This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

The University of Nevada, Reno (UNR) is the state's land grant institution. It is one of two comprehensive universities in the Nevada System of Higher Education (NSHE), with the other being the University of Nevada, Las Vegas. NSHE also includes two, four-year colleges (Nevada State College in Henderson and Great Basin College in Elko) and three community colleges (Truckee Meadows Community College in Reno, Western Nevada College in Carson City, and the Community College of Southern Nevada located in Las Vegas).

The university was first established in 1874 as the State University of Nevada in Elko, Nevada, 300 miles east of its current locations. In 1885, the university was moved to Reno, near the center of the state's population, and has flourished since its first year of formal college-level study in 1887. UNR was the state's only institution of higher education in a very sparsely populated state during much of its history. As a result, it developed a range of programs and outreach activities out of proportion to its relatively small size. By the 21st Century, the University of Nevada, Reno had grown in undergraduate and graduate programs, student population, and faculty productivity to earn a Carnegie designation of RU/H (Research University/high research activity). Additional information on the history of the University can be found at http://www.unr.edu/discover-nevada/university-history

The university is organized into six colleges, one free-standing school, and the Division of Health Sciences. The colleges and schools include the College of Agriculture, Biotechnology and Natural Resources; the College of Business Administration; the College of Education; the College of Engineering; the Reynolds School of Journalism; the College of Liberal Arts, which includes the School of the Arts; and the College of Science, which includes the Mackay School of Earth Sciences and Engineering. The Graduate School exists as an administrative unit and also houses multidisciplinary programs. The Division of Health Sciences incorporates the Schools of Medicine, Nursing, Social Work and Public Health.

A description of this process and the outcomes are important to understand the context in which our educator preparation programs are now embedded. A detailed account of the recent history of College of Education budget cuts and programs is contained in the document, "College of Education Budget Cuts and Organization," (see also Standard 6). The University's overall state appropriated budget for the 2013-2014 can be found at http://www.unr.edu/budget/state-appropriated/2013-2014

The University of Nevada, Reno:
* Prepares graduates to compete in a global environment through teaching and learning in high-quality undergraduate, graduate, and professional degrees in the liberal arts, sciences, and selected professions in agriculture, medicine, engineering, health care, education, journalism, and business;
* Creates new knowledge through basic and applied research, scholarship, and artistry, in strategically selected fields relevant to Nevada and the wider world;
* Improves economic and social development by engaging Nevada's citizens, communities, and governments; and
* Respects and seeks to reflect the gender, ethnic, cultural, and ability/disability diversity of the citizens of Nevada in its academic and support programs, and in the composition of its faculty, administration, staff, and student body.
This mission is operationalized in the Institutional Strategic Plan, 2009-2015 found at: http://www.unr.edu/president/strategic-and-master-planning/strategic-plan

1.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

The University of Nevada, Reno professional education unit is the College of Education. Students majoring in education regularly complete courses in the College of Liberal Arts and the College of Science as part of their degree requirements. Students with specialized teaching majors may take courses in the Colleges of Engineering; Business; Agriculture, Biotechnology, and Natural Resources; the School of Journalism; and the Division of Health Sciences.

The President has designated the Dean of the College of Education as Director of Educator Preparation with overall responsibility for the unit and coordination and approval of all programs leading to professional educator preparation. In addition, the dean and the College of Education provide support to all programs that prepare educators through the College Student Advisement Center, Office of Field Experiences, and Education Career Services.

Educator licensing in Nevada is administered by the Nevada Department of Education, Office of Teacher Licensure. The dean or dean's designee is the primary liaison with this office in all matters of licensure and endorsement of UNR program completers or individual taking professional development courses.

1.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

The unit offers a total of 4 Initial Teacher Education Licensing Programs. Two are at the undergraduate level (BA, BS) and 2 are at the graduate level (M.Ed, MA, MS). The unit also offers 6 Advanced Programs. The following is a list of Initial Teacher Education at the undergraduate level:
1) Integrated Elementary Teaching Program (IETP): Candidates take core Elementary Education classes and also specialize in at least one other specialty area--English Language Learners, or Special Education, or Early Childhood Education. Candidates who complete the program are eligible for two licenses in Nevada.
2) Secondary Education Program: Program completers are eligible for a secondary license. The unit in collaboration with other colleges also offers Art Education, Physical Education, Music Education, Agricultural Education, and Library Science. The unit has submitted a UTeach grant and if successful, will begin implementing in spring, 2015.

The following is a list of the Advanced Programs in Initial Teacher Licensure:
3) Master's Degree 1st Time Licensure in Elementary Education
4) Master's Degree 1st Time Licensure in Secondary Education

The following is a list of the Advanced Programs in Teacher Education and Other School Personnel:
5) Literacy Studies
6) Equity and Diversity in Education
7) Special Education
8) Educational Leadership
9) School Counseling

10) We have a newly approved Graduate Certificate in Elementary Education that allows students to take only the classes they need for licensure and leave with a certificate. They are also encouraged to complete their master's degree requirements, although they do not have to.

11) We have a newly approved Graduate Certificate in Secondary Education that allows students to take only the classes they need for licensure and leave with a certificate. They are also encouraged to complete their master's degree requirements, although they do not have to.

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.

The conceptual framework of the College of Education was initially developed in 1992. The framework has been the foundation on which programs have been developed and delivered in the College of Education. The four themes of the conceptual framework are described as follows:

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

Strong Fund of Knowledge. Educator's intellectual resources and dispositions largely determine their capacity to engage students' minds and hearts in learning. Therefore, a strong fund of subject matter knowledge is essential in professional preparation. Educators must possess knowledge of, knowledge about, and a positive disposition toward subject matter. Educators must also possess a strong fund of pedagogical knowledge in order to adequately represent subject matter to students, or to translate knowledge into classroom curricular events.

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

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

Relationship of Conceptual Framework to Performance Assessment Standards

The four themes of the conceptual framework – love of learning, strong fund of knowledge, reflective
practice, and democracy and multiculturalism - have become the institutional standards from which the
unit assesses its candidates. The adopted standards for teacher preparation programs in Nevada are the
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC
Standards have been reviewed by University of Nevada, Reno College of Education faculty and
stakeholders and were combined into five domains that are referred to as the "domains of professional
competence". The domains have been woven into the existing conceptual framework and are the basis
for assessment of initial level candidates.

The five domains of professional competence are:

• Knowledge of Students and Learning Environments – The candidate understands how children learn
  and develop as well as how they differ in their approaches to learning. The candidate demonstrates that
  they can actively and appropriately support the learning of children with a variety of learning and
  behavioral characteristics.

• Knowledge of Subject Matter and Planning – The candidate has knowledge of the discipline(s) and
  his/her ability to design and develop learning experiences that allow students to learn in meaningful
  ways. The candidate selects instructional strategies and materials that are appropriate for curriculum
  goals and the learning context.

• Delivery and Management of Instruction – The candidate demonstrates his/her ability to use a variety
  of instructional materials and approaches to deliver instruction effectively. The candidate can
demonstrate use of group and individual motivation, as well as effective verbal and nonverbal
  communication to create positive and effective learning.

• Knowledge and Use of Assessment – The candidate has the knowledge and ability to use formal and
  informal assessment strategies to plan, evaluate, and strengthen instruction. The candidate demonstrates
  a positive impact on student learning.

• Professionalism – The candidate demonstrates potential as a professional educator. Reflections
  demonstrate thoughtful analysis, active inquiry, and appropriate goals for learning and development. The
  candidate presents a Performance Assessment Portfolio that is professional in all aspects, including
  writing mechanics, presentation, and appearance.
1.5 Exhibits

| 1.5.a | Pages from catalogs and other printed documents describing general education, specialty/content studies, and professional studies |
| 1.5.b | Examples of syllabi for professional education courses |
| 1.5.c | Conceptual framework(s) |
| 1.5.d | Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP) |
| 1.5.e | Updated institutional, program, and faculty information under institutional work space in AIMS |

1.5 c COE Conceptual Framework.pdf
1.5 d CACREP Letter.pdf

See Attachment panel below.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Candidate Knowledge, Skills, and Professional Dispositions

1.1.a Content Knowledge for Teacher Candidates

Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the content knowledge delineated in professional, state, and institutional standards.

The conceptual framework for basic and advanced professional preparation programs at the University of Nevada, Reno is organized around four themes: (1) a lifelong love of learning; (2) a strong fund of knowledge concerning all aspects of education; (3) reflection on educational practices; and (4) valuing democracy and multiculturalism. The College of Education teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. In the programs for initial licensure, content knowledge is developed through subject specific requirements for candidates in the Integrated Elementary Teaching Program (IETP), in the undergraduate Secondary Education program, and in the Initial Licensure Advanced Programs for Elementary (pp. 8-9) and Secondary (pp. 5-6) (see Exhibits 1.3.a various program manuals). Because passing of Praxis I exams is required prior to the candidates' admission to the teacher education program, one hundred percent pass the Praxis I examination. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach as demonstrated by the possession of a bachelor's degree in their area of expertise and their major GPA upon application to the program.

In the programs for initial licensure at the undergraduate and advanced program level, content knowledge is measured initially through major/minor GPAs at entrance to the program and through Portfolios (IETP Portfolio I, Secondary Portfolio I prior to entrance to Student Teaching Internship. Content knowledge is assessed also through a wide battery of assessments, including PRAXIS I scores in writing and math, internship assessments, and PRAXIS II scores. All programs have a minimum of an