

**College of Education
University of Nevada, Reno**

**Advising Manual
For
Undergraduate Programs
In
Teacher Licensure**

Undergraduate Teacher Licensure Programs

The College of Education offers two teacher preparation programs that enable students to seek Nevada licensure. The Secondary Education Program prepares teachers to teach a single subject in grades 7-12. The Integrated Elementary Teaching Program prepares teachers for kindergarten through 8th grade, plus an added field of their choice: special education (grades K-12), early childhood education (birth to age 8), or English language learners. Both programs include substantial practicum experiences and culminate in a semester-long student teaching internship to ensure that our graduates are well prepared to enter the teaching profession.

All students begin the program as “pre-majors” by declaring Education as their major when initially applying to the University or later by submitting a Change of Major form. As pre-majors, students complete the required prerequisite content and education courses which will take about two years (approximately 60 credits). To continue through the remaining two years of upper level course work, students must apply and be accepted into their chosen teacher licensure program. Applications are reviewed twice a year (October 1 and March 1). Acceptance is competitive and is based on several criteria including grade point average, experience with children, and letters of recommendation. See below for full details on Applying to the Teacher Education Program.

Admission to the University of Nevada and admission to the College of Education as a pre-major is not the same as admission to a teacher education program. The reverse is also true - admission to teacher education does not automatically lead to admission to the University or to the College of Education. For example, if a student is currently attending a community college, applies to the teacher education program, and is accepted, that student must also apply for admission to UNR and be admitted to the University. Applicants should declare Education as their major on their UNR application.

Please note: Our teacher licensure programs prepare students for a Nevada Teacher’s License, which is available ONLY to persons holding U.S. citizenship or a valid work permit/green card. International students not meeting this requirement are not eligible for a Nevada teaching license.

Applying to the Teacher Education Program

Applications for admission to the teacher education program are accepted twice a year on **October 1** and **March 1**. Admission into the major entitles students to enroll in program-specific advanced methods courses. The number of students admitted at each review period is based on space available for students in the advanced courses. You should submit your application packet in the semester prior to being ready to take upper division courses.

To apply for admission to the Teacher Education Program, students must:

1. Have completed at least:
 - a. Elementary – **45 credits** of college work with **cum GPA of 3.0**, including program-specific Math, Science, English, and Social Studies courses.
 - b. Secondary – **30 credits** of college course work with **cum GPA of 2.75**. The credits must include core requirements in English, Math, Core Humanities, and Natural Sciences.
2. Complete the appropriate **introductory education course** EDU 202 (Introduction to Teaching - Secondary) or EDU 201 (Introduction to Teaching - Elementary) **with a grade of C or better** and including field experience with children.

3. Submit a completed application packet (forms and instructions available on www.unr.edu/education). The application packet includes:
 - a. The Application Form and signed statement on Professional Behaviors and Dispositions;
 - b. a copy of your passing scores on the **Praxis Core Academic Skills for Educators Test** (PPST-Core) or **CBEST** (California Basic Educational Skills Test) for all three skill areas of reading, writing, and math. Passing PPST-Core scores are: Reading – 156, Writing – 162, Math – 150;
 - c. your professional **résumé**, including a section entitled Experience with Children in which you highlight your volunteer and any paid work with children/youth
 - d. two **letters of recommendation** from individuals qualified to evaluate the potential of the applicant for employment as a professional educator. Have each letter sealed in an envelope marked “letter of recommendation for (your name)” and returned to you for submission with your application
 - e. an **essay** on your philosophy of education and the qualities/experiences you bring to the profession. This essay should be 3-5 pages double-spaced and follow the guidelines in the Teacher Education Program Application Packet (see the College of Education website); assignments in the introductory classes will provide a foundation for your writing
 - f. a printout of your **Course History** showing ALL UNR and transfer credits (be sure to request transcripts to be sent from other colleges in time for the credits to show on this)
 - g. a printout of your **unofficial transcripts**

Preparing for the Praxis CORE tests

These tests are similar to the ACT but are testing for college-level skills rather than high school level. We advise you to complete your core English and math courses first, then, practice specifically for the test using the study materials available on the ETS website and in the College of Education Learning Resource Center (LRC) in WRB 1021.

Register for the **CORE ACADEMIC SKILLS** tests online at:

Praxis CORE – www.ets.org/praxis;

CBEST – <http://www.cbest.nesinc.com>

Then call for an appointment to take the tests, which are available by computer at local testing centers:

Praxis CORE – Prometrics Testing, 1-800-853-6773; CBEST – Pearson Profsnl Cntr 1-800-989-8532

Students are encouraged to take the test as early as possible (scores do not expire) to confirm that they meet the admission requirements and to avoid being denied program acceptance due to late return of scores. It takes 2-4 weeks for scores to be returned following testing.

Substitute Teaching License

Students are encouraged to obtain a Nevada substitute teacher’s license as soon as they are qualified to do so. Students who have completed at least 60 college credits with 6 credits in education courses are eligible to apply for the license. For more information about obtaining a substitute teacher’s license, see the Nevada Department of Education at: <http://teachers.nv.gov/Licenses/Substitute>

Advisement

All students are encouraged to meet with an academic advisor within the College of Education Student Advisement Center once a semester. This will help ensure that you stay on track to apply into the teacher education program and to graduate in a timely manner. Academic advisement is provided for all undergraduate students in College of Education programs by professional advisors in the Student Advisement Center located in the William Raggio Building Room 2005. The center is open year-round to answer your inquiries and help you on your path to degree completion and teacher licensure.

Student Advisement Center
College of Education Building WRB 2005
775-784-4298
Toll-free: 1-877-344-8078

Degree Requirements

Integrated Elementary Teaching Program (IETP)

Successful completion of the Integrated Elementary Teaching Program and a student-teaching internship enables you to apply for a Nevada teaching license for elementary education (K-8) *and* an additional license/endorsement in one of three specialized areas:

- Special Education (K-12 licensure) – working with students with mild to moderate disabilities
- Early Childhood Education (birth through 2nd grade licensure) – working with children birth through age 8
- English as a Second Language (endorsement) – working with students whose primary language is not English.

This innovative program prepares you to be an elementary teacher in Nevada for grades K-8, PLUS you earn an additional license or endorsement that enables you to be effective and prepared for today's diverse classrooms. The Bachelor of Science in Elementary Education is composed of university core curriculum requirements as well as College of Education program requirements totaling 120- 124 credits.

Upon successful completion of all degree requirements, including submission of an acceptable portfolio during the final semester of coursework, students will complete a semester-long student teaching internship to meet licensure requirements and be prepared to teach.

Secondary Education Program

This program offers a bachelor's degree which totals 132 credits and prepares you to teach a particular subject or content area in 7th through 12th grade. You must select a teaching major (in a field such as Math, English, Social Studies, General Sciences, etc.). Students must complete an internship semester following the completion of coursework to meet licensure requirements.

Secondary Education majors can earn either a Bachelor of Science in Education or a Bachelor of Arts in Education degree upon completion of their program of study (132 credits). The program includes university core curriculum requirements, education program requirements, and teaching major requirements. Students wishing to pursue a Bachelor of Arts in Education (B.A. Ed.) degree will be required to complete four semesters worth of a single foreign language. If a Bachelor of Science in Education (B.S. Ed.) degree is preferred, then students will forgo the foreign language requirement and take two Core A physical science courses and two life science courses including at least one Core A.

Students may choose to pursue simultaneously a second bachelor's degree in their chosen content area. While some additional course work may be required, many courses will fulfill requirements for both degrees, thereby allowing completion of two degrees at once.

Students may (but are not required to) add a second major or minor to enhance their marketability. Also, by taking three additional classes, students may earn endorsement to teach ESL (English language learners). Students may also choose to add Special Education endorsement, which is particularly helpful as it is a high-needs field (as are math, science, and foreign languages). Adding an additional subject may extend the degree program beyond 132 credits.

For assistance in working out your degree plan, please contact:

Student Advisement Center
College of Education Building WRB 2005
775-784-4298
Toll-free: 1-877-344-8078

**CONCEPTUAL FRAMEWORK AND PERFORMANCE ASSESSMENT
COLLEGE OF EDUCATION
UNIVERSITY OF NEVADA, RENO**

CONCEPTUAL FRAMEWORK

The conceptual framework for basic and advanced professional preparation programs at the University of Nevada, Reno is organized around four themes: a lifelong love of learning; a strong fund of knowledge concerning all aspects of education; reflection on educational practices, and valuing democracy and multiculturalism. Although the term “conceptual framework” implies a fixed structure, we view this framework as being dynamic and one in which professional educators must immerse themselves. The framework changes as the paradigms held by science, art, and technology shift. The framework changes with the unique circumstances of the individual educator. It is expected that the use of educational technology play a role to attain and further the four themes of the conceptual framework.

Love of Learning

Knowledge is not a fixed set of truths which are handed down. Therefore, educators must be open to discovery and derive pleasure as the mind extends life themes into new realms of meaning. Learning is intrinsically rewarding, combining the cognitive with the affective. Mastery, curiosity, and the desire to know, become animating forces in the intellectual life of a learner. Access to information through the use of technology allows candidates to broaden their knowledge from numerous locations, and not just the university classrooms. Because of a love of learning and desire to meet the needs and desires of students, educators must seek to build a growing repertoire of knowledge, as well as professional skills.

Strong Fund of Knowledge

Educators’ intellectual resources and dispositions largely determine their capacity to engage students’ minds and hearts in learning. Therefore, a strong fund of subject matter knowledge is essential in professional preparation. Educators must possess knowledge of, knowledge about, and a positive disposition toward subject matter. Educators must also possess a strong fund of pedagogical knowledge in order to adequately represent subject matter to students, or to translate knowledge into classroom curricular events. Pedagogical content knowledge represents a blending or melding of content and pedagogy that is uniquely the province of teachers; their own special form of professional understanding. To maximize the use of pedagogical knowledge, educators must possess a rich knowledge base about learners; including knowledge about physical, cognitive, and affective development and the role of a student’s experiential background in the learning process. Educators must also possess a strong fund of curricular knowledge including different views of curriculum and ensuing consequences for the role of the educator; some conception of curricular planning processes and the knowledge necessary to carry it out; and the realities of curricular decision making. Educators must be able to link subject matter with pedagogy as they shape experiences that enable students to develop and learn. Furthermore, educators must possess skills in using technology to access content and pedagogical information and to integrate it into their teaching. Content, pedagogical, and technological knowledge and skills are essential for educators to influence the highest level of achievement among their students.

Reflective Practice

Educators should be able to make sound judgments and choices in selecting particular approaches and adapting them in ways that are consistent with their goals and that serve the best interests of their students. Educators who become experts at their craft have learned how to reflect systematically and develop strategies for learning from their experiences. Such an ability will depend on the acquisition of a reflective attitude toward teaching. Reflective teaching should be thought of as a general professional disposition, regardless of the philosophical framework out of which one works. Reflective practice informs decision-making, which is a key element in the instructional process, and is essential to effective participation in an educational setting.

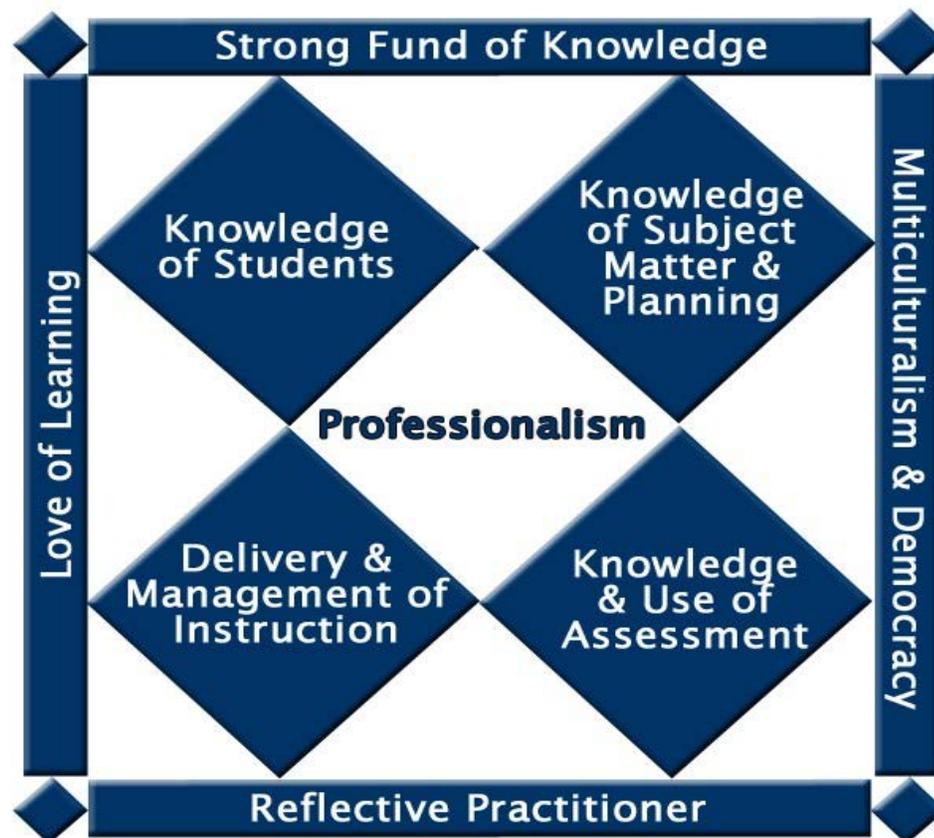
Democracy and Multiculturalism

We live in a pluralistic society that reflects a rich and diverse mixture of cultures and experiences. Consequently, schools should provide learning opportunities that give all students access to forms of social, political, and economic power. The purpose of educational institutions should be to give voice to the diversity of its people, as well as represent dominant values and positions. This must be done within a critical framework that supports open forums for discussion and debate, as well as toward forms of schooling that are empowering in intent and are rooted in forms of social justice and community. Representation of the diversity

of thinking that is reflective of a multicultural society is mandatory within educational institutions that support multiculturalism. Open access to information through publications and electronic means is of critical importance within a multicultural democratic community.

PERFORMANCE ASSESSMENT

The College of Education’s conceptual framework serves to frame the teacher education candidate performance assessment standards. Candidates must meet the five Domains of Professional Competence to progress through and complete their teacher education program. The five domains are: 1) knowledge of students and learning environments, 2) knowledge of subject matter and planning, 3) delivery and management of instruction, 4) knowledge and use of assessment, and 5) professionalism. The domains are explained in performance assessment documents. The schematic below depicts how the five Domains of Professional Competence are framed by the College of Education Conceptual Framework.



Title II Reports are available on the College of Education’s website.
www.unr.edu/education/accreditation/title-ii-reporting

University of Nevada, Reno

Advising Mission Statement

The mission of academic advising at the University of Nevada, Reno is to assist each student in developing and implementing an academic plan designed to meet his/her educational, career and life goals. The advising process is one of shared responsibilities between students and advisors.

The mechanism by which advising is provided to students may vary by academic unit. However, it is the responsibility of faculty and staff who serve as advisors to:

1. Be knowledgeable about the curriculum requirements for the program(s) for which they advise
2. Assist students in selecting appropriate classes and developing an academic plan that meets degree requirements
3. Assist students in linking program requirements with relevant career and other post-graduation opportunities
4. Be familiar with campus resources and make appropriate referrals when necessary
5. Support the achievement of campus-wide goals for increasing graduation and retention rates
6. Clarify and provide accurate and timely information about university policies, regulations and procedures
7. Be available and accessible to student advisees on a regular basis
8. Maintain student confidentiality in accordance with FERPA
9. Be proficient in the use of the university's student information system/computerized advising tools relevant to the advising process.

It is the student's responsibility to:

1. Seek advising assistance in a timely manner
2. Come to advising appointments prepared
3. Become knowledgeable about university, college/school, and departmental program requirements associated with his/her major(s) or minor(s) as well as relevant policies and procedures
4. Take the initiative to become familiar with and utilize available campus resources
5. Keep his/her advisor informed of any changes that might impact or interfere with satisfactory academic progress
6. Take responsibility for his/her actions and decisions

The academic advisor's role is not to make decisions for students, but to assist.