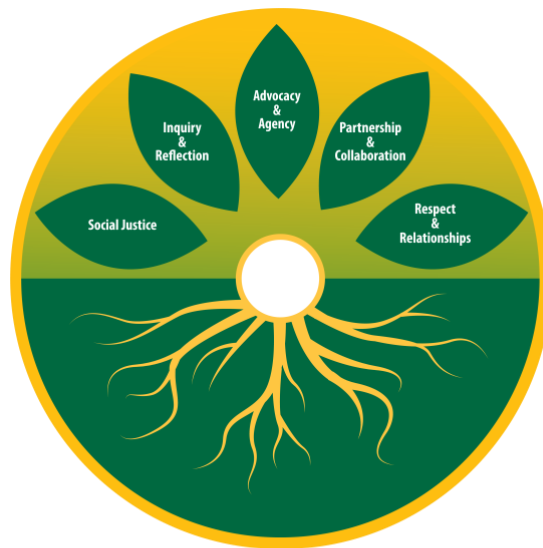


Updated July 1, 2024



**COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT**
George Mason University®

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Fairfax, VA 22030



SEED
SECONDARY EDUCATION

Program Handbook
2023-2025

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For more information, please visit our website at: <https://education.gmu.edu/secondary-education/>

Introduction

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

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

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

A State and Nationally Accredited Program

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

- National Council 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/>
- Computer Science Teachers Association <https://www.csteachers.org/>

College of Education and Human Development

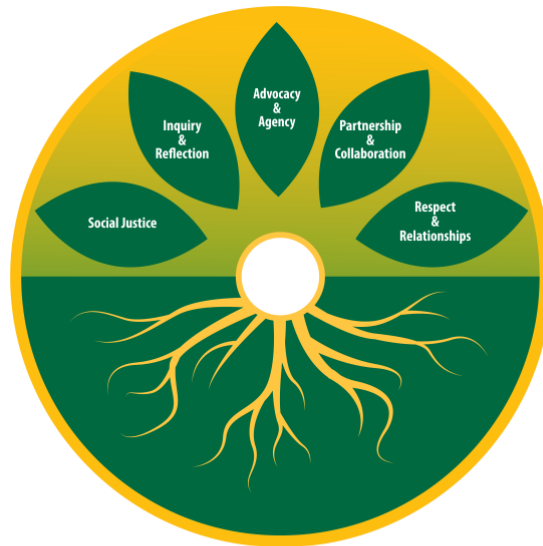
The SEED Program is one of many programs within the School of Education and the College of Education and Human Development (CEHD) at George Mason University. Our College is committed to excellence, innovation, and collaboration in research and in the preparation of professionals for the highest levels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

CEHD Core Values

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles, which can be found at the following link: <http://cehd.gmu.edu/values/>. For additional information on the College of Education and Human Development and our programs, visit our website: <https://education.gmu.edu/#masters>

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.

SEED “Seeds”**SEED**
SECONDARY EDUCATION

The Secondary Education (SEED) program at George Mason University is oriented around five principles, each of which translates into specific practices and behaviors in classrooms, schools, communities, and the broader world:

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

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

CEHD Dispositions

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

Licensure at the graduate level may be started as an undergraduate via the Bachelor's Accelerated Master's (BAM) for Graduate Certificates in English, biology, chemistry, earth science, physics, mathematics, computer science, or history/social science. The BAM program allows students to begin their Master's program during their undergraduate junior or senior years and complete the program one year following undergraduate graduation, although licensure may be reached one semester following undergraduate graduation.

The BAM option requires specific application processes and requires advising for pre-requisite coursework and the insertion of the selected program into the overall degree plan through the guidance of our CEHD advising team. All interested undergraduates are encouraged to consult the Undergraduate Academic Advisor for Education (preteach@gmu.edu; <https://cehd.gmu.edu/current-students/advising/>) as early as possible (recommended before the second semester of their sophomore year).

Note: While in undergraduate status, BAM students are strongly encouraged to continue to meet regularly with the Undergraduate Academic Advisor for Education.

Admission to the Master's Level Secondary Education Program

For admission requirements to the Graduate Level Secondary Education Programs of Study and instructions on how to apply, please see Appendix A. With the exception of SEED 522, "Foundations of Secondary Education," SEED 540, "Human Development and Learning: Secondary Education," and the first methods course (SEED 566, 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/or wish to begin taking courses to determine if the program is a good "fit" for them may take a maximum of two courses through Non-Degree Studies. The allowed courses are SEED 522, "Foundations of Secondary Education," SEED 540, "Human Development and Learning: Secondary Education," or the first methods course associated with appropriate concentration area. Please note that no more than two courses (six credits) can be transferred into the degree program. However, a complete application for degree status must be submitted by the next application deadline.

Transfer of Credits

Newly-admitted students who wish to officially transfer graduate credits into the M.Ed. Program should meet with the Program Coordinator or their faculty advisor. If credits were taken at *another* institution, a course description, course syllabus, and official, sealed transcript must be submitted for review to the student's academic advisor and, if warranted, approval. If any coursework was taken at Mason while in Extended Studies, or in non-degree status, this must be formally transferred into the degree program. Final approval for transfer of credits requires the submission of a completed, signed Transfer of Credit form, available on the website. A **maximum of six credits (2 courses)** may be transferred from another institution or from **non-degree status**, if deemed appropriate. Also note that once a student has matriculated into this program they are 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.

Programs of Study

Note: A complete "Program of Study" form can be found in Appendix D

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

The 30-credit secondary education concentrations with a licensure component are designed to meet the needs of individuals who wish to be licensed or need to satisfy the requirements of a provisional license to teach at the secondary level. Specific endorsement areas are biology, chemistry, computer science, earth science, English, history and social science, mathematics, and physics.

Courses Needed for Licensure (24 Credits)

The first 18 credits of coursework 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 three requirements of the licensure component—SEED 492/493/494/496/792/793/794/795/796, “Internship in Secondary Education,” SEED 677, “Action Research Methods in Secondary Education,” and SEED 678, “Action Research Seminar in Secondary Education—students must submit an application for the state teaching licensure in Virginia to the Licensure Coordinator (703-993-7202; edlicen@gmu.edu). Information about licensure application procedures will be given in class and is also available online at <http://cehd.gmu.edu/teacher/instructions>

An additional 6 credits 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 24-credit certificate offers coursework 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.

Coursework: Secondary Education Licensure Graduate Certificate students complete the 24-credit licensure coursework of the M.Ed. Degree (see above). Upon completion, students submit a Graduation Application for the Secondary Education Licensure Graduate Certificate 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 coursework, 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 (or Stellic) 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 Coursework

SEED 422/522, “Foundations of Secondary Education” (3 credits)

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

SEED 440/540, “Human Development and Learning” (3 credits)

SEED 440/540, a state-required licensure course, is offered fall, spring, and summer. It is usually taken during the first or second semester of enrollment.

SEED 4--/5--, “Teaching (Content Area) in the Secondary School” (3 credits)

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

Select the section in your content area:

SEED 466/566, “Teaching Computer Science in the Secondary School”

SEED 567, “Teaching History/Social Science in the Secondary School”

SEED 469/569, “Teaching English in the Secondary School”

SEED 372/572, “Teaching Mathematics in the Secondary School”

SEED 473/573, “Teaching Science in the Secondary School”

SEED 4--/5--/6--, “Advanced Teaching (content area) in the Secondary School” (3 credits)

This course, informally referred to as “Methods II,” meets the state’s requirement for a second course in curriculum and instruction; in general, the **500-level first methods course (see above) must be taken as a prerequisite to this course; these courses CANNOT be taken at the same time.** Recommended prerequisites: SEED 522, SEED 540. Offered fall and spring semesters only. The course requires 30 hours of clinical experience (observation and teaching) in a secondary school setting. Specific time commitments will be arranged by the student in conjunction with the assigned school department chair and/or mentor teacher. Methods II courses are a co-requisite of EDRD 419/619.

Select the section in your content area:

SEED 476/566, “Advanced Methods of Teaching Computer Science”

SEED 667, “Advanced Methods of Teaching Social Studies”

SEED 479/669, “Advanced Methods of Teaching English”

SEED 472/672, “Advanced Methods of Teaching Mathematics”

SEED 483/673, “Advanced Methods of Teaching Science”

EDRD 419/619, “Disciplinary Literacy” (3 credits)

This course meets the state’s requirement for a course in reading. Offered in fall and spring semesters only (exceptions for the summer semester can only be made with advisor/program coordinator approval). Required prerequisites: Methods I. Recommended prerequisites: SEED 522, SEED 540.

EDRD 419/619 is a co-requisite of Methods II.

SEED 492/493/494/496/792/793/794/795/796, “Internship in the Secondary School” (formerly EDCI 790; 6 credits) (co-requisite of SEED 491/791)

The Secondary Education Program offers two internship options: (1) a full-semester student teaching internship or (2) an on-the-job internship for teachers with provisional or eligibility licenses issued by the state. Prerequisites: Passing score on Praxis II; completion of all endorsement requirements; meeting the VA Emergency First Aid/CPR/AED requirement; SEED 422/522, SEED 440/540, and both methods

courses. Offered in fall and spring semesters only. **With the exception of SEED 678, no other courses can be taken with the internship.**

SEED 677

This course links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms and reviewing literature, to plan for systematically collecting and interpreting evidence to improve practice.

SEED 678

This course focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner. Links evidence of student learning collected in instructional setting to make informed instructional decisions. Engages students in systematic collection and interpretation of evidence to improve practice. Presents research-based rationales for instructional decision-making. Serves as a follow-up for SEED 677.

Application for Licensure

(See p. 8).

Additional Coursework for M.Ed. Degree

Additional Courses in Education (6 credits total)

The M.Ed. Degree requires the completion of two graduate-level courses (6 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.

Most SEED subject area programs require that students in this subject area take a “content selective” (e.g., English students are required to take SEED 502, “Young Adult Literature in Multicultural Settings”—Science students are required to take EDUC 547, “Scientific Inquiry and the Nature of Science”—and History/Social Science students are required to take SEED 505, Teaching and Learning Difficult Histories). All students then choose 3 credits from a list of electives (Note: Sample list is below; SEED elective options change each semester and year-to-year):

Note: Other electives may be considered with advisor approval, and the above listed electives shift semester by semester, so check with SEED faculty for the latest list.

Recommended Sequence of Courses

Please meet with your advisor to map your coursework.

Subject Area Concentration Links

English: <https://gse.gmu.edu/secondary-education-6-12/academics/english>

History/ Social Studies: <https://gse.gmu.edu/secondary-education-6-12/academics/integrative-studies-secondary-education>

Math: <https://gse.gmu.edu/secondary-education-6-12/academics/math>

Science:

<https://gse.gmu.edu/secondary-education-6-12/academics/chemistry> (Chemistry)

<https://gse.gmu.edu/secondary-education-6-12/academics/biology> (Biology)

<https://gse.gmu.edu/secondary-education-6-12/academics/earth-sciences> (Earth Science)

<https://gse.gmu.edu/secondary-education-6-12/academics/physics> (Physics)

<https://education.gmu.edu/secondary-education-6-12/academics/med---concentration-in-secondary-education-computer-science> (Computer Science)

Clinical Experiences Aligned with Coursework

Several 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. The SEED program typically requires 15 – Clinical experience hours each semester. . Arrangements will be made at the beginning of each term.

SEED students are welcome to complete their clinical experiences at the schools of their choices. However, the SEED program is proud to partner with eighteen area schools/divisions, where students can complete their clinical experiences and their internship moving between high schools and feeder middle schools:

- [Alexandria City High School / Hammond Middle School \(ACPS\)](#)
- [Lake Braddock Secondary School \(FCPS\)](#)
- [Chantilly High School / Rocky Run Middle School \(FCPS\)](#)
- [Robinson Secondary School \(FCPS\)](#)
- [Marshall High School / Kilmer Middle School \(FCPS\)](#)
- [West Potomac High School / Sandburg Middle School \(FCPS\)](#)
- [Osborn Park High School / Saunders Middle School \(PWCS\)](#)
- [John Champe High School / Mercer Middle School \(LCPS\)](#)
- [Dominion High School / Seneca Ridge Middle School \(LCPS\)](#)
- [Meridian High School / Mary Ellen Henderson Middle School \(FCCPS\)](#)
- [Osborn High School / Metz Middle School \(MCPS\)](#)
- [Annandale High School](#)

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 SEED Clinical Coordinator and the College of Education and Human Development Clinical Practice Specialist arrange 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 SEED student be removed from an assigned location; there is no guarantee that a different location can be arranged.

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, 15-week full-time internship. One of two options meets the needs of most individuals:

- Traditional Internship: One-term daytime internship in the classroom of a mentor teacher. The teacher candidate assumes co-teaching/independent teaching responsibilities in order to satisfy the state requirement of 150 hours of direct instruction and 150 hours of indirect instruction.
- 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.

*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. **Note: SEED students may also apply to complete the internship via a two-semester, part-time option (note: this option requires sequential Fall/Spring semesters).***

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 access the online Internship Application please visit <https://education.gmu.edu/teacher-track-office/student-internship>

Application Deadlines of Internships

- Spring Internships: September 15th (opens Aug. 1)
- Spring On-the-Job Internships: November 1st (opens Oct. 1)
- Fall Internships: February 15th (opens Dec. 15)
- Fall On-the-Job Internships: July 1st (opens May 1)

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), unless the student completes an approved extension application. Please allow a minimum of 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; exceptions are made on a case-by-case basis.

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

If you have any questions, please contact the Clinical Practice Coordinator at internsh@gmu.edu or 703-993-9777.

Requirements for Applying for Your Internship

Advisor Approval

Your faculty advisor must approve your internship application. Plan to schedule an appointment with them at least two weeks prior to when the application opens. Students in the Secondary Education Program (the M.Ed. Degree, the BAM track, and the Graduate Certificate) must enroll in a 6-credit SEED 49-/79-, “Internship in Secondary Education” and a 2-credit SEED 678 “Action Research Seminar in Secondary Education” after completing the prerequisite licensure courses (see above for course descriptions).

Testing

All official and passing test scores must be reported and in the Mason system by the internship application deadline (or, if an extension for more time has been granted, by the extension deadline). When registering for any required licensure tests, please remember to request that your scores are reported directly to Mason by the testing agency. Please allow a minimum of six weeks for processing of your official test scores. Testing too close to the application deadline means scores may not arrive in time and the internship application will not be accepted.

Required Tests (for detailed information see below):

- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check [Licensure Testing Requirements | Teacher Track at Mason \(gmuedu\)](#).

Additionally, please use the following link to access FREE Exam Prep Resources:

<https://education.gmu.edu/office-of-teacher-preparation/testing-resources-support/>

Content Area Coursework

Please note that ALL content area coursework must be completed, with all transcripts submitted and approved by the CEHD Pre-Education Advising Coordinator, prior to the internship application deadline (or the extension application deadline). Since the internship application must be submitted in the semester prior to the start of internship, please make an appointment to meet with the Pre-Education Advising Coordinator and plan the completion of your content area coursework accordingly.

Background Checks/Fingerprinting

All local school systems require students to complete a criminal and child abuse/neglect 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 Mason. Please monitor your GMU email inbox as well as your spam/junk folders for these and follow the instructions carefully. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so (whether accidentally or intentionally and even if such incidents did not result in conviction), is termination of the internship.

Test Requirements

Praxis Subject Assessment

Students must take the Praxis Subject Assessment for their indicated endorsement area. Information about this 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 (or, if an extension for more time has been granted, by the extension deadline). Students will not be allowed to begin their internship if they have not provided passing Praxis Subject Assessment scores by the indicated date.

[\[www.cehd.gmu.edu/teacher/test/\]](http://www.cehd.gmu.edu/teacher/test/)

Praxis Subject Assessment (Content Based)

- **History/social sciences:** Social Studies: Content Knowledge (Test Code 5081)
- **Biology:** Biology: Content Knowledge (Test Code 5236)
- **Chemistry:** Chemistry: Content Knowledge (Test Code 5246)
- **Earth Science:** Earth and Space Sciences: Content Knowledge (Test code 5571)
- **Physics:** Physics: Content Knowledge (Test Code 5266)
- **Computer Science:** Computer Science (Test Code 5652)
- **English:** English Language Arts: Content Knowledge (Test Code 5038)
- **Mathematics:** Mathematics: Content Knowledge (on screen graphing calculator provided) (Test Code 5165)

Notes: 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.

Licensure Requirements

CPR/AED/First Aid

Your CPR/AED/First Aid certificate that includes hands-on training, must be submitted and recorded in the Mason system by the application deadline (no extensions are available for this). Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid>. In order to have the requirement reflected as met in the Mason system, documents must be scanned/e-mailed to internsh@gmu.edu. This certificate is needed as part of your licensure packet.

Child Abuse Recognition and Intervention Training

Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE. The training module is located at: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html. Save and print out the completion certificate at the end of the module. This certificate is needed as part of your licensure packet.

Child Abuse Recognition and Intervention Training

Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE. The training module is located at: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html. Save and print out the completion certificate at the end of the module. This certificate is needed as part of your licensure packet.

Dyslexia Awareness Training

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. This certificate is needed as part of your licensure packet.

Behavior Intervention and Support Training

Individuals seeking an initial license must complete training in behavior intervention and support in accordance with curriculum guidelines approved by the Board of Education. Details can be found here: [Behavior Intervention and Support Training](#). Students will need to save and print out the completion certificate at the end of the module. This certificate is needed as part of your licensure packet.

Virginia (VA) Civics Training*

**ONLY for students enrolled in our applying to a history/social science licensure program*

All students in a history/social science licensure program must complete the VA Civics Training. There are two options to meet the Virginia Government/Civics Content Area Requirement (Endorsement):

- Option 1: Take the specific VA Government course suggested (GOVT 304 at Mason or PLS 136 at NVCC) and NO online module
- Option 2: Take any approved Civics/American Government course and take the free online Virginia State and Local Civic Education Module (<https://www.civiceducationva.org>). Students who choose this option may contact the Content Area Advisor to see if a Government course on a previous transcript may qualify instead of taking a new class. Please be advised that the content of this course must be related to Civics. Retain this certification for your licensure/internship application.

Supporting our Military Connected Children in School Settings Digital Learning Modules

The SEED program requires all students to complete the Military Connected Children in School Settings Digital Learning Module. This module is accessed through TTAC Online:

<https://ttaconline.org/Account/Register>. Once you log-in, you will be able to access modules via the following links.

- Module 1: [Moving from Risk to Resilience - Part 1](#)
- Module 2: [Moving from Risk to Resilience - Part 2](#)

Note: It is recommended that you retain documentation of this certification for your personal records.

Please use the following link to review additional information about the Virginia State Teaching License <https://education.gmu.edu/office-of-teacher-preparation/licensure/>

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

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Support for submission of assignments to VIA can be found at <https://cehd.gmu.edu/aero/assessments/>

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 <https://ready.gmu.edu/students/>.

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 <https://education.gmu.edu/#masters>. 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 <https://cehd.gmu.edu/saa/student-success-center/>

Attendance Policy

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1>
- In addition, you are expected to be on time to class each week unless 48 hours advance notice has been provided to the instructor.

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 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 in the Johnson Center, Room 227E 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 current APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <https://infoguides.gmu.edu/counseling/Write-cite>.

The University Writing Center (Johnson Center, Room 227E) 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 VIA

It is critical for the secondary education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for a SEED course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course.

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 the SEED 677/SEED 678 course sequence.** 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.

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 forms 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.

Appendix A

Application to Secondary Education Program

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

1. Complete an online application and pay the application fee; apply online at <http://admissions.gmu.edu/ApplyNow/>.
2. Submit a professional resume
3. Complete an official Content Area Review (CAR): <https://education.gmu.edu/teacher-track/content-area-review/>. 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.*
4. Two letters of recommendation. Applicants should follow the instructions included in the online application to submit the recommendation forms directly to their recommenders. George Mason does not accept paper recommendations. Recommendations should be professional or academic in nature.
Submit two (2) 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.)
5. Submit a two (2) page (approximately 750-100 word) goal statement addressing why you would like to become a teacher, your interest in furthering your education at Mason and in the SEED program, and any experience you may have in education or working with youth.
6. 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.
7. Participate in an interview—as part of the application process, our program will set up an interview for selected candidates.
8. 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 mspeier@gmu.edu. If you have questions about the application itself, please contact the CEHD Office of Admissions cehdooa@gmu.edu or 703-993-3832 or (703) 993-2892

Application to Program Deadlines

Spring Admission (to matriculate in spring semester):

9. Application and all supporting documents are due by **October 1st**. See attached document

Fall/Summer Admission (to matriculate in summer/fall semester):

10. Application and all supporting documents are due by **March 1st**. SEE attached document.

Test Requirements

See <https://cehd.gmu.edu/teacher/test/> for test requirement details. In order to obtain licensure, you must take and pass the Praxis II: Content Knowledge (in your endorsement area). This test must be taken and passed prior to your internship application. For more information on the Praxis II, please visit: <http://www.ets.org>.

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

Content Area Courses (VA Requirement)

Website: <https://education.gmu.edu/teacher-track/content-area-review/>

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

ALL content area coursework should be completed, with all transcripts submitted and approved by the CEHD Content Area Review Office prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship (please visit <https://education.gmu.edu/teacher-track-office/student-internship> for deadlines), please plan accordingly. **Note: If more time is needed to complete endorsement or other internship application requirements, an extension is possible, but an extension application must be completed and approved by the internship application deadline.**

It is your responsibility to keep track of which content area courses you have missing and to turn in appropriate paperwork to the Content Area Review Office to show that you have completed all necessary coursework. Please contact our Content Area Review Office if you have questions about your outstanding content area coursework. You may reach the Content Area Review Office at 703-993-1745 or endorse@gmu.edu. Schedule an Content Area 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, if taken prior to September 1, 2022; 5165, effective September 1, 2022)
- 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)
- Computer Science: Content Knowledge (5652)

Child Abuse Recognition and Intervention Training

Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE. The training module is located at: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html. Save and print out the completion certificate at the end of the module.

Cultural Competency Training

This module is accessible from PCs and Mac computers and some other types of mobile devices. Users should complete the module in one session and have access to a printer. Individuals completing the module should print a copy of the certificate of completion for verification. Certificates will not be saved or stored for later access. The module has a value of 15 professional development points. School divisions may design their own training as long as the training is aligned with the [Guidance on Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools](#) (PDF).

Behavior Intervention and Support Training

Individuals seeking an initial license must complete training in behavior intervention and support in accordance with curriculum guidelines approved by the Board of Education. Details can be found here: [Behavior Intervention and Support Training](#).

Emergency First Aid/CPR/AED (Virginia Requirement)

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

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

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 <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/dyslexia-training>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.



**Appendix D
SEED Program Of Study Document**

George Mason University
College of Education and Human Development
Secondary Education Program (**SEED**)
Program of Study

Students: Please be prepared to share this virtual form at every meeting with your SEED Faculty Advisor.

Student Information	
Student Name	
G-Number	
Content Area	
Content Area Advisor	
Semester Admitted to SEED	
Expected Graduation Semester	
Program Track	
NOTE All SEED classes taken while in undergraduate status may not post to degreeworks until several weeks after you have formally graduated from your undergraduate program.	
<input type="checkbox"/>	Licensure Only (LO) Including Graduate Level & Undergraduate Level
<input type="checkbox"/>	Licensure and Master's Degree (LM) Including Bachelor's to Accelerated Masters (BAM)
<input type="checkbox"/>	Master's Degree only (MD)
Student Contact Information	
Telephone number	
GMU E-mail	
Alternate E-mail	
<input type="checkbox"/>	I give my permission to share my GMU email with SEED faculty, staff, and students to communicate about program matters
<input type="checkbox"/>	I give my permission to share my personal email with SEED faculty, staff, and students to communicate about program matters

Earning Your Virginia State Teaching License

For every teaching licensure program, there are four requirements that must be completed:

- A state-approved education program (The SEED Program)
- Content Area Review courses (courses that satisfy the basic content for a student's specific licensure area)
- Licensure testing (Praxis Subject Area)
- Internship

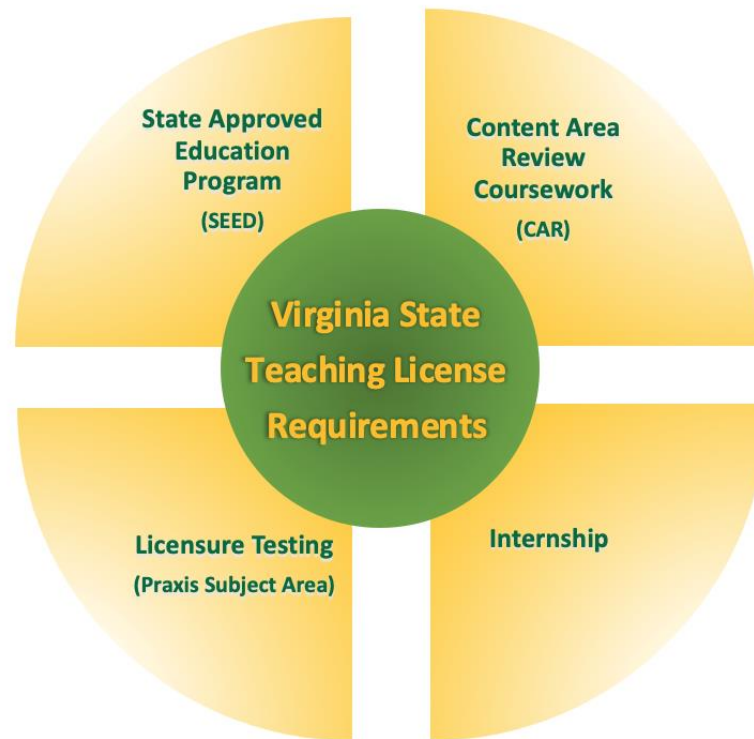


Table of Contents
New Student Checklist
Course Mapping
Internship and Licensure Requirements
Clinical Experiences

New Student Checklist			
Task #	Completed	Timeframe	Task Description
1	<input type="checkbox"/>	As Soon as Possible	Intake Meeting with SEED Program Advisor
2	<input type="checkbox"/>	As Soon as Possible	Email Ms. Jennifer Urban & Ms. Amanda Davis (endorse@gmu.edu) to schedule an Initial Content Area Review <ul style="list-style-type: none"> • Identify remaining classes required for licensure
3	<input type="checkbox"/>	As Soon as Possible	Meet with Subject Area Advisor (English, History/Social Science, Science, Math, Computer Science). During the meeting, please complete the following tasks: <ul style="list-style-type: none"> • Review Course Map • Review Internship & Licensure Requirements
4	<input type="checkbox"/>	As Soon as Possible	Add your page to the SEED Student Directory
5	<input type="checkbox"/>	As Soon As Possible	Work with your Subject Area Advisor to complete your Licensure Exams Action Form (LEAF)
6	<input type="checkbox"/>	First Semester	Background Check/Fingerprinting
7	<input type="checkbox"/>	Prior to Licensure	CPR/First Aid Training

Licensure Exam Action Form (LEAF)		
All SEED Students must pass the Praxis Subject Area Assessment <u>PRIOR</u> to the Internship Application Deadline.		
Traditional Internship	On the Job (OTJ) Internship	
Spring Internship Deadline: February 15 Fall Internship Deadline: September 15	Spring Internship Deadline: November 1 Fall Internship Deadline: July 1	
PRAXIS Subject Assessment (Formerly Praxis II)	<p>Registration Link: Praxis: Virginia (ets.org)</p> <ul style="list-style-type: none"> • History/social sciences: minimum score of 161 on Social Studies: Content Knowledge (Test Code 5081) • Biology: minimum score of 154 on Biology: Content Knowledge (Test Code 5236) • Chemistry: minimum score of 146 on Chemistry: Content Knowledge (Test Code 5246) • Earth Science: minimum score of 156 on Earth and Space Sciences: Content Knowledge (Test code 5571) • Physics: minimum score of 145 on Physics: Content Knowledge (Test Code 5266) • Computer Science: minimum score of 142 on Computer Science (Test Code 5652) • English: minimum score of 167 on English Language Arts: Content Knowledge (Test Code 5038) • Mathematics: minimum score of 159 on Mathematics: Content Knowledge (on screen graphing calculator provided) (Test Code 5165) <p>FREE Test Prep Materials: https://education.gmu.edu/assets/docs/teacher/Testing%20Resources.pdf</p> <p>Additional Test Prep Materials (NOT FREE)</p> <ul style="list-style-type: none"> • Study.com • 240 Tutoring.com 	Test Prep Timetable: Date of First Attempt: Date of Second Attempt:
Approval of Subject Area Advisor:		

Course Map

Courses	Credits	LO/LM/MD <small>LO = Licensure Only LM = Licensure and Master's Degree MD = Master's Degree only</small>	Semester/Year Planned/Taken	Dated Notes
SEED 522 Foundations of Secondary Ed	3	Required for LO, LM, MD	F2F Fall Spring	
Methods I <ul style="list-style-type: none"> • SEED 566 (computer science) • SEED 567 (history/social sciences) • SEED 569 (English) • SEED 572 (mathematics; Fall Only) • SEED 573 (science education) 	3	Required for LO, LM, MD	F2F	
SEED 540 Human Development & Learning: Secondary Education	3	Required for LO, LM, MD	Online Summer Fall Spring	
Methods II <ul style="list-style-type: none"> • SEED 667 (history/social sciences) • SEED 669 (English) • SEED 672 (mathematics; Spring Only) • SEED 673 (science education) • SEED 676 (computer science) 	3	Required for LO, LM, MD	F2F	
EDRD 419/619 Literacy in the Content Areas	3	Required for LO, LM, MD	Online	

Courses	Credits	LO/LM/MD LO = Licensure Only LM = Licensure and Master's Degree MD = Master's Degree only	Semester/Year Planned/Taken	Dated Notes
Internship <ul style="list-style-type: none"> • SEED 792 (English) • SEED 793 (mathematics) • SEED 794 (science education) • SEED 796 (computer science) • SEED 795 (history/social sciences) 	6	Required for LO, LM, MD	F2F	
SEED 677 Action Research in Secondary Education <ul style="list-style-type: none"> • Recommended Corequisite: EDRD 619 and either SEED 667, SEED 669, SEED 672, SEED 673, or SEED 676 • Requirement: This course should be taken the semester immediately prior to internship; students must consult with advisor to determine course sequence 	1	Required for LO, LM	Hybrid	
SEED 678 Action Research Seminar in Secondary Education <ul style="list-style-type: none"> • Requirement: This course must be taken concurrently with internship; students must consult with advisor to determine course sequence 	2	Required for LO, LM	Hybrid	

Courses	Credits	LO/LM/MD LO = Licensure Only LM = Licensure and Master's Degree MD = Master's Degree only	Semester/Year Planned/Taken	Dated Notes
<p>Required “Selective”</p> <ul style="list-style-type: none"> • Computer Science: EDCI 597, “Special Topics in Education - Project-Based Learning in Computer Science” • English: SEED 502, “Young Adult Literature in Multicultural Contexts” • History/social sciences: EDCI 597, “Teaching and Learning Difficult History” • Science Education: EDUC 547, “Scientific Inquiry and the Nature of Science” • Mathematics: Not Applicable 	3	Required for MD	F2F/Hybrid	
Elective	3	Required for MD	?	
<p>SEED Elective courses include the following options (Note: Speak with your advisor to determine when each course is offered and if it is an appropriate elective choice)</p> <ul style="list-style-type: none"> • SEED 502, “Young Adult Literature in Multicultural Settings” • EDCI 597/SEED 505, “Teaching and Learning Difficult History” • SEED 506, “LGBTQ+ Issues in Education” • EDUC 674/SEED 507, “Assessing Learning and Teaching in the Secondary Classroom” • SEED 509, “Perspectives on Extraordinary Teaching” • EDCI 597/SEED 510, “SEED in Cambridge” • EDCI 617/SEED 512, “Using Digital and Popular Culture Media” • EDCI 597/SEED 513, “Project-Based Learning in Computer Science” • EDCI 597, “Advocacy & Agency with Adolescent Learners” • EDUC 547, “Scientific Inquiry and the Nature of Science” 			<p>Additional electives can be found by searching the course catalog for 500/600 level classes with the following heading (approval may be required):</p> <ul style="list-style-type: none"> • EDUC (Education) • EDCI (Curriculum & Instruction) • EDPO (Education Policy) • EDEP (Educational Psychology) • EDRD (Reading) • MATH (Mathematics) • EDIT (Technology) • EDSE (Special Education) 	

Internship and Licensure Requirements

Requirement	Information Regarding Requirement	Due	Completion	
Content Area Review (CAR)	<ul style="list-style-type: none"> Email Ms. Jennifer Urban & Ms. Amanda Davis (endorse@gmu.edu) to schedule an Initial Content Area Review The Content Area Review (formerly known as Endorsement Review), is an evaluation by CEHD’s Content Area Team (within the Office of Teacher Preparation) to determine if you satisfy the coursework requirements for a specific teaching licensure program, as required by the Virginia Department of Education (VDOE). If you haven’t met all the requirements, the Content Area Team will provide you with some possible recommendations. <u>These content area requirements are in addition to your specific teaching licensure coursework.</u> 	As soon as possible	Courses needed	Date courses completed
			Notes:	
PRAXIS Subject Assessment (Formerly Praxis II)	Register: Praxis: Virginia (ets.org) Test Prep Materials: https://education.gmu.edu/assets/docs/teacher/Testing%20Resources.pdf <ul style="list-style-type: none"> History/social sciences: minimum score of 161 on Social Studies: Content Knowledge (Test Code 5081) Biology: minimum score of 155 on Biology: Content Knowledge (Test Code 5235) Chemistry: minimum score of 153 on Chemistry: Content Knowledge (Test Code 5245) Earth Science: minimum score of 156 on Earth and Space Sciences: Content Knowledge (Test code 5571) Physics: minimum score of 147 on Physics: Content Knowledge (Test Code 5265) Computer Science: minimum score of 142 on Computer Science (Test Code 5652) English: minimum score of 167 on English Language Arts: Content Knowledge (Test Code 5038) Mathematics: minimum score of 159 on Mathematics: Content Knowledge (on screen graphing calculator provided) (Test Code 5165) <p>Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.</p>	Register during Methods I	Date of Exam	
			Score	
			Content Area	

CPR/First Aid Training (Must complete hands on version of training)	Additional Information: Emergency First Aid, CPR, and Use of AED Certification or Training School of Education (gmu.edu) <ul style="list-style-type: none"> Information provided in SEED 422/522 Foundations of Secondary Education syllabus Retain certification for Licensure/Internship Application 	Methods II	Location of Training	
			Certificate Date	
Notes:				
Child Abuse and Neglect: Recognizing, Reporting, and Responding Training	CWSE5691 Recognizing, Responding, Reporting for Educators (virginia.gov) <ul style="list-style-type: none"> Information provided in SEED 522 Foundations of Secondary Education syllabus Retain certification for Licensure/Internship Application 	During SEED 522	Certificate Date	
			Notes:	
Dyslexia Awareness Training	VDOE Dyslexia Awareness Module (virginia.gov) <ul style="list-style-type: none"> Information provided in SEED 522 Foundations of Secondary Education syllabus Retain certification for Licensure/Internship Application 	During SEED 522	Certificate Date	
			Notes:	
Behavior Intervention and Support Training	Restraint and Seclusion - CIEES (cicesodu.org) <ul style="list-style-type: none"> Information provided in SEED 422/522 Foundations of Secondary Education syllabus Retain certification for Licensure/Internship Application 	During SEED 522	Certificate Date	
			Notes:	

<p>Special Education Training</p>	<ul style="list-style-type: none"> • Special Education topics taught in SEED 522 Foundations of Secondary Education <p>The following topics are explored in this training:</p> <ul style="list-style-type: none"> • Understanding the role of general education teachers on the IEP team • Demonstrate proficiency in understanding the role of general education teachers on the IEP teams, including: • Differentiating instruction for students based on need • Understanding the role of general education teachers on the IEP team • Implementing effective models of collaborative instruction, including co-teaching • Understanding the goals and benefits of inclusive education for all students • Demonstrates comprehension of the following: • Key special education laws and regulations • Individual education program development • The roles and responsibilities of special education teachers • Appropriate behavior management practices 	<p>During SEED 522</p>	<p>Semester/Year SEED 422/522 Completed</p>	
<p>Notes:</p>				
<p>Supporting our Military Connected Children in School Settings Digital Learning Modules</p>	<p>TTAC Online: Register - TTAC Online Once you login, you will be able to access modules via the following links:</p> <p>Module 1 -Supporting Our Military-Connected Children in School Settings: Moving them from Risk to Resilience - Part 1 - TTAC Online</p> <p>Module 2 -Supporting Our Military-Connected Children in School Settings: Moving them from Risk to Resilience - Part 2 - TTAC Online</p> <ul style="list-style-type: none"> • Information provided in SEED 440/540 • Human Development & Learning: Secondary Education syllabus • Retain certification for employment 	<p>During SEED 540</p>	<p>Certificate Date</p>	
<p>Notes:</p>				

<p>Cultural Competency Training</p>	<p>Cultural competency training is in development by VDOE and will be posted online once available.</p> <ul style="list-style-type: none"> Information provided in SEED 440/540 Human Development & Learning: Secondary Education syllabus Retain certification for Licensure/Internship Application 	<p>During SEED 540</p>	<p>Certificate Date</p>	
<p>Notes:</p>				
<p>Background Check & Fingerprinting</p>	<ul style="list-style-type: none"> Conducted by each school system No fee Follow steps provided by Office of Teacher Preparation 	<p>During Methods I</p>	<p>Task:</p>	<p>Date</p>
			<p>Application completed</p>	
			<p>Fingerprinted</p>	
			<p>Background check completed</p>	
<p>Notes:</p>				
<p>VA Civics Training</p> <p>(ONLY for students enrolled in or applying to a History/Social Science licensure program)</p>	<p>Two options to meet the Virginia Government/Civics Content Area Requirement (Endorsement):</p> <ul style="list-style-type: none"> Option 1: Take the specific VA Government course suggested (Govt 304 at Mason or PLS 136 at NVCC) and NO online module. Option 2: Take any approved Civics/American Government course and take the free online Virginia State and Local Civic Education Module (https://www.civiceducationva.org/). <ul style="list-style-type: none"> Students that choose this option may contact their Content Area Advisor to see if a Government course on a previous transcript may qualify instead of taking a new class. Please be advised, the content of this course must be related to Civics. <ul style="list-style-type: none"> Information provided in SEED 567 (Methods I History/Social Sciences) syllabus Retain certification for Licensure/Internship Application 	<p>Prior to applying for licensure</p>	<p>Option 1 or Option 2 completed</p>	
			<p>Completion Date</p>	
<p>Notes:</p>				

<p>African American History Training</p> <p>(ONLY for students enrolled in or applying to a History/Social Science licensure program)</p>	<p>Effective June 1, 2022</p> <p>VDOE will provide online training as of June 1, 2022</p> <ul style="list-style-type: none"> Information provided in SEED 667 (Methods II History/Social Sciences) syllabus Retain certification for Licensure/Internship Application 	<p>During Methods II</p>	<p>Certificate Date</p> <p>Notes:</p>
<p>Resume Completion, Professional Goals Statement, Digital Portfolio</p>		<p>Update each semester</p>	<p>Notes:</p>

<p>Internship Application</p>	<p>Traditional Internship</p>		<p>Registration Opens</p>	<p>Registration Deadline</p>	<p>Task:</p>	<p>Date</p>
	<p>Traditional Internship Application for Summer and Fall Placements</p>		<p>December 15</p>	<p>February 15</p>	<p>Application Submitted</p>	
	<p>Traditional Internship Application for Spring Internship</p>		<p>August 1</p>	<p>September 15</p>	<p>Placement Received</p>	
	<p>On The Job (OTJ) Internship</p>		<p>Registration Opens</p>	<p>Registration Deadline</p>	<p>Notes:</p>	
	<p>OTJ Internship Application for Fall</p>		<p>May 1</p>	<p>July 1</p>		
	<p>OTJ Internship Application for Spring</p>		<p>October 1</p>	<p>November 1</p>		

Clinical Experiences

Course	Clinical Experience Requirement`	School(s)/Grade Level/Mentor	
Methods I <input type="checkbox"/> SEED 566 (computer science) <input type="checkbox"/> SEED 567 (history/social sciences) <input type="checkbox"/> SEED 569 (English) <input type="checkbox"/> SEED 572 (math) <input type="checkbox"/> SEED 573 (science education)	15 hours (Divided between middle school and high school placements)	High School Placement	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	
		Middle School Placement	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	
SEED 422/522 Foundations of Secondary Ed	15 hours	School Name	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	
Methods II <input type="checkbox"/> SEED 676 (computer science) <input type="checkbox"/> SEED 667 (history/social sciences) <input type="checkbox"/> SEED 669 (English) <input type="checkbox"/> SEED 672 (math) <input type="checkbox"/> SEED 673 (science education)	30 hours	School Name	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	
Additional Course:	___ hours	School Name	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	
Additional Course:	___ hours	School Name	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	

		Notes:	
Additional Course:	___ hours	School Name	
		Grade Level	
		Mentor's Name	
		Content Area	
		Notes:	

Important Contact Information

SEED Program General Student Advisor	Internship Coordinator	Faculty Advisor	SEED Program Coordinator	Pre-Education Advising
<p>Andrew Porter, PhD Aporter7@gmu.edu</p>	<p>Lisa Green, MA lgreen@gmu.edu</p>	<p>Subject Area Dependent</p>	<p>Mathilde Speier, MA mspeier@gmu.edu</p>	<p>Amanda Davis, MA & Jennifer Urban, MA endorse@gmu.edu</p>
<p>Ask Me About:</p> <p>Navigating the SEED Program in a timely manner General Student support Professionalism Guidance Time Management Liaison to Learning Services Academic Resources Assistive Technology Licensure Requirements CPR Praxis</p>	<p>Ask Me About:</p> <p>Clinical Experience Placement Internship Placement Internship Application</p>	<p>Ask Me About:</p> <p>Course Selection Choice of Electives Professional Resource Post-Graduation Support Long Term Course Mapping Schedule Mapping</p>	<p>Ask Me About:</p> <p>Anything regarding forms, permissions, and administrative matters Registration errors/overrides (Late) Graduation Applications Graduation questions Waivers/Course Substitutions Elective Approvals Degree Works errors BAM Questions and BAM Transition Forms Re-Enrollment Applications Admissions Announcements Schedules and Course Updates Grade Appeals</p>	<p>Ask Me About:</p> <p>Content Area Review Undergraduate Courses Licensure Requirements Licensure Application</p>

