Secondary Education Master’s Degree Program
First-Time Licensure

College of Education
Secondary Program
Mailstop 0280
WRB 3100
University of Nevada, Reno
Reno 89557

(775) 784-4961
(775) 327-5220 (Fax)
SECONDARY FIRST-TIME LICENSURE M.Ed. PROGRAM

College of Education
University of Nevada, Reno

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

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

PROGRAM ACCREDITATION

The National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP) accredits teacher education programs at the University of Nevada, Reno. NCATE/CAEP is a highly prestigious accrediting agency recognized across the country. A government-issued form of picture identification is required in order to participate in all practica or field-based courses.

CONCEPTUAL FRAMEWORK

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

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

In addition, the teacher education program is intended to help the teacher candidate acquire the knowledge, skills, and dispositions required of a professional educator. Our program supports candidate learning of the 10 InTASC standards within 4 domains of professional competence:

Domain 1: The Learner and Learning
- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Domain 2: Content Knowledge
- Standard 4: Content Knowledge
- Standard 5: Application of Content

Domain 3: Instructional Practice
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Domain 4: Professional Responsibility
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

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

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

APPLICATION PROCEDURES AND DATES

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

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

If an applicant wishes to begin course work while awaiting notification of acceptance to the graduate program, he or she may apply to the Office of Admissions and Records for admittance as a Graduate Special student. Only a total of 9 graduate credits may be applied to the master’s degree, taken as a graduate special and/or transferred from another approved institution. For questions or concerns regarding the Graduate Special application, one needs to contact mynevada@unr.edu

Revised 09/08/2014
ADMISSIONS REQUIREMENTS
In order to be considered for regular admission, the applicant must meet the conditions below. In some circumstances, applicants may be considered for provisional acceptance when all of the conditions below are not met but the program faculty support the candidate’s potential for success in the program:

Complete an application to the UNR Graduate School. Indicate on this application that the teacher candidate is applying to the Master’s First-time Licensure Program in Secondary Education (M.Ed.). The applicant should make sure that the letters of recommendation that are submitted electronically to the Graduate School are from individuals who have knowledge of the level of scholarship (e.g., a previous educator) and the applicant’s commitment to high levels of performance (e.g., a current or previous employer). The applicant must have an undergraduate GPA of 3.0 or higher from an accredited institution of higher institution.

If the undergraduate GPA is below a 3.0, the candidate can be considered for admission but placed on probationary status and given a rigorous, prescribed program by the advisor. Please note that a student with a GPA below 3.0 cannot enroll in the one-year program. If the student achieves a 3.0 or better in the prescribed program with a grade of B or better in each course, the probationary status will be removed. **The student must bring in copies of transcripts showing the new GPA to his/her advisor and acceptance into the program will be based on the advisor's consent.**

Prescribed Program Guidelines

A student who wishes to enroll in the Secondary Master of Education program and has a GPA below 3.0 cannot be considered for the one-year program. This student needs to enroll in three graduate level courses:

- CTL 702 Critical Issues in Education (offered in summer and in fall)
- CTL 620 Social Concerns in Education (offered in summer, fall, and spring)
- Another course that is suggested by the student's advisor that is rigorous.

Student must achieve at least a B or better in each of these courses and then meet with his or her advisor to gain permission to be enrolled in the program.

Steps to Admission:

1. Complete an application to the Secondary Education Program. The program application must include:
   a. An application cover sheet (found at the end of this document)
   b. A signed disposition sheet (found at the end of this document)
   c. A reflective essay, three to five pages in length (found in this document)
   d. A resume or curriculum vitae focusing on education-related experiences and experiences working with students.
   e. Two letters of recommendations from individuals who can testify to the applicant’s ability to work with students or to verify a high degree of professionalism.
2. Meet pre-professional skills testing requirements in one of these ways:
   a. Pass all three parts of the Praxis Core Academic Skills test or
   b. Pass all parts of the California Basic Education Skills Test (CBEST) or
   c. Hold an undergraduate GPA of 3.0 or better and meet the following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 420/148, b) GRE Quantitative: 460/142, and c) GRE Analytical: 430 (old version), GRE Analytical 3.5 or higher (new version) or
   d. Hold a master’s degree in any area from an accredited institution, the receipt of which required the passage of the Graduate Record Examination.

POSSIBLE CONFIGURATIONS OF PRE-LICENSEURE COURSE WORK

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

Applicants wishing to pursue the one-year option must meet the following criteria:

Prerequisites for admission to Fall Semester:
   1. Completed Nevada Teaching Major approved by an advisor with a GPA of 2.5 or higher in the major.
   2. Demonstrated skill in using technology as evidenced by work in methods course

Prerequisites for one-year admission to Semester II (Spring):
   1. Completion of fall semester I courses
   2. Successful application to the Supervised Internship
   3. Successful application to the supervised internship.
   4. Completion of Portfolio 1 (see http://www.unr.edu/Documents/education/college/secondary_portfolio.pdf for specific details

Applications wishing to pursue the two-year option must meet the following criteria:

Fall and Spring (depending on admission date)

   1. Complete the Nevada Teaching Major approved by an advisor with a GPA of 2.5 or higher in the major.
   2. Demonstrate skill in using technology as evidenced by work in methods course
   3. Complete courses that are outlined by the advisor (e.g., content methods course, general methods course). The set of education courses are outlined in the section titled Licensure Course Work.
   4. Successful application to the supervised internship
   5. Completion of Portfolio 1 (see http://www.unr.edu/Documents/education/college/secondary_portfolio.pdf for specific details
**LICENSURE COURSE WORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTL 702</td>
<td>Critical Issues in Secondary Education (3 cr.)</td>
<td>3</td>
<td>Summer or Fall</td>
</tr>
<tr>
<td>*CTL 650</td>
<td>General Secondary Teaching Methods (4 cr.)</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDSP 611</td>
<td>Students with Disabilities in the Regular Classroom (3 cr.)</td>
<td>3</td>
<td>(all semesters)</td>
</tr>
<tr>
<td>CTL 620</td>
<td>Sociocultural Concerns in Education (3 cr.)</td>
<td>3</td>
<td>(all semesters)</td>
</tr>
<tr>
<td>EDSC 6xx or EDCT 665</td>
<td>Content Methods Course (3 cr.)</td>
<td>3</td>
<td>(Fall)</td>
</tr>
<tr>
<td>EDUC 647</td>
<td>Parent Involvement and Family Engagement (3 cr.)</td>
<td>3</td>
<td>(Summer, wintermester, spring)</td>
</tr>
<tr>
<td>CTL 699</td>
<td>Supervised Internship (9 cr.)</td>
<td>9</td>
<td>(Does not count toward Master’s)</td>
</tr>
</tbody>
</table>

*Need Instructor permission to enroll in this course. This course requires at least 45 hours of practicum experience approved by the instructor.*

The EDSC 6xx or EDCT 665 requirement listed above is filled by taking one of the content methods courses as appropriate for the major and score at least a B or better.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
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</thead>
<tbody>
<tr>
<td>EDSC 673</td>
<td>Teaching Secondary Social Studies (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDSC 643</td>
<td>Second Language Instruction in the Secondary School (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDSC 663</td>
<td>Teaching Secondary School Science (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDSC 653</td>
<td>Teaching Secondary Mathematics (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDCT 665</td>
<td>Methods course for Career and Technical Education (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDSC 633</td>
<td>Teaching Secondary English (Fall only)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>And EDUC 615</td>
<td>Teaching Writing in the Schools (Spring only)</td>
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</tr>
</tbody>
</table>

*English majors need both EDSC 633 and EDUC 615 before they can intern.*
### The One-Year Option

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer and Fall and</td>
<td>CTL 702 (3 credits)</td>
</tr>
<tr>
<td>Wintermester</td>
<td>CTL 620 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>EDCT 665 or EDSC 6xx (3 credits)</td>
</tr>
<tr>
<td></td>
<td>EDSP 611 (3 credits)</td>
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<tr>
<td></td>
<td>CTL 650 (4 credits)</td>
</tr>
<tr>
<td></td>
<td>EDUC 647 (3 credits)</td>
</tr>
<tr>
<td>Spring</td>
<td>CTL 699 (9 credits)</td>
</tr>
</tbody>
</table>

**Other Configurations for Completing the Pre-Licensure Coursework as a Two-Year Option:**

The teacher candidate can take courses based on when they are offered in the fall, wintermester, spring, and summer sessions. The following are courses and when these are normally offered during the year:

- CTL 702 (3 credits) (offered summer and fall)
- CTL 650 (total of 4 credits; requires at 45 hour practicum offered fall only)
- EDCT 665 or EDSC 6xx (3 credits) (offered fall only)
- EDSP 611 (3 credits) (offered summer, fall, and spring)
- EDUC 647 (3 credits) (offered summer, spring, and winter session)
- CTL 620 (3 credits) (offered summer, fall, and spring)
- CTL 699 (9 credits) (offered fall and spring; must be taken after all other required coursework is complete)

**APPLICATION AND CRITERIA FOR THE SUPERVISED INTERNSHIP**

Application for the supervised internship must be completed early in the semester prior to the internship. Applications for the supervised internship are due on a date determined by the Office of Field Experiences.

To be approved for the supervised internship, you must demonstrate successful completion of these criteria:

- A. Completion of the bachelor’s degree (satisfied upon admission to the program)
- B. Passing scores on the Praxis Core Academic Skills test or CBEST or evidence of meeting pre-professional skills requirements
- C. Completion of all pre-licensure course work
- D. Completion of fingerprinting and background check. An arrest and conviction, depending on the severity of the case, may disqualify an applicant from obtaining a teaching license (satisfied with approval for Nevada substitute teaching license)
- E. Approval of the student’s advisor including approval of the course work required for the chosen teaching major
- F. Completion of the methods course in the student’s major with a grade of “B” or better

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G. Completion of requirements in U.S. Constitution, Nevada Constitution, and Nevada School Law
H. Successful completion of Portfolio I.
I. Nevada substitute license and related district substitute license (highly recommended)

ADDITIONAL SUPERVISED INTERNSHIP INFORMATION

Most supervised intern placements are made in the Washoe County School District because of the proximity of our students to this area, and the strong working relationship the UNR College of Education has with this district. Placements in the following school districts are also common: Carson City, Churchill, Douglas, Lassen (CA), Lyon, Placer (CA), Sierra Plumas (CA), and Storey. In some circumstances, a student may desire a supervised internship placement in a school outside of the areas mentioned above. Any student who requests such a placement must acquire a written recommendation from his or her advisor. Further, out of area placements can only be made if an appropriate placement and supervisor can be found.

Students must teach in their majors during the supervised internship.

LICENSURE REQUIREMENTS

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

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

Requirements to become a program completer eligible for licensure include:

1. Passing scores on all appropriate components of the PRAXIS II examination.
3. Completion of all licensure coursework including the teaching internship.

COMPLETION OF THE MASTER'S OF EDUCATION

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CEP 705</td>
<td>Advanced Hum Growth and Development (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>CTL 746</td>
<td>Secondary Curriculum (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>CTL 721</td>
<td>Evaluation of Classroom Learning (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>XXX ???</td>
<td>Advisor Approved Elective</td>
<td></td>
</tr>
<tr>
<td>CTL 795</td>
<td>Comprehensive Exam (1-3 cr.)</td>
<td></td>
</tr>
<tr>
<td>EDRS 700</td>
<td>Introduction to Research (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>
Completion Requirements for the M.Ed. include:

a. Filing a program of study to the Graduate School under the guidance of one’s advisor.

b. Completion of the remaining graduate course work in the M.Ed. program.

c. Maintaining a 3.0 GPA in all graduate work.

d. Successful completion of the Advanced Performance Assessment requirement. The Master’s Degree culminates in a scholarly activity, namely, a project, a professional paper, or a portfolio. Students who enter the Master’s program should be aware of the culminating activity as part of their initial advisement. The advisor has to first approve of the student’s choice of how to complete the advanced performance assessment. The Advanced Performance Assessment requirement is to be completed in addition to Portfolio I and Portfolio II (which is part of the internship experience). It is highly recommended that the students confer with their advisors throughout their programs to remain on track for successful completion of their program completion assessments (see [www.unr.edu/x24586.xml](http://www.unr.edu/x24586.xml) for more information on the Advanced Performance Assessment process).

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

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

Reflective Practitioner

Professional Ethics.

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

Collaboration.

The candidate works effectively with professional colleagues and other adults.

Commitment to Teaching.

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

Emotional Maturity.

The candidate responds to frustration and stress appropriately.

Professional Demeanor & Responsibility

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

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

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

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

Professional Feedback

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

Self-Reflection

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

Multicultural and Democracy

Student Focus

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

Commitment to Diversity

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

Love of Learning & Strong Fund of Knowledge

Initiative

The candidate is independent and goes beyond minimum expectations.

Problem Solving

The candidate is an active and effective problem solver.

Commitment to Learning

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

Emotional Maturity.

The candidate responds to frustration and stress appropriately.

Professional Demeanor & Responsibility

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

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

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

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

Professional Feedback

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

Self-Reflection

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

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

Candidate Signature: ___________________________________________ Date: __________

Candidate Name (Print): _______________________________________________________

Revised 09/08/2014
MASTER’S OF EDUCATION DEGREE APPLICATION FORM

Secondary Education

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

Name __________________________________  NSHE#_______________________________
Address: __________________________________________
________________________________________
________________________________________
Home Phone: (___)______________________
Work Phone: (___)_______________________
Email: ______________________________________

SECONDARY EDUCATION

__ M.Ed. (1st time licensure)

Primary area of interest (e.g., English, Science, Mathematics, etc.): ____________________
Check if including:
___ Resume
___ 3-5 page essay on goals (See requirements on page 3 of manual.)
___ Praxis Core Academic Skills/CBEST or evidence of meeting pre-professional skills
  requirement in Nevada
___ Signed dispositions form
___ Letters of recommendation

I understand the Secondary Program Office (WRB 3100) must have received all application materials,
which includes this form. The Graduate School must have received an application form and all
transcripts. (The Graduate School will notify applicant of acceptance/denial after secondary program
advisor makes decision.)

Signature: ________________________________________   Date: ____________________

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

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

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

Applicant’s Signature ________________________________  Date: ____________________