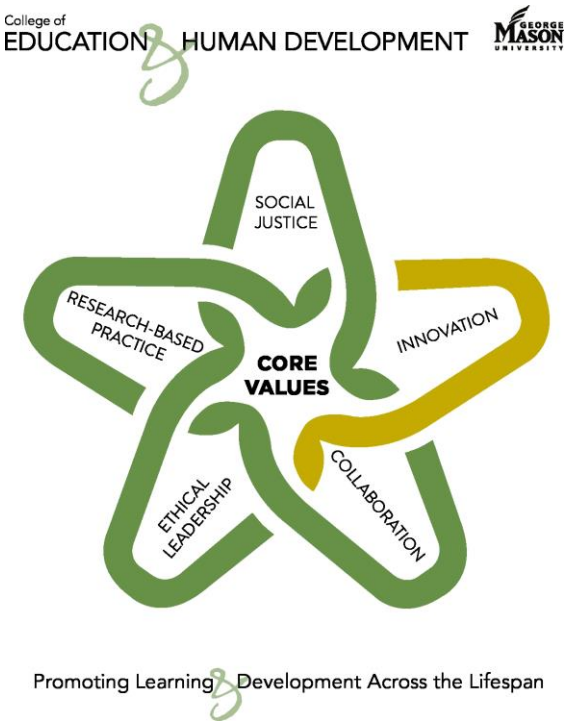
George Mason University
College of Education and Human Development
Secondary Education Program

EDCI 673-002/483-001:
ADVANCED METHODS OF TEACHING SCIENCE IN THE SECONDARY SCHOOL

Fall Semester, 2019 – 3 Credits - Fairfax



Instructor:	Dr. Stephen Burton
Dates and Time:	Tuesdays 4:30–7:10 pm August 26 – December 3
Class Location:	Thompson Hall 2020
Telephone:	616-502-2175 – this is a cell phone, please text first to make sure I can take the call
E-mail:	sburton7@gmu.edu
Office Hours:	By appointment

If you would like to get in touch with me, email is the best form (sburton7@gmu.edu). During usual circumstances, turnaround time is 24-36 hours. You can also reach me on my cell phone at 616-502-2175. However, please text me first using that phone asking if I can receive a call at that time. If I do not respond right away, then I am unavailable. I will, however, text back later and we can schedule a time to talk on the phone.

PREREQUISITE: EDCI 473 for EDCI 483, EDCI 573&522 for EDCI 673

UNIVERSITY CATALOG COURSE DESCRIPTION

Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology and adapting instruction to the needs of diverse learners. School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

COURSE DESCRIPTION

This is the second course in a two-part sequence of courses for preservice science teachers. The course is designed to build on the fundamentals of curriculum design and teaching from the first course and focus on using technology for students to investigate science and adapting instruction and assessment for the diverse needs of learners. In additional to using technology in the schools, preservice teachers will modify lessons and assessments to address the diverse needs of students, implement those lessons and assessments with their peers, and analyze the effectiveness of those lessons and assessments.

Big Ideas in Science Education

During this semester, we will be focusing on developing as a reflective practitioner of reformed science education practices. In particular, we will focus on the following big ideas as a way to frame your understanding of effective science education practices throughout both Science Methods I and Science Methods II.

- Our job is to help students figure out how to be lifelong learners
- The more students figure out answers to tough questions on their own, the more they will trust they can learn on their own
- Science is a process that uses evidence to think critically and explain the natural world
    - Process leads to the knowledge we currently teach as facts
    - If students don't experience the process, they won't value its ability to explain the natural world – plus they will only see science as a collection of facts
- Know your students – get into their heads when designing lessons
- Have a theory of learning – it is what should guide your instruction as you develop lessons
- Know what you want your students to be able to do and how you will assess it before you design any instruction
- Measure everything you do against student learning
- You don't have to reinvent the wheel, but do need to customize it based on your learning theory and unit objectives

Learning Goals, Objectives and Assessments (for both Methods I and Methods II)

Within the big ideas above are more specific goals and objectives (tasks) that you should be able to achieve by the end of the semester and two semester sequence of the Science Methods. Below is a list of the major goals with specific objectives and the assessments that will allow you to show that you have achieved those goals.

Goal 1: Build a learning theory and see the value in using it for developing and implementing lessons

Objective	Assignment	Who must do this?
Pre-service teachers will be able to explain why a student-centered approach to learning is effective in learning	Research Review	Methods II
Pre-service teachers will be able to describe their theory of learning, supporting with evidence from the literature	Learning Theory	Methods II
Pre-service teachers will be able to design lessons that clearly reflect their learning theory	Lessons, Unit Plan (M- II), *Microteaching (M-I)*/ Lesson Critical Incident and Analysis (M-II)	Methods I and II
Pre-service teachers will be able to explain how the 5-E lesson design, the Learning Cycle, and a student-centered learning theory are effective ways to think about learning and lesson design	Research Review	Methods II

Goal 2: Do science to understand how science is done

Objective	Assignment	Who must do this?
Pre-service teachers will be able to design lessons in which students are actively engaged in hands-on science activities	Lesson Plans	Methods I and II
Pre-service teachers will be able to explain the epistemic features and unique characteristics (NOS) of science	*Nature of Science Assignment*	Methods I

Goal3: Recognize that inquiry learning using scientific practices has inherent risks that should be identified and addressed such that students learn to do science in and ethical and safe manner.

Objective	Assignment	Who must do this?
Pre-service teachers will be able to explore the web to describe the major safety and ethical concerns associated with conducting science in the classroom	*Safety Assignment*	Methods I
Pre-service teachers will be able to describe means to reduce the potential safety risks involved in conducting scientific investigations in the classroom while not compromising the benefit the students get while conducting inquiries	*Safety Assignment* Lessons	Methods I and II
Pre-service teachers will be able to design lessons and clearly indicate within the lesson: safety concerns, how to reduce them and what to do when accidents happen	Lessons Unit Plan (M-II)	Methods I and II

Goal 4: Develop an understanding of how inquiry can develop both scientific thinking and content knowledge

Objective	Assignment	Who must do this?
Pre-service teachers will be able to explain what inquiry in a science class looks like	Research Review	Methods II
Pre-service teachers will develop lessons that are inquiry	Lessons, Unit Plan (M-II)	Methods I and II
Pre-service teachers will be able to explain PBL, PBA, Cognitive Apprenticeships, and Model-Based Inquiry and their potential impact on helping students learn science content and scientific thinking	Research Review	Methods II
Students will be able to develop lessons that incorporate PBL, PBA, Cognitive Apprenticeships, and Model-Based Inquiry Model-Based Inquiry	Lessons, Unit Plan (M-II)	Methods II

Goal 5: Understand how to develop effective lessons and units with backwards design

Objective	Assignment	Who must do this?
Student will be able to explain the basic premise and order of Backwards Design	Research Review	Methods II
Students will use the basic organization of backwards design to develop a lesson plan	Lessons, Unit Plan (M-II)	Methods I and II
Students will be able to write measurable objectives	Lessons, Unit Plan (M-II)	Methods I and II
Students will be able to describe how teaching activities support student achievement of measurable objectives	Lessons, Unit Plan (M-II) Microteaching Reflection (Both)	Methods I and II
Students will be able to describe how assessments evaluate student achievement of the measurable objectives	Lessons (Both), Unit Plan (Methods II), *Microteaching (M-I)/* Lesson Critical Incident and Analysis (M-II)	Methods I and II

Goal 6: Develop skills as reflective practitioners.

Objective	Assignment	Who must do this?
Students will be able to effectively examine classrooms using their learning theory as a lens and student behavior, engagement, and learning (when possible) as the evidence	Clinical Experiences	Methods I and II
Students will be able to examine use assessment data to reflect on and improve upon lessons	*Microteaching (M-I)/* Lesson Critical Incident and Analysis (M-II)	Methods I and II

Relationship to Program Goals and Professional Organizations

EDCI 483/673 is the second course in a two-course sequence of science methods courses for students seeking a secondary school teaching license in earth science, biology, chemistry, or physics. The course builds on students' knowledge of their subject matter and from their first science methods course. The course focuses on using technology in science teaching and learning and meeting the diverse needs of learners as called for by the *Standards of Learning for Virginia Public Schools* and *National Science Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Science Teachers Association (NSTA), and the Interstate New Teacher Assessment and Support Consortium (INTASC). EDCI 483/673 introduces students to integrating technology in learning and teaching science, adapting inquiry-based lessons, assessment techniques, and the diverse needs of students.

Professional Association Standards (met through EDCI 483/673)

- Understand the relationship of assessment in understanding student learning and informing instruction; RESEARCH-BASED PRACTICE; SPA STANDARD 2c, 5a, 5b, 5c
- Design evidence-based assessment techniques in science instruction; RESEARCH-BASED PRACTICE; SPA STANDARD 2c, 5a, 5b, 5c
- Build a repertoire of science teaching and assessment strategies using technology to help students become scientifically literate, think critically and creatively, and see relationships among science, technology, and society; RESEARCH-BASED PRACTICE; INNOVATION; COLLABORATION; SPA STANDARDS 2, 3, 4, 5
- Critique, adapt, and construct standards-based lessons including assessment and hands-on experiences for the diverse needs of learners including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges. RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; SPA STANDARDS 2, 3, 4, 5

Nature of Course Delivery

A variety of teaching strategies will be used to explore the themes of the day. These will largely include face-to-face interactions with the professor and fellow students. All students will continuously analyze and evaluate teaching strategies, as well as science content, processes, and ways of knowing in science.

We will be using the website https://sites.google.com/site/educ483673/ for dissemination of information. Materials will be added throughout the semester based upon needs from the course. The Blackboard site, found at http://mymasonportal.gmu.edu, will be used primarily for submitting assignments and grades. Use the same login as your GMU email for the Blackboard Sites.

GOOGLE SITES: Over the course of the semester, you will be working to organize 4 weeks of teaching (in block schedules – roughly 75 min/lesson). You will be creating multiple products and support materials for these 4 weeks of teaching. All of these products and organization will be initially posted through a website you and your partners will author using Google Sites (https://sites.google.com/). In order to create a website with Google Sites, you will need to sign up for a Gmail email account (if you do not already have one). More information on how to work with Google Sites can be found at https://support.google.com/sites/?hl=en#topic=1689606.

Grading

High quality work and participation is expected on all assignments and in class. **Attendance at all classes for the entire class is a course expectation. For each unexcused absence, the course grade will be reduced by 5% points.** All assignments are graded. Each graded assignment will be assessed using a scoring rubric which will be handed out before the assignment is due. All assignments are due at the beginning of class on the day they are due. Completing work ahead of the scheduled due date is acceptable and encouraged. There are many assignments in this course, so staying organized and on top of the schedule is important for success. Graded assignments that are late will automatically receive a ten percent grade reduction (one full letter grade lower). **After 5 days, any assignments still late will not be accepted unless prior arrangements have been made with the instructor.**

Grading Scale

A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 80-87%
C = 70-79%
F = Below 70%

Policy on Incompletes

If circumstances warrant, a written request for an incomplete must be provided to the instructor for approval prior to the course final examination date. Requests are accepted at the instructor's discretion, provided your reasons are justified and that 80% of your work has already been completed. Your written request should be regarded as a contract between you and the instructor and must specify the date for completion of work. This date must be at least two weeks prior to the university deadline for changing incompletes to letter grades.

Course Performance Evaluation

All assignments for this course will be submitted to Blackboard from evaluation. In addition, Google Sites will be used for the Unit Plan.

Assignments

Science education research shows that frequent assessment of small amounts of material is most effective for learning science. Therefore, in this class formal and informal assessment will be continuously provided on assignments and class activities. Assessment is used as a tool for information that informs both learning and teaching, so this two-way communication loop is necessary for optimal learning.

Assessments	EDCI 483	EDCI 673	Due Date
Unit Plan (PBA)			
Planning Project	5	5	Sept 12
Unit Plan Overview (done in parts)	5	5	Sept 26
Lessons – 3 Individual Lessons			
Lesson 1 – Opening	5	5	Oct 11
Lesson 2 – Inquiry and Personalized	10	10	Nov 1
Lesson 3	15	15	Nov 15
Remaining components of unit plan	10	10	Nov 22
Learning Theory Alignment	5	5	Nov 22
Clinical Assignments			
Lesson Analysis	10	10	Nov 29
Clinical Experience Reflection Paper	10	10	Dec 6
Candidate Disposition/Professionalism	20	20	NA
Other Assessments			
Research Review	5	5	Oct 20
Total Points	**100**	**100**	

TENTATIVE CALENDAR (SUBJECT TO CHANGE BASED ON STUDENT NEEDS):	
DATE	**TOPIC**
Aug 27	What is effective science instruction? & Overview of the class
Sept 3	Strategies 1C and 2C – Designing Effective Science Instruction
Sept 10	Strategies 3C, 4C and 5C – Designing Effective Science Instruction
Sept 12	Assignment Due: Unit Plan - Planning Project- Draft - content and organization
Sept 17	Strategy 6C - Designing Effective Science Instruction & Work Time
Sept 24	Strategies 3U and 5U – Designing Effective Science Instruction
Sept 26	Assignment Due: Unit Plan Overview – Draft – Content and Organization
Oct 1	Strategies 1U and 2E – Designing Effective Science Instruction
Oct 8	Strategies 1E and BU – Designing Effective Science Instruction
Oct 11	Assignment Due: Lesson 1 Draft – Opening Lesson
Oct 15	***NO CLASS – Gather resources for your unit***
Oct 20	Assignment Due: Research Review
Oct 22	Strategies 4U and 2U – Designing Effective Science Instruction
Oct 29	Work Time
Nov 1	Assignment Due: Lesson 2 Draft – Inquiry and Personalized Lesson
Nov 5	Strategies 6U and BU – Designing Effective Science Instruction
Nov 12	Strategies 3E and 6E – Designing Effective Science Instruction
Nov 15	Assignment Due: Lesson 3 Draft
Nov 19	Work Time Revisions
Nov 22	Assignment Due: Draft Complete Unit Plan – on website (include revised lesson 1 and2 Assignment Due: Learning Theory Alignment
Nov 26	Presentations-Peer Review & Evaluations
Nov 29	Assignment Due: Lesson Analysis
Dec 3	Work Time - Revisions
Dec 6	Assignment Due: Clinical Experience Reflection
Dec 10	***NO CLASS***
Dec 12	Assignment Due: Final Unit Plan Revision

PROFESSIONALISM AND GMU POLICIES

- Attendance for each class is necessary – please contact the professor BEFORE any absence.
- Learning depends on the active engagement of the participant and frequent checking by the instructor as to the progress of the learner. Smaller assignments will be given as necessary in class in order to inform your learning and my teaching. Your participation in these assignments is essential to valuable class discussions and will help to "chunk" the large assignments into smaller, more attainable learning goal. Your classmates depend on your comments to extend their learning.

CORE VALUES COMMITMENT

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: http://cehd.gmu.edu/values/.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- 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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices 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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Online Resources

- Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS (2013). Next Generation Science Standards (2013). Achieve, Inc. Available online at http://www.nextgenscience.org/next-generation-science-standards
- Commonwealth of Virginia (2018). *Standards of Learning for Virginia Public Schools.* Richmond, Virginia. Retrieved on August 3, 2019 from http://www.doe.virginia.gov/testing/sol/standards_docs/science/2018/2018-science-sol.docx
- Commonwealth of Virginia (2018). *Science Standards of Curriculum Framework Guides.* August 3, 2019 from http://www.doe.virginia.gov/testing/sol/standards_docs/science/2018/2018-revised-science-curriculum-framework.docx
- National Research Council (1996). *National science education standards*. Washington, DC: National Academy Press. Available online at http://www.nap.edu/openbook.php?record_id=4962
- National Science Teachers' Association. *Science Class* newsletter. Retrieved on January 3, 2018 from http://www.nsta.org/publications/enewsletters.aspx.
- American Association for the Advancement of Science (1993). *Benchmarks for Science Literacy*. Retrieved on January 3, 2018 from http://www.project2061.org/publications/bsl/online/index.php
- McComas, W. F. (1998). *The principle elements of the nature of science: Dispelling the myths.* Retrieved on January 3, 2018 from http://www.pestl.org/images/The_Myths_of_Science_Article_by_McComas.pdf.
- Peters, E. E. (2006). *Why is teaching the nature of science so important?* Journal of Virginia Science Education, Vol 1(1):65-71.
- American Chemical Society (2007). *Educators & Students page.* Retrieved on January 3, 2018 from https://www.acs.org/content/acs/en/education.html.
- American Chemical Society (2003). Chemical Science Safety in the Classroom page. Retrieved on January 3, 2018 - https://www.acs.org/content/acs/en/education/policies/safety.html
- U.S. Department of Labor (2007). *Occupational Health and Safety Administration.* Retrieved on January 3, 2018 from http://www.osha.gov/.
- Maryland Public Schools (2007). *Legal Aspects of Laboratory Safety.* Retrieved on January 3, 2018 from http://mdk12.org/instruction/curriculum/science/safety/legal.html.

Other Resources

Barnekow, D. J. (1998). *Graphic organizers for science.* Portland, ME: J. Weston Walsh.

Bell, R., Gess-Newsome, J. & Luft, J. (2008). *Technology in the secondary science classroom.* Arlington, VA: NSTA Press.

Bybee, R.W., Powell, J.C., & Trowbridge, L.W. (2008). *Teaching secondary school science: Strategies for developing scientific literacy.* Upper Saddle River, NJ: Pearson.

Cothron, J. H., Giese, R. N., Rezba, R. J. (2005). *Students and Research*. Dubuque, Iowa: Kendall/Hunt.
Hassard, J. (2005). *The art of teaching science: Inquiry and innovation in middle school and high school.* New York: Oxford University Press.
Johnson, D. W. & Johnson R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning.* Boston: Allyn and Bacon.
Liu, X. (2010). *Essentials of science classroom assessment.* Washington, DC: Sage Publications.
Nitko, A. J. & Brookhart, S. M. (2007). *Educational assessment of students*. Upper Saddle River, NJ: Pearson
Kagan, S. (1994). *Cooperative Learning.* San Clemente, CA: Resources for Teachers, Inc.
Keely, P., Eberle, F., & Farrin, L. (2005). *Uncovering student ideas in science: 25 formative assessment probes.* Arlington, VA: National Science Teacher Association Press.
Keeley, P. (2008). *Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning.* Arlington, VA: NSTA Press.
Tomlinson, C. A. (2005). *How to differentiate instruction in mixed-ability classrooms.* Upper Saddle, NJ: Pearson.
Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD (200 pp).

Campus Resources

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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 .

Sustainability

George Mason University is focusing on making our community "greener" and reducing the impact on the environment. This course will contribute to this effort in the following ways. I hope that you will create other ways to contribute to contribute to this effort.

- Handouts will be available electronically through the Blackboard platform
- All assignments will be submitted through the blackboard on a Wiki site established fir each individual student.
- You should consider reducing waste in your teaching practice (ex: unnecessary paper) and in developing your unit plan
- Incorporate teaching sustainability in the content of your lesson plans (for example, human's role in reducing their impact on the environment.) Think about what the next generation needs to know about "greening".

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Graduate School of Education Dispositions for A Career Educator

Students are expected to exhibit professional behavior and dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education 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. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

I. Commitment to the profession

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

II. Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

III. 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

IV. Commitment to being a member of a learning community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

V. 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

GO TO THE FOLLOWING WEBSITE, DOWNLOAD SIGN AND PROVIDE THE FOLLOWING DOCUMENT AGREEING TO DEMONSTRATE THE ABOVE PROFESSIONAL DISPOSITIONS:
http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf

IMPORTANT INFORMATION FOR LICENSURE COMPLETION
Student Clinical Practice: Internship Requirements

Students – please note the following requirements for Spring 2018 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.**

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:

- 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 internsh@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. 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/Fingerprints

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-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application: The internship application can be downloaded at https://cehd.gmu.edu/epo/student-internship

Deadlines:

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

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 application deadline extension.