



College of Education
UNIVERSITY of NEVADA, RENO

Master's Degree in Equity and Diversity in Education

College of Education
Mailstop 0299
University of Nevada, Reno
Reno 89557-0299

(775) 682-7857
(775) 784-4384 (fax)

Master's Degree in Equity and Diversity in Education

Advisement Manual

College of Education
University of Nevada, Reno

Thank you for your interest in our master's degree program in Equity and Diversity in Education!

The education of individuals with diverse learning and cultural characteristics is an area of intense attention in research and policy today. Schools and various other employers seek personnel who are qualified to work effectively with a broad range of individuals.

The master's program in Equity and Diversity in Education (EDE) offers advanced study on use of inclusive methods to serve diverse learners in the classroom and beyond. 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. Multiple dimensions of human diversity are addressed through the program's course work, with special attention to gender, race/ethnicity, national origin, language, social class, and exceptionality.

Program course work, which consists of a minimum of 32 credits, is intended for practicing educators and others who work with diverse learners, especially in education/training-oriented positions. A teaching license is neither required to enter this program nor granted by earning a degree in this program.

K-12 teachers may choose to earn an ESL (English as a Second Language) endorsement for 12 specified credits within this program. Individuals without a K-12 teaching license, who may wish to work with adults whose first language is not English or with non-English-speaking individuals abroad, may earn a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages) for 15 specified credits within this program.

Goals of this graduate program include:

- To prepare educators and those in related fields to be more effective in working with individuals from diverse cultural, linguistic, and social-class backgrounds, with sensitivity to gender and exceptionality.
- To engage in focused study of one or two areas of emphasis, such as mathematics education, multicultural education, and/or ESL/TESOL (among other options).
- To prepare educators who possess a love of learning, value democracy and multiculturalism, develop strong and evolving funds of knowledge, and engage in reflective practice.

This master's program offers one degree option: the Master of Science (M.S.) degree. The degree may be completed as a hybrid program that combines face-to-face courses with some online courses or as a fully online program. Note that the fully online version of the program has more limited course offerings (a separate manual exists for this program version).

PROGRAM ADMISSION

Requirements:

- Minimum undergraduate GPA of 2.75 overall or 3.0 for the last two years of undergraduate study. (Exceptions may be made based on the strength of the overall application materials.)
- Experience in education or a related field, and/or a teaching license
 - Please note that experience in education or the equivalent can take many forms, including experience in both school and non-school settings and involving work with adults, college students, youth groups, and others. If you have any questions about your background experience, you may contact the Program Director, Dr. Lynda Wiest (wiest@unr.edu).
- The GRE is not required for admission.
- In some cases—at the discretion of the program faculty—students may be admitted under a prescribed program. This probationary program involves taking prescribed initial courses planned with the student's assigned advisor or the Program Director. Performance in the prescribed courses will be used to determine whether the student will gain regular admission into the program.

Steps to Admission:

Applications are accepted year-round but might be reviewed more promptly in mid-August through mid-May.

1. **Apply for admission to the Graduate School.** Application must be made online at <http://www.unr.edu/grad/admissions/apply>. Select "Equity and Diversity in Education" as your major.

If you wish to begin course work while awaiting acceptance to the program, you may apply to the Graduate School for admission as a "Graduate Special" student. This status, which involves completing an application and paying a one-time fee, allows you to take up to nine graduate semester credits that may apply toward your master's degree program. Consult with a program advisor before registering for classes as a "Graduate Special" student. Graduate courses completed at other universities may count as part of the total nine credits that might be applied to the program once admitted if, upon university and program review, the courses are deemed transferrable and appropriate to the program. International students are not eligible for Graduate Special status.

2. In addition to your application to the Graduate School, you must **apply for admission to the Equity and Diversity in Education Program**. Several forms used for this process are attached to this manual.
- a) The application form provides us with contact information for you and tells us your specific areas of interest.
 - b) The professional dispositions form lists our values as a program. It must be signed and submitted with your application.
 - c) Letters of recommendation must be completed by two persons who know your professional and/or academic abilities. These can be handled electronically by listing names and contact information on the Graduate School's online application form. (The Graduate School will provide completed letters of recommendation to the Equity and Diversity in Education Program.)
 - d) A professional resume must be submitted with your application materials.
 - e) A brief essay (about 2-3 pages) describing your educational philosophy and reason for pursuing this degree should be included in your application. This essay introduces you to the application review committee, assesses your degree of fit with the program, gives insight into your writing skills, and helps us identify a faculty advisor that matches your area(s) of interest.

Send this information to:

Equity & Diversity in Education Master's Program College of Education/299 University of Nevada, Reno 1664 N. Virginia St. Reno, NV 89557-0299

The faculty of the Equity and Diversity in Education Master's Degree program consider the entire "application package" of an individual to determine admission to the program. All submitted documentation of an ability to successfully complete masters-level work is evaluated: undergraduate grade point average and types of courses taken, the letter of intent and resume, and letters of recommendation. You may be admitted to the program on a **regular program** basis, in which you begin taking courses as recommended by your advisor, or you may be admitted to a **prescribed program** (see below). Graduate work in either program must be at the 600 level or above.

PRESCRIBED PROGRAM ADMISSION

In some cases, an applicant who submits application materials that program faculty do not consider sufficient for regular admission may be admitted under a prescribed program for a trial period. Applicants will be notified by letter of their conditional admission and told to contact the appointed advisor if they wish to enter the prescribed program. Following advisement, the advisor must submit a prescribed program form to the Director of Graduate Study. There are a limited number of admissions made each semester on a prescribed program basis. A grade of B or better must be earned in each course in the prescribed program to be considered for regular program admission.

DEVELOPING A PROGRAM OF STUDY

Upon completing about 12-15 credits after entering the program, meet with your assigned advisor to establish your advisory-examining committee and complete the ADVISORY-EXAMINING COMMITTEE/ PROGRAM OF STUDY form. The Advisory-Examining committee should include at least two faculty members affiliated with the Equity and Diversity in Education Program and at least one additional faculty member from outside the program. All committee members must be members of the UNR graduate faculty.

The program of study must be followed in order to meet all requirements for your master's degree. If changes occur in either the committee members or the course of study, the student must complete and submit a CHANGE OF ADVISORY COMMITTEE or CHANGE IN PROGRAM OF STUDY form to the Graduate School prior to application for graduation.

You may take up to six years to complete all degree requirements. This six-year period begins with the semester the first course was taken that is listed on the program of study form, *not with the date of admission to the graduate program*. This might, for example, be a course that is being transferred into the program.

APPLICATION FOR GRADUATION

An application for graduation must be filed by the appropriate date listed in UNR's academic calendar for the relevant semester. The application form, which includes a processing fee, is available online. The Graduate School requires that you be enrolled in at least three graduate credits each fall and spring semester (Wintermester and summer are excluded) during your program, including the semester in which you plan to graduate. **It is your responsibility to know and adhere to all deadlines related to program progress, such as the final date for applying for graduation.**

DEGREE REQUIREMENTS

The master's program in Equity and Diversity in Education (EDE) offers an opportunity for advanced study on use of inclusive methods to serve diverse learners in the classroom and beyond. This program allows educators and others to enhance their knowledge, skills, and dispositions to work more effectively with individuals from diverse backgrounds. Multiple types of human difference are addressed through the program's course work, with special attention to gender, race/ethnicity, national origin, language, social class, and exceptionality.

Program course work, which consists of a minimum of 32 credits, is intended for practicing educators and others who work with diverse learners, especially in education/training-oriented positions. Completion of this program does not grant a teaching license.

Course work includes a required core that consists of a course in educational research and a culminating comprehensive project, typically taken in the final semester, that involves completion of a scholarly project with an applied component. Another program segment is a 12-credit equity/diversity emphasis. Finally, the program allows students to choose one or

two individual areas of emphasis in consultation with her/his advisor. These 15 credits permit concentrated study in areas such as mathematics education, multicultural education, and/or ESL/TESOL (among other options). Note that K-12 teachers may choose to earn an ESL (English as a Second Language) endorsement for 12 specified credits within this program. Individuals without a K-12 teaching license, who may wish to work with adults whose first language is not English or with non-English-speaking individuals abroad, may earn a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages) for 15 specified credits within this program.

This master's program offers one degree option: the Master of Science (M.S.) degree. The degree may be completed as a hybrid program that combines face-to-face courses with some online courses or as a fully online program. Note that the fully online version of the program has more limited course offerings. (Contact Program Director Lynda Wiest, wiest@unr.edu, for a listing of online courses offered and/or see the separate online program manual.)

A minimum of 15 credits must be taken at the 700 level. A maximum of 9 relevant graduate credits may be transferred into the program from previous course work at UNR and/or other accredited institutions. Students must maintain a GPA of 3.0 to remain in the program.

Required Program Core (5 credits)

- EDRS 700 Introduction to Educational Research (3 credits)
- EDS 795 Comprehensive Project (2 credits)

Equity & Diversity Emphasis (12 credits)

- A. Complete *both* of the following (3 credits each):
- EDUC 680 Multicultural Concerns in Diverse Educational Settings
 - EDUC 761 Gender Issues in Education
- B. Choose *two* of the following three (3 credits each):
- EDRL 671 Language Acquisition, Development and Learning [other options: EDRL 672, EDRL 673, EDRL 690]
 - EDSP 711 Characteristics of Students with Mild to Moderate Disabilities *or* EDSP 713 Behavior Disorders *or* EDSP 715 Severe Learning Disabilities [other options for students who have not had a recent special education course: EDSP 611, EDSP 623]
 - EDUC 740 Social Class and Schooling

Recommended Courses

The following courses should be considered as electives depending upon individual student preferences and needs. Students should discuss their goals and background preparation with their advisor in order to decide whether to include one or both of these courses in their program of study.

- EDUC 770 Master's Seminar in Educational Specialties
- VARIES Assessment/evaluation in education

Electives: Individual Area(s) of Emphasis (15 credits)

Electives, some of which may be taken outside of the college, will be selected under the direction of the student's advisor. Major areas of emphasis include:

- mathematics education
- multicultural education, or one or more specific equity/diversity areas, such as gender, race/ethnicity, and/or social class
- TESOL (endorsement or certificate available)
- two areas above, or an area above combined with an area not listed, such as special education, information technology, literacy, science, or social studies

Elective Courses to Consider

- The course not taken in Part B of the Equity and Diversity Emphasis
- One or both courses listed above under Recommended Courses
- An independent study of 1-6 credits. Course numbers are EDUC 692 and EDUC 693. Independent studies must be approved by your advisor and may be taken under the direction of your advisor or another faculty member. They are typically conducted individually under the faculty member's periodic guidance and allow students to do focused study in an area of interest.

M.S. in Equity and Diversity in Education Application Form

Please complete this form and return it to:

M.S. in EDE Program
College of Education/299
University of Nevada, Reno
Reno, NV 89557-0299

Name: _____ NSHE #: _____

Address: _____ Home Phone: _____

_____ Other Phone: _____

_____ Email: _____

Preferred method for us to contact you _____

Ethnic Group (optional)

African American Hispanic/Latino(a) White/ non-Hispanic
 Asian/Pacific Islander Native American

Current area(s) of teacher licensure, if any _____

Are you licensed in Nevada? _____

Areas of special interest for this degree _____

Name of preferred academic advisor (if known) _____

Candidate Signature

Date

MASTER'S STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS

College of Education
University of Nevada, Reno

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 members of the College of Education at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for master's level students. These dispositions apply to the university setting, courses, practicum and field 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 other dispositions and professional behaviors that might be relevant that do not appear on the list, but which could be considered in an evaluation of readiness to continue in master's study. Candidates are to read and sign this form and attach it to their application for admission to one of the master's programs in College of Education.

Reflective Practitioner
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 profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity. The candidate responds to frustration and stress appropriately.
Professional Demeanor & Responsibility The candidate is prompt, is not unnecessarily absent, 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
<p>Student Focus The candidate recognizes and respects students as valued and unique individuals.</p>
<p>Commitment to Diversity The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural and linguistic backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</p>
Love of Learning & Strong Fund of Knowledge
<p>Initiative The candidate is independent and goes beyond minimum expectations.</p>
<p>Problem Solving The candidate is an active and effective problem solver.</p>
<p>Commitment to Learning The candidate is curious and interested in learning more about students and content areas.</p>
<p>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>
<p>The candidate recognizes and assumes increasing responsibility for directing and contributing to his/her own educational development.</p>
Research and Scholarship
<p>Ethical Researcher The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.</p>
<p>The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.</p>
<p>The candidate recognizes, appreciates and applies the research literature for current practice.</p>

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's Signature _____ Date: _____