



College of Education
UNIVERSITY of NEVADA, RENO



EDUCATION
DOCTORAL PROGRAM
*Student Advisement
Manual*

College of Education
Mailstop 0278
University of Nevada
Reno, NV 89557

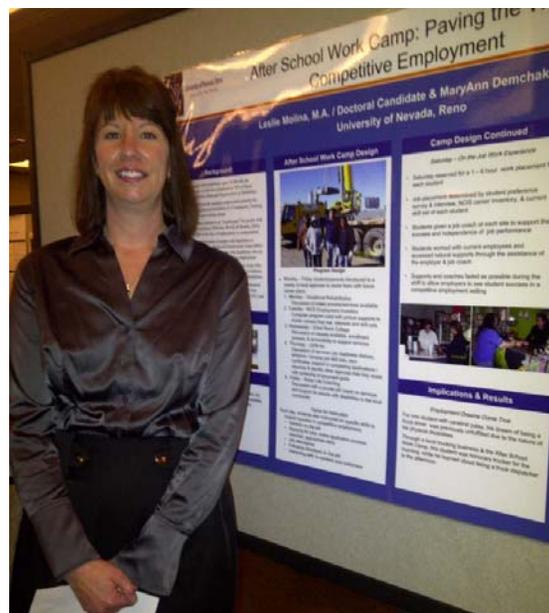


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Welcome to the College of Education doctoral program at the University of Nevada, Reno. We are pleased that you have decided to pursue your doctoral education with us and have been accepted to the program. We are committed to helping you make this experience both professionally and personally rewarding. Though doctoral programs can often seem hectic and demanding, life as a doctoral student is a unique opportunity for creative activities, reflection, research, and personal development. Our caring, collaborative, and collegial learning environment has been designed to maximize your growth and success. We are excited to learn more about you and begin this journey with you.



Areas of Emphasis

The College of Education offers a Doctor of Philosophy degree (Ph.D.) with six areas of emphasis. A Doctor of Education degree (Ed.D.) is offered in Educational Leadership. Areas of Emphasis available in the Ph.D. program include the following:

- **Development, Learning & Technology** - This emphasis area allows students to focus on lifespan human development, theories of learning and cognition, and applications of information technology to human learning. Students take courses relating to each area: development, learning, and information technology; but may focus primarily on one aspect as a specialization.
- **Educational Leadership** - This emphasis area focuses on advanced leadership preparation as it applies to K-12 or to higher education settings. The Ph.D. prepares students for leadership or teaching at the college level or for roles in policy analysis and research. The Ed.D. option is available in this emphasis area for practicing professionals in K-12.
- **Equity & Diversity in Education** - This program allows educators and those in related fields to enhance their knowledge, skills, and dispositions to work more effectively with individuals from diverse backgrounds.
- **Literacy Studies** - Literacy instruction and its intersection with English language learning and issues of culture and diversity are the foci of this emphasis area. Students take courses relating to each area: literacy, language development and learning, and cultural/multicultural studies; but may focus primarily on one aspect as a specialization.
- **Math, & Science Education**- This emphasis area explores the effective teaching of math and science, as well as applications of various technologies in these fields and their impact on society. Students may focus on math or science education specifically, but will have a broad exposure to the MSTs area.
- **Special Education & Disabilities Studies** - Study in this area emphasizes issues of disability as they apply to education and human service agencies. Students may focus broadly across disability areas and age ranges, or they may focus more narrowly. Courses are available in the categorical areas of learning disabilities, emotional/behavioral disorders, autism, intellectual disabilities and severe multiple disabilities, and early childhood special education. Cross-categorical courses are also offered, as well as special topics courses related to key contemporary issues in special education.

Changing Emphasis Areas after Admission

Any student accepted to the Ph.D. who desires to change the emphasis area after acceptance to the original area is required to submit a letter of request explaining why the change is desired. The faculty in the requested emphasis area must review the request and the student's file and indicate their willingness to chair and/or serve on the student's committee as well as make a recommendation to grant the request or not. Subsequently, the College of Education Doctoral Committee will review the request and emphasis area input to determine if the request should be approved. Any student requesting such a change is cautioned that additional coursework will likely be needed in that the core content of the new emphasis area must be met. After the College of Education Doctoral Committee approves the request to change the emphasis area, the Graduate Director must submit a memo approving the change to the Graduate School.

When admitted to the program, you are assigned an initial, temporary advisor. When taking courses and working toward your mid-program review, you should be carefully thinking about choosing a permanent advisor. Choosing an advisor is an important decision, as he/she will be your guide throughout your Ph.D. program. Although it is possible to change advisors, it is not desirable. It is preferable that you choose one advisor for the entirety of your program. It is important that you choose someone with whom you are compatible and someone who works in your area of interest. You might consider the following suggestions when making a choice:

1. Consider taking a course from and possibly an independent study with a potential advisor to learn about your working style with the individual.
2. Consider the research being conducted by a potential advisor. Does it interest you? Do you share views on paradigms and theories?
3. Consider reading the potential advisor's publications. Is he/she currently active in the field? Does she/he have a strong publication record indicating that he/she can assist you as you begin to publish?
4. Consider interviewing current and former students of the potential advisor. Conflicts are inevitable; perhaps ask how conflicts were handled. Did the students feel supported? What would they list as the pros and cons of this potential advisor? If possible, contact former students. They might be more likely to answer honestly than current students.
5. Consider the working relationship of the advisor and others you want on your committee. It is important that your committee works well together.

The following article also has a section on choosing advisors, including additional questions to consider asking of potential advisors and former students: [http://www.eng.auburn.edu/~tropical/Advice for Grad Students.pdf](http://www.eng.auburn.edu/~tropical/Advice%20for%20Grad%20Students.pdf)

Advice from Students

“Take your time picking an advisor and check this/her CV to ensure she/he can support you in your research. Ask around and take time to look for a good fit.”

Tips For Success

1. Prepare for meetings with your advisor by being well-organized (bring materials as needed, have a list of items to discuss).
2. Review UNR Graduate School guidelines regularly to ensure you are following all requirements and timelines. (<http://www.unr.edu/grad>)
3. Have at least two to three people read and give feedback on all papers prior to giving them to your advisor. This should include ensuring that all submitted papers are well edited.
4. Consult your advisor before consenting to work with another faculty member on any project that is not a part of your GA work or coursework.
5. Prior to each semester, meet with your advisor to finalize your class schedule and review your Program of Study.
6. Don't force yourself into a research topic that you're uncomfortable with.
7. Maintain life balance by engaging in recreation, exercise, and social activities unrelated to your scholarly pursuits.
8. If you decide to change research endeavors, try to use your existing resources. Avoid changing topics if at all possible.
9. Research is not a linear process. Be prepared to write and rewrite.
10. Take time to reflect when you need it.

The advisory-examining committee consists of at least five graduate faculty members, including the permanent advisor as chair. This committee is composed of:

- Two or more members from the emphasis area,
- One or more faculty from related emphasis areas or departments in related fields, and
- At least one member of the graduate faculty from outside the student's major program who is the Graduate School Representative (adapted from http://www.unr.edu/Documents/colleges/grad/forms/Program_of_study.pdf).

Students may request the appointment of a committee member from the faculty of another university or from a relevant discipline or profession, provided the prospective member has achieved a record of distinction. The student and advisor must submit a written request along with the faculty member's vita to the College of Education Doctoral Program Graduate Director. If approved at this level, then the request and vita is submitted to the Graduate School Dean.

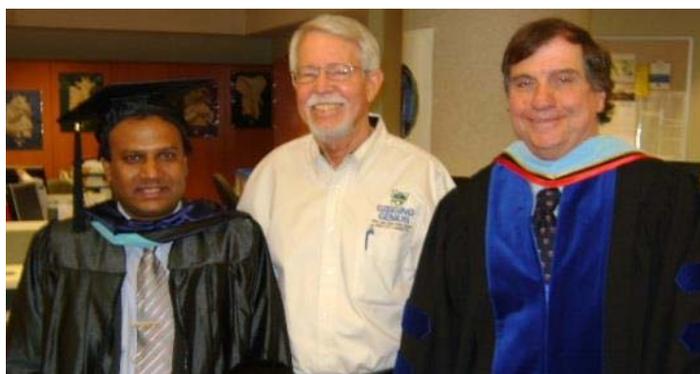
Formal approval of the student's advisory/ examining committee is made by the Graduate School Dean.

For students going directly from the bachelor's degree to the Ph.D., the advisory/examining committee should be formed prior to the completion of 24 credits in graduate courses. Students entering a Ph.D. program with a master's degree should form the advisory/examining committee during their first semester of enrollment.

The table that follows on the next page indicates area of emphasis affiliation for each College of Education faculty member.

Changing Committee Members

Changing committee members is a process that should be taken seriously. It is expected that the student retains his or her original committee unless a strong, defensible reason to the contrary can be provided. An unacceptable reason, for example, would be that a committee member holds high but fair expectations for the student's work ethic, work quality, and professionalism. If changes are to be made, the committee chair should discuss proposed committee changes with the student and the relevant committee members to be added and removed. It is inappropriate to simply provide a committee member with a removal form without any such discussion.



Faculty in Each Area of Emphasis

Development, Learning & Technology	Math & Science Education	Literacy Studies
Meilissa Burnham Livia D'Andrea Lydia DeFlorio Bill Evans Brenda Freeman Tom Harrison Hyun-Joo Jeon Leping Liu Jill Packman Bridget Walsh	John Cannon David Crowther Teruni Lamberg Bob Quinn Lynda Wiest	Diane Barone Julie Pennington Rachel Salas Dianna Townsend
Educational Leadership	Special Education & Disabilities Studies	Equity & Diversity Education
Gus Hill Rita Laden Pat Miltenberger George Perreault Bill Sparkman Bill Thornton Janet Usinger Deborah Verstegen	Tammy Abernathy Ann Bingham MaryAnn Demchak Scott Harrington Bob Ives Steve Rock Shanon Taylor	Rod Case Margaret Ferrara Bob Ives Steve Lafer Jenny Mahon Eleni Oikonomidou Lynda Wiest

General Information Regarding Coursework

Student Responsibilities

Each student is responsible for all university, graduate school and graduate program requirements including deadlines, dates for registration, change of registration, fee payment, filing of programs of study, changes in program of study, and application for graduation. Each student is responsible for the maintenance of a campus environment that is conducive to intellectual curiosity, civility and diversity. Each student is responsible for informing the university of changes in address, phone number, enrollment changes which might affect financial aid or assistantship awards, and/or any other circumstances which could affect satisfactory progress towards a degree. Each student is responsible for attending class and completing all assignments in accordance with the expectations established by their instructors and programs of study (**UNR general catalog - Student Expectations**).

Continuous Enrollment Requirement

Once you are admitted to a graduate program, you must be continuously enrolled in a minimum of 3 graduate credits during both fall and spring semesters (summers excluded) or apply for a leave of absence. Graduate Assistants must be enrolled for a minimum of 6 graduate credits each regular semester. Forms for such a leave may be obtained on-line from the Graduate School site.

Doctoral Program Residency Requirement

You must complete a two-semester residency sequence consisting of successive semesters, excluding summer, of at least 9 credits each semester.

Grading

All course work for an advanced degree must be completed with a grade of “C” or better. This means a course for which you receive a “C minus” or below cannot be used to satisfy degree requirements. If the course is required, you will have to re-take the course. An overall GPA of 3.0 must be maintained.

S/U Grades: There are limits to the number of Satisfactory/Unsatisfactory (previously called Pass/Fail) credits that may be applied to a degree, for doctoral degrees the limit is nine (9). This limit is not applicable to thesis or dissertation credits.



Program of Study

The program of study (POS) allows you to plan your program coursework. After completing approximately 18 graduate credits, meet with your chair and complete a draft of the Program of Study. This form, available online through the Graduate School, lists all of the courses that you will take. The POS must be approved by all members of the Advisory/Examining Committee. The Advisory/Examining Committee is made up of at least five graduate faculty members. With the approval of your advisor, some courses selected for the Program of Study may be changed as you progress through your program. If changes occur, a "Change of Program" form must be filed with the Graduate School prior to applying for graduation. All Graduate School forms are located at <http://www.unr.edu/grad/forms/>

The **Doctor of Philosophy (Ph.D.)** program requires a minimum of 96 credits beyond the baccalaureate degree, which includes 24 credits of dissertation. Of the remaining 72 credits, a maximum of 24 credits (with grades of B or better) may be applied from a master's degree program or previous post-baccalaureate graduate studies program toward the doctoral degree. These credits must be approved by your chair, the College of Education Doctoral Director of Graduate Study, and the Dean of the Graduate School. Credit for completion of a thesis or special project may not be included.

At least 30 credits of 700-level courses beyond the bachelor's degree, exclusive of dissertation credits, are required for the Ph.D. degree. As many as 18 credits of 700-level course work may be used from a master's degree program (University General Catalog, under Graduate School). Degree requirements must be completed within 8 years of admission to the program.

Overall Ph.D. Curriculum Structure -- minimum credits for degree: 96

24 credits: Research and required core

24 credits: Area of emphasis in one of the following (required core courses for each emphasis area are listed on a following page)

- Educational leadership
- Learning, development and technology
- Literacy studies
- Equity & diversity in Education
- Math & Science Education
- Special education and disability studies

24 credits: Cognate (comprised of a second area of emphasis, interdisciplinary courses related to the emphasis area, or other courses to support, deepen, or broaden your advanced preparation)

24 credits: Dissertation

Advice from Students

"Don't forget to look outside of the College of Education for courses. There may be applicable classes offered in other colleges."

"Prior to submitting your program of study to the Graduate School, make a copy for your records. Given the processing time, follow up with the Graduate School in 4 to 6 weeks to be sure that it has been received."

Required Research and Core Courses

Doctoral study requires both depth and breadth of knowledge in research design and statistics to provide scholars with tools of inquiry and analysis. Faculty members of the College of Education believe in the critical importance of educational research and its ability to contribute to the systematic improvement of teaching and learning. Consequently, there is a strong commitment to ensuring the research competence of all students who graduate from our doctoral program. Doctoral program experiences are designed to ensure that the educational professionals who complete our program have the skills needed to locate research that is relevant to their own present and future professional roles and duties; evaluate the research of others; and design, conduct, and disseminate the results of their own research studies. The research and statistics courses in the college are designed to contribute to the mastery of these skills. The following required courses are designed to provide a solid foundation for doctoral study and research, as well as for a career in academia or leadership in education. Substitutions of equivalent courses must be approved by the Director of Graduate Study, as well as by your Advisory/Examining Committee.

The following courses are required for all COE Ph.D. students, regardless of emphasis area:

EDUC 779 Doctoral Seminar

EDRS 740 Advanced Educational Measurement and Statistics

EDRS 741 Applied Research Design and Analysis in Education I

EDRS 743 Applied Research Design and Analysis in Education II

EDRS 752 Qualitative Research in Education

EDRS 753 Advanced Qualitative Research in Education

EDRS 790 Research Applications in Education

Research elective (must select one of the following with advisor/committee):

EDRS 761 Program Development and Evaluation

EDRS 785 Survey Research in Education

Special topics research course such as Single Case Design; Mixed Methods Design; others from outside COE (with approval)

Tips for Success

You can change your program of study, but the courses listed to the left are required and cannot be removed from your program of study.

* Lower level courses such as EDRS 640 and EDRS 700 or equivalents are prerequisites.

Advice from Students

"Don't be afraid to make changes in your program of study, just talk with your advisor and file a 'change of program' with the Graduate School."

"When completing your program of study look to see when required courses, or other courses you want, are offered. Many classes are offered only once every two years – you don't want to miss out on them!"

Required Core Courses within Each Emphasis Area

Development, Learning, & Technology	Educational Leadership	Equity & Diversity	Literacy Studies	Math & Science Education	Special Education & Disabilities
<p>Each student is required to take:</p> <p>1 development course: CEP705 Advanced Human growth and Development Or a 700 level human development course 1 learning theory course: CEP 738 Learning Theory in Education CEP 636 Cognitive Learning 1 Info Technology foundation course: CEP 720 Instructional Design in Information Tech. CEP 725 Assessment in Information Tech.</p>	<p>Each student is required to complete a course in the following areas:</p> <p>School law Organizational theory Leadership</p>	<p>Each student must take a minimum of 1 course from the following: EDUC 761 Gender Issues in Ed. EDUC 740 Social Class and Schooling EDUC 680 Multicultural Issues EDUC 776R Multicultural Seminar</p>	<p>Each student must take a minimum of 1 course from the following: EDUC 600 Foundations of Literacy EDRL 607 Book Selection for Children EDRL 610 Word Study: Phonics, Spelling, and Vocabulary EDRL 612a Teaching Reading to Older Students EDRL 627 Teaching Writing in the Secondary School EDRL 643 Literacy Instruction II EDRL 647 Literacy, Diversity and Schooling EDRL 651 Reading and Writing in the Secondary School EDRL 661 Diagnostic assessment and Instruction in Literacy EDRL 700 Literacy Assessment EDRL 771h Research in Literacy EDRL 775 Psychology of Literacy EDRL 777 Advanced Seminar in Literacy EDRL 778 Seminar in Teaching Writing EDUC 746 Literacy for Developing Civic Understanding EDUC 771e Advanced Seminar in Literacy: Multiple Literacies</p>	<p>Each student is required to take the following three courses: CTL 710 Issues in Mathematics, Science, Technology and Society CTL 730 Critical Theory and Pedagogy CTL 750 Internship in Curriculum, Teaching and Learning</p>	<p>Each student is required to complete a minimum of 1 assessment course and 1 methods course as well as a seminar course: Assessment: EDSP 652, 718, or 719 Methods: EDSP 643, 667, 676, 677, or 726 EDSP 772 (or another seminar course) The specific assessment and methods courses to be completed are determined by the area being emphasized by the student (e.g., ECSE, severe disabilities, autism, or learning/behavior disorders).</p>

Additional courses will be determined by the student's advisor and committee and will be based on the student's focus in the specific emphasis area as well as aligned with student needs

Graduate faculty members are responsible for guiding doctoral students through the transition from student to productive independent scholar. While each student's advisor/chair is primarily responsible for this process, the entire college has a vested interest in the success of doctoral students. For this reason, the Doctoral Student Mid-Program Review serves two goals:

1. Ensure that doctoral students are making good progress through their programs.
2. Ensure that doctoral students have opportunities to engage in key professional activities outside of coursework and that their dissertations will build the skills of productive, independent scholars.

To these ends, doctoral students are required to submit the set of materials indicated below to the College of Education Doctoral Review Board at the mid-point of their program. This review will occur when students have completed 24 to 30 credits of doctoral credit at the University of Nevada, Reno since their acceptance into the College of Education doctoral program. (This should mean the student is approximately halfway to comprehensive exams.)

Advice from Students

"Meet with your advisor before your mid-program review to ask for suggestions in preparation for your mid-program review. He/she might have ideas or know of opportunities you are not aware of."

at the appropriate time. Failure to complete the mid-program review at the appropriate time may result in a recommendation that the student not be permitted to continue in the program.

- Once students have completed 24 to 30 credits in their program of study as described above, or are approximately halfway to comprehensive exams, they should request a meeting with their program advisor to discuss preparation for the review.
- Students should submit the required materials to their program advisor for approval, allowing time for any needed revisions, before meeting with the Doctoral Review Board.

Reviews must be conducted during a fall or spring semester. Materials may be submitted at any time but at least six weeks before the end of the semester. No reviews are conducted during the summer.

MATERIALS FOR MID-PROGRAM REVIEW

Materials to be submitted for the Mid-Program Review are described below.

Scholarship

THE DOCTORAL REVIEW BOARD

The Doctoral Review Board for each student shall consist of the chair and two additional members of the student's doctoral program committee and two members of the College of Education Doctoral Committee. This Review Board will be convened by the chair of the student's committee.

SCHEDULING AND DATES FOR MID-PROGRAM REVIEW

- The student is responsible to request a review

Students are required to provide a summary of their work performance and progress in the doctoral program to date. The purpose of this summary is to give the faculty an understanding of the students' scholarly and professional development as mid-program doctoral students. Prior to the review, the following research requirements must have been completed:

Required Scholarship Materials

- ⇒ At least one course in research methodology taken during the first 24-30 credits at the University of Nevada, Reno

- ⇒ Certificate of completion for the UNR OHRP “CITI Course in the Protection of Human Research Subjects”
- ⇒ Copies of 1-2 completed research papers or proposals for planned research (in APA style)

Students should complete a written summary of all doctoral work related to research completed thus far. This written summary should include:

- What the student expects to gain from the remaining time in the doctoral program;
- How that relates to his/her career goals; and
- How his/her remaining program of study is related to both of these.

Students should provide evidence of:

- All research activity they have completed and/or have in progress at the time of the review;
- Plans for research during the remainder of their program;
- How these plans relate to their proposed dissertation; and
- How these plans relate to their goals following completion of the doctoral program.

It is essential that doctoral students demonstrate skill and participation in research throughout their doctoral program.

In cases of co-authored papers or proposals, a student should be prepared to illustrate his or her specific contribution to the work. More than one contributor may be represented on a research project, but the written product must reflect an individual student's contributions. If presenting a single-authored paper that has come from a joint research project, the student should be prepared to describe the joint project in detail and his or her role in it.

Recommended Scholarship Materials

- ⇒ Participate in developing a data-based research study.

Tips For Success: Mid-Program Review

Early in your program, take initiative to work toward your mid-program review. The following are some suggestions regarding ways to take initiative. Seek additional opportunities with the guidance of your advisor.

1. Seek opportunities for practitioner and researcher publications (talk with your advisor if this requires working with another faculty member)
2. Seek opportunities to apply for grants (talk with your advisor if this requires working with another faculty member)
3. Seek opportunities to submit presentation proposals at conferences (talk with your advisor if this requires working with another faculty member)

- ⇒ Participate in conducting a data-based research study.
- ⇒ Submit for publication one or more refereed journal articles or book chapters.
- ⇒ Submit or conduct one or more conference presentations, preferably a national or international research presentation.
- ⇒ Participate in writing one or more submitted grant proposals.

Course Work

Required

To participate in the review, the following coursework requirements should be met with corresponding documentation submitted:

- ⇒ A university-issued report of all grades and completed course work
- ⇒ A GPA of at least 3.0 maintained over

the 24-30 credits with no grade lower than a “B”

- ⇒ A proposed program of study for remaining courses in the program
- ⇒ No more than 3 credits taken Satisfactory/Unsatisfactory in the initial 24-30 credits
- ⇒ A minimum of 9 of the first 24-30 credits of coursework taken in the student’s area of emphasis

Teaching and Service

Recommended

In order to present a well-rounded portrait of their overall performance, students may want to include their experiences with teaching and service. These activities are crucial for professional growth and preparation for an academic career. Although they are not required at this point in time, students are encouraged to include them in their submissions.

- ⇒ Teach a community college, college, or university class.
- ⇒ Serve on one or more program, department, college, or university committees.
- ⇒ Engage in one or more service activities for external professional organizations (e.g., serve on a committee or serve as a reviewer/referee for a journal or conference).
- ⇒ Design or participate in professional development.

THE REVIEW

The Doctoral Review Board, described earlier, will conduct the review of the submitted materials. The review will focus primarily on the student’s progress in research and scholarly activities.

RESULTS OF THE REVIEW

The Doctoral Review Board will make a decision regarding the review. The possible outcomes are:

1. **Pass** - Recommend to continue in the program without conditions.
2. **Pass with Conditions** - Recommend to continue in the program with conditions to be met (may also require a face-to-face meeting with the student in which the student presents a brief overview of his/her materials and then responds to questions from and recommendations by the Review Board).
3. **Unsuccessful** - Recommend to terminate from the program. Recommendations to terminate should be rare.

Pass and Pass with Conditions recommendations will include suggestions for resources and opportunities that may enhance the student’s experiences and qualifications. The Doctoral Review Board will inform each student in writing of the faculty decision within two weeks after the review. If the decision is to pass with conditions, the board will specify those conditions.

See **Appendix A** for Mid-Program Review Forms

More Tips For Success: Mid-Program Review

1. Seek opportunities to serve on committees - your advisor might have suggestions of opportunities in the college or university
2. Consider professional membership in local or national educational organizations – check with your advisor regarding appropriate organizations.
3. Towards the end of your doctoral work, consider serving as a reviewer for articles for a journal. Talk to your advisor about opportunities or submit a request to serve as a guest reviewer to a journal editor.

The comprehensive examination is completed near the end of coursework (a minimum of 75% of the student's required coursework must be completed) and before beginning your dissertation study. Once it is successfully completed the "Application for Admission to Candidacy Comprehensive Examination Report" is submitted to the Graduate School. This exam must be completed no later than 8 calendar months before graduation (i.e., you may not graduate prior to 8 months after submitting the Admission to Candidacy form).

The **College Comprehensive Examination Sub-Committee of the College of Education Doctoral Committee** is in charge of administering the Doctoral Comprehensive Examination for all COE Doctoral students. The exam is administered once in each regular semester and once in the summer with students having four weeks to complete the written comprehensive exam. The schedule is as follows:

- Fall semester—1st Monday in October
- Spring semester — 1st Monday in March
- Summer session — 1st Monday in July (if the 4th of July falls on a Monday, then the timeframe will begin on the first Tuesday).

The committee will

- a. *Obtain students' names* for those registering for the Comprehensive Examination;
- b. *Finalizes research methodology question*
- c. *Arrange time for starting* the examination;
- d. *Arrange for ending time* and collection of examination;
- e. *Arrange for the dissemination* of the examination responses to the student's Advisory Committee;
- f. *Monitor any re-administration* of the examination; and
- g. *Administer the examination* every semester.

Role of your Advisory / Examining Committee

1. *Submit the examination questions* to the COE Comprehensive Examination Committee;
2. *Read your responses* on the examination
3. *Evaluate the examination as Pass or Fail* (according to demonstration of doctoral-level knowledge, writing skills, analysis and synthesis); and
4. *Administer the Oral Examination.*

Format of the Written Examination

Purpose: The purpose of the doctoral Comprehensive Examination is for students to demonstrate independent scholarly knowledge, writing skills, application, analysis, and synthesis.

The exact number and organization of questions will be determined by your Advisory/ Examining Committee. The questions will require you to create papers that show deep understanding of your area(s) of emphasis, research methodology, and other related areas. **Once the questions are finalized and approved by your committee, you are given one month (scheduled at set times college-wide) to develop your written responses and submit them to your chair.** At the discretion of the committee, the student can be involved in developing the questions, with the exception of the research methodology question, which is developed by

Advice from Students

"Start working on drafts of your questions much earlier than you think is necessary, it can take longer than expected to get your questions approved by your committee members."

"Set frequent and manageable deadlines if you are a procrastinator."

the COE Doctoral Committee.

- Questions are developed in the *student's specialization area*
- Questions could also be developed that are outside the student's specialization or that relate the specialization area to broader issues within education
- One question must relate to research methodology (developed by the COE Doctoral Committee)

The oral comprehensive exam follows the written exam

Oral Comprehensive Examination

Purpose: The oral portion of the exam has two goals: (1) to give a student the opportunity to respond to any specific questions concerning the written component of the exam; and (2) to give the student's advisory committee an opportunity to evaluate how well the individual responds to specific or general questions about related literatures or beginning conversations about the focus of the dissertation. Grading is on a pass/fail basis.

Timing: The oral portion of the exam should be scheduled no less than 2 and no more than 4 weeks after the written component is complete and given to the committee.

Retaking the Comprehensive Exam (see flowchart on next page)

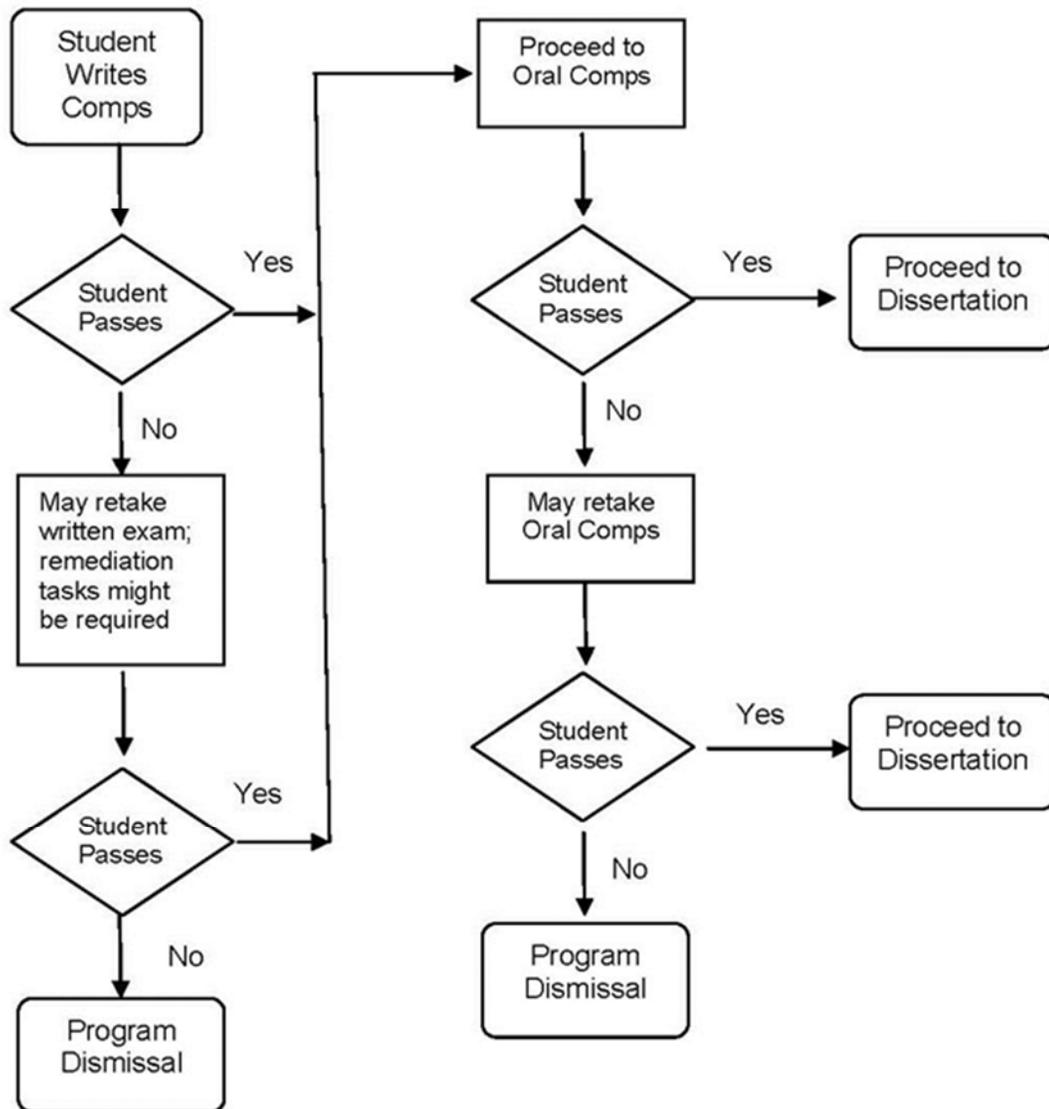
If the student does not pass the written exam on the first attempt, the exam can be retaken only one additional time per Graduate School policy. The committee might require specific remediation activities to be completed prior to the second attempt. On successful completion of the remediation task(s) (if required), the student will be permitted to take the written exam a second time. If the exam is not passed the second time, the student will be dismissed from the program.

If the student does not pass the oral exam on the first attempt, the student may retake the oral exam a second time. If the student does not pass the oral exam on the second attempt, the student will be dismissed from the program.

Tips For Success on Comprehensive Exams

Take all forms necessary to key meetings for committee members to sign. On successful completion of the comprehensive exam the student must complete an admission to candidacy form, which can be found here: <http://www.unr.edu/grad/forms/>

Comprehensive Exam Process



Ph.D. candidates complete a minimum of 24 credits of dissertation. The 24 credits are typically spread over several semesters. Be sure to talk to your advisor about these credits and the expectations for progress on the dissertation each semester you are registered.

DISSERTATION PROPOSAL

1. The dissertation proposal is a substantial portion of your dissertation (i.e., the first three chapters) that you submit to your committee for suggestions and approval before

Tips for Success: Dissertation Proposal

- Be sure that you have the most recent edition of the APA manual and that you adhere to APA style guidelines throughout your dissertation.
- Submit drafts of your dissertation proposal to your advisor and provide two to three weeks for your advisor to provide you feedback. Remember that you will have to make revisions — likely multiple times before the proposal is ready to share with other committee members.
- When approved by your advisor, submit your proposal to your committee at least two weeks in advance of the meeting. Be sure to ask committee members for their format preference, including print or electronic.
- Take the appropriate forms to your dissertation proposal meeting. Complete the parts that you can in advance (such as committee members' names). Bring two copies of each form.
- Arrange two-hour meetings with your committee for your proposal meeting well in advance. Give sufficient notice if you have to change the meeting.
- Email a reminder (date, time & place) a few days before the meeting.

beginning any data collection. While developing the proposal, you will also want to prepare your application for approval of your study by the Research Integrity Office's Institutional Review Board (IRB) . Most studies require this approval to ensure the protection of your participants. Information can be found at <http://www.unr.edu/research-integrity>

2. You will work with your Chair to prepare for a dissertation proposal defense. You should ensure that all committee members receive a copy of the dissertation proposal at least 2 weeks before the defense.
3. Your Chair runs proposal through Safe Assign.
4. At the proposal defense, the Advisory/Examining Committee may determine that you have earned a pass, pass with revisions supervised by the Chair and other designated committee members, or that they require a new dissertation proposal defense.
5. If you are required to have a second proposal defense, the Advisory/Examining Committee determines if you pass, pass with revisions supervised by the Chair and other designated committee members, or fail. If you fail the second proposal defense, you are dismissed from the program.
6. When your dissertation proposal has been approved, you can submit your IRB application. Approval may take considerable time depending on the nature of your study as well as the quality and completeness of your application. Working directly with personnel in the Research Integrity Office can help this process considerably. Depending on the nature of your study, you may also need approval by one or more school districts or other agencies. Generally, school districts require that you go through university IRB approval prior to submitting materials to the district.
7. If you choose to change the Committee Chair at any time after the dissertation proposal was successfully defended, a new proposal defense must be scheduled and completed.

The Dissertation Proposal Form is in **Appendix D**.

THE DISSERTATION

The dissertation is a significant piece of original research, written to standards of refereed publication. Your Chair and Methodologist (and other committee members as appropriate) will guide you through conducting and writing the final dissertation. No data may be collected without IRB approval. Before depending your dissertation, your chair must run your dissertation through SafeAssign. The Graduate School offers thesis and dissertation preparation guidelines, see: <http://www.unr.edu/Documents/graduate-school/2013-Dissertation-Thesis-Submission-Requirements.pdf>
Before defending your dissertation your chair must run your dissertation through Safe Assign.

Dissertation Defense

All doctoral students are required to provide a dissertation presentation that is open to the university community (i.e., faculty and other students). ***It is the student's responsibility to ensure that the committee chair and/or student submit the dissertation defense announcement to the dean's office for posting and dissemination. Announcements should be made 2 weeks in advance of the defense.***

Although the presentation is open to the university community, the chair and members of the committee determine how questions are handled. The following are options:

1. The committee can choose to ask the audience to leave following the presentation without an opportunity for the audience to ask any questions.
2. The audience might be given the opportunity to ask questions and then be asked to leave prior to the committee asking any questions.
3. The audience could ask questions, might be present for some questions from committee members, and would then be asked to leave prior to final committee questions.

Advice from Students

- "Schedule an appointment with a representative of the Research Integrity Office to discuss the premise of your study prior to submission of a protocol. They can guide you through the review process and raise awareness of any "red flags" in your research methods prior to screening."
- "The Research Integrity Office conducts an in-depth screen of new protocol applications. Be sure to allow yourself several weeks to secure IRB approval."

The following are important points regarding the defense and related questions:

- Members of the committee are given the opportunity to ask questions and discuss the dissertation with the student without the presence of an audience
- In having dissertation defenses be public, it is important that the process not be minimized in any way
- All committee members must have the opportunity to ask all questions. Students must be held to high standards and must be able to answer difficult questions without committee members worrying about how the process might be perceived by an audience

It is also important to note that students should be told that they are NOT to provide food or water for the committee during the defense.

According to the UNR catalog all members of the student's committee must be in attendance for the dissertation defense. http://catalog.unr.edu/preview_entity.php?catoid=6&ent_oid=605&hl=%22dissertation%22&returnto=search

At the dissertation defense, the Committee may determine that you have earned a pass, passed with revisions supervised by the Chair and other designated committee members, or that they require a new dissertation defense. It is also important to note that the defense is

unsuccessful if more than one (1) negative committee vote is cast. http://catalog.unr.edu/preview_entity.php?catoid=6&ent_oid=605&hl=%22dissertation%22&returnto=search

If there is a second dissertation defense the Committee may determine that you have earned a pass, passed with revisions supervised by the Chair and other designated committee members, or that you have not earned a passing result. If you do not earn a passing result at the second proposal defense, you are



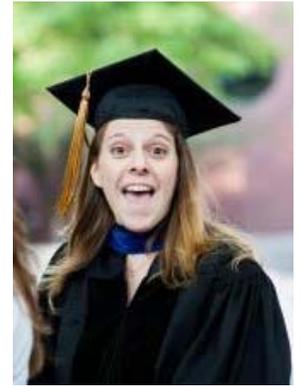
Tips for Success: Dissertation Defense

- Submit drafts of your dissertation to your advisor and provide two to three weeks for your advisor to provide you feedback. Remember that you will have to make revisions — likely multiple times before the final dissertation is ready to share with other committee members.
- When approved by your advisor, submit your dissertation to your committee at least two weeks in advance of the meeting. Be sure to ask committee members for their format preference, including print or electronic.
- Take the appropriate notice of completion forms to your dissertation defense. Complete the parts that you can in advance (such as committee members' names). Bring two copies of each form.
- Remind your advisor to announce your dissertation defense electronically one to two weeks before the defense.
- Arrange a two-hour meeting with your committee for your dissertation defense well in advance of the meeting. Give sufficient notice if you have to change the meeting.
- Email a reminder (date, time & place) a few days before the meeting.
- Provide a bound, final copy of your dissertation to all committee members.

Dissertation Committee and Student Responsibilities

Chair	Committee Members	Student
<p>Make reasonable amounts of time to meet with students. Ensure you have adequate time to support and mentor the student before agreeing to serve as chair.</p>	<p>Provide solution-focused help.</p>	<p>Make an informed decision about whom to invite to serve as permanent chair in consideration of potential chairs' scholarly interests, work in progress, availability, and other relevant factors. (Students are assigned an initial, temporary advisor.)</p>
<p>Read all parts of the student's proposal and dissertation <u>prior to the documents going to the committee.</u></p>	<p>Make reasonable time for the student.</p>	<p>Be aware of and responsible for all deadlines and requirements.</p>
<p>Provide timely solution-focused help. Provide timely feedback on draft documents (typically within 2 weeks).</p>	<p>Make reasonable accommodations to attend committee meetings.</p>	<p>Accept feedback professionally. Avoid being defensive; discuss feedback with relevant committee members as opportunities for learning and improving work.</p>
<p>Set the standards for the dissertation process.</p>	<p>Provide needed signatures in a timely manner.</p>	<p>Develop a research question and a research plan.</p>
<p>Provide a clear path for the student to successful completion.</p>	<p>Approve student's program of study and suggest additional</p>	<p>Prepare organized, professionally written drafts for committee</p>
<p>Inspire student to finish and to flourish as a professional.</p>	<p>Provide an appropriate level of involvement dependent upon the student, the topic, and the chair.</p>	<p>Learn the research and writing skills needed to create a high-quality proposal and dissertation.</p>
<p>Make sure the student meets the program, university, and</p>	<p>Call a meeting of the full committee any time (with chair's</p>	<p>Make reasonable efforts to accommodate committee members'</p>
<p>Treat students in a professional and collegial manner in</p>	<p>Read student proposal and dissertation before providing</p>	<p>Give committee members a reasonable amount of time to read</p>
<p>Provide opportunities for research, presentations, writing, and networking.</p>		<p>Schedule needed committee meetings with approval of committee chair.</p>
<p>Approve student's program of study and advise on coursework.</p>		<p>Discuss proposed committee changes with the chair and the relevant committee members to be added and removed.</p>
<p>Help to develop a collegial relationship between the student and committee members. Coordinate communication among committee and student.</p>		<p>Provide paper and electronic copies of proposal and dissertation in a timely fashion (typically two weeks prior to a meeting).</p>
<p>Hold graduate faculty standing and current IRB status and follow all IRB policies.</p>		<p>Stay motivated throughout the process.</p>
<p>Be an expert and active researcher in the field the student is pursuing.</p>		
<p>Participate in all exams and/or committee meetings.</p>		
<p>Capture key points regarding needed revisions during proposal and dissertation defense meetings.</p>		
<p>Expect that the student retain her or his original examining committee unless a strong, defensible reason to the contrary can be provided. An unacceptable reason, for example, would be that a committee member holds high but fair expectations for the student's work ethic, work quality, and professionalism. If changes are to be made, discuss proposed committee changes with the student and the relevant committee members to be added and removed.</p>		

Applications for graduation are filed online by strict graduate school due-dates established each semester. It is very important for you to know and adhere to this deadline and it is your responsibility to be aware of the time frame for graduation. The Graduate School requires that you must be enrolled in at least three graduate credits during the semester in which you intend to graduate, or in one graduate credit if you graduate in the summer. It is your responsibility to file the appropriate paperwork on time in order to graduate.



Each semester, the Graduate School sets a date for submission of the finalized dissertation. This means the dissertation must be submitted with all recommended changes resulting from the oral defense, must be in the appropriate format, and must be accompanied by the appropriate forms (see Graduate School guidelines). This date is often several weeks prior to graduation. It is incumbent upon you to schedule the dissertation defense in a time frame that is consistent with this submission deadline, as well the potential necessity of scheduling a second defense.



Completion of the doctoral degree is posted approximately 3 weeks after the end of the semester of graduation, even if all degree requirements are completed early in that semester. If you need an unofficial letter indicating completion of the degree (e.g., for employment purposes), you may request one from the College of Education Dean's Office. However, it is important to note that this letter may not be adequate for salary negotiations or other requirements requiring an official transcript.

Requests to Participate in Commencement Prior to Completion of Dissertation to Defense

The official Graduate School policy is that students must have defended their dissertation and submitted the Notice of Completion at least one week prior to commencement unless the student is expecting to graduate in the summer. Summer graduates are eligible to attend either fall or spring commencement.

However, if a student wants to participate in commencement and he/she has not yet defended his/her dissertation but are close, the advisor can submit a memo requesting permission for the student to participate in commencement. The entire committee must approve and sign the memo. The student will need to apply for graduation. If the student does not apply for graduation, the student's name will not appear in the commencement program.



Date Received:	Date Reviewed:
Mid-Program Review Status: <input type="checkbox"/> Pass <input type="checkbox"/> Pass with conditions <input type="checkbox"/> Unsuccessful (likely to be rare)	
Date entered into database:	By:

Semester _____

Year _____

MidProgram Review

Program Area (Specify): _____

Name: _____

NSHE Id: _____

Email: _____

Phone: _____

Term & Year Began Program: _____

Credits Completed: _____

Program Progress

Completed Courses

Please attach a separate document that indicates which classes you have completed. A printout from [MyNevada](#) is sufficient (My Course History within the My Academic Record menu)

Please check the following:

At least one research methodology course	Yes	No
UNR OHP "CITI course in the Protection of Human Research Subjects"	Yes	No
Is your GPA at least a 3.0 with no grade lower than a "B"	Yes	No
A minimum of 9.0 credits in area of emphasis	Yes	No
No more than 3.0 credits taken Satisfactory/Unsatisfactory	Yes	No

Committee Notes:

Please include the following attachments:

Attached

Copies of 1-2 completed research papers

Certificate of Completion for UNR OHP CITI course

Proposed program of study for the remainder of program

Students should complete a written summary of all doctoral work related to research completed thus far. This written summary should include:

what the student expects to gain from the remaining time in the doctoral program;

how that relates to his/her career goals; and

how his/her remaining program of study is related to both of these.

Committee Notes:

Attached

Students should provide evidence of:

- all research activity they have completed and/or have underway at the time of the review;
- plans for research during the remainder of their program;
- how these plans relate to their proposed dissertation; and
- how these plans relate to their goals following completion of the doctoral program.

Committee Notes:

Have you participated in any of these recommended scholarship activities

Participate in developing a data-based research study.	Yes	No
Participate in conducting a data-based research study.	Yes	No
Submit for publication one or more refereed journal articles or book chapters.	Yes	No
Submit or conduct one or more conference presentations, preferably a national or international research presentation.	Yes	No
Participate in writing one or more submitted grant proposals.	Yes	No

Committee Notes:

Have you participated in any of these teaching and service activities

Teach a community college, college, or university class.	Yes	No
Serve on one or more program, department, college, or university committees.	Yes	No
Engage in one or more service activities for external professional organizations (e.g., serve on a committee or serve as a reviewer/referee for a journal or conference).	Yes	No
Design or participate in professional development.	Yes	No

Committee Notes:

Signatures of Faculty Participants in Mid-program Review Meeting:

College of Education
Dissertation Proposal Approval
Ph.D. and Ed.D. Programs

(Students: please note, no changes should be made to your proposal after you have shared it with your committee for review for the proposal meeting)

Name _____ Candidate for _____ degree

In (emphasis area) _____

Tentative Title of Dissertation: _____

Signatures of the dissertation committee members constitute approval of the proposal as of the date signed, except for qualifications and additional requirements noted below (**add extra pages** as needed):

Committee Approval (Any committee member can withhold signing and require reviewing subsequent draft(s) demonstrating that all changes have been made)

Chair Date

Date

Date

Date

Date

Date

If substantive changes are needed to the methodology after the proposal is approved, the committee wants changes shared in this manner: _____

College of Education
Dissertation Defense Approval
Ph.D. and Ed.D. Programs

(Students: please note, no changes should be made to your proposal after you have shared it with your committee for review for the defense meeting)

Name _____ Candidate for _____ degree

In (emphasis area) _____

Title of Dissertation: _____

Signatures of the dissertation committee members constitute approval of the dissertation as of the date signed, except for qualifications and additional requirements noted below (**add extra pages** as needed):

Committee Approval (Any committee member can withhold signing and require reviewing subsequent draft(s) demonstrating that all changes have been made)

Chair	Date		Date
	Date		Date
	Date		Date

I understand that I must make all changes as listed above to the satisfaction of the committee for the dissertation to be complete.

Student Signature

Date

(Students: Please note that you are required to submit to the Graduate School the form found at this link http://www.unr.edu/Documents/colleges/grad/forms/Dissertation_final_review_approval_form.pdf confirming that you have completed all corrections, revisions, and modifications identified and required by the committee.)