College of Education
UNIVERSITY of NEVADA, RENO

Secondary Education Master's Degree Program

First-Time Licensure

College of Education
Secondary Program
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10/24/2013

SECONDARY FIRST-TIME LICENSURE M.ED. PROGRAM

College of Education
University of Nevada, Reno

The Master's First-time Licensure Program in Secondary Education (M.Ed.) is designed for individuals who have earned a bachelor's degree at an accredited institution and who want to combine teacher licensure at the 7-12 level with an M.Ed. The fast track option of this program allows participants to become licensed in two semesters: a fall semester followed by a spring semester. Another option is to complete a summer and fall course schedule and spring internship. Students may move through the program at a slower pace. Students must meet graduate school admissions requirements, maintain required GPA's, and fulfill the other requirements stated in the manual.

Licensure at the secondary level in the State of Nevada requires a completed "State of Nevada Teaching Major." Course requirements for the secondary education teaching major are available on the Nevada State Department of Education (NSDE) website (www.nvteachers.doe.nv.gov). A prospective student should check his/her transcripts with the teaching major listed on the NSDE website. Individuals who wish to complete this program in the two-semester fast track time frame must have a completed teaching major at the time of admission or need only one more course to complete the major. Those who plan to complete the program in a longer time period can be accepted into the program and enroll in content courses to complete the teaching major and courses required by the program, simultaneously.

TEACHING MAJOR FIELDS

Art
Biology
Business
Career and Tech Education
Chemistry
Earth Science
English
Foreign Language
General Science
Health
History
Journalism
Mathematics
Music
Physical Education *
Physical Science
Physics
Political Science
Social Studies
Speech
Theater

* The major in physical education is not available at UNR. The licensure is for those who have completed all requirements of physical education at another university.

PROGRAM ACCREDITATION

Teacher education programs at the University of Nevada, Reno are accredited by the National Council for Accreditation of Teacher Education (NCATE), a highly prestigious accrediting agency for teacher preparation programs. A government-issued form of picture identification is required in order to participate in all practica or field-based courses.

CONCEPTUAL FRAMEWORK

Teacher education programs at the University of Nevada, Reno prepare teacher candidates to meet the challenges of present and future classrooms. The teacher education faculty members are committed to providing a teacher education program that enables you to:

- Develop a strong foundation of knowledge about teaching and learning,
- Display a love of learning,
- Value democracy and pluralism, and
- Engage in reflective practice about one's growth as a teacher.

DOMAINS OF PROFESSIONAL COMPETENCE

In addition, the teacher education program is intended to help the teacher candidate acquire the knowledge, skills, and dispositions required of a professional educator in the following Six Domains of Professional Competence:

Domain 1: Foundations of Education

Domain 2: Human Diversity & Learning

Domain 3: Curriculum

Domain 4: Instruction

Domain 5: Research and Assessment

Domain 6: Professionalism

To accomplish these goals, the teacher education program will provide opportunities for the teacher candidate to acquire competencies in several key areas:

- An understanding of the foundations of secondary education
- Methods for teaching in secondary school classrooms
- Knowledge of educational psychology and human development
- Skill in structuring effective educational experiences for culturally diverse and special-needs populations
- An ability to apply one's knowledge of teaching in secondary school classrooms

APPLICATION PROCEDURES AND DATES

In order to apply to the Master's First-time Licensure Program in Secondary Education, the applicant must complete applications from the Secondary Education Program **AND** the Graduate School. **It is the responsibility of the candidate to be aware of and comply with all application policies and procedures of the Graduate School.**

Applications for the Master's First-time Licensure Program in Secondary Education will be reviewed on an **on-going basis**. For full consideration, it is recommended that the applicant apply by April 15 for fall admission and by October 15 for spring admission.

If an applicant wishes to begin course work while awaiting notification of acceptance to the graduate program, he or she may apply to the Office of Admissions and Records for admittance as a Graduate Special student, **Only the total of 9 graduate credits** may be applied to the master's degree, taken as a graduate special and/or transferred from another approved institution.

ADMISSIONS REQUIREMENTS

In order to be considered for regular admission, the applicant must meet the conditions below. In some circumstances, applicants may be considered for provisional acceptance when all of the conditions below are not met but the admissions committee feels the candidate has potential for success in the program:

1. Complete an application to the UNR Graduate School. Indicate on this application that the teacher candidate is applying to the Master's First-time Licensure Program in Secondary Education (M.Ed.). The applicant should make sure that the letters of recommendation that are submitted electronically to the graduate school are from individuals who have knowledge of the level of scholarship (e.g., a previous educator) and the applicant's commitment to high levels of performance (e.g., a current or previous employer.) The applicant must have a GPA of 3.0 or higher from accredited institution of higher institution. If the undergraduate GPA is below a 2.75 the candidate will be given a prescribed program by the advisor. If the student achieves a 3.0 or better in the prescribed program with a grade of B or better in each course, the probationary status will be removed. **The student must bring in copies of transcripts showing new GPA.**

2. Complete an application to the Secondary Education Program. The program application must include:

   a. An application cover sheet (found at the end of this document)
   b. A signed disposition sheet (found at the end of this document)
   c. A reflective essay, three to five pages in length, which discusses the candidate's understanding of the purpose of public education and how the complex issues facing secondary educators are going to affect the candidate as a teacher.
   d. A resume or curriculum vitae focusing on education-related experiences.

3. Meet pre-professional skills testing requirements in one of these ways:
   a. Pass all three parts of the Praxis I (see http://www.ets.org/praxis/nv/requirements/ **or**
   b. Pass all parts of the California Basic Education Skills Test (CBEST) **or**
   c. Have an undergraduate GPA of 3.0 or better and meet the following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 420/148, b) GRE Quantitative: 460/142, and c) GRE Analytical: 430 (old version), GRE Analytical 3.5 or higher (new version) **or**

d. Hold a master's degree in any area from an accredited institution.

In addition applicants wishing to pursue the one-year, fast-track option must meet the following criteria:

Prerequisites for fast track admission to Semester I (Fall):

1. Completed Nevada Teaching Major approved by an advisor with a GPA of 2.5 or higher in the major.
2. Demonstrated skill in using technology (if not, a course is required.)

Prerequisites for fast track admission to Semester II (Spring:)

1. Passing score on all required Praxis II content tests
2. Completion of fall semester I courses and
3. Successful application to the Supervised Internship including Portfolio I
4. Passing score or course work for:
   a. US Constitution
   b. Nevada Constitution
   c. Nevada School Law

LICENSURE COURSE WORK

CTL 702 Critical Issues in Secondary Education (3 cr.)

CTL 650 General Secondary Teaching Methods (4 cr.)

EDSP 611 Students with Disabilities in the Regular Classroom (3 cr.)

CTL 620 Sociocultural Concerns in Education (3 cr.)

EDSC 6xx or EDCT 665 Content Methods Course (3 cr.)

CTL 699 Supervised Internship (9 cr.) (Does not count toward Master's)

The EDSC 6xx or EDCT 665 requirement listed above is filled by taking one of the content methods courses as appropriate for the major from the following list:

EDSC 673 Teaching Secondary Social Studies (Fall only)

EDSC 643 Second Language Instruction in the Secondary School (Fall only)

EDSC 663 Teaching Secondary School Science (Fall only)

EDSC 653 Teaching Secondary Mathematics (Fall only)

EDCT 665 Methods course for Career and Technical Education

* EDSC 633 Teaching Secondary English (Fall only)
And
EDUC 615 Teaching Writing in the Schools (Spring only)

***English majors need both EDSC 633 and EDUC 615 before they can intern.**

POSSIBLE CONFIGURATIONS OF PRE-LICENSURE COURSE WORK

The pre-licensure course work required for the Master's First-time Licensure Program in Secondary Education could be completed by several configurations. The chart below provides the fast-track option. The teacher candidate should discuss this option and other possible configurations with his or her advisor to determine the best way to proceed through the program.

The following is the fast-track option:

Semester	Fast Track Option
Summer and Fall	CTL 702 (3 credits) CTL 650 (4 credits) EDCT 665 or EDSC 6xx (3 credits) EDSP 611 (3 credits) CTL 620 (3 credits) A possible elective
Spring	CTL 699 (9 credits)

Other Configurations for Completing the Pre-Licensure Coursework

The teacher candidate can take courses based on when they are offered in the fall, spring, and summer sessions with courses that lead to their internship experiences. The following are courses and when these are normally offered during the year:

CTL 702	(3 credits)	(offered summer and fall)
CTL 650	(4 credits)	(offered fall only)
EDCT 665 or EDSC 6xx	(3 credits)	(offered fall only)
EDSP 611	(3 credits)	(offered summer, fall, and spring)
CTL 620	(3 credits)	(offered summer, fall, and spring)
CTL 699	(9 credits)	(offered fall and spring)

APPLICATION FOR THE SUPERVISED INTERNSHIP

Application for the Supervised Internship must be completed early in the semester prior to the internship. Applications for the Supervised Internship are due on a date determined by the Office of Field Experiences. This form is available in the office of Field Experiences and website (see how to apply.)

CRITERIA FOR APPROVAL OF INTERNSHIP APPLICATION

A. Completion of the bachelor's degree (satisfied upon admission to the program.)

B. Passing scores on the PPST or CBEST or evidence of meeting pre-professional skills requirements.

C. Completion of all pre-licensure course work.

D. Completion of fingerprinting and background check. An arrest and conviction, depending on the severity of the case, may disqualify an applicant from obtaining a teaching license (satisfied with approval for Nevada substitute teaching license).

E. Approval of the secondary education faculty indicating that the candidate is qualified in their professional judgment.

F. Approval of the student's advisor including approval of the course work required for a teaching major.

G. Completion of the methods course in the student's major with a grade of "B" or better

H. Completion of requirements in U.S. Constitution, Nevada Constitution, and Nevada School Law requirements.

I. Successful completion of Portfolio I. See your advisor and read the Secondary Performance Assessment Manual for further information regarding this portfolio.

J. Nevada substitute license or equivalent.

ADDITIONAL SUPERVISED INTERNSHIP INFORMATION

Most supervised intern placements are made in the Washoe County School District because of the proximity of our students to this area, and the strong working relationship the UNR College of Education has with this district. Placements in the following school districts are also common: Carson City, Churchill, Douglas, Lassen (CA), Lyon, Placer (CA), Sierra Plumas (CA), and Storey.

In some circumstances, a student may desire a supervised internship placement in a school outside of the areas mentioned above. Any student who requests such a placement must acquire a written recommendation from his or her advisor. Further, out of area placements can only be made if an appropriate placement can be found.

Students must teach in their majors during the supervised internship.

LICENSURE REQUIREMENTS

No degree is conferred at the completion of the licensure portion of this program.

After successfully completing the supervised internship, passing the appropriate Praxis II Examinations, and meeting all other pre-licensure program requirements stated in this manual, a notice of completion will be sent to the Teacher Licensure Office of the Nevada State Department of Education. **The student must then apply to the Teacher Licensure Office of the Nevada State Department of Education,** which will issue the appropriate teaching credential. The minimum overall GPA in master's program is 3.0.

Requirements to become a program completer eligible for licensure include:

1. Passing scores on all appropriate components of the PRAXIS II examination. Check with your advisor to determine which tests are required for your major.
2. Meeting requirements in Nevada Constitution, U.S. history, and Nevada School Law.
3. Completion of all licensure coursework including the teaching internship.

COMPLETION OF THE MASTER'S OF EDUCATION

The Master's First-Time Licensure Degree in Secondary Education requires a minimum of 36 graduate credits. These individuals will need to develop a program in conjunction with their advisor and committee that includes a minimum of 36 graduate credits, at least 15 of which must be at the 700-level and at least 6 of which are outside the program or college.

CEP 705	Advanced Hum Growth and Development (3 cr.)
CTL 746	Secondary Curriculum (3 cr.)
CTL 721	Evaluation of Classroom Learning (3 cr.)
CEP 610	Information Technology in Education (3 cr.)
XXX ???	Advisor Approved Elective (e.g., CTL 742 Models of Teaching)
CTL 795	Comprehensive Exam (1-3 cr.)
EDRS 700	Introduction to Research (3 cr.)

Completion Requirements for the M.Ed. include:

a. Filing a program of study with the Graduate School. (As soon as possible with advisor. This will help guide you during your course work.)
b. Completion of the remaining graduate course work in the M.Ed. program
c. Maintaining a 3.0 GPA in all graduate work.
d. Successful completion of the Advanced Performance Assessment requirement. Please note that the Advanced Performance Assessment requirement is to be completed in addition to Portfolio I and Portfolio II. Be sure to confer with your advisor and committee throughout your program to remain on track for successful completion of the program completion assessment.
e. Completion of all requirements listed in this manual at any stage of the program.

TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS
College of Education
University of Nevada, Reno

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. A complete description of the process for assessing Professional Behavior and Disposition is on the back of this form. Candidates are to read and sign this form and attach it to their application for admission to teacher education.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan

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Reflective Practitioner

Professional Ethics.

The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.

Collaboration**.**

The candidate works effectively with professional colleagues and other adults.

Commitment to Teaching.

The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.

Emotional Maturity.

The candidate responds to frustration and stress appropriately.

Professional Demeanor & Responsibility

The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.

The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.

The candidate is poised and professional in his or her demeanor.

The candidate is flexible and is able to make adjustments to changing student needs and circumstances.

Professional Feedback

The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.

Self-Reflection

The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider

multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.

Multicultural and Democracy

Student Focus

The candidate recognizes and respects students as valued and unique individuals.

Commitment to Diversity

The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.

Love of Learning & Strong Fund of Knowledge

Initiative

The candidate is independent and goes beyond minimum expectations.

Problem Solving

The candidate is an active and effective problem solver.

Commitment to Learning

The candidate is curious and interested in learning more about students and content areas.

Emotional Maturity.

The candidate responds to frustration and stress appropriately.

Professional Demeanor & Responsibility

The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.

The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.

The candidate is poised and professional in his or her demeanor.

The candidate is flexible and is able to make adjustments to changing student needs and circumstances.

Professional Feedback

The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.

Self-Reflection

The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____Date:_____

Candidate Name (Print): _____

MASTER'S OF EDUCATION DEGREE APPLICATION FORM

Secondary Education

Please complete this form and return it to:
Secondary Education Program
MS 280 or WRB 3100
University of Nevada, Reno
Reno NV 89557

Name _____ ID #_____

Address: _____ Home Phone: (___)_____
_____ Work Phone: (___)_____
_____ Email: _____

SECONDARY EDUCATION

__ M.Ed. (1st time licensure)

Primary area of interest (e.g., English, Science, Occupational Education, etc.): _____

Check if including:

___ resume

___ 3-5 page essay on goals (See requirements on page 3 of manual.)

___ Praxis I/CBEST or evidence of meeting pre-professional skills requirement in Nevada

___ Disposition Form

___ Letters of recommendation

I understand the Secondary Program Office (WRB 3100) must have received all application materials, which includes this form. The Graduate School must have received an application form, all transcripts, and obtained within the last 5 years. (The graduate school will notify applicant of acceptance/denial after secondary program advisors make decision.)

Signature: _____ Date: _____

___ I have not been convicted of any crime (other than a minor traffic violation).

___ I have been convicted of a crime other than a minor traffic violation. (This may exclude you from teacher licensure and admission to the teacher education program.) Please attach a description of the crime and dates OR schedule a meeting with the Associate Dean to discuss this.

I also understand that any convictions accrued between now and the time of my student internship may prevent me from obtaining an internship position in Washoe County Schools or other school districts. I certify that all the information that I have provided is true and accurate.

Applicant's Signature _____ Date: _____