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# College of Education

UNIVERSITY of NEVADA, RENO



## DOCTORAL PROGRAM IN EDUCATION

*Application Manual*



College of Education  
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**Doctoral Program in Education**  
**College of Education**  
**University of Nevada, Reno**

**Welcome** and thank you for your interest in the Doctoral Program in the College of Education. If you have not already done so, visit the College website at [www.unr.edu/education](http://www.unr.edu/education) to become familiar with the College, our programs, and our faculty.

The Ph.D. program in Education prepares you at an advanced level to work in the professorial ranks of higher education or assume positions of leadership in schools and agencies. The degree provides rich preparation by exposing you to a wide variety of courses and experiences related to fundamental theories and concepts associated with education, as well as current issues and trends in teaching and learning. Strengths of the program lie in the opportunity for you to be exposed to a variety of courses and to faculty members in the College of Education and the University, while having a defined area of emphasis for your study. The Ph.D. program leads to both a broad and a deep scholarly knowledge of education, with an emphasis on the production of new knowledge within the profession.

This manual will guide you through the policies and procedures related to applying for and earning an advanced degree in education. Another source of information about your doctoral program is the UNR General Catalog available online (<http://catalog.unr.edu/>). Additional program information may be available in your area of emphasis. Please carefully read these documents as they guide you through the successful completion of your application and program.

The information in this manual is intended to centralize and clarify information found in a variety of sources to facilitate advisement and your success. This document, however, is not a substitute for ongoing meetings with your academic advisor (also known as your committee chair). This relationship is critical to the successful completion of your program.

The College of Education offers one doctoral degree (Ph.D.). Areas of Emphasis are available in the Education Doctoral Program. They are:

- Development, Learning, and Technology
- Educational Leadership
- Equity and Diversity in Education
- Literacy Studies
- Math and Science Education
- Special Education and Disability Studies

## Program Phases and Student Responsibilities

The doctoral graduate program is characterized by four stages: (1) the application phase, (2) the coursework phase, (3) the examination phase, and (4) the graduation phase.

Date completed	Step in Process	Required Forms
	<b>Application Phase</b>	
	Apply to the Graduate School	Graduate school on-line application (Graduate School web site) <a href="http://www.unr.edu/grad/admissions/apply">http://www.unr.edu/grad/admissions/apply</a>
	Apply to the College of Education	Applications and dispositions statements (attached) <a href="http://www.unr.edu/education">http://www.unr.edu/education</a>
	<b>Coursework Phase After Acceptance into the Program</b>	
	Create approved program of study and submit to graduate school	Program of Study Form (Graduate School web site) <a href="http://www.unr.edu/grad/forms/">http://www.unr.edu/grad/forms/</a>
	Complete course work	Change of Program of Study or Change of Committee forms are needed for any changes <a href="http://www.unr.edu/grad/forms/">http://www.unr.edu/grad/forms/</a>
	Mid-Program Review	Mid-Program Review (See College of Education website)
	<b>Examination Phase Upon Coursework Completion</b>	
	Complete Comprehensive Exam	Notice of Admission to Candidacy (Graduate School web site) <a href="http://www.unr.edu/grad/forms/">http://www.unr.edu/grad/forms/</a>
	Work with Committee Chair to Develop Proposal for Dissertation	Human Subjects Approval will be needed for most studies (IRB web site) <a href="http://www.unr.edu/research-integrity">http://www.unr.edu/research-integrity</a>
	Chair runs Proposal through Safe Assign	
	Chair runs Dissertation through Safe Assign	
	Oral Dissertation Defense	Notice of Completion (Graduate School web site) <a href="http://www.unr.edu/grad/forms/">http://www.unr.edu/grad/forms/</a>
	<b>Graduation Phase</b>	
	Apply for graduation (on-line)	Application for Graduation (Graduate School web site) <a href="http://www.unr.edu/grad/forms/">http://www.unr.edu/grad/forms/</a>
	Submit copies of final dissertation (paper or electronic format) to the graduate school	Signed copies of cover sheet (Graduate School web site)

*Please note that you are responsible for all of your paperwork throughout your entire graduate program. Your paperwork in your graduate program is not the responsibility of your academic advisory chair or committee members.*

# APPLICATION PHASE

## Regular Admission Requirements for Doctoral Programs (Ph.D.)

### MINIMUM ADMISSIONS CRITERIA FOR REGULAR DOCTORAL ADMISSION

1. **International Students: TOEFL score of 550** (unless you have a college degree from a US institution)
2. **Undergraduate and Graduate GPA 3.00** (university requirements)
3. Preference for applicants who hold a master's degree from a regionally accredited institution in an area appropriately related to the chosen emphasis area. High achieving applicants who possess only a Bachelor's degree from a regionally accredited institution will be considered. Emphasis of prior degree area(s) should be appropriately related to the chosen emphasis area.
4. **Graduate Record Exam (GRE).** All applicants must complete the GRE. Scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are each considered by the review committees. Although high scores are expected in all three areas, particular emphasis is placed on the Analytical Writing subtest.

Information about the GRE can be obtained from the Student Advisement Center in the College of Education or from [www.ets.org](http://www.ets.org). You will need to request that scores be sent to the UNR Graduate School (institution code 4844).

Additional information regarding the admission process:

5. Graduate faculty in the area of emphasis and the doctoral admissions committee must both recommend admission
6. At least one faculty member in the area of emphasis must be willing to serve as temporary chair of the applicant's committee. (This temporary chair will be assigned by the College of Education Doctoral Committee.)
7. The COE recommends, but does not require, that you have at least three years of relevant professional field experience by the time you finish your degree. This may be three years of work experience related to the area of emphasis prior to admission, three years of related work experience while in the doctoral program, or some combination thereof.

**Please note that the application process is competitive and not all applicants are accepted.**

### Provisional Admission for the Doctoral Programs (Ph.D.)

If you do not meet the full admission requirements listed above, you may be considered for provisional admission. A limited number of provisional admissions are allowed in the doctoral program in the College of Education. Your potential for success in graduate study at the doctoral level must be evident within your application and at least one faculty member must be willing to serve as a strong advocate and initial, temporary advisor. If you are granted provisional admission, you must meet the following requirements to attain full admission status:

- ⇒ Complete at least 18 semester hours of course work, prescribed by the College of Education Doctoral Committee. (Recommended courses include research courses and writing intensive courses.)
- ⇒ These designated 18 semester hours must be completed within one calendar year.
- ⇒ Have a GPA in these courses of 3.5 with no grade lower than a B.

You may not remain on provisional standing for more than one calendar year. Courses completed while on provisional status may be applied toward an advanced degree with approval of your advisory committee. The Doctoral Director of Graduate Study (i.e., the Associate Dean in charge of graduate study) ensures that provisional criteria are met.

## **Admission Procedures for Doctoral Programs (Ph.D.)**

There are two parts to the application process. You must apply to the Graduate School and the College of Education.

### **Graduate School Application**

This application is submitted on-line at <http://www.unr.edu/grad/admissions/apply>. If you wish to take some course work while awaiting approval for admission to the graduate program, you will want to apply to the Graduate School for admission as a “Graduate Special” student. Graduate Special standing allows you to take up to nine graduate credit hours that may apply to your doctoral program.

#### **Graduate School Application Components:**

1. The UNR Graduate School application, which can be completed online at <http://www.unr.edu/grad/admissions/apply>;
2. A nonrefundable application fee;
3. An official GRE score report sent directly from ETS (which administers the GRE) to the UNR Graduate School. The UNR institution code is 4844. A copy of the official score report for the GRE may be submitted for scores more than 5 years old;
4. Official transcripts from every post-secondary institution that you have attended must be sent directly from each institution. Hand-carried transcripts, even with official seals, will not be accepted. Transcripts must be sent school-to-school.
5. If you are an international student applying from a country where English is not the dominant language, an official Test of English as a Foreign Language (TOEFL) score report sent directly from ETS (which administers the TOEFL) to the UNR Graduate School. UNR’s institution code is 4844. You do not need to submit a TOEFL score report if you earned an undergraduate or Master’s degree at an accredited university or college in the United States.

### **College of Education Application**

In addition to the application for the Graduate School, you must also apply for admission to the College of Education.

### **College Doctoral Application Components:**

1. A completed application form (attached to this manual);
2. A signed dispositions form (attached to this manual)
3. A resumé or curriculum vitae emphasizing credentials and experiences relevant to a doctoral program in education - your CV should include:
  - a. Contact information - name, mailing address, phone number, and e-mail address,
  - b. All post-secondary school experience - institutions, dates attended, majors, and degrees completed,
  - c. Work history relevant to this application - employer, supervisor's name, supervisor's contact information, dates employed, job description, and accomplishments,
  - d. Other relevant experiences;
4. A Statement of Intent that includes a Philosophy of Education - your statement may include explanations for why you want a doctoral degree, why you want to pursue this particular area of emphasis, and why you want to study at UNR, as well as your personal views about the purpose of education, and the roles of students and teachers;
5. Three letters of recommendation. These letters may be provided electronically through the Graduate School website or may be submitted directly to the college in sealed envelopes. The letters should be from three people who have personal knowledge of your academic, and professional qualifications, as well as your dispositions to the extent that they are relevant to doctoral studies and post-doctoral careers;
6. One sample of scholarly writing. This writing sample should offer evidence that you understand the expectations of scholarly writing in terms of content as well as format.

Application information should be sent to:

College of Education Doctoral Program Coordinator  
Mail Stop 278  
University of Nevada, Reno  
Reno, NV 89557-0278

We encourage you to communicate with individual faculty members who share your scholarly interests. The better faculty understand your professional goals and interests, the better the match between you and your faculty mentors. You can find faculty contact information on the College of Education website: <http://www.unr.edu/education/contact-us/faculty>

### **DOCTORAL APPLICATION DEADLINES**

There are specific deadlines for admission to the doctoral program.

Fall admission deadline is February 1

Spring admission deadline is November 15

## **GRADUATE ASSISTANTSHIPS**

**A limited number of Graduate Assistantships (GAs) are available in the college. Strong priority is given to doctoral students with strong professional experience who can contribute to our teaching mission. You must be fully admitted before beginning any GA work.**

Graduate Assistants serve at the will of the College, with decisions to re-hire dependent on faculty evaluations and related factors. There is a limit of **3 years for masters** students and **5 years for doctoral** students to be on state-funded assistantships (these restrictions do not necessarily apply to grant-funded assistantships).

### **GRADUATE ASSISTANT ADMISSION AND SELECTION PROCESS**

**The GA application deadline** is March 1<sup>st</sup> for the next fall semester. If vacancies occur during the year or for a spring semester, previous applications, as well as new applications, will be reviewed. Therefore, students admitted during fall semesters should file an application early if interested in a position. A College application is available on-line (<http://www.unr.edu/education/academics/graduate-assistantships>). To be eligible for a graduate assistantship, you must be admitted to a graduate program and cannot be admitted on a provisional basis.

**GA Selection and Assignments.** Priorities for GA selection include the following:

- a. Ability to teach courses and/or supervise in the field or in clinical settings;
- b. Preference to continuing students/seniority;
- c. Preference to doctoral students; and
- d. Other COE priorities/considerations or special skills.

**Types of assignments and priorities for GA assignments include:**

- a. Teaching or supervision in undergraduate or, in some cases, master's programs;
- b. Professors who need accommodations;
- c. New/non-tenured professors;
- d. Course assistance based on total student FTEs generated by faculty;
- e. Other COE priorities/considerations:
  - 1) editorial assignments;
  - 2) assignments for administration;
  - 3) specific needs of instructors related to research or other assignments.

## **DOCTORAL ADVISEMENT**

We want to provide you appropriate supports throughout your time in the doctoral program. We expect that by the time you complete your program, you are capable of being an independent scholar, colleague, and leader in education. The following would be a typical sequence of events related to doctoral student advising:

- 1. Temporary Advisor** is assigned by the College of Education Doctoral Committee with input from the Faculty in the Area of Emphasis. This Temporary Advisor is responsible for guiding you through the process of selecting courses and becoming oriented to the program.

2. **Doctoral Advisor**, also known as your **Chair**, is chosen by you. We strongly recommend that you choose your advisor in the first few semesters. In all cases this must be done before coursework is completed, but the completion of degree requirements is made easier if you select your advisor sooner rather than later. Your Chair will guide you in developing the Program of Study. The Chair must be a specialist in the content area of your projected dissertation work; and the Chair may also serve as the methodologist, if qualified (see below for more information regarding a methodologist). As you progress through the program, you may identify faculty who would better serve as your chair or dissertation advisor. It is your right to change chairs in such cases.
3. **Advisory/Examining Committee** is a faculty group that will support your graduate education. They also approve your program course work, comprehensive exam, and dissertation. All Committee members must hold Graduate Faculty Status. The committee must contain a minimum of five members. At least three of those members must serve in your area of emphasis. At least one of the members must be from outside the area of emphasis. This last member serves as the Graduate School Representative.

It is the responsibility of the student's committee chair to ensure that there is at least one member of the committee who is expert in the type of research the student plans to undertake. It should be noted that a student's committee is often formed before a dissertation topic is identified. The committee make-up, including the chair of the committee, may be changed at any time in order to provide appropriate expertise and support for the student during the dissertation process.

4. **The Program of Study (POS)** is completed with your advisor and lists the courses you will take in the doctoral program. It must be approved by your Advisory/Examining Committee in your first few semesters. More information about the POS is provided below.

## **COURSEWORK PHASE**

### **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**).

## **Program of Study**

The program of study (POS) allows you to plan your program coursework. After completion of about 18 graduate credits, meet with your chair and complete a draft of the Program of Study. This form, available on line 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 (see discussion above). With the approval of your advisor, some courses selected for the program of study may be changed as you progress through your program. The Doctoral Graduate Director must also review course changes. It is important to note that required core and research courses can NOT be removed from the program of study. 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/>

## **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.

## **The Mid-Program Review**

The mid-program review is to ensure you are making good progress toward completion of your degree. In addition, it seeks to ensure that you have had or will have opportunities to engage in activities that build the skills of a productive, independent scholar and leader. Examples of these opportunities include college teaching, writing for publication, professional presentations, grant writing and evaluation, professional service. The mid-program review is conducted by the College Doctoral Committee near the time you have completed 36 credits of doctoral coursework.

## COURSE WORK REQUIREMENTS

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:

- Educational leadership
- Learning, development and technology
- Literacy studies
- Equity and diversity in education
- Math and 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

Coursework earned as part of a master's degree can count toward the area of emphasis, as well as toward the research or cognate areas, depending on relevance. Decisions about prior coursework are approved by your chair and your Advisory/Examining Committee.

### **Possible Foundational Courses**

While we do not require Foundational Courses, we offer suggested courses for you to consider:

- EL 712 History of Education
- EL 713 History of Education in the United States
- EL 718 Social Foundations of Education
- EL 719 Philosophy of Education
- EL 722 Crucial Issues in Education
- EL 738 Legal and Ethical Issues in Higher Education
- EL 741 Politics, Policy and Ethics

- CEP 636R Cognitive Learning
- CEP 705 Advanced Human Growth and Development
- CEP 738 Learning Theories in Education
- CEP 794R Issues and Trends in Higher Education Student Development
- SW 610 Human behavior in the social environment I
- SOC 463/663 Social Psychology of Education
- PSY 416/616 Cognitive Psychology
- PSY 419/619 Conditioning and Learning
- PSY 432/632 Human Memory
- PSY 729 Human Memory
- PSY 731-732 Theories of Learning
- HDFS 431/631 A, B, C Adv Studies in Human Dev and Family Studies
- HDFS 700 Graduate Studies in Human Development and Family Studies
- HDFS 720 Theories of Human Development
- HDFS 730 Family Theories

### **Detailed Ph.D. Curriculum Description**

#### **Required Research and Core Courses – 24 credits**

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.

EDUC 779 Doctoral Seminar in Education

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 Subject Design; Mixed Methods Design

Others from outside COE (with approval)

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

### **Area of Emphasis – 24 credits**

The doctorate in Education must include one of six broad areas of emphasis. Coursework defining each area is determined by the Advisory/Examining Committee in close consultation with the student. Core courses for each area follow on the next page. The five areas of emphasis are described below (in alphabetical order). For more information and referral to faculty in various areas, please contact the Dean's Office at 775-784-4345.

**Development, learning, and 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 area of emphasis for practicing professionals in K-12.

**Equity and 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, development, learning, and assessment are the core areas of this emphasis.

**Math and 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 and disability 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.

### **Cognate - 24 credits**

The cognate is made up of courses that provide depth and/or breadth to a student's program as approved by the student's advisory/examining committee. These courses may represent a second area of emphasis as defined above, may be interdisciplinary, or may be made of graduate credits from the master's degree that represents a related and coherent area of study.

**Dissertation – 24 credits**

The dissertation is the culminating experience for the doctoral degree. It represents an independent research project that makes a contribution to the field of study.

**Required Core Courses within Each Emphasis Area**

<b>Development, Learning, &amp; Technology</b>	<b>Educational Leadership</b>	<b>Equity &amp; Diversity in Education</b>	<b>Literacy Studies</b>	<b>Math &amp; Science Education</b>	<b>Special Education &amp; Disabilities Studies</b>
<p>Each student is required to take:</p> <ul style="list-style-type: none"> <li>• 1 development course:               <ul style="list-style-type: none"> <li>▪ CEP705 Advanced Human growth and Development</li> <li>▪ Or a 700 level human development course</li> </ul> </li> <li>• 1 learning theory course:               <ul style="list-style-type: none"> <li>▪ CEP 738 Learning Theory in Education</li> <li>▪ CEP 636 Cognitive Learning</li> </ul> </li> <li>• 1 Info Technology foundation course:               <ul style="list-style-type: none"> <li>▪ CEP 720 Instructional Design in Information Tech.</li> <li>▪ CEP 725 Assessment in Information Tech.</li> </ul> </li> </ul>	<p>Each student is required to complete a course in the following areas:</p> <ul style="list-style-type: none"> <li>• School law</li> <li>• Organizational theory</li> <li>• Leadership</li> </ul>	<p>Each student must take a minimum of 1 course from the following:</p> <ul style="list-style-type: none"> <li>• EDUC 761 Gender Issues in Ed.</li> <li>• EDUC 740 Social Class and Schooling</li> <li>• EDUC 680 Multicultural Issues</li> <li>• EDUC 776R Multicultural Seminar</li> </ul>	<p>Each student must take a minimum of 1 course from the following:</p> <ul style="list-style-type: none"> <li>• EDUC 600 Foundations of Literacy</li> <li>• EDRL 607 Book Selection for Children</li> <li>• EDRL 610 Word Study: Phonics, Spelling, and Vocabulary</li> <li>• EDRL 612a Teaching Reading to Older Students</li> <li>• EDRL627 Teaching Writing across the Curriculum</li> <li>• EDRL643 Literacy Instruction II</li> <li>• EDRL647 Literacy, Diversity, and Schooling</li> <li>• EDRL651 Reading and Writing in the Secondary School</li> <li>• EDRL661Diagnostic Assessment and Instruction in Literacy</li> <li>• EDRL700 Literacy Assessment</li> </ul>	<p>Each student is required to take the following three courses:</p> <ul style="list-style-type: none"> <li>• CTL 710 Issues in Mathematics, Science, Technology and Society</li> <li>• CTL 730 Critical Theory and Pedagogy</li> <li>• CTL 750 Internship in Curriculum, Teaching and Learning</li> </ul>	<p>Each student is required to complete a minimum of 1 assessment course and 1 methods course as well as a seminar course:</p> <ul style="list-style-type: none"> <li>• Assessment: EDSP 652, 718, or 719</li> <li>• Methods: EDSP 643, 667, 676, 677, or 726</li> <li>• EDSP 772 (or another seminar course)</li> </ul> <p>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>

			<ul style="list-style-type: none"> <li>• EDUC746 Literacy for Developing Civic Understanding</li> <li>• EDUC771e Advanced Seminar in Literacy: Multiple Literacies</li> <li>• EDUC771H Research in Literacy Education: Critical Literacy</li> <li>• EDRL775 The Psychology of Literacy</li> <li>• EDRL777 Advanced Seminar in Literacy</li> <li>• EDRL778 Seminar in Teaching Writing</li> </ul>		
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**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.**

# EXAMINATION PHASE

## Comprehensive Examination

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

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

The committee will

1. *Obtain students' names* of those registering for the Comprehensive Examination;
2. *Finalizes research methodology question*
3. *Arranges time for starting* the examination;
4. *Arrange for ending time* and collection of examination;
5. *Arrange for the dissemination* of the examination responses to the student's Advisory Committee.
6. *Monitor any re-administration of the examination*; and
7. *Administers 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 your Oral Examination.*

## **Format of the Written Examination**

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 the COE Doctoral Committee.

1. Questions are developed in the *student's specialization area*
2. Questions could also be developed that are outside the student's specialization or that relate the specialization area to broader issues within education
3. One question must relate to research methodology (developed by the COE Doctoral Committee)
4. 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.

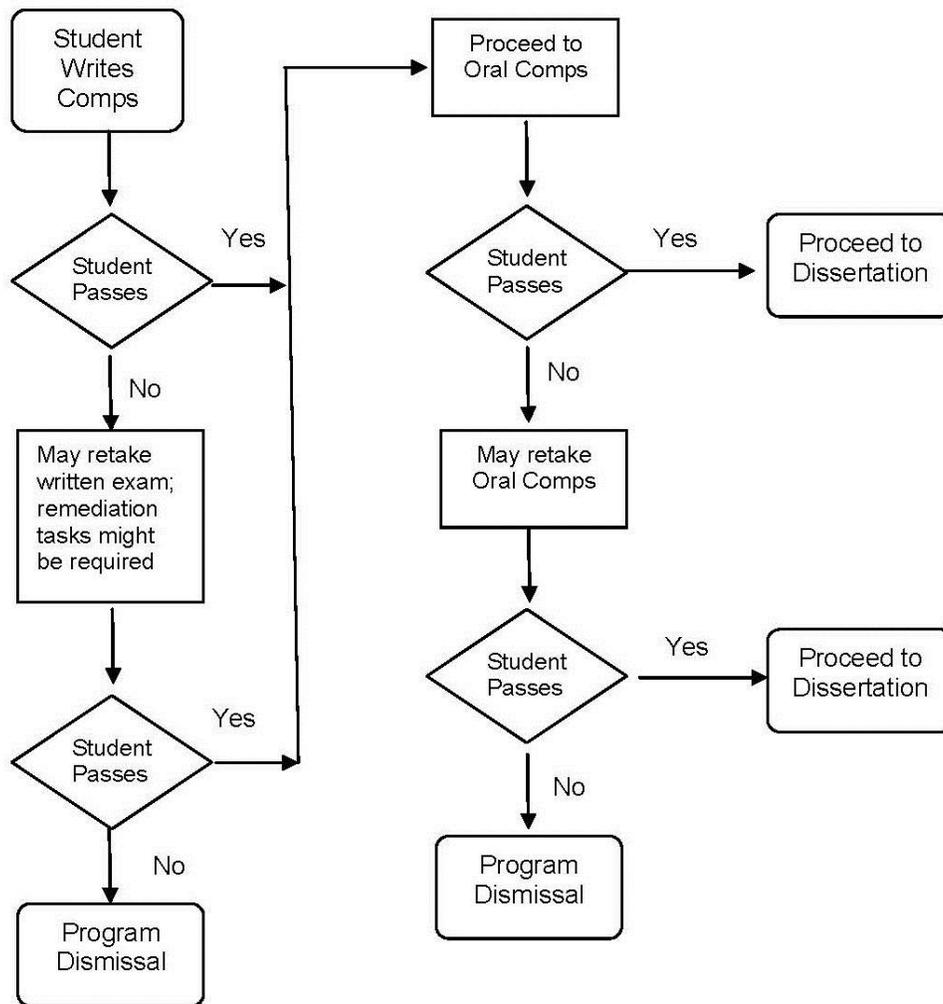
Timing: The oral portion of the exam should be scheduled no less than 2 and no more than 4 weeks after the written component is complete and given to the committee.

## **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.

## Comprehensive Exam Process



## **Dissertation and Oral Defense**

Ph.D. candidates complete a minimum of 24 credits of dissertation research by registering for EDUC 799. 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 (often the first three chapters) that you submit to your committee for suggestions and approval before 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 two weeks before the defense.
3. 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.
4. If you are required to have a second proposal defense the Advisory/Examining Committee determine 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.
5. 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 and the appropriateness 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, districts require that you go through university IRB approval prior to submitting materials to the district.
6. 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**

The dissertation is a significant piece of original research, written to standards of referred publication. A couple of different options for the format of the dissertation are possible and you should work with your Chair in determining which is appropriate for you. Your Chair and Methodologist (and other committee members as appropriate) will guide you through the conducting and writing the final dissertation. No data may be collected without IRB approval, unless your study does not require such approval. Guidelines for the preparation of the dissertation are available from a variety of sources, including:

- ⇒ The graduate School website offers – **THESIS AND DISSERTATION PREPARATION GUIDELINES**

⇒ APA manual (most recent edition)

### **DISSERTATION ORAL DEFENSE (Must adhere to UNR Policies)**

1. You will work with the Committee Chair to prepare for an oral dissertation defense. You should ensure that all committee members receive a copy of the dissertation at least two weeks before the defense;
2. 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](http://catalog.unr.edu/preview_entity.php?catoid=6&ent_oid=605&hl=%22dissertation%22&returnto=search)
3. 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](http://catalog.unr.edu/preview_entity.php?catoid=6&ent_oid=605&hl=%22dissertation%22&returnto=search))
4. 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 dismissed from the program.

## **GRADUATION PHASE**

### **Application for Graduation**

Applications for graduation are filed on-line 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 on 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.

## Application and Checklist for the Doctoral Program in the College of Education

In order to have a total picture of you as an applicant to the doctoral programs in the College of Education, we request that you provide us with a variety of materials. Please complete the form below and submit it along with the items listed on the next page. Your application will not be considered until all items have been received.

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address \_\_\_\_\_

**Area of Emphasis** to which you are applying (check one):

- Development, Learning, & Technology
- Educational Leadership
- Equity and Diversity in Education
- Literacy Studies
- Math & Science Education
- Special Education & Disability Studies

**Faculty member with whom you wish to work, if known:** \_\_\_\_\_

**Grade Point Average** (four-point scale) from your Bachelor's degree: \_\_\_\_\_

**Grade Point Average** (four-point scale) from your Master's degree: \_\_\_\_\_

**GRE Scores:** Verbal Reasoning \_\_\_\_\_ Quantitative Reasoning \_\_\_\_\_ Analytical Writing \_\_\_\_\_

**Describe any other relevant personal experiences** (service, awards, publications, etc.):

**DOCTORAL STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS**

**College of Education**

(Submit with application form)

All professional educators are expected to adhere to a professional code of conduct. Any educator pursuing graduate studies serves as a model for others. The faculty of the College of Education has adopted a set of professional behaviors or dispositions that are crucial for doctoral level students. These dispositions apply to the university setting, courses, and supervised experiences. 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 program. The list of dispositions is not exhaustive. Depending on the situation, there could be behaviors that do not appear on the list, but which could be considered in an evaluation of readiness to continue in doctoral study.

<b>Reflective Practitioner</b>
Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
Collaboration/Collegiality. The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.
Commitment to Teaching. The candidate values the education profession. He or she exhibits a positive attitude toward schools, teaching, university students, K-12 students and their families.
Emotional Maturity. The candidate responds to frustration and stress appropriately.
Professional Demeanor & Responsibility. 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 is poised and professional in his or her demeanor.
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 university and K-12 students as valued and unique individuals.

#### Commitment to Diversity.

The candidate values multiple aspects of diversity. He or she respects university students, children and adults of varied cultural and linguistic 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 their chosen field and related areas

The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.

The candidate recognizes and assumes responsibility for directing and contributing to his/her own educational development.

### **Research and Scholarship**

#### Ethical Researcher.

The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.

The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.

The candidate recognizes, appreciates and generates research that contributes to their field of study.

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in graduate programs in the College of Education at the University of Nevada, Reno. I further understand that 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: \_\_\_\_\_

**CHECKLIST OF MATERIALS TO PROVIDE TO THE COLLEGE OF EDUCATION:**

- \_\_\_\_\_ Application form and a signed Professional Behaviors and Dispositions form (attached)
- \_\_\_\_\_ A current resumé that outlines educational attainment and all relevant work experience
- \_\_\_\_\_ A Statement of Intent that includes a Philosophy of Education - your statement may include explanations for why you want a doctoral degree, why you want to pursue this particular area of emphasis, and why you want to study at UNR, as well as your personal views about the purpose of education, and the roles of students and teachers
- \_\_\_\_\_ Three letters of recommendation. These letters may be provided electronically through the Graduate School website or may be submitted directly to the college in sealed envelopes. The letters should be from three people who have personal knowledge of your academic, and professional qualifications, as well as your dispositions to the extent that they are relevant to doctoral studies and post-doctoral careers
- \_\_\_\_\_ One sample of scholarly writing. This writing sample should offer evidence that you understand the expectations of scholarly writing in terms of content as well as format.
- \_\_\_\_\_ Apply online to the University of Nevada, Reno Graduate School and follow requirements for official transcripts and test scores to be provided.

**Send information to:**

College of Education Doctoral Program Coordinator  
Mail Stop 278  
University of Nevada, Reno  
Reno, NV 89557-0278