUC 522, "Foundations of Secondary Education" (3 credits)
EDUC 522, a state-required licensure course, is designed as a foundations course and is offered in summer and spring (and sometimes fall). The course requires 15 hours of field observation 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.

EDUC 672, "Human Development and Learning" (3 credits)
EDUC 672, a state-required licensure course, is offered fall and spring (sometimes in 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 EDUC 672, not EDUC 539 or a 300 level undergraduate course).

EDCI 5--, "Teaching (content area) in the Secondary School" (3 credits)
The EDCI 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 field observation 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:
EDCI 567, "Teaching Social Studies in the Secondary School"
EDCI 569, "Teaching English in the Secondary School"
EDCI 572, "Teaching Mathematics in the Secondary School"
EDCI 573, "Teaching Science in the Secondary School"

EDCI 6--, "Advanced Teaching (content area) in the Secondary School" (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 prerequisites to this course; these courses CANNOT** be taken at the same time. Offered fall and spring semesters only. The course requires 15 hours of field observation 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.
Select the section in your content area:
EDCI 667, "Advanced Methods of Teaching Social Studies"
EDCI 669, "Advanced Methods of Teaching English"
EDCI 672, "Advanced Methods of Teaching Mathematics"
EDCI 673, "Advanced Methods of Teaching Science"

EDRD 619, "Literacy in the Content Areas" (3 credits)
This course meets the state's requirement for a course in reading. Prerequisites: EDUC 522, EDUC 672, Methods I. EDRD 619 is a co-requisite of Methods II.

EDCI 790, "Internship in the Secondary School" (6 credits) (co-requisite of EDCI 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.

EDCI 791, "Internship Seminar" (2 credits) (co-requisite of EDCI 790)
This course is a seminar that must be taken concurrently with the internship (EDCI 790). It is also a requirement for licensure.

Application for Licensure
(See p. 6).

Additional Course Work for M.Ed. Degree
Electives in Education (9 credits total)
The M.Ed. Degree requires the completion of three graduate-level electives (9 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.

English (SECE) Electives
English student are required to EDCI 570, "Young Adult Literature in Multicultural Settings," as one elective, then choose 6 credits from the following:

EDCI 597 - Perspectives on Exceptional Teaching
EDUC 537 - Foundations of Multicultural Education (3 cr)
EDCI 516 - Bilingualism and Language Acquisition Research (3 cr)
EDIT 504 - Introduction to Educational Technology (3 cr)
EDSE 501 - Introduction to Special Education (3 cr)

EDSE 502 - Classroom Management and Applied Behavior Analysis (3 cr)
EDSE 626 - The Inclusive Classroom (3 cr)
EDEP 551 - Principles of Learner Motivation (3 cr)
EDEP 653 - Culture and Intelligence (3 cr)

EDRD 630 - Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood (3 cr)
    • This course is part of the Reading Specialist certificate program at Mason
    • You might take this course as an elective for the Secondary Education (SEED) Masters degree and/or if you are interested in eventually pursuing a Reading Specialist certificate
    • The course could count as a SEED Masters elective AND toward a Reading Specialist certificate
    • SEED students would be eligible to take this course only AFTER they have completed their internship AND taken EDRD 619
    • SEED students could take both EDRD 630 and EDRD 631 as electives, in any order

EDRD 631 - Advance Literacy Foundations and Instruction (3 cr)
    • This course is part of the Reading Specialist certificate program at Mason
    • You might take this course as an elective for the Secondary Education (SEED) Masters degree and/or if you are interested in eventually pursuing a Reading Specialist certificate
    • The course could count as a SEED Masters elective AND toward a Reading Specialist certificate
    • SEED students would be eligible to take this course only AFTER they have completed their internship AND taken EDRD 619
    • SEED students could take both EDRD 630 and EDRD 631 as electives, in any order

Other electives may be considered with advisor approval.

History and Social Science (SECH) Electives
Choose 9 credits from the following:

EDUC 592 - Effective Collaboration for Teaching Diverse Learners in Social Studies (3 cr)
EDCI 597 - Perspectives on Exceptional Teaching
EDIT 504 - Introduction to Educational Technology (3 cr)
EDIT 572 - Digital Storytelling (3 cr)
EDIT 611 - Innovations in e-Learning (3 cr)
EDSE 501 - Introduction to Special Education (3 cr)
EDSE 502 - Classroom Management and Applied Behavior Analysis (3 cr)
EDSE 626 - The Inclusive Classroom (3 cr)
EDEP 551 - Principles of Learner Motivation (3 cr)
EDEP 653 - Culture and Intelligence (3 cr)
EDCI 516 - Bilingual and Language Acquisition (3 cr)
EDCI 510 - Linguistics and ESL Teaching (3 cr)
EDCI 519 - Methods of Teaching Multilingual Students (3 cr)
EDRD 630- Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood (3 cr)
EDRD 631 - Advance Literacy Foundations and Instruction, Adolescence through Adulthood (3 cr)

Other electives may be considered with advisor approval.

Math (SECM) Electives
Choose 9 credits from the following:

EDCI 597 - Perspectives on Exceptional Teaching
EDUC 547 - Scientific Inquiry and the Nature of Science (3 cr)
EDIT 504 - Introduction to Educational Technology (3 cr)
EDIT 590 - Educational Research in Technology (3 cr)

EDSE 501 - Introduction to Special Education (3 cr)
EDSE 502 - Classroom Management and Applied Behavior Analysis (3 cr)
EDSE 626 - The Inclusive Classroom (3 cr)
EDEP 551 - Principles of Learner Motivation (3 cr)
EDEP 653 - Culture and Intelligence (3 cr)
EDRS 630 - Educational Assessment (3cr)

Other electives may be considered with advisor approval.

Science (SECB, SECC, SECP, SECS) Electives
Choose 9 credits from the following:

EDUC 547 - Scientific Inquiry and the Nature of Science (3 cr)
EDCI 671 - Innovations in Science Teaching (3 cr)
EDCI 597 - Perspectives on Exceptional Teaching
EDIT 504 - Introduction to Educational Technology (3 cr)
EDSE 501 - Introduction to Special Education (3 cr)
EDSE 502 - Classroom Management and Applied Electives Behavior Analysis (3 cr)
EDSE 626 - The Inclusive Classroom (3 cr)
EDEP 551 - Principles of Learner Motivation (3cr)
EDEP 653 - Culture and Intelligence (3 cr)

Other electives may be considered with advisor approval.

EDUC 675 "Research in Secondary Education" (3 cr)
This course is the final, capstone education course in the M.Ed. Program. **All other courses in the sequence are prerequisites for EDUC 675** (EDUC 522, EDUC 672, EDCI 567, EDCI 569, EDCI 572, EDCI 573, EDCI 667, EDCI 669, EDCI 672, EDCI 673, EDCI 790, EDCI 791, EDRD 619). You may be enrolled in ONE education elective course while taking EDUC 675 or need to complete one final elective after taking EDUC 675. 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. Offered fall and spring semesters only.

Recommended Sequence of Courses (per semester)
Although this sequence of courses is recommended, we can accommodate some 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 the program plan, please contact your advisor.

Semester 1/Summer
    EDUC 522—Foundations of Secondary Education (3 credits)
    Education Elective (3 credits) Optional, with With advisor approval, as listed above

Semester 2/Fall
> EDUC 672—Human Development and Learning (3 credits)
> EDCI 500—Level Curriculum and Methods (3 credits)
> > EDCI 567—History/Social Studies (3 credits)
> > EDCI 569—English (3 credits)
> > EDCI 572—Mathematics (3 credits)
> > EDCI 573—Science (3 credits)

Semester 3/Spring
> EDCI 600—Level Advanced Curriculum and Methods (3 credits)
> > EDCI 667—History/Social Studies (3 credits)
> > EDCI 669—English (3 credits)
> > EDCI 672—Mathematics (3 credits)
> > EDCI 673—Science (3 credits)
> EDRD 619—Literacy in the Content Areas (3 credits) —Must be taken with EDCI Methods II course or after completing Methods II course

Semester 5/Fall
> EDCI 790—Internship in Secondary Education (6 credits)—Must be taken after the completion of EDUC 522, EDUC 672, EDRD 619, and Curriculum and Methods I & II courses
> EDCI 791--Education Seminar (2 credits)

The above courses are the requirements for licensure; the following 12 credits will allow you to complete your M.Ed:
> Semester 4/Summer
> > Education Electives (6 credits) with advisor approval, as listed above

> Semester 6/Spring
> > EDUC 675 – Research in Education (3 credits)
> > Education Elective (3 credits) If not completed previously, with advisor approval

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)
> EDUC 672
> Methods 1

Spring Semester 1 (Spring senior year)
> EDRD 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)
        EDUC 522
        Optional: Electives

Fall Semester 2
        EDCI 790
        EDCI 791

Spring Semester 2
        EDUC 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)

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 (a maximum of 15-30 clock hours per course or 45 clock hours per term). Arrangements will be made at the beginning of each term.

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 2017 Internships: September 15, 2016
- Spring 2017 On-the-Job Internships: November 1, 2016
- Fall 2017 Internships: February 15, 2017
- Fall 2017 On-the-Job Internships: May 1, 2017

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 internh@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 EDCI 790, "Internship in Secondary Education" and a 2-credit EDCI 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/

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

Beginning with spring 2015 internships, verification that the 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 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.

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.
[www.cehd.gmu.edu/teacher/test/]
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)

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/]

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

- Students must adhere to the guidelines of the George Mason University 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 George Mason University 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.
- The George Mason University 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/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [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.
- The George Mason University 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/].

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 the CEHD and Secondary Education Program website at http://gse.gmu.edu. 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.
- **Edthena.** Effective Fall 2015, the purchase of Ethena 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/ .

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/. You must be actively enrolled in the semester in which you graduate.

Contact Information

Secondary Education Faculty
Dr. Kristien Zenkov, English/Academic Program Coordinator
kzenkov@gmu.edu

Dr. Mollianne Logerwell, Science
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Dr. Toya Jones Frank, Mathematics
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Dr. Teresa Edkins, Secondary Education Faculty/Partnership Facilitator
tedkins@gmu.edu

Chris Forester, Clinical Coordinator/Lead Supervisor
cretserof@gmail.com

Program Staff
MathildeSpeier, Program Manager and Outreach Coordinator
mspeier@gmu.edu

For more information, please visit our website at:
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 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.nesinc.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 **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.

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/. 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)
Verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and documented in the Mason system (i.e. Banner/PatriotWeb) **by the internship application deadline**.

www.cehd.gmu.edu/teacher/emergency-first-aid

Appendix D

Memo:
To: all CEHD students seeking student teaching internships in Summer and Fall of 2015 or after
From: Jeff Davis, Director of Clinical Practice, CEHD
Re: Internship requirements
Date: November 6, 2014

Students – please note the following requirements for Summer and Fall 2015 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Requirements
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.
For Fall 2015 internships, this means that the latest you could test in time for scores to be reported to Mason by February 15th is **January 1st**.

Required tests:
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA

- ▪ RVE (specific programs only…see link below)
- ▪ ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
- ▪ Praxis II (content knowledge exam in your specific endorsement area)

For details, please check 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
Beginning with spring 2015 internships, verification that the 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 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.

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.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION
The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

DEADLINES
Fall 2016 internship application deadline:
* Traditional: *February 15, 2016*
* On-the Job: *May 1, 2016*
Spring 2016 internship application deadline:
* Traditional: *September 15, 2016*
* On-the Job: *November 1, 2016*

Updated 05.08.2016

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for extension.

Thank you.

Appendix E
SEED Edthena Adoption

What is Edthena?
Edthena (www.edthena.com) is a video coding tool that:
- ✓ Allows candidates to video record their instruction for reflection and feedback
- ✓ Utilizes drag-and-drop functionality
- ✓ Is intuitive to use
- ✓ Provides time-stamped feedback
- ✓ Creates space for collaboration in a secure online environment
- ✓ Incorporates program specific and standardized rubrics (e.g., InTASC)

Why is the Secondary Education program adopting Edthena?
- ✓ It supports teacher candidates' reflection on their teaching
- ✓ It enhances the supervision that cooperating teachers and supervisors can provide interns
- ✓ 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 Edthena be used in the Secondary Education program?
Students will buy a year-long Edthena license at the start of the semester when they will take Advanced Methods and EDRD 619, Literacy in the Content Areas. They will use Edthena in these courses and in internship and internship seminar.

How will Edthena be used in these courses and experiences?
Some examples of ways Edthena will be used in the following courses:
- 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 Edthena 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 Edthena?

Edthena 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 Edthena. Students then "invite" others to their Edthena "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 Edthena 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 Edthena cost?

A year license for Edthena is $160. Faculty/supervisors in the four courses where Edthena will be used have agreed to limit other textbook purchasing requirements (in Advanced Methods and Literacy in the Content Areas) to offset some of the cost you will incur. Students will buy Edthena directly from the company, then provide documentation of this purchase to their Methods II instructor.

Updated 05.08.2016

Appendix F
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 <u>must</u> be taken prior to Methods II. ____
- I understand that EDRD 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 <u>must</u> take EDCI 790 and EDCI 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 I <u>must</u> take EDUC 675 last and can only take it with or needing ONE elective. ____
- I understand the required order of these courses and if taken out of order, I will be <u>required</u> to drop the course and re-register at the appropriate time. ____
- I understand a maximum of 2 courses (six credits) can be transferred in to 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 Secondary Education 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