

# College of Education

William E. Sparkman, Dean  
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## Departments of Instruction:

Counseling and Educational Psychology  
Curriculum, Teaching, and Learning  
Educational Leadership  
Educational Specialties  
Human Development and Family Studies

## Objectives

The College of Education, as an integral academic unit within a land-grant, research institution, has a four-part mission directed at improving education for each person: 1) to develop and strengthen the capacity of educators to serve an increasingly linguistically and ethnically diverse student population in ways so that each student is successful; 2) to conduct research and disseminate the results in order to improve professional practice and contribute to the knowledge base in our fields of study; 3) to engage in outreach activities aimed at improving educational practice and policy; and 4) to provide educational leadership to the state and nation.

The College of Education will become nationally prominent and recognized for its research-based programs focusing on developing and strengthening the capacity of educational personnel to inspire all learners through collaboration and innovation.

These goals are met within the college's conceptual framework: to prepare educators who possess a love of learning, value democracy and multiculturalism, develop a strong fund of knowledge, and engage in reflective practice.

Support for students is provided through the college's academic departments and support units including the Center for Learning and Literacy, the Learning and Resources Center, the Advisement Center, the Office of Field Experiences, the Early Learning Center (grades 1-3), the Raggio Research Center for Science, Technology, Engineering & Mathematics (STEM) Education, the Research and Educational Planning Center, and the Child and Family Research Center.

## Accreditation

The College of Education is accredited by the Northwest Association of Schools and Colleges for all teacher education, undergraduate and graduate curricula. It is also accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary teachers and school service personnel, with the doctoral degree being the highest degree approved. These two accrediting bodies are recognized by the Council for Higher Education Accreditation.

## Programs

The College of Education offers three undergraduate degree programs—the bachelor of arts in education, the bachelor of science in education and the bachelor of science in human development and family studies.

Master's degrees are offered with majors in counseling and educational psychology, educational leadership, elementary education, secondary education, special education, Teaching English to Speakers of Other Languages (TESOL), literacy studies, equity and diversity in educational settings and human development and family studies.

Education specialist degrees are offered in counseling and educational psychology and educational leadership.

Doctoral degrees (Ph.D. and Ed.D) are offered in counseling and educational psychology, curriculum, teaching and learning, and educational specialties.

## Licensure

By law, all teaching licenses in Nevada are granted by the Nevada State Board of Education. All of the teacher education programs in the College of Education are approved by the Nevada State Board of Education. Students who complete the elementary education, special education, integrated elementary and special education, secondary education, or early childhood programs are eligible for a Nevada teacher license. When a student completes the required internship with a grade of satisfactory and passes the required state licensing Praxis II exams, a notice of program completion is sent to the Teacher Licensure Office of the Nevada Department of Education. After the receipt of the notice of completion from the university and an application for licensure from the student, the Teacher Licensure Office of the Nevada Department of Education will issue the teaching license.

## Admission to College

Teacher education students are admitted to the College of Education as pre-majors. Admission to the College of Education as a pre-major is not the same as admission to teacher education. Pre-majors may enroll in lower-division courses with the EDU prefix, but they may not enroll in upper-division courses with a CTL, ECE, EDS, EDUC, EDEL, EDSC, EDRL, EDCT, or EDSP prefix until they have been admitted to teacher education.

## Performance Assessment

All programs in the College of Education (undergraduate and graduate) have become performance based. The purpose of our assessment procedures is to assure that UNR program completers are educators of quality. Assessment procedures are aligned with state and national standards. Assessments occur throughout a program, but more specifically at admission to a program, at a midpoint in a program, and at program completion. For students in a teacher education program, assessment also occurs for admission to the student internship. Assessment criteria must be met in order to progress through a program. Obtain a departmental advising or performance assessment handbook for details on performance assessment.

## Academic Advising 2005 William Raggio Building (775) 784-4298

Academic advising helps students to realize the maximum educational benefits available to them, and to learn to use the resources of the institution to meet their specific educational needs. It is a process during which the students develop a meaningful and relevant educational plan through communication and information exchange with an academic advisor, who is knowledgeable about their educational and career goals.

### Advisor Responsibilities

Advisors are expected to participate regularly in training sessions provided by the university or college so that they keep informed and current. They are expected to provide clear and relevant information to address advisees' individual situations at the time of the advising appointment.

### Advisee Responsibilities

Academic advising is a critical component of all students' experiences in higher education. The responsibilities include:

- Being prepared with accurate information and relevant materials when contacting their advisor, which is expected at least every year;

- Being knowledgeable about relevant policies, procedures, rules, and degree requirements of the university, college, and academic program;
- Meeting with an advisor at key times as specified by the College of Education;
- Seeking academic advisement and career information needed to meet education goals; and
- Being responsible for course scheduling, program planning, and the successful completion of graduation requirements.

### Appeal Process:

If there is a concern, the student should document the issue in writing. He or she should share this concern with the following individuals in the following order:

1. Coordinator of the Student Advising Center
2. Chair of the student's department
3. Associate Dean
4. Dean

### Admission to Teacher Education Programs

There are five main undergraduate teacher education programs in the college: elementary education; special education; an integrated elementary/special education program; early childhood education; and a program in secondary education. Students accepted into either the elementary education, early childhood education, special education or integrated elementary/special education programs are required to complete a 128-credit course of study, which begins in the freshman year and culminates in an internship experience during the last semester of the senior year. Secondary education students complete their coursework within the bachelor's degree and their internship following the degree. All programs lead to a bachelor's degree at the end of four years (128 semester credits) and a Nevada teaching license at the end of the program as a whole.

Students must formally apply for admission into any one of the five teacher education programs. **The deadlines for submission of application materials are:**

- March 1 for admission in the subsequent summer or fall term.
- October 1 for admission in the subsequent spring semester.

**Secondary Education:** In order to apply for admission to the secondary teacher education program, students must have completed at least 30 hours of college coursework with a grade point average of no less than 2.75 (on a 4-point scale) and have completed EDU 202 or the equivalent with a grade of "C" or better\*. The 30 credits must include core requirements in English, math, and the sciences. In addition, applicants must have passed the Pre-Professional Skills Test (PPST) in reading, writing and mathematics with a satisfactory score, established by the Nevada State Department of Education.

**Elementary Education:** In order to apply to the Elementary Teacher Education Program, students must have completed at least 45 hours of college work. In addition, applications to the Elementary Program require:

- completion of an introductory education course, such as EDU 201, with a grade of C\* or better;
- documentation of at least 30 hours of experience working with K-8 students in an educational setting under the supervision of a licensed professional who attests to the candidate's potential to become a highly qualified teacher;
- passing scores on all sections of Praxis I, (PPST) or CBEST;
- a minimum overall GPA of 2.75;
- a grade of C\* or better in all education courses;
- a grade of C\* or better in all other courses required in the Elementary Education Program.

**Integrated Elementary/Special Education:** Applicants to the Integrated Elementary/Special Education program or to the Special Education program must meet the following minimum qualifications:

- Completed at least 30 credits of college course work;
- Completed EDU 203 or other introductory special education course work with a grade of B- or better;
- Passing scores on all sections of the PRAXIS I, (PPST) or CBEST;

- Have a minimum GPA of 2.75 in all college work;
- Other documentation of suitability to teach contained in the application packet.

**Early Childhood Education:** Students enter the Early Childhood Education program as pre-majors, and must apply for admission to the Early Childhood Education major. Specified courses are open only to students who have been admitted to the program. Applications are due to the College of Education on October 1 for spring admission and March 1 for summer and fall admission. To be admitted to the program, prospective students must meet the following requirements:

- Completed 30 credits of college course work
- Maintain a minimum GPA of 2.75 in all college course work
- Successfully pass the reading, writing, and mathematics sections of the Pre-Professional Skills Test (PPST) or the California Test of Basic Skills (CBST)
- Complete an application form for Admission to Teacher Education
- Submit two confidential letters of recommendation
- submit a typed two to three page essay entitled "Qualities I Bring to the Early Childhood Teaching Profession"

Additional requirements associated with the application process can be obtained from the Student Advisement Center in the College of Education (WRB 2005). A specified number of students will be admitted into the various programs each semester, based on admission criteria which can also be obtained from the Student Advisement Center.

Once admitted to one of the five teacher education programs, students must formally re-apply if they wish to be admitted to a different teacher education program. Applications for re-admission will be considered following initial review of applications, depending upon space availability. In some cases, students may be able to use parts of their previous application materials when they re-apply. Admission to one program does not privilege the student with respect to admission to any other programs.

Students already admitted to teacher education may temporarily withdraw from their teacher education program (i.e., not enrolled at UNR) for up to two consecutive semesters (fall/spring, spring/fall). The requirements pertaining to the student's original program will be honored within this time period. Students who are not enrolled for three or more consecutive semesters must re-apply to return to the program. In this case, the College of Education reserves the right to require additional courses (not in the student's original program) based on program changes that were instituted while the student was not enrolled. **Note that students returning to the university after an absence of one or more semesters are required to resubmit an application to the university through the Office of Admissions and Records.**

Students entering the College of Education with a baccalaureate degree who are seeking a teaching license should contact the appropriate department as shown on the Advisement Center web page: <http://www.unr.edu/educ/ac>.

\* Must receive a grade of C or better, not C-.

### Probationary Status in the College of Education

If an undergraduate student who has been admitted to teacher education obtains an overall GPA that falls below a 2.75 and/or that student's GPA in upper division COE courses falls below 2.75, that student will be placed on probationary status and will be informed of this change in status. All students placed on probation are required to meet with their academic advisor to develop a plan for improving their academic standing. If the student's GPA in subsequent semesters rises above the minimums just stated, that student will be removed from probationary status and will be informed. If a student remains on probation after two consecutive semesters (fall/spring, spring/fall) that student may be withdrawn from the teacher education program. If a student who has been withdrawn from the teacher education program under these circumstances wishes to be re-admitted to the program, he or she must formally re-apply in accordance with stated procedures and deadlines associated with the application process for all students.

## Study Abroad Programs

The University of Nevada, Reno is the lead institution of the University Studies Abroad Consortium (USAC) whose central office is located on campus. USAC offers study abroad programs in 25 countries at 40 locations. Students interested in teaching second languages in public schools, interested in foreign languages or interested in taking a variety of other courses in another country can study on programs in Australia, Chile, China, Costa Rica, Czech Republic, Denmark, England, France, Germany, Ghana, India, Ireland, Italy, Japan, Korea, Malta, Mexico, Netherlands, New Zealand, Norway, Scotland, Spain, Sweden and Thailand. University of Nevada credits, internships, service learning, field trips, small classes and fully integrated living opportunities are a key part of the programs. Come by the USAC office in the Virginia Street Gym, Room 5, call (775) 784-6569, (866)404-USAC, email: [usac@unr.edu](mailto:usac@unr.edu) or check out the website at <http://usac.unr.edu>

## Bachelor's Degree Requirements

Candidates for the bachelor's degree in education must satisfy these requirements:

1. Gain admission to the teacher education program.
2. Earn 128 credits or more in required and elective courses.
3. Complete 40 credits or more in courses numbered 300 or above.
4. A government-issued form of picture identification is required in order to participate in all practica or field-based courses. These courses generally begin in the second year.
5. Secondary education majors must earn a 2.5 or higher GPA in the major teaching field and a 2.3 or higher GPA in the minor teaching field (optional). They must also earn a GPA of at least 2.75 in courses taken in the College of Education and a minimum 2.75 GPA overall. Methods courses in the teaching major must be completed with a grade of "C" or better\*. Secondary education majors who do not attain the required grade of "C" in the content methods course may only retake the class one more time unless they can provide documented evidence of special circumstances.
6. Early childhood, special education and integrated elementary/special education majors must maintain an overall GPA of 2.75 and a GPA of 2.75 in all education courses. Students in the integrated and special education teacher education programs must earn a grade of "C or better"\* in each **REQUIRED** upper-division (300 and 400 level) course. In addition, students must obtain an "S" in each **REQUIRED** upper-division course that is graded S/U. Students may retake any of the required upper-division courses for which they have received a grade of less than "C"\* or a grade of "U". If, upon retaking the course, students receive a grade of "C or better"\* or higher (or "S"), they will no longer be considered to be deficient with respect to this minimum grade requirement for that course. Students may only retake the class one time unless documentation of special circumstances can be provided.
7. Elementary majors must maintain an overall GPA of 2.75. Students in the Elementary Teacher Education Program must earn a grade of "C"\* or better in required education courses and "C"\* or better in all other required courses. In addition, students must obtain an "S" in each **REQUIRED** upper-division course with a CTL prefix that is graded S/U. Students may retake any of the required upper-division courses for which they have not received the grade needed. If upon retaking the course, the student receives an acceptable grade as defined above, they will no longer be considered deficient with respect to the minimum grade requirement for that course. Students may only retake the class one time unless documentation of special circumstances can be provided.
8. Human Development and Family Studies majors must have an overall GPA of 2.0 in order to qualify for graduation.
9. Meet all university requirements for fulfillment of core curriculum, total credits, grade-point average and resident credit.
10. Meet requirement for instruction in Nevada school law.
11. Display a professional disposition as described by performance assessment materials for all teacher education candidates in the

College of Education and demonstrate appropriate professional competence as outlined in performance assessment materials.  
\* Must receive a grade of C or better, not C-.

## Application For Graduation

The College of Education requires that undergraduate students submit an application for graduation at least 6 months prior to the planned graduation date. This is earlier than the general university deadline. The intent of this is to assist students with deficiencies early enough to allow for changes in class scheduling. Students who are graduating in May or August must submit their graduation applications by December 1. Students who are graduating in December must submit their graduation applications by the previous May 1. Graduation applications must be acquired online through the University of Nevada, Reno website.

A current Degree Audit Report for Students (DARS) showing "All Requirements Completed—pending current registration" must be submitted through the COE Advisement Center. If any requirements remain outstanding on the DARS, the student must meet with an advisor in the Student Advisement Center to plan how these deficiencies will be met by graduation. The plan must be verified and approved by the SAC Coordinator.

## DEPARTMENT OF CURRICULUM, TEACHING, AND LEARNING

### Bachelor of Science in Education Elementary Education Major

Credits

<b>I. UNIVERSITY CORE CURRICULUM REQUIREMENTS.....</b>	<b>36-41</b>
<b>NOTE:</b> Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".	
<b>A. English—3-8 credits</b>	
Refer to the "English" section of the Core Curriculum chapter in this catalog.....	3-8
<b>NOTE:</b> Students who place in ENG 102 are not required to complete ENG 101.	
<b>B. Mathematics—3-6 credits</b>	
MATH 120—Fundamentals of College Mathematics.....	3
MATH 128—Precalculus and Trigonometry.....	5
*MATH 131—Quantitative Reasoning.....	3
*STAT 152—Introduction to Statistics.....	3
MATH 176—Introductory Calculus for Business and Social Sciences .....	3
MATH 181—Calculus I.....	4
*APST 270—Introduction to Statistics.....	3
* Must also complete MATH 126 R or achieve satisfactory score on placement examination to receive core credit.	
<b>C. Natural Sciences—6 credits minimum</b>	
<b>Select ONE course from each group:.....</b>	<b>6</b>
1. GEOL 100, 101-103, or GEOG 103	
2. CHEM 100, 121 or PHYS 100, 151 R.	
<b>D. Social Science—3 credits</b>	
GEOG 106—Introduction to Cultural Geography .....	3
<b>E. Fine Arts—3 credits</b>	
Any Fine Arts Core course .....	3
<b>F. Core Humanities—9 credits</b>	
CH 201—Ancient and Medieval Cultures .....	3
CH 202—The Modern World .....	3
CH 203—American Experiences and Constitutional Change .....	3
<b>G. Capstone Courses—6 credits</b>	
EDUC 411—Sociocultural Context of Schooling (also listed in major).....	3

General Capstone to support K-8 subject areas.....3	
<b>H. Diversity—3 credits</b>	
EDSP 411—Students with Disabilities In General Education Settings (required in major) satisfies the diversity requirement.	
<b>II. ADDITIONAL COLLEGE REQUIREMENTS .....24</b>	
<b>A. English.....6</b>	
6 additional credits in approved 200-400 level electives in: Literature, Composition, or Language/Grammar.	
<b>B. Art, Music, Physical Education.....3</b>	
Select <b>ONE</b> of the following: MUS 382—Fundamentals and Methods for Elementary Teachers PEX 351—Teaching Physical Education in Elementary Schools ART 100—Visual Foundations (if not taken in core)	
<b>C. Natural Sciences.....6</b>	
One course in each area of Life Science, Earth Science and Physical Science for a total of 9 credits, including Core Natural Sciences, must be completed. Life Science course: Biology 100, 110 (recommended), or Environment 100 (or above)	
<b>D. Mathematics .....6-9</b>	
Must include MATH 122 and MATH 123 and total at least nine credits including Mathematics from the core requirement.	
<b>E. Social Science .....9</b>	
History (U.S. or non-Western).....3 Economics or Political Science .....3 Social Studies from the following list:.....3 ANTH 101, SOC 102, HDFS 232, HDFS 438, HIST 320, GEOG 464 <b>OR</b> ANTH 205, SOC 204, SOC 205 offered at Truckee Meadows Community College or other approved course.	
<b>III. MAJOR REQUIREMENTS.....55</b>	
<b>A. Second-year courses—9 credits</b>	
EDU 201—Introduction to Elementary Education .....3 EDU 207—Exploration of Children’s Literature .....3 EDU 214—Preparing Teachers to Use Technology.....3	
<b>B. Third-year and fourth-year courses—46 credits</b> (Must be admitted to Teacher Education Program)	
EPY 330A—Principles of Educational Psychology (Elementary).....3 EDRL 442—Literacy Instruction I .....3 EDEL 433—Teaching Elementary School Mathematics .....3 EDEL 433P—Teaching Elementary School Mathematics Practicum .....3 EDEL 443—Teaching Elementary School Science .....3 EDEL 443P—Teaching Elementary School Science Practicum.....3 EDUC 402—Seminar in Teaching & Learning .....1 EDEL 483—Elementary Supervised Teaching Internship.....12 EDEL 453—Teaching Elementary School Social Studies .....3 EDUC 411—Sociocultural Contexts in Education (Capstone, credits counted in Core) .....3 EDRL 443—Literacy Instruction II .....3 EDRL 461—Diagnostic Assessment & Instruction Literacy .....3 EDSP 411—Students with Disabilities In General Education Settings .....3 EL 401—Law and Ethics for Educators.....3	
<b>IV. MINOR REQUIREMENTS.....0</b>	
<b>V. ELECTIVES .....8-13</b>	
<b>NOTE:</b> Students who are undecided about choosing teaching as a career may take EDU 110 as an exploratory elective course.	
<b>VI. TOTAL CREDITS.....128</b>	
<b>VII. RECOMMENDED SCHEDULE – ELEMENTARY B.S.</b>	
<b>First Year</b>	
ENG 101 – Composition I .....3 ENG 102 – Composition II.....3 Core Mathematics.....3-6 MATH 120 or higher GEOG 106—Introduction to Cultural Geography .....3 Core Fine Arts .....3 Core Natural Sciences (Earth Sciences) .....3 GEOL 100—Earthquakes, Volcanoes and Natural Disasters, <b>OR</b> GEOG 103—Physical Geography EDU 214—Preparing Teachers to Use Technology .....3 HIST 101, 102, 217 or non-European .....3 Multicultural Issues Course .....3 ANTH 101; SOC 102, 201, SOC 205 (SOC 205 offered at Truckee Meadows Community College); HDFS 232; HIST 320; PHIL 210 Electives.....3-4 TOTAL.....30-34	
<b>Second Year</b>	
ENG 200 or above (two courses).....6 CHEM 100—Molecules and Life in the Modern World <b>OR</b> CHEM 121—General Chemistry <b>OR</b> PSY 100—Introduction to Physics.....3 BIOL 100—Biology: Principles and Applications <b>OR</b> BIOL 110—Biology for Elementary and Middle Level Education Majors (recommended) <b>OR</b> ENV 100—Humans and Environment.....3 CH 201—Ancient and Medieval Cultures .....3 CH 202—The Modern World.....3 EDU 201—Intro to Elementary Education.....3 EDU 207—Exploration of Children’s Literature.....3 Math for Elementary Teachers (MATH 122 and MATH 123) .....6 TOTAL.....33	
<b>Third Year</b>	
Admission to Licensure Program CH 203—American Experiences and Constitutional Change .....3 EPY 330A—Principles of Educational Psychology Elementary .....3 ECON 100 or 102 or 103; RECO 100; or PSC 101 or 103 ....3 MUS 382 or PEX 351 or ART 100 .....3 General Capstone (in content area ).....3 EDRL 442—Literacy Instruction I* .....3 EDRL 443—Literacy Instruction II* .....3 EDEL 433—Teaching Elementary School Mathematics *..3 EDEL 433P—Teaching Elementary School Mathematics Practicum* .....3 EDEL 453—Teaching Elementary School Social Studies...3 EDUC 411—Sociocultural Context in Education* .....3 Elective.....1 TOTAL.....34	
<b>Fourth Year</b>	
EL 401—Law and Ethics for Educators.....3 EDRL 461—Diagnostic Assessment & Instruction Literacy* .....3	

EDSP 411—Students with Disabilities in General Education Settings*	3
EDEL 443—Teaching Elementary School Science	3
EDEL 443P—Teaching Elementary School Science Practicum*	3
EDUC 402—Seminar in Teaching and Learning*	1
EDEL 483—Elementary Supervised Teaching Internship	12
TOTAL	28

\* Course prerequisite: Admission to licensure program

## Bachelor of Arts in Education Secondary Education Major

<b>I. UNIVERSITY CORE CURRICULUM REQUIREMENTS</b>	<b>Credits</b>
	<b>33-38</b>
<b>NOTE:</b> Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".	
<b>A. English—3-8 credits</b>	
Refer to the "English" section of the Core Curriculum chapter in this catalog.	3-8
<b>NOTE:</b> Students who place in ENG 102 are not required to complete ENG 101.	
<b>B. Mathematics—3 credits minimum</b>	
Refer to the "Mathematics" section of the Core Curriculum chapter in this catalog.	3
<b>C. Natural Sciences—6 credits minimum</b>	
Refer to the "Natural Sciences" section of the Core Curriculum chapter in this catalog.	6
<b>D. Social Sciences—3 credits</b>	
Refer to the "Social Sciences" section of the Core Curriculum chapter in this catalog.	3
<b>E. Fine Arts—3 credits</b>	
Refer to the "Fine Arts" section of the Core Curriculum chapter in this catalog.	3
<b>F. Core Humanities—9 credits</b>	
CH 201—Ancient and Medieval Cultures	3
CH 202—The Modern World	3
CH 203—American Experiences and Constitutional Change	3
<b>G. Capstone Courses—6 credits</b>	
EDUC 411—Sociocultural Context in Education (also listed in major)	3
Refer to the "Capstone" section of the Core Curriculum chapter in this catalog.	3
<b>H. Diversity</b>	
EDSP 411 (required in major) satisfies the diversity requirement.	
<b>II. ADDITIONAL COLLEGE REQUIREMENTS</b>	<b>0-14</b>
<b>A. Foreign Language</b>	<b>0-14</b>
The foreign language requirement may be fulfilled through any of the following options:	
<ul style="list-style-type: none"> <li>Complete a fourth semester college course in a foreign language (may be via correspondence) or American Sign Language.</li> <li>Show transcript evidence of successful completion of a fourth-year high school course in foreign language.</li> <li>Participate in a Studies Abroad program pre-approved by the college to meet the foreign language requirement.</li> <li>Demonstrate proficiency through placement examination or other means through the Department of Foreign Languages and Literatures.</li> <li>Complete a 200-level course in speaking/reading in a foreign language plus a foreign culture class.</li> </ul>	

## III. EDUCATION MAJOR REQUIREMENTS 30

### Approved for non-majors:

*EDU 202—Introduction to Secondary Education	3
EDU 214—Preparing Teachers to Use Technology	3
EPY 330B—Principles of Educational Psychology: Secondary	3
EL 401—Law and Ethics for Educators	3
EDRL 451—Reading and Writing in the Secondary School	3
EDRL 473—Methods for Adolescent and Adult English Learners	3

\*Prerequisite for admission to the major of Secondary Education.

### Approved for majors only:

EDUC 411—Sociocultural Contexts in Education (major capstone, credits counted in Core)	3
EDSP 411—Students with Disabilities in General Education Settings	3
EDSC 321—Secondary Education Pedagogy I - With Field Experience**	3
EDSC 404—Secondary Education Pedagogy II - With Field Experience	3
Major Methods Course (must correspond to teaching major):	3
EDSC 473—Teaching Secondary Social Studies OR	
EDSC 443—Teaching Secondary Foreign/Second Language OR	
EDSC 463—Teaching Secondary Science OR	
EDSC 453—Teaching Secondary Mathematics OR	
EDCT 465A-E—Teaching in Career & Technical Education OR	
EDSC 433—Teaching Secondary English	

\*\*Prerequisite for EDSC 404 and major methods course.

## IV. TEACHING MAJOR REQUIREMENTS 30-61

(See advisor for list of requirements.)

## V. MINOR REQUIREMENTS 0

## VI. ELECTIVES 0-35

## VII. TOTAL CREDITS 128\*

\*Total credits may exceed 128 depending upon teaching major and minor selected.

## VIII. RECOMMENDED SCHEDULE – SECONDARY B.A.

### First Year

Core English	
ENG 101—Composition I	3
ENG 102—Composition II	3
Core Mathematics	3-6
Core Fine Arts	3
Core Social Science	3
EDU 214—Preparing Teachers to Use Technology	3
Foreign Language 111 & 112	8
Courses in teaching major and/or electives **	3-9
TOTAL	29-38

### Second Year

CH 201—Ancient and Medieval Cultures	3
CH 202—The Modern World	3
CH 203—American Experiences and Constitutional Change	3
EDU 202—Introduction to Secondary Education	3
Foreign language 211 & 212	6
Core Natural Science: Group A	3
Core Natural Science: Group A or B	3
Courses in teaching major or electives **	6-9
TOTAL	30-33

**Third Year**

EDRL 451—Reading & Writing in the Secondary School..3	
EDRL 473—Methods for Adolescent and Adult English Language Learners.....3	
EPY 330B—Principles of Educational Psychology (Secondary).....3	
EDSC 321—Secondary Education Pedagogy I - With Field Experience*.....3	
General Capstone.....3	
Courses in teaching major or electives ** .....18	
Admission to Licensure Program	
TOTAL.....33	

**Fourth Year**

Remaining teaching major and/or elective courses **....0-18	
EL 401—Law & Ethics for Educators.....3	
EDSP 411—Students with Disabilities in General Education Settings*.....3	
EDUC 411—Sociocultural Contexts in Education*.....3	
EDSC 404—Secondary Education Pedagogy II - With Field Experience*.....3	
ED_46—Methods Course in the Teaching Major*.....3	
TOTAL.....15-33	

**Fifth Year (following the completion of bachelor's degree)**

CTL 699C—Supervised Internship.....12	
TOTAL.....12	

\*Course prerequisite: admission to licensure program

\*\*The number of credits required in a particular teaching major determines the number of elective credits required to fulfill the total credit requirement of 128.

**After graduation, students who want to be certified to teach must complete a 12-credit, 16-week internship, and the PRAXIS II exam(s).**

**NOTE:** Foreign language majors and minors must have demonstrated oral and written proficiency in their language for admission to the internship. Contact the Department of Foreign Languages and Literatures for details.

## Bachelor of Science in Education Secondary Education Major

<b>I. UNIVERSITY CORE CURRICULUM REQUIREMENTS</b> .....33-38	Credits
NOTE: Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".	
<b>A. English—3-8 credits</b>	
Refer to the "English" section of the Core Curriculum chapter in this catalog.....3-8	
NOTE: Students who place in ENG 102 are not required to complete ENG 101.	
<b>B. Mathematics—3 credits minimum</b>	
MATH 128—Precalculus and Trigonometry.....5	
*MATH 131—Quantitative Reasoning.....3	
*STAT 152—Introduction to Statistics.....3	
MATH 176—Introductory Calculus for Business and Social Sciences.....3	
MATH 181—Calculus I.....4	
*APST 270—Introduction to Statistics.....3	
* Must also complete MATH 126 R or achieve satisfactory score on placement examination to receive core credit.	
<b>C. Natural Sciences—6 credits minimum</b>	
Select ONE course from the following:.....3-5	
BIOL 100—Biology: Principles and Applications (3 credits)	
ENV 100—Humans and the Environment (3credits)	
BIOL 191/192—Introduction to Organismal Biology/Principles of Biological Investigation (5 credits)	
Select ONE course from the following:.....3-4	

CHEM 100—Molecules and Life in the Modern World (3 credits)	
CHEM 121—General Chemistry I (4 credits)	
CHEM 201—General Chemistry for Scientists and Engineers I (4 credits)	
GEOL 100—Earthquakes, Volcanoes and Natural Disasters (3 credits)	
GEOL 101-103—General Geology with lab (4 credits)	
PHYS 100—Introductory Physics (3 credits)	
PHYS 151 R—General Physics I and Lab (4 credits)	
PHYS 180—Physics for Scientists and Engineers I (3 credits)	

**D. Social Sciences—3 credits**

Refer to the "Social Sciences" section of the Core Curriculum chapter in this catalog.....3

**E. Fine Arts—3 credits**

Refer to the "Fine Arts" section of the Core Curriculum chapter in this catalog.....3

**F. Core Humanities—9 credits**

CH 201—Ancient and Medieval Cultures.....3	
CH 202—The Modern World.....3	
CH 203—American Experiences and Constitutional Change.....3	

**G. Capstone Courses—6 credits**

EDUC 411—Sociocultural Contexts in Education (also listed in major).....3	
Refer to the "Capstone" section of the Core Curriculum chapter in this catalog.....3	

**H. Diversity**

EDSP 411 (required in major) satisfies the diversity requirement.

**II. ADDITIONAL COLLEGE REQUIREMENTS.....6-7****A. Physical Science**

Select an additional chemistry, geology or physics course from the Core Curriculum Natural Sciences list.. 3-4

**B. Life Science**

One additional biology course.....3

**III. EDUCATION MAJOR REQUIREMENTS.....30****Approved for non-majors:**

*EDU 202—Introduction to Secondary Education.....3	
EDU 214—Preparing Teachers to Use Technology.....3	
EPY 330B—Principles of Educational Psychology (Secondary).....3	
EL 401—Law and Ethics for Educators.....3	
EDRL 451—Reading and Writing in the Secondary School.....3	
EDRL 473—Methods for Adolescent and Adult English Language Learners.....3	
*Prerequisite for admission to the major of Secondary Education.	

**Approved for majors only:**

EDUC 411—Sociocultural Contexts in Education (major capstone, credits count in Core).....3	
EDSP 411—Students with Disabilities in General Education Settings.....3	
EDSC 321—Secondary Education Pedagogy I With Field Experience**.....3	
EDSC 404—Secondary Education Pedagogy II With Field Experience.....3	
Major Methods Course (must correspond to teaching major):.....3	
EDSC 473—Teaching Secondary Social Studies* OR	
EDCT 465—Teaching in Career & Technical Education* OR	
EDSC 463—Teaching Secondary Science* OR	
EDSC 453—Teaching Secondary Mathematics* OR	

EDSC 443—Teaching Secondary Foreign/Second Language\* OR  
 EDSC 433—Teaching Secondary English  
 \*\*Prerequisite for EDSC 404 and major methods course.

IV. TEACHING MAJOR REQUIREMENTS.....	30-61
(See advisor for list of requirements.)	
V. MINOR REQUIREMENTS.....	0
VI. ELECTIVES .....	0-29
VII. TOTAL CREDITS.....	128*
*Total credits may exceed 128 depending upon teaching major selected.	

#### VIII. RECOMMENDED SCHEDULE -- SECONDARY B.S.

##### First Year

ENG 101—Composition I.....	3
ENG 102—Composition II.....	3
Core Mathematics.....	3-6
Core Fine Arts.....	3
Core Social Science.....	3
EDU 214—Preparing Teachers to Use Technology .....	3
Life sciences courses: ENV 100 and BIOL 100 OR BIOL 191 and 192.....	5-6
Courses in teaching major and/or electives ** .....	3-9
TOTAL .....	26-36

##### Second Year

CH 201—Ancient and Medieval Cultures.....	3
CH 202—The Modern World .....	3
CH 203—American Experiences and Constitutional Change.....	3
EDU 202—Introduction to Secondary Education.....	3
Physical sciences courses: Choose from Core Natural Sciences Group A courses in CHEM, GEOL or PHYS6-8	
Courses in teaching major and/or electives ** .....	9-12
TOTAL .....	27-32

##### Third Year

Admission to licensure program	
EPY 330B—Principles of Educational Psychology (Secondary).....	3
EDSC 321—Secondary Education Pedagogy I - With Field Experience* .....	3
EDRL 451—Reading & Writing in the Secondary School..	3
EDRL 473—Methods for Adolescent and Adult English Language Learners.....	3
General Capstone .....	3
Courses in teaching major and/or electives ** .....	9-12
TOTAL .....	24-27

##### Fourth Year

Remaining courses in teaching major or electives.....	21
EL 401—Law and Ethics for Educators.....	3
EDSP 411*—Students with Disabilities in General Education Settings.....	3
EDUC 411*—Sociocultural Contexts in Education.....	3
EDSC 404*—Secondary Education Pedagogy II - With Field Experience.....	3
ED__46_*—Methods Course in Teaching Major.....	3
TOTAL .....	36

##### Fifth Year (following completion of bachelor's degree)

CTL 699—Student Teaching Internship .....	12
TOTAL .....	12

\*Course prerequisite: admission to licensure program.

\*\*The number of credits required in a particular teaching major determines the number of elective credits required to fulfill the total credit requirement of 128.

After graduation, students who want to be certified to teach must complete a 12-credit, 16-week internship, and the PRAXIS II exam(s).

CTL 699—Supervised Internship ..... 12

## Secondary Teaching Field

Students who plan to teach in middle and senior high schools must complete a teaching major. A minor or at least enough credits for a teaching endorsement in a second area is strongly recommended.

Students must select major and minor teaching fields from the list below. In general, it is expected students will choose their teaching fields during the sophomore year, although this decision may be made as early as the freshman year. Outlines of the departmental and interdepartmental curricula requirements are available for major and minor teaching fields listed below.

## Minor in Secondary Education

Students who meet the requirements of a secondary education teaching major listed in the next section are eligible to complete a minor in secondary education. Students are encouraged to contact the College of Education Advisement Center for details and seek advising while pursuing this minor.

### A. The following courses can be taken prior to admission to teacher education\*:

EDU 202—Introduction to Secondary Education.....	3
EDU 214—Preparing Teachers to Use Technology .....	3
EPY 330B—Principles of Educational Psychology (Secondary).....	3
EL 401—Law and Ethics for Educators .....	3
EDRL 451—Reading & Writing in the Secondary School OR	
EDRL 473—Methods for Adolescent and Adult English Language Learners .....	3

\* See admission requirements in College of Education section.

### B. Courses that are taken after being admitted to teacher education:

EDSC 321—Secondary Education Pedagogy I - With Field Experience.....	3
EDSC 404—Secondary Education Pedagogy II - With Field Experience.....	3
EDSC 4XX—Methods Course in Teaching Major.....	3
TOTAL credits for Minor .....	24

### C. Additional courses required to qualify for the Student Internship and Nevada Teaching Licensure:

EDSP 411—Students with Disabilities in General Education Settings** .....	3
EDUC 411—Sociocultural Contexts in Education*.....	3
EDRL 451—Reading and Writing in the Secondary School *** OR	
EDRL 473—Methods for Adolescent and Adult English Learners*** .....	3

\* Capstone course, may be taken to meet University Core Curriculum.

\*\*Diversity course, may be taken to meet University Core Curriculum.

\*\*\* Take as an elective. Take the course that was not taken in the minor.

### D. Student Internship\*:

CTL 699 B—Supervised Internship: Secondary Education.....	12
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\* Take at the post baccalaureate level after completing all course requirements.

## Secondary Education (Grades 7-12)

### Major Teaching Fields

Course sheets outlining specific requirements for each field can be obtained from the Department of Curriculum, Teaching, and Learning or the Student Advisement Center.

Agriculture	Journalism
Art	Mathematics
Biological Sciences	Music Education
Business Education	Physical Education* (post-bachelors only)
Chemistry	Physical Science
Earth Science	Physics
Education	Political Science
English	Social Studies
Family and Consumer Science	Spanish
French	Speech Communication
General Science	Technology Education
German	Theatre
Health Education	Trade and Industrial Education
History	
Industrial Arts	

\*Courses in the physical education teaching major must be completed prior to being accepted into a teacher education program. Some of the courses required for licensure in physical education may not be offered at UNR and must be taken at another college or university.

(The student should secure advisor's approval before beginning a major or minor.)

### Minor Teaching and Supporting Fields

Course sheets outlining specific requirements for each field should be obtained from the Department of Curriculum, Teaching, and Learning or the Student Advisement Center.

Agriculture	Industrial Arts
Anthropology	Italian
Art	Journalism
Biological Sciences	Mathematics
Business Education	Music
Chemistry	Physical Science
Computer Education	Physics
Earth Science	Psychology
Economics	Political Science
English	Social Studies
English as a Second Language	Sociology
General Science	Spanish
Geology	Special Education
Geography	Speech Communication
German	Technology Education
History	Theatre
Family and Consumer Science	Trade and Industrial Education

## DEPARTMENT OF EDUCATIONAL SPECIALTIES

### Bachelor of Science in Education Integrated Elementary/Special Education Major

I. UNIVERSITY CORE CURRICULUM REQUIREMENTS .....	Credits 33-38
NOTE: Refer to the Core Curriculum chapter of this catalog	

for information regarding the "Core English and Math Completion Policy".

A. English—3-8 credits	
Refer to the "English" section of the Core Curriculum chapter in this catalog.....	3-8
NOTE: Students who place in ENG 102 are not required to complete ENG 101.	
B. Mathematics—3 credits minimum.....	3-6
Refer to the "Mathematics" section of the Core Curriculum section of this catalog.	
C. Natural Sciences—6 credits	
Select <b>one</b> course from each group:.....	6
1. GEOL 100, 101-103, or GEOG 103 (3 credits)	
2. CHEM 100, 121, or PHYS 100, 151 R. (3 credits)	
D. Social Science—3 credits	
GEOG 106—Introduction to Cultural Geography .....	3
E. Fine Arts—3 credits	
Refer to the "Fine Arts" section of the Core Curriculum section of this catalog.....	3
F. Core Humanities—9 credits	
CH 201—Ancient and Medieval Cultures .....	3
CH 202—The Modern World .....	3
CH 203—American Experiences and Constitutional Change.....	3
G. Capstone Courses—6 credits	
EDUC 413—Education for a Changing World.....	3
Social Science Capstone .....	3
H. Diversity	
EDU 203 (required in major) satisfies the diversity requirement.	

II. ADDITIONAL COLLEGE REQUIREMENTS.....	9
A. Natural Sciences.....	3
BIOL 100, 110, 190, 191, 192 OR ENV 100	
B. Mathematics .....	6
MATH 122 or above	
III. MAJOR REQUIREMENTS.....	83
EDU 203—Introduction to Special Education.....	3
EDU 214—Preparing Teachers to Use Technology .....	3
EDU 208—Characteristics of Students with Mild to Moderate Disabilities .....	3
EDU 207—Exploration of Children's Literature.....	3
EDU 209—Exceptional Child Experience (Corequisite with EDU 211).....	1
EDU 211—Introduction to Teaching in Inclusive Classrooms (Corequisite with EDU 209).....	3
EDU 212—Family Involvement for Students With Without Disabilities .....	3
EPY 330A—Principles of Educational Psychology (Elementary).....	3
EDES 300—Language Arts and Literature: K-3.....	3
EDES 301—Language Arts and Literature: 4-8.....	3
EDES 311—Integrated Science, Math, Technology for Diverse Learners.....	3
EDES 313—Developing as a Teacher: Practicum/ Seminar .....	3
EDES 314—Mathematics Instruction in Elementary/ Special Education .....	3
EDES 315—Social Studies for Elementary/Special Education.....	3
EDES 317—Engaging Students in Learning: Practicum/Seminar .....	3
EDSP 443—Special Education Curriculum: General Methods.....	3
EDSP 452—Assessment for the Special Education Teachers .....	3

EL 401—Law and Ethics for Educators.....	3
EDRL 461—Diagnostic Assessment & Instruction Literacy.....	3
EDES 413—Refining Teaching Skills: Practicum/ Seminar.....	3
EDSP 433—Case Management/Transition in Special Education.....	3
EDES 415—Differentiated Instruction in K-8 Science.....	3
EDSP 453—Behavior Management Techniques for Students with Disabilities.....	3
EDES 487—Supervised Internship in Elementary and Special Education.....	16
<b>IV. MINOR REQUIREMENTS.....</b>	<b>0</b>
<b>V. ELECTIVES.....</b>	<b>0-3</b>
<b>VI. TOTAL CREDITS.....</b>	<b>128</b>

## VII. RECOMMENDED SCHEDULE – INTEGRATED ELEMENTARY/SPECIAL EDUCATION

### First Year

ENG 101—Composition I.....	3
ENG 102—Composition II.....	3
Core Mathematics (MATH 120 or MATH 126 R & STAT 152).....	3-6
Core Fine Arts.....	3
EDU 203—Intro to Special Education.....	3
Core Social Science (GEOG 106 required).....	3
MATH 122—Number Concepts for Elem School Teachers.....	3
GEOG 100—Earthquakes, Volcanoes, and Natural Disasters <b>OR</b> GEOG 103—Physical Geography.....	3-4
EDU 208—Characteristics of Students with Mild to Moderate Disabilities.....	3
EDU 214—Preparing Teachers to Use Technology.....	3
<b>TOTAL.....</b>	<b>30-34</b>

### Second Year

CH 201—Ancient and Medieval Cultures.....	3
CH 202—The Modern World.....	3
MATH 123—Stat and Geometric Concepts for Elementary Teachers.....	3
BIOL 100—Biology: Principles and Application <b>OR</b> ENV 100—Humans and the Environment.....	3
EDU 207—Exploration of Children's Literature.....	3
EDU 212—Family Involvement for Student's with/without Disabilities.....	3
EDU 211—Intro to Teaching in Inclusive Classroom.....	3
EDU 209—Exceptional Child Experience.....	1
EPY 330A—Principles of Educational Psychology (Elementary).....	3
EL 401—Law and Ethics for Educators.....	3
CHEM 100—Molecules and Life in the Modern World <b>OR</b> PHYS 100—Introduction to Physics.....	3
<b>TOTAL.....</b>	<b>31</b>

### Third Year

CH 203—American Experiences and Constitutional Change.....	3
Capstone course (social science area).....	3
EDES 300—Language Arts and Lit: K-3.....	3
EDES 301—Language Arts and Lit: 4-8.....	3
EDES 311—Integrated Science, Math, Technology for Diverse Learners.....	3

EDSP 452—Assessment for the Special Education Teacher.....	3
EDES 313—Developing as a Teacher: Practicum/Seminar.....	3
EDES 314—Mathematics Instruction Elementary/ Special Education.....	3
EDES 315—Social Studies for Elementary/Special Education.....	3
EDES 317—Engaging Students in Learning: Practicum/ Seminar.....	3
EDSP 443—Special Education Curriculum: General Methods.....	3
<b>TOTAL.....</b>	<b>33</b>

### Fourth Year

EDRL 461—Diagnostic Assessment & Instruction Literacy.....	3
EDSP 433—Case Management/Transition in Special Education.....	3
EDES 415—Differentiated Instruction in K-8 Science.....	3
EDSP 453—Behavior Management Techniques for Students with Disabilities.....	3
EDES 413—Refining Teaching Skills: Practicum/Seminar.....	3
EDUC 413—Education for a Changing World.....	3
EDES 487—Supervised Internship in Elementary/Special Education.....	16
<b>TOTAL.....</b>	<b>34</b>

## Bachelor of Science in Education Special Education Major

Credits

### I. UNIVERSITY CORE CURRICULUM REQUIREMENTS.....

33-38

**NOTE:** Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".

#### A. English—3-8 credits

Refer to the "English" section of the Core Curriculum chapter in this catalog.....3-8

**NOTE:** Students who place in ENG 102 are not required to complete ENG 101.

#### B. Mathematics—3 credits minimum

Refer to the "Mathematics" section of the Core Curriculum section of this catalog.....3-6

#### C. Natural Sciences—6 credits minimum

Refer to the "Natural Sciences" section of the Core Curriculum chapter in this catalog.....6

#### D. Social Sciences—3 credits

Refer to the "Social Sciences" section of the Core Curriculum chapter in this catalog.....3

#### E. Fine Arts—3 credits

Refer to the "Fine Arts" section of the Core Curriculum chapter of this catalog.....3

#### F. Core Humanities—9 credits

CH 201—Ancient and Medieval Cultures.....3  
CH 202—The Modern World.....3  
CH 203—American Experiences and  
Constitutional Change.....3

#### G. Capstone Courses—6 credits

EDUC 413—Education for a Changing World.....3  
Social science capstone.....3

#### H. Diversity

EDU 203 satisfies the diversity requirement.

### II. ADDITIONAL COLLEGE REQUIREMENTS..... 9

- A. Natural Sciences..... 3**  
Choose an additional science course from Core Natural Sciences list.

<b>B. Mathematics</b> .....	6
MATH 122 or above .....	
<b>III. MAJOR REQUIREMENTS</b> .....	73
EDU 203—Introduction to Special Education .....	3
EDU 214—Preparing Teachers to Use Technology .....	3
EDU 208—Characteristics of Students with Mild to Moderate Disabilities .....	3
EDU 207—Exploration of Children's Literature .....	3
EDU 209—Exceptional Child Experience .....	1
EDU 211—Introduction to Teaching in Inclusive Classroom .....	3
EDU 212—Family Involvement for Students With/Without Disabilities .....	3
EPY 330A—Principles of Educational Psychology .....	3
EDRL 442—Literacy Instruction I .....	3
EDRL 443—Literacy Instruction II .....	3
EDSP 482—Special Education Seminar and Practicum: Elementary Level .....	3
EDSP 443—Special Education Curriculum: General Methods .....	3
EDSP 452—Assessment for the Special Education Teachers .....	3
EDSP 463—Assessment and Instruction in K-12 Math for Struggling Learners .....	3
EDUC 413—Education for a Changing World (capstone, credits counted in Core) .....	3
EL 401—Law and Ethics for Educators .....	3
EDRL 461—Diagnostic Assessment & Instruction Literacy .....	3
EDSP 483—Special Education Seminar/Practicum: Secondary Level .....	3
EDSP 423—Collaboration and Consultation in Special Education .....	3
EDSP 453—Behavior Management Techniques for Students with Disabilities .....	3
EDSP 444—Special Education Curriculum: Approaches for Adolescents .....	3
EDSP 493—Supervised Internship in Special Education .....	12
EDSP 494—Internship Seminar in Educational Specialities .....	3
<b>IV. MINOR REQUIREMENTS</b> .....	0
<b>V. ELECTIVES</b> .....	8-13
<b>VI. TOTAL CREDITS</b> .....	128

## VII. RECOMMENDED SCHEDULE – SPECIAL EDUCATION

### First Year

ENG 101—Composition I .....	3
ENG 102—Composition II .....	3
Core Mathematics .....	3-6
Core Fine Arts .....	3
EDU 203—Intro to Special Education .....	3
Mathematics course above 120 .....	3
Core Social Science .....	3
EDU 214—Preparing Teachers to Use Technology .....	3
EDU 208—Characteristics of Students with Mild to Moderate Disabilities .....	3
Electives .....	3
<b>TOTAL</b> .....	30-33

### Second Year

CH 201—Ancient and Medieval Cultures .....	3
CH 202—The Modern World .....	3
Core Natural Science (Group A) .....	3
Core Natural Science (Group A or B) .....	3

Mathematics course above 120 .....	3
EDU 207—Exploration of Children's Literature .....	3
Electives .....	7
EDU 212—Family Involvement for Children with/without Disabilities .....	3
EDU 211—Introduction to Teaching in Inclusive Classrooms .....	3
EDU 209—Exceptional Child Experience .....	1
<b>TOTAL</b> .....	32

### Third Year

EPY 330A—Principles of Educational Psychology (Elementary) .....	3
CH 203—American Experiences and Constitutional Change .....	3
Science elective (additional course from Core Group A or B) .....	3
EDRL 442—Literacy Instruction I .....	3
General Capstone course .....	3
EL 401—Law and Ethics for Educators .....	3
EDUC 413—Education for a Changing World .....	3
EDES 413—Refining Teaching Skills: Practicum & Seminar .....	3
EDRL 443—Literacy Instruction II .....	3
EDSP 444—Special Education Curricula: Approaches for Adolescents .....	3
EDSP 453—Behavior Management Techniques for Students with Disabilities .....	3
EDSP 463—Assessment and Instruction in K-12 Math for Struggling Learners .....	3
<b>TOTAL</b> .....	36

### Fourth Year

EDES 317—Engaging Students in Learning: Practicum & Seminar .....	3
EDRL 461—Diagnostic Assessment & Instruction Literacy .....	3
EDSP 423—Collaboration and Consultation in Special Education .....	3
EDSP 443—Special Education Curriculum: General Methods .....	3
EDSP 452—Assessment for the Special Education Teachers .....	3
EDSP 493—Supervised Internship in Special Education .....	12
EDSP 494—Internship Seminar in Educational Specialities .....	3
<b>TOTAL</b> .....	30

## Supervised Internship in Teacher Education

Supervised internship experiences are provided in the public schools. Students are assigned to lead teachers employed by a school system.

Staff members of the College of Education are responsible for the supervision of interns, making regular visits to observe the student's teaching, and holding conferences with the student and the lead teacher concerning the internship experience.

### Prerequisites for Supervised Internship

Only those students who have demonstrated scholarship, dependability, a disposition appropriate for a teacher, and a commitment to the profession of education are accepted for supervised internship. The failure on the part of the student intern to meet all requirements may result in the immediate forfeiture of internship privileges.

Applicants for supervised internship must:

1. Gain admission to the teacher preparation program and complete all required courses.
2. Secondary education majors must maintain an overall grade-point average of 2.75 or higher in professional education courses and a cumulative GPA of 2.75 or higher in all courses. They must also maintain a 2.5 or higher GPA in the major teaching field

and a 2.3 or higher GPA in the minor teaching field (optional). Secondary education majors must also complete their methods course in the teaching major with a grade of C\* or better at the 400 level and a B or better at the 600 level.

3. Early childhood, special education and/or integrated elementary/special education majors must maintain a GPA of 2.75 or higher in all education courses and an overall GPA of 2.75.
4. Elementary education majors must maintain an overall GPA of 2.75, earn a grade of C\* or better in all upper division education courses, and earn a grade of C\* or better in all other required courses.
5. Obtain a Nevada substitute teaching license. To obtain this license, students must be U.S. citizens or have resident alien (green card) status. This is a stipulation of the Nevada Department of Education.
6. Meet performance assessment criteria.
7. Be qualified in the professional judgment of the College of Education faculty.
8. In addition, education majors must display a professional disposition as described by performance assessment materials for all teacher education candidates in the College of Education and demonstrate appropriate professional competence as outlined in performance assessment materials.

Admission to supervised internship is secured through the Director of Field Experiences. Students who are interning must submit their application during the mandatory "First Step Meeting" to be held in the first two weeks of the regular semester prior to the internship.

\* Must receive a grade of C or better, not C-.

## HUMAN DEVELOPMENT AND FAMILY STUDIES

212 Sarah H. Fleischmann Building  
(775) 784-6490

The department of human development and family studies offers two bachelor of science degrees: human development and family studies and early childhood education.

### Bachelor of Science Early Childhood Education Major

This program in early childhood education is an interdisciplinary program offered jointly by the Department of Human Development and Family Studies, and the Department of Educational Specialties, in the College of Education. The program is designed to provide specific training to students interested in working with young children from birth through grade 2. Students must formally apply for admission to the program (see "Admission to Teacher Education" in this chapter).

#### Career Potential

The early childhood education program prepares students to work in a variety of settings with young children and their families. Graduates may work in programs within public schools, Head Start and child care as teachers, master teachers, curriculum specialists, parent education specialists, parent program coordinators and administrators. They may also work in a variety of public and private agencies that provide services for young children and their families.

#### Admission to the Program

Students enter the program as pre-majors, and must apply for admission to the Early Childhood Education major. Specified courses are open only to students who have been admitted to the program. Applications are due to the College of Education on October 1 for spring admission and March 1 for summer and fall admission. To be admitted to the program, prospective students must meet the following requirements:

- completed 30 credits of college course work
- maintain a minimum GPA of 2.75 in all college course work
- successfully pass the reading, writing, and mathematics

sections of the Pre-Professional Skills Test (PPST) or the California Test of Basic Skills (CBST)

- complete an application form for Admission to Teacher Education
- submit 2 confidential letters of recommendation
- submit a typed two to three page essay entitled, "Qualities I Bring to the Early Childhood Teaching Profession"

Credits

### I. UNIVERSITY CORE CURRICULUM REQUIREMENTS .....33-38

**NOTE:** Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".

#### A. English—3-8 credits

Refer to the "English" section of the Core Curriculum chapter in this catalog.....3-8

**NOTE:** Students who place in ENG 102 are not required to complete ENG 101.

#### B. Mathematics—3 credits minimum

Refer to the "Mathematics" section of the Core Curriculum chapter in this catalog.....3

#### C. Natural Sciences—6 credits

Refer to the "Natural Sciences" Group A section of the Core Curriculum chapter in this catalog .....3

NUTR 121—Human Nutrition (Group B).....3

#### D. Social Sciences—3 credits

Refer to the "Social Sciences" section of the Core Curriculum chapter of this catalog.....3

#### E. Fine Arts—3 credits

Refer to the "Fine Arts" section of the Core Curriculum chapter in this catalog.....3

#### F. Core Humanities—9 credits

CH 201—Ancient and Medieval Cultures .....3

CH 202—The Modern World .....3

CH 203—American Experiences and Constitutional Change .....3

#### G. Capstone Courses—6 credits

HDFS 438—Children and Families in a Multiethnic Society.....3

EL 498—Educational Leadership in Contemporary Society.....3

#### H. Diversity

HDFS 438—Children and Families in a Multiethnic Society (See capstone requirement)

### II. ADDITIONAL COLLEGE REQUIREMENTS.....0

Included in major requirements

### III. MAJOR REQUIREMENTS.....70

#### A. Early Childhood Education Foundations -12 credits

HDFS 201—Lifespan Human Development **OR**

EPY 330A—Principles of Educational Psychology.....3

HDFS 202—Introduction to Families .....3

HDFS 232 R—Diversity in Children .....3

HDFS 250—Early Childhood Education.....3

#### B. Early Childhood Education Core - 40 credits

(Must be admitted to ECE teacher education major to enroll in ECE or EDRL upper-division courses.)

EDRL 441—Literacy Instruction for Young Children.....3

EDRL 442—Literacy Instruction I.....3

ECE 451—Teaching and Learning Mathematics Birth to Age 8.....3

ECE 452—Teaching and Learning Science Birth to Age 8.3

ECE 455—Assessment of Children Birth to Age 8.....3

Course on children with disabilities; select ONE of the following:.....3:

EDU 203—Introduction to Special Education	
EDU 208—Students with Diverse Abilities and Backgrounds	
EDU 435—Foundations of Early Childhood Special Education <b>OR</b>	
ECE 200—The Exceptional Child (from Nevada Community Colleges)	
HDFS 204—Child Guidance and Parenting	3
HDFS 231 R—Practicum Across the Lifespan	3
HDFS 428—Preschool Curriculum I	3
HDFS 429—Advanced Preschool Curriculum II	4
HDFS 431A—Advanced Studies in Human Development-Infancy <b>OR</b>	
HDFS 431B—Advanced Studies in Human Development-Early Childhood	3
HDFS 435 R—Child Socialization: A Systems Perspective <b>OR</b>	
EDSP 432—Serving Individuals with Disabilities and Their Families	3
SPA 340—Speech and Language Development	3
<b>C. Student Teaching - 15 credits</b>	
ECE 493—Supervised Internship in Early Childhood Education	12
EDSP 494—Internship Seminar in Educational Specialties	3
<b>D. Additional Requirements - 3 credits</b>	
HDFS 391—Introduction to Research	3
<b>IV. OPTIONAL AREAS OF EMPHASIS</b>	<b>12-15</b>
Students may choose to complete an additional 12 to 15 credits in an optional area of emphasis in Early Childhood Special Education, or in Family Support and Education. A list of courses for these specializations is available from the Department of Human Development and Family Studies or the Department of Curriculum and Instruction.	
<b>V. MINOR REQUIREMENTS</b>	<b>0</b>
<b>VI. ELECTIVES</b>	<b>11-25</b>
<b>VII. TOTAL CREDITS</b>	<b>128</b>
A minimum of 40 credits must be from courses numbered above 300.	
<b>VII. RECOMMENDED SCHEDULE</b>	
<b>First Year - Fall Semester</b>	
ENG 101—Composition I	3
HDFS 201—Lifespan Human Development <b>OR</b>	
EPY 330A—Principles of Educational Psychology	3
HDFS 202—Introduction to Families	3
HDFS 250—Early Childhood Education	3
MATH 120—Fundamentals of College Mathematics	3
TOTAL	15
<b>First Year - Spring Semester</b>	
ENG 102—Composition II	3
HDFS 232 R—Diversity in Children	3
Area of Specialization or Elective	3
Core Fine Arts	3
Core Social Science	3
TOTAL	15
<b>Second Year - Fall Semester</b>	
NUTR 121—Human Nutrition	3
CH 201—Ancient and Medieval Cultures	3
HDFS 204—Child Guidance and Parenting	3
HDFS 231 R—Practicum Across the Lifespan	3

Area of Emphasis or Elective	3
TOTAL	15
<b>Second Year - Spring Semester</b>	
CH 202—The Modern World	3
Area of Emphasis or Elective	7
Course on children with disabilities	3
Group A Science (CORE)	3
TOTAL	16
<b>Third Year - Fall Semester</b>	
CH 203—American Experiences and Constitutional Change	3
EDRL 441—Literacy Instruction for Young Children*	3
HDFS 391—Introduction to Research	3
HDFS 428—Preschool Curriculum I	3
SPA 340—Speech and Language Development	3
Area of Emphasis or Elective	3
TOTAL	18
<b>Third Year - Spring Semester</b>	
ECE 451—Teaching and Learning Mathematics Birth to Age 8*	3
ECE 455—Assessment of Children Birth to Age 8*	3
HDFS 429—Advanced Preschool Curriculum II	4
HDFS 431A—Advanced Studies in Human Development: Infancy <b>OR</b>	
HDFS 431B—Advanced Studies in Human Development: Early Childhood	3
HDFS 435 R—Child Socialization: A Systems Perspective <b>OR</b>	
EDSP 432—Serving Individuals with Disabilities and Their Families	3
TOTAL	16
<b>Fourth Year - Fall Semester</b>	
ECE 452—Teaching and Learning Science Birth to Age 8*	3
EDRL 442—Literacy Instruction I	3
EL 498—Educational Leadership in Contemporary Society	3
HDFS 438—Children and Families in a Multiethnic Society (CORE, CAP & Diversity)	3
Area of Specialization or Elective	6
TOTAL	18
<b>Fourth Year - Spring Semester</b>	
ECE 493—Supervised Internship in Early Childhood Education*	12
EDSP 494—Internship Seminar in Educational Specialties*	3
TOTAL	15

\*Students must be admitted into the program before taking these courses.

## Bachelor of Science Human Development and Family Studies Major 212 Sarah H. Fleischmann Building 9775) 784-6490

This major is not a teacher preparation program. It prepares students to work with individuals of all ages and their families. The study of theory and research findings is coordinated with a variety of supervised field experiences. Students investigate the ways individuals interact within the family system and with the larger socio-economic environment. Students select an area of concentration in child and adolescent development or family studies. Students are required to complete a 128-credit, integrated course of study that culminates in an internship experience during the senior year.

## Career Potential

The program prepares students for a variety of careers such as administrators of child development or family services programs, child development specialists, school age program coordinators, youth program specialists, community education instructors, parent educators, family financial planners, consumer advocates and family public policy advocates.

	Credits
<b>I. UNIVERSITY CORE CURRICULUM REQUIREMENTS</b> .....	<b>33-38</b>
NOTE: Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".	
<b>A. English—3-8 credits</b>	
Refer to the "English" section of the Core Curriculum chapter in this catalog.....	3-8
NOTE: Students who place in ENG 102 are not required to complete ENG 101.	
<b>B. Mathematics—3 minimum credits</b>	
Refer to the "Mathematics" section of the Core Curriculum chapter in this catalog.....	3
<b>C. Natural Sciences—6-8 credits</b>	
Refer to the "Natural Sciences" Group A section of the Core Curriculum chapter in this catalog.....	3
NUTR 121—Human Nutrition (Group B).....	3
<b>D. Social Sciences—3 credits</b>	
PSY 101—Introduction to Psychology as a Social Science .....	3
<b>E. Fine Arts—3 credits</b>	
Refer to the "Fine Arts" section of the Core Curriculum chapter in this catalog.....	3
<b>F. Core Humanities—9 credits</b>	
CH 201—Ancient and Medieval Cultures .....	3
CH 202—The Modern World .....	3
CH 203—American Experiences and Constitutional Change .....	3
<b>G. Capstone Courses—6 credits</b>	
HDFS 438—Children and Families in a Multiethnic Society.....	3
Refer to the "Capstone" section of the Core Curriculum chapter in this catalog for second capstone.....	3
<b>H. Diversity</b>	
HDFS 438—Children and Families in a Multiethnic Society (see Capstone Courses)	
<b>II. ADDITIONAL COLLEGE REQUIREMENTS</b> .....	<b>0</b>
Included in major requirements.	
<b>III. MAJOR REQUIREMENTS</b> .....	<b>50</b>
NOTE: HDFS required courses completed more than 10 years before applying to the HDFS program will be evaluated to determine whether they need to be repeated due to outdated content.	
<b>A. Human Development and Family Studies Core—20 credits</b>	
HDFS 201—Lifespan Human Development .....	3
HDFS 202—Introduction to Families .....	3
HDFS 231 R—Practicum Across the Lifespan .....	2
HDFS 371—Family Resource Management .....	3
HDFS 431A-E—Advanced Studies in Human Development and Family .....	3
HDFS 436—Family Interaction .....	3
HDFS 470—Preprofessional Internship .....	3
<b>B. Human Development and Family Studies Area of Specialization—18 credits</b>	

An area of specialization should be taken from a list of approved electives:

Child and adolescent development or family studies.....	18
<b>C. Additional Required Courses—12 credits</b>	
SOC 101—Principles of Sociology .....	3
ECON 100—Introduction to Economics <b>OR</b>	
ECON 102—Principles of Microeconomics.....	3
COM 113—Fundamentals of Speech Communication <b>OR</b>	
COM 217—Argumentation and Debate <b>OR</b>	
COM 329—Business and Professional Speaking .....	3
HDFS 391—Introduction to Research.....	3
<b>IV. MINOR REQUIREMENTS</b> .....	<b>0</b>
<b>V. ELECTIVES</b> .....	<b>40-45</b>
<b>VI. TOTAL CREDITS</b> .....	<b>128</b>
A minimum of 40 credits must be from courses numbered above 300.	
<b>VII. RECOMMENDED SCHEDULE</b>	
<b>First Year - Fall Semester</b>	
ENG 101 (CORE)—Composition I.....	3
MATH 120—Fundamentals of College Mathematics.....	3
SOC 101—Principles of Sociology .....	3
Core Fine Arts .....	3
Elective/Minor .....	3
TOTAL .....	15
<b>First Year - Spring Semester</b>	
ENG 102 (CORE)—Composition II .....	3
PSY 101 (CORE Soc. Sci. & HDFS)—Introduction to Psychology.....	3
NUTR 121—(CORE Nat. Sci. & HDFS) Human Nutrition 3	
ECON 100—Introduction to Economics.....	3
Elective/Minor .....	3
TOTAL .....	15
<b>Second Year - Fall Semester</b>	
CH 201—Ancient and Medieval Cultures .....	3
HDFS 201—Lifespan Human Development.....	3
HDFS 202—Introduction to Families .....	3
Core Natural Science Group A.....	3
Elective/Minor .....	6
TOTAL .....	18
<b>Second Year - Spring Semester</b>	
CH 202—The Modern World.....	3
COM 113—Fundamentals of Speech Communication <b>OR</b>	
COM 217—Argumentation and Debate <b>OR</b>	
COM 329—Business and Professional Speaking .....	3
HDFS 231 R—Practicum Across the Lifespan.....	2
HDFS AOC course.....	3
Elective/Minor .....	5-6
TOTAL .....	16-17
<b>Third Year - Fall Semester</b>	
CH 203—American Experiences and Constitutional Change.....	3
HDFS 391—Introduction to Research.....	3
HDFS 431 A-E—Advanced Studies in Human Development and Family.....	3
HDFS AOC courses.....	6
Elective/Minor .....	3
TOTAL .....	18
<b>Third Year - Spring Semester</b>	

HDFS 371—Family Resource Management.....	3
HDFS 436—Family Interaction .....	3
HDFS AOC course .....	3
Elective/Minor .....	6
TOTAL .....	15
<b>Fourth Year - Fall Semester</b>	
Core Capstone Course.....	3
Elective/Minor .....	9
HDFS AOC course.....	3
TOTAL .....	15
<b>Fourth Year - Spring Semester</b>	
HDFS 438—Children & Families in a Multiethnic Society (CORE, CAP & Diversity) .....	3
HDFS 470—Preprofessional Internship .....	3
HDFS AOC course.....	3
Elective.....	1
Elective/Minor .....	6
TOTAL .....	16

## Human Development and Family Studies Minor—18-24 credits

This minor program requires students to take a total of 18-24 credits in HDFS, with at least nine credits in upper-division courses. HDFS 201 and 202; 371 or 435 or 436; and at least one section of HDFS 431 (a, b, c, d, or e) are required. Students must get approval from the HDFS minor advisor to declare this minor.

## GRADUATE PROGRAMS

### Master's Degree

Graduate students may major in counseling and educational psychology, educational leadership, elementary education, secondary education, special education, human development and family studies, literary studies and Teaching English to Speakers of Other Languages (TESOL).

The six areas of emphasis available in counseling and educational psychology are:

- Educational Psychology
- Information Technology in Education
- Marriage and Family Therapy
- School Counseling
- School Psychology
- Human Development and Family Studies

Five areas of emphasis are offered in the educational leadership major. The areas are:

- The Principalship
- Program Administration
- The Superintendency
- Higher Education Administration
- Educational Foundations

Master's degrees through the Department of Curriculum, Teaching, and Learning are available in secondary education and elementary education. Students may choose an emphasis in Curricular Studies, Mathematics, Science, Technology and Society or an emphasis in another teaching content area.

Seven graduate programs are offered in the Department of Educational Specialties:

- M.Ed. or M.A. in Special Education (with various areas of emphasis)
- M.Ed. or M.A. in Literacy Studies
- M.A. in Teaching English to Speakers of Other Languages
- M.Ed. or M.S. in Equity and Diversity in Educational Settings (pedagogy for diverse learners)
- Ph.D. or Ed.D. in Literacy Studies
- Ph.D. or Ed.D. in Special Education & Disability Studies
- Ph.D. or Ed.D. in Educational Specialties with the following areas of emphasis:

- Pedagogy for diverse learners
- Language, literacy and culture

For students who are not licensed Nevada teachers, licensure courses may be taken as part of a master's degree. Several areas of emphasis are available within each. For students holding a teaching license, it is possible to earn credits toward an endorsement in ESL. In addition, it is also possible, upon admission to a post-baccalaureate licensure program (in elementary, special or secondary education), to concurrently pursue a master of arts degree in Teaching English as a Second Language. See the departments for more information.

The specific curriculum requirements are adapted to the professional needs of the student. Students should not enroll in any graduate-level course without first securing the approval of the department that such a course is acceptable toward a selected major or minor.

Generally, students are advised to enroll in improvement courses for in-service education on the graduate level. These courses are also offered in extension or branch centers, workshops, short conferences, evening schools and individual problem courses by arrangement. Inquiries are encouraged.

In order to earn the master of arts, master of science and master of education degrees, students must complete 36 to 48 credits of approved courses with a major in education. Master of arts and master of science degree programs may also require a six-credit thesis, bringing the total credit load to 36-60 credits. A nonthesis master of arts or master of science degree option, which includes the completion of 36 to 60 credits, may also be selected. Program outlines can be obtained from each of the four instructional departments in the College of Education. All degree candidates are required to complete a research course. In addition, all students are required to take 1 to 3 credits of comprehensive examination which may or may not be above the 36 to 48 credits of approved courses.

A maximum of six graduate credits of S/U grades may be applied toward a master's degree requiring at least 36 semester credits.

In addition to admission requirements specified by each department, applicants must be qualified in the professional judgment of the College of Education faculty.

### Education Specialist (Ed.S.) Degree

The education specialist degree is a minimum 32 credit, sixth-year degree program beyond the master's degree. Majors are offered in counseling and educational psychology and educational leadership. Degree candidates should consult the department in which the desired major field is offered for more information.

### Entrance Requirements

1. Earn an accredited and relevant master's degree.
2. Following the completion of an accredited master's degree program, candidate must gain satisfactory experience relevant to the master's degree.
3. Maintain a grade-point average of at least 3.5 in the master's degree program.
4. Earn acceptable scores on either the Graduate Record Examinations (GRE) or the Miller Analogies Test. Educational Leadership does not require a test for entrance.
5. Gain departmental acceptance (standards may be higher than those listed in the university requirements).
6. Qualify in the professional judgment of the College of Education faculty.
7. Gain acceptance from the respective department and from the college dean.
8. Gain acceptance from the Graduate School.

### Program Completion Requirements

1. A minimum of 32 graduate credits beyond the related master's degree is required.
2. Six post-master's or 15 post-baccalaureate acceptable credits must be obtained in courses taken outside the department or complete a department approved program of study for the degree.
3. At least 16 of the total credits earned must be taken in the department offering the degree, and at least 16 of the total

- credits earned must be taken in courses at the 700 level.
4. A maximum of nine post-master's credits taken prior to admission may be applied toward the education specialist degree upon admission.
  5. A maximum of six post-master's credits taken off campus or through continuing education may be applied toward the degree.
  6. A maximum of six graduate credits of S/U grades may apply toward the education specialist degree.
  7. An examining/guidance committee is appointed for each student in the Ed.S. degree program. The committee is comprised of four members of the graduate faculty: two are members of the department in which the student is pursuing the degree; one is from another department within the college and one faculty member is selected from a department outside the College of Education.
  8. A research project or its equivalent must be completed. The form of the project may vary, but it must represent a contribution to the professional field in which the degree is obtained. Educational Leadership does not require a graduate project for the Ed.S. degree.
  9. Requirements for the degree must be completed during a period not to exceed six years.

## Master of Science Human Development and Family Studies - 38-44 credits

Students who seek the Master of Science degree with a major in human development and family studies must meet the following requirements before they begin graduate-level study:

1. earn a bachelor's degree from an accredited educational institution with course credit and/or work experience in human development, interpersonal relationships, families, or family economics;
2. maintain an overall undergraduate grade-point average of at least 3.0;
3. earn acceptable scores on the Graduate Record Examination (GRE).

**In the graduate program, students may specialize in an area of academic interest through the selection of electives and a thesis topic or professional paper. Twelve hours of credit in courses numbered 700 or above are required in addition to 6 credits in HDFS 797 or 3 credits in HDFS 796. At least 24 of the total credits taken for the degree must be in human development and family studies.**

### Area of Specialization—14-20 credits

All students take a series of foundation courses in human development, family studies, research, and theory. Students take additional courses in an area of specialization based on a topic of interest in conjunction with their faculty advisor. Examples include topics related to early childhood education, child and adolescent development, adulthood and aging, family studies, or addiction treatment services. The specialization in Addiction Treatment Services has specific courses that students must take and requires an internship in addition to a professional paper or thesis. All other areas of specialization require at least 14 credits of elective coursework chosen by the student and his/her faculty advisor.

## Doctoral Degrees

Candidates for the doctor of education and doctor of philosophy degrees may obtain degrees in the Departments of Counseling and Educational Psychology; Curriculum, Teaching, and Learning; Educational Leadership; and Educational Specialties.

Applicants for the doctoral degrees must meet general university requirements for admission, Graduate School requirements, College of Education requirements and departmental requirements.

The doctor of education degree program includes a minimum of 90 semester credits beyond the baccalaureate degree, including 12 credits of dissertation.

The doctor of philosophy degree program includes a minimum of

96 credits beyond the baccalaureate degree, including 24 credits of dissertation.

Degree candidates should consult the department in which the desired major field is offered for more information.

### Entrance Requirements

Each applicant must satisfy the regular graduate admission requirements listed for doctoral programs and the following special requirements:

1. Complete at least two full years of successful professional experience in a field appropriately related to the chosen major.
2. Hold a master's degree from a regionally accredited institution in an area appropriately related to the chosen major, and have a 3.3 grade point average or higher in graduate work.
3. Have a Graduate Record Exam score of 1000 or higher, verbal plus quantitative, with a minimum of 400 in each area.
4. Gain recommendation by the graduate faculty of the department in which the major is offered and gain approval by the dean.

### Program Requirements

The standard doctorate graduate regulations apply with the following modifications:

**Full-Time Study:** For the doctor of philosophy (Ph.D), students must complete a two-semester residency consisting of successive semesters, excluding summer, of at least nine credits each semester. The same residency requirement holds for the doctor of education (Ed.D), however, Ed.D. students have the option of satisfying the residency requirement by completing at least two full-time summer or regular semesters with a minimum of 12 graduate credits for each semester. For the Ed.D, a maximum of three credits of dissertation, independent study or workshop credits may be applied per full-time term. Residency requirements must be satisfied after admission to the doctoral program.

**Program:** The Ed.D. requires a minimum of 90 semester credits beyond the baccalaureate degree, including 12 credits of dissertation. The Ph.D. program requires a minimum of 96 credits beyond the baccalaureate degree, including 24 credits of dissertation. An Ed.D. program may include up to 30 credits earned for the master's degree, and a Ph.D. program may include up to 24 credits earned as part of the master's degree. In addition to these credits earned at the master's degree level which may be included in doctoral programs of study, a maximum of 16 relevant credits in an accredited post-master's degree program or licensure program beyond the master's degree may be applied to approved Ed.D. or Ph.D. program.

A maximum of six graduate credits of S/U grades may apply toward the doctor of education or the doctor of philosophy degree. In preparation for the dissertation, all doctoral students must complete a required sequence of research and statistics courses, including 15-18 hours for the Ed.D. and 21-24 hours for the Ph.D. In each department, there are additional specific course requirements as well as qualifying, comprehensive and final examinations for both degrees.

**Dissertation:** The dissertation must involve scholarly and practical consideration of a professional problem. The research should contribute to an improvement in educational practices or to the body of educational theory.

**Foreign Language:** There is no foreign language requirement.

**Fees:** All course credits are assessed at the regular fee schedule in effect at the time of registration.

## COUNSELING AND EDUCATIONAL PSYCHOLOGY

3007 William Raggio Building  
(775) 784-6637, ext. 2058

The department offers graduate courses in the following areas of emphasis:

- School Counseling
- Educational Psychology
- Information Technology in Education

The following are emphases within the Master of Arts degree program in the Department of Counseling and Educational Psychology:

- Marital, Couple, and Family Counseling/Therapy
- School Counseling

Adapted sequences are offered to provide the academic structure needed to meet all Nevada licensure requirements for professionals within the marriage and family, school counseling and school psychology programs. Entrance requirements and suggested program patterns are available by inquiry. The admission and retention of students in all programs is subject to the professional judgment of the department faculty.

## CURRICULUM, TEACHING, AND LEARNING

### 3100 William Raggio Building

(775) 784-4961

#### Elementary Education

An undergraduate major is offered in elementary education. Completion of the elementary education program qualifies students for kindergarten-eighth grade elementary education teaching licensure from the Nevada Department of Education. Graduates who hold a master's degree can also qualify to receive an elementary teaching license from the Nevada Department of Education. For students in the M.Ed. program, 1 to 3 credits of comprehensive examination is required.

#### Secondary Education

At the undergraduate level, students choose a major teaching field to complete their degree. A minor is strongly recommended. Major and minor teaching fields include a variety of subjects in the humanities, sciences and applied arts. For a complete list, refer to the "Secondary Education" section in this chapter. Specific requirements are available in the department office.

A major in secondary education is offered at the master's level. Department faculty will assist graduate students in planning balanced programs suited to their educational objectives.

## EDUCATIONAL SPECIALTIES

### 3100 William Raggio Building

(775) 784-4383

#### Special Education

An undergraduate major is offered in special education. Completion of the special education program qualifies a candidate for a kindergarten-12th grade special education endorsement from the Nevada Department of Education. Programs leading to special education teaching licenses in various disability areas and in early intervention services are also offered at the master's level. For the M.Ed. program, 1 to 3 credits of comprehensive examination are required. Ph.D. and Ed.D. degrees are offered in special education and disability studies.

#### Integrated Elementary/Special Education

The integrated elementary/special education major is available at the undergraduate level only. Students who complete the integrated program are qualified for a kindergarten-eighth grade elementary teaching license and a kindergarten-12th grade special education endorsement from the Nevada Department of Education.

#### Early Childhood Education

The early childhood education major is an interdisciplinary undergraduate program between the Department of Human Development and Family Studies and the Department of Educational Specialties. With a major in early childhood education, graduates are eligible to apply for a Nevada Early Childhood Education teaching license from the Nevada Department of Education. This license

allows graduates to teach in pre-kindergarten programs up through grade two in Nevada public schools.

## Literacy Studies

The Masters programs in Literacy Studies include all requirements for the K-12 Reading Specialist endorsement. It is intended for practicing educators who wish to focus on the improvement of literacy instruction in the schools. Doctoral programs are also offered in literacy studies for those seeking university or leadership positions in the field.

## Teaching English to Speakers of Other Languages

The master's degree in teaching English to speakers of other languages is housed in the Department of Educational Specialties. The program is offered on the non-thesis basis only, with comprehensive written and oral examination required.

The department also offers a Graduate Certificate in TESOL made up of 15 credits. The certificate leads to a Nevada teaching endorsement in ESL for those holding a teaching license, or it can prepare students for teaching adults in international settings. In addition, it is also possible for students admitted to graduate programs in related fields, (i.e., elementary, secondary, special education, literacy, or others), to earn the certificate while concurrently pursuing the graduate degree.

## The Educational Specialties Degrees

Masters degrees are available for practicing teachers in equity and diversity in educational settings with focus on pedagogy for diverse learners. Doctoral programs in educational specialties are also available with two areas of emphasis: (1) language, literacy, and culture and (2) content area pedagogy for diverse learners.

## EDUCATIONAL LEADERSHIP

### 4052 William Raggio Building

(775) 784-6518, ext. 2316

The department supports teacher preparation at the undergraduate level by offering courses dealing with the legal and philosophical foundations of education. Graduate courses are offered leading to the master of arts, master of education, education specialist, doctor of education and doctor of philosophy degrees with a major in educational leadership.

Areas of focus may include:

- Elementary School Leadership
- Secondary School Leadership
- Community College Leadership
- Higher Education Leadership
- Leadership in Specialized Areas (directors/ coordinators)
- Educational Foundations

After completing the appropriate courses, the graduate student will meet licensure requirements for administrative positions in Nevada's public schools. Suggested program patterns and admission procedures are available in the department office.

## HUMAN DEVELOPMENT AND FAMILY STUDIES

The HDFS major provides a foundation for students interested in working with individuals and families. HDFS graduates are in demand in business and community settings for their understanding of people, their knowledge of group dynamics, and their skills in program development and training. Graduates also have an excellent foundation for additional training in counseling, social work, family law, business, and physical or occupational therapy

## SERVICE DIVISIONS

### **E.L. Cord Foundation Center for Learning and Literacy**

The E.L. Cord Foundation Center for Learning and Literacy organizes and promotes literacy instruction and research, provides opportunities for students to develop competence in assessment and remedial instruction, and provides a place for families to obtain assessments and tutorial services. Approximately 200 children are enrolled in these programs each year.

Certified teachers and preservice teachers assess and tutor children who experience difficulties in all areas of literacy development. The center is equipped to demonstrate assessment and remedial practices. The staff and tutors work with parents and teachers to develop educational programs for children who come to the center.

The center also works with educators to develop school wide tutoring programs. The center hires approximately 20 students to serve as tutors in three or more Reading Buddies tutoring programs. The center has a bank of tutors for referral when it is not possible for students to be tutored at the center. Most Saturdays, the center is open to students enrolled in a program to teach Chinese reading to bilingual students at beginning, transitional and intermediate levels.

The center houses the nationally acclaimed Northern Nevada Writing Project (NNWP), one of more than 170 affiliates of the National Writing Project. The goals of the NNWP since 1982 have been to improve student writing by improving the teaching of writing, to improve university and school professional development programs for classroom teachers, and to increase the professional power of classroom teachers. The activities of the NNWP include: teacher training workshops, teacher research groups, Write Stuff and TWIST (summer writing programs for students), Book-Out; Piñon Poetry Festival; parent/family writing nights; distance education classes; secondary and elementary writing guides; and Project Outreach.

The center sponsors a variety of professional workshops. Over the past several years, the center has sponsored a 3-day workshop that shows teachers and teacher leader techniques to blend reading, word study and spelling instruction. These workshops are for educators who want to learn more about effective phonics, spelling and vocabulary instruction.

Graduate students and assistants from the Department of Curriculum, Teaching, and Learning or Educational Specialties work with the center's staff. Through grant activity and fees, up to 15 graduate students and mentor teachers work in the center each semester. Students' work is an essential component of our operations.

For more information, visit our website at <http://www.unr.edu/cll> or call the E.L. Cord Foundation Center for Learning and Literacy, (775) 784-4951.

### **Nell J. Redfield Learning and Resource Center**

The Learning and Resource Center in the William Raggio Building provides instructional media facilities in many areas.

Included among the facilities are the:

**Media library**—a cooperative effort with the Washoe County School District that features:

- An extensive children's book collection
- Course-related books and educational materials
- Audio and video tapes
- Instructional software
- Study prints
- DVD's
- Media kits

**Media production facility**—digital video editing, mounting and laminating pictures, lettering, duplication, production of overhead transparencies, book binding and use of photographic copy stand.

**Instructional enhancement**—Microteaching facilities, audio and video tape dubbing and editing; and consultation in instructional design.

The Learning and Resource Center is open regularly from 8 a.m. to 7:45 p.m. Monday through Thursday, and from 8 a.m. to 4:30 p.m. on Friday. Audiovisual equipment is available for use in the College

of Education. Materials in the media production facility are available to university faculty, students, and teachers for nominal costs.

For more information, call the Learning and Resource Center, (775) 784-4971.

### **Research and Educational Planning Center**

The Research and Educational Planning Center (REPC) conducts sponsored research, program development and training projects of state and national significance in education and related social science areas. The center also provides consultation and technical services to Nevada school districts, state agencies and departments,

The Nevada University Center for Excellence in Developmental Disabilities (Nevada UCEDD) is also housed in the REPC. The Nevada UCEDD provides:

- transdisciplinary, interdisciplinary and multidisciplinary training;
- model exemplary services;
- information on developmental disabilities and services options across the life span;
- technical assistance; and,
- relevant research and evaluation studies.

### **Raggio Research Center for Science, Technology, Engineering and Mathematics Education**

The Raggio Research Center (RRC) for Science, Technology, Engineering and Mathematics (STEM) Education exists to promote STEM research, education and service activities in Nevada. The RRC:

- Provides an intellectual home for university and K-12 faculty and administrators interested in the development and delivery of STEM related professional development courses and technology-rich instructional resources;
- Fosters fundamental and applied research related to the initial preparation of and continuing professional development of STEM teachers;
- Fosters interest in STEM education and careers among K-12 and university students through special events and presentations;
- Builds research and academic programs through externally-funded grants and contracts that attract and support STEM students.

Through these and other activities, the RRC serves as a nexus for STEM-related ventures and as a fulcrum for leveraging human, financial and technical resources on campus and around the state. The RRC online community of practice serves as the gateway to these resources and as the medium of communication among RRC partners. Additional information about the RRC is available on the website <http://www.unr.edu/raggiocenter/>. Individuals interested in joining RRC community of practice are invited to contact the RRC via email at [rcc@unr.edu](mailto:rcc@unr.edu) or by phone (775) 682-7876. multidisciplinary training;

### **Child and Family Research Center**

In addition to being a teaching and research facility, the Child & Family Research Center provides education and care for children, ages 6 weeks to 6 years, of UNR students, staff and faculty. Curriculum planning and implementation revolve around open-ended and often long-term projects that engage children through in-depth investigations of topics of interest. Children are supported in developing confidence, intellectual curiosity, and enthusiasm for learning. The CFRC serves the early childhood community in northern Nevada as a model for early care and education best practices.