



Introduction

Role of the Internship in the Overall Program

The internship is a culminating experience, and it is also the transition from the university classroom to day-to-day practice as a classroom teacher. Through sixteen-week or twenty-week dual internships, interns apply the knowledge, skills, and abilities they have acquired up to this point in time. Based on the conceptual framework guiding the College of Education teacher preparation program, the internship builds upon and develops the framework in the following ways:

- **Possesses a Love of Learning**

With the knowledge of pedagogy held by the intern, the intern will demonstrate the ability to make instruction effective and increase the love of learning in their students. Throughout the internship, the openness and willingness to learn and to keep learning will be demonstrated by the intern.

- **Develops a Strong Fund of Knowledge**

Interns will continue to broaden their understanding and application of teaching pedagogy. They will be required to apply subject matter knowledge on a daily basis to the lessons that they plan and teach. They will demonstrate their continued growth in the fund of knowledge of the subjects they are teaching, and their pedagogical skills.

- **Engages in Reflective Practice**

Interns will be asked to reflect regularly upon their intern experiences as they make decisions about the efficacy of lesson content, classroom management techniques, in classroom discussions, and use various teaching methods.

- **Values Democracy and Multiculturalism**

Interns will continue to have first hand experiences in working with culturally diverse students and with students who have diverse needs. Through these experiences, it is expected that interns will increasingly value democracy and multiculturalism.

All of the above goals are important to the internship, and internship requirements and activities are designed to help achieve them. As interns complete their internships, the underlying goals provide the framework by which the interns are evaluated.

The Internship

By the time education students reach the internship experience, they will have completed all program requirements except for those associated with interning. Please refer to the General Catalog for the University of Nevada, Reno for specific information about the requirements.

Elementary education and special education majors may or may not have completed their baccalaureate degree. The course work required for the bachelor's degree and teacher licensure includes a broad liberal studies component, introductory and foundation courses in education, and professional methodology courses in education.

Secondary education students will have completed all their required course work with approximately eighty-five percent (85%) of their academic preparation in colleges and departments outside the College of Education. The major field of study typically consists of 30-36 credits. Recommended but not required is the completion of approximately 18- 24 credits in a minor field. Additionally, secondary majors will have completed courses in pedagogy, school law, educational psychology, guidance and counseling, multicultural education, working with handicapped learners, reading and computer education. Students will also have had two practicum courses with field work in schools and methods of teaching in their major and minor fields of study.

The culminating field experience, or internship, for education students is referred to as the internship in this document. Those students completing their internships will be referred to as interns.

The Internship Guide

The guide is available online and provides information for interns, lead teacher, and university supervisors that will assist them in carrying out their roles and responsibilities for the student internship. The purpose of the guide is to clarify policies, procedures, and expectations for the internship experience.

Part I of the internship guide contains general policies and procedures that apply to all interns. Part II contains specific information for early childhood interns; Part III for elementary interns; Part IV for secondary interns, Part V for special education interns, and Part VI for dual interns.

All forms needed by interns, lead teachers, and supervisors are on the website on the "Forms" page. Please print the forms as needed.