



College of Education
AT THE UNIVERSITY OF NEVADA, RENO

Master's Degree in Secondary Education (M.Ed.)

PROGRAM DESCRIPTION AND HANDBOOK

First-Time Licensure



Revised:
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College of Education
Mailstop 0280
WRB 3100
University of Nevada, Reno
Reno, NV 89557

(775) 784-4961
(775) 327-5220 (FAX)

ABOUT US



The Reno Area

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets.

The University

- Boasts a fitness facility of more than 108,000 square feet
- Offers affordable, top-tier education
- Houses one of nation's most technologically advanced libraries
- Provides students the opportunity to work closely with research faculty and professionals

As Nevada's flagship land-grant institution, the University has been instrumental in the history of the nation's fastest-growing state. One of the top 150 research universities in the country, the University of Nevada, Reno is fully accredited by the Northwest Association of Schools and Colleges, the official accrediting agency of most Western states.

The University of Nevada, Reno was founded in 1874 as the State University of Nevada in Elko, Nevada, about 300 miles northeast of its present-day campus in Reno. The site for the university preparatory school in eastern Nevada (where no state institutions had previously been located) proved to be impractical, as nearly half of the state's residents lived in the Reno-Carson City area. In 1885, the legislature approved the move of the University from Elko to Reno.

In the last 35 years, the University has met the challenges of leadership in what is now the fastest-growing state in the country, with student enrollment rising to more than 21,000 in fall 2016. Most recently, the university replaced the Jot Travis Student Union with the Joe Crowley Student Union, one of the most transformational buildings ever built on campus. This 167,000-square-foot, "green" environmentally friendly facility signals a shift in campus expansion, offering the campus and community a new

centrally located "front door" to the University from Virginia Street. In 2008, one of the nation's most technologically advanced libraries, the Mathewson-IGT Knowledge Center, opened next to the Crowley Student Union, further signaling the campus' move north. In 2016, the new 78,000 square foot William N. Pennington Student Achievement Center opened to provide a central building for all student services and in 2017 the university broke ground for a new arts center. The university's most recent building addition is the E. L. Wiegand Fitness Center. The new fitness facility is more than 108,000 square feet with three basketball gymnasiums, areas for weightlifting, cardio training, mind-body training, a fitness staircase, 1/8th mile running track and a multitude of new fitness classes and activities.

The University of Nevada, Reno is an affordable Tier One university. Our students pay 80 percent less than the average Tier One institution, making UNR a best buy amongst Tier One universities. Unlike many public research universities, the University of Nevada, Reno offers its students the chance to get up close and personal with highly credentialed faculty, researchers and professionals. Ph.D. professors regularly teach undergraduate students and invite them to research labs or internships. Graduate students work closely with professors on major research projects while developing their own research skills and projects. UNR Faculty are world renown, respected members of their fields and often bring home research and career achievement awards.

Along with its academic benefits, the University of Nevada, Reno is a beautiful campus located in one of the most picturesque areas of the country. From the 100-year-old, elm tree-lined Jeffersonian quad to the state-of-the-art Mathewson-IGT Knowledge Center, the campus possesses historic beauty and digital convenience alike. Nestled at the base of the Sierra Nevada, the city of Reno is closer to cities such as Sacramento and San Francisco than Las Vegas. In contrast to Las Vegas, Reno offers its residents an invigorating taste of all four seasons.

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets. Located on the border between the Great Basin and the Sierra Nevada, Reno has been dubbed "America's Adventure Place" for its impressive and diverse geographic offerings. With crystal clear Lake Tahoe 30 minutes to the west, the barren Black Rock Desert to the northeast, and Yosemite a short road trip to the southwest, Reno is a great destination for nature lovers and adrenaline junkies alike.

Reno offers a favorable quality of life that has been recognized by numerous national sources, including *Forbes* magazine. Reno's population enjoys an array of cultural activities, including museums, numerous theatre companies, a symphony, ballet and opera. There are several major venues for concerts, sporting events and other live performances, including the Lawlor Events Center on campus and the Reno Events Center, located less than a 10-minute walk from campus. In recent years, Reno has experienced a Bohemian cultural renaissance, with a growing arts community, increasing international flavor and the annual counterculture festival, Burning Man.

INTRODUCTION

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 a Masters in Education. 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 also move through the program at a slower pace. Students must meet graduate school admissions requirements, maintain the 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 website](#).

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



National Council for Accreditation
of Teacher Education

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.

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 a successful graduate to:

- Develop a strong foundation of knowledge about teaching and learning
- Display a love of learning
- Value democracy and pluralism
- 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

Admission Procedures & 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. Applicants for the Master’s First- time Licensure Program in Secondary Education need to submit complete applications by the appropriate deadline for each upcoming semester. Applicants wishing for admittance into the program in the upcoming fall semester need to apply by April 15. Applicants wishing for admittance into the program in the upcoming spring semester need to apply by October 15.

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.

Admission Requirements

In order to be considered for admission, the applicant must meet the conditions below:

Complete an application to the UNR Graduate School. For more specific details on this process, refer to <http://www.unr.edu/grad/admissions>. Indicate on this application that the teacher candidate is applying to the Master’s First-time Licensure Program in Secondary Education (M.Ed.), the program is “ME” or “MEd” and the major is “secondary.” The applicant should make sure that the references 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 learning. A government-issued form of picture identification is required in order to participate in all practica or field-based courses.

Steps to Admission:

1. Complete an application to the Secondary Education Program. All application materials are to be submitted to the UNR Graduate School for this program. Once an application is completed, the UNR Graduate School will forward the application to the Secondary Education Program for an acceptance decision.
2. 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, which discusses the applicant’s understanding of the purpose of public education and how the complex issues facing secondary educators will affect the applicant as a teacher.

- d. A resume or curriculum vitae focusing on education-related experiences and experiences working with students.
 - e. References (e.g., 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. These may be references that are part of the Graduate School application.
3. 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 which required the passing of the Graduate Record Examination (GRE). The applicant is expected to provide documentation to this effect.
 4. In all other cases, except for the distinction above (see d), please provide an official copy of your test scores.

Possible Configurations of Licensure Course Work

The 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:

Completed Nevada Teaching Major approved by an advisor with a GPA of 2.5 or higher in the major.

Prerequisites for one-year option admission to semester II (spring):

1. Completion of fall semester I courses
2. Successful application to the supervised internship
3. [Completion of Portfolio 1](#)

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

Fall and Spring (depending on admission date)

Complete the Nevada Teaching Major approved by an advisor with a GPA of 2.5 or higher in the major

1. 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
2. Successful application to the supervised internship
3. [Completion of Portfolio 1](#) for specific details

Licensure Course Work

CTL 702	Critical Issues in Secondary Education (3 cr.)
*CTL 650	General Secondary Teaching Methods (4 cr.)
EDSP 611	Students with Disabilities in the Regular Classroom (3 cr.)
EDUC 613	Education for a Changing World (3 cr.))
*EDSC 6xx or EDCT 665	Content Methods Course (3 cr.)
EDUC 647	Parent Involvement and Family Engagement (3 cr.)
CTL 699	Supervised Internship (9 cr.) (fall or spring)

*Need Instructor permission to enroll in this course.

*EDSC 673	Teaching Secondary Social Studies
*EDSC 643	Second Language Instruction in the Secondary School
*EDSC 663	Teaching Secondary School Science
*EDSC 653	Teaching Secondary Mathematics
*EDCT 665	Methods course for Career and Technical Education
**EDSC 633	Teaching Secondary English and
**EDUC 615	Teaching Writing in the Schools

***Need instructor's permission**

****English majors need both EDSC 633 and EDUC 615 before they can intern**

The One-Year Option

Semester	Courses
Summer and Fall and Wintermester	CTL 702 (3 credits) EDUC 613 (3 credits) EDCT 665 or EDSC 6xx (3 credits) EDSP 611 (3 credits) CTL 650 (4 credits) EDUC 647 (3 credits)
Spring	CTL 699 (9 credits)

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

The teacher candidate can take courses based on when these 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) (typically offered summer and fall)
CTL 650	(total of 4 credits; requires at 45 hour practicum offered fall only)
EDSC 6xx**	(3 credits) (offered fall only)
EDSP 611	(3 credits) (typically offered summer, fall, and spring)
EDUC 647	(3 credits) (typically offered fall, spring, and summer)
EDUC 613	(3 credits) (typically offered fall and spring) or EDUC 613 (typically offered summer, fall, spring)
CTL 699	(9 credits) (offered fall and spring; must be taken after all other required coursework is complete)

** Content methods courses are typically offered in fall; however, EDCT courses are offered on more open schedule, depending on the number of students in enrollment.

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, the student 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 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. Nevada substitute license and related district substitute license (mandatory).

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. 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, or in another country. 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 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. This agency is responsible for issuing** the appropriate teaching credential.

Requirements to become a program completer eligible for licensure include:

1. Passing scores on all appropriate components of the CBEST, PRAXIS II or GRE examination.
2. 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; this program of study includes a minimum of 36 graduate credits, at least 15 of which must be at the 700-level. The following are a list of courses that are typically included in a program of study.

CTL 730	Critical Pedagogy (3 cr.)
CTL 721	Evaluation of Classroom Learning (3 cr.)
EDRS 700	Introduction to Research (3 cr)
*XXX ???	Advisor Approved Elective
*XXX ???	Advisor Approved Elective
CTL 795	Comprehensive Exam (1-3 cr.)

** Possible elective: CTL 742 Models of Teaching, EDSC 659 Technology Application in Secondary Mathematics, or Special Topics courses offered in various departments.

Completion Requirements for the Master of Education Degree Include:

- Filing a program of study to the Graduate School under the guidance of one's advisor.
- Completion of the remaining graduate course work in the M.Ed. program
- Maintaining a 3.0 GPA in all graduate work.
- Successful completion of the Advanced Performance Assessment requirement. The Master's Degree culminates in a scholarly activity, namely, a project. Students who enter the M. Ed. 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.
- Completion of all requirements listed in this manual at any stage of the program.

Additional Requirements by the Graduate School

It is important to read the mandatory policy for health insurance for domestic graduate students that is now in effect. This information is accessible through this web address: <http://www.unr.edu/grad/health-insurance> Also, the student will need to complete additional forms:

One of the forms is the advisor form – (<http://www.unr.edu/grad/forms/declaration-of-advisor>.)

Also, the student will be asked by the end of the third semester in the program to complete the **Program of Study** (<http://www.unr.edu/Documents/graduate-school/program-of-study.pdf>), a form that serves as an official agreement between the student and the department. Every student must submit this form for graduation review. The form lists all courses required for degree completion, establishes the advisory committee with the Graduate School, and the form is evaluated in accordance with department and university policies. The form is to be submitted no later than the semester prior to graduation. This allows sufficient time for approval review and any potential enrollment requirements. Please note that the total amount of credits that are required for a secondary Master of Education is 36 credits.

Every student must complete the **Notice of Completion (Doctoral, Master's)** form by their graduating semester. This is a generic form for over 70 graduate programs and it relates to the cumulative project (Dissertation, thesis, professional paper, comprehensive exam). Fill out the sections that apply for your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation.

Secondary Education Teacher Licensure Candidate Professional Behaviors and Dispositions Form

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. Candidates are to read and sign this form and attach it to their application for admission to teacher education.

Habits of Thinking and Action toward Own Learning are Appropriate....

Concept	Explanation
Love of Learning & Strong Fund of Knowledge	<p>Initiative</p> <ul style="list-style-type: none"> • Teacher Candidate (TC) is independent and goes beyond minimum expectations. <p>Problem Solving</p> <ul style="list-style-type: none"> • TC is an active and effective problem solver. <p>Commitment to Learning</p> <ul style="list-style-type: none"> • TC is curious and interested in learning more about students and content areas. • TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.

Habits of Thinking and Action toward Reflective Practice are Appropriate....

Concept	Explanation
Disposition toward Reflective Practice	<p>Professional Ethics</p> <ul style="list-style-type: none"> The candidate adheres to standards of ethical conduct including academic honesty and confidentiality. <p>Collaboration</p> <ul style="list-style-type: none"> The candidate works effectively with professional colleagues and other adults. <p>Commitment to Teaching</p> <ul style="list-style-type: none"> The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents. <p>Self-Reflection</p> <ul style="list-style-type: none"> TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter. <p>Professional Feedback</p> <ul style="list-style-type: none"> TC is receptive and responsive to professional feedback incorporating suggestions into practice. <p>Self Awareness</p> <ul style="list-style-type: none"> TC has a realistic sense of own strengths and weaknesses.

Habits of Thinking and Action toward Professional Conduct are Appropriate...

Concept	Explanation
Disposition toward Professional Conduct	<p>Professional Demeanor and Responsibility</p> <ul style="list-style-type: none"> The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate wears appropriate professional attire as established by the course instructor. The candidate is poised and professional in his or her demeanor.

Concept	Explanation
.	<ul style="list-style-type: none"> The candidate is flexible and is able to make adjustments to changing student needs and circumstances. <p>Emotional Maturity</p> <ul style="list-style-type: none"> The candidate responds to frustration and stress appropriately.

Habits of Thinking and Action toward Professional Conduct are Appropriate...

Concept	Explanation
Disposition toward Students and Diversity	<p>Student Focus</p> <ul style="list-style-type: none"> The candidate recognizes and respects students as valued and unique individuals. The candidate demonstrates the belief that all students have the right and ability to learn. <p>Commitment to Diversity</p> <ul style="list-style-type: none"> The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual identities, social classes, abilities, political beliefs, and disabilities.

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.

Signature

Date

Master's of Education Degree Application Form

Secondary Education

Please complete this form and return it to:

**Secondary Education Program MS 280, 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
- Praxis Core Academic Skills/CBEST or evidence of meeting pre-professional skills requirement in Nevada
- Signed dispositions form
- References (these may be references that are part of the Graduate School application or two letters of recommendations submitted as part of the program packet).

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: _____