

**Master's Degree  
and  
Doctoral Programs**

**LITERACY  
STUDIES**

**and**

**Nevada Reading Specialist  
Endorsement**

College of Education  
Department of Educational Specialties  
University of Nevada, Reno  
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## Checklist for Completing Your Graduate Program

<b>Date completed</b>	<b>Relevant Degree Program</b>	<b>Step in Process</b>	<b>Required Forms</b>
	All graduate programs	Decide on a program and consult with an advisor	
	All graduate programs	Apply to the Graduate School	On-line application
	All graduate programs	Apply to the EDS Department	Applications and dispositions statements (attached)
	All graduate programs	Receive letters of acceptance	
	All graduate programs	Meet with your advisor to develop a tentative plan of study	
	All graduate programs	Create approved program of study and submit to graduate school	Program of Study Form (Graduate School web site)
	All graduate programs	Complete course work	Change of Program of Study or Change of Committee forms are needed for any changes
	M.Ed.	Complete Comprehensive Exam or Project	Notice of Completion, Master's degree (Graduate School web site)
	Doctoral	Complete Comprehensive Exam	Notice of Admission to Candidacy (graduate School web site)
	M.A. or Doctoral	Develop proposal for thesis or dissertation	Human Subjects Proposals may be needed (IRB web site)
	All graduate programs	Apply for graduation (on-line)	Application for Graduation (on-line)
	M.A. or Doctoral	Defend thesis or dissertation	Notice of Completion, Master's Degree (Graduate School web site)
	Doctoral	Defend dissertation	Notice of Completion – Doctoral Degree (Graduate School web site)
	M.A. or Doctoral	Submit copies of final thesis or dissertation for binding	Signed copies of cover sheet (Graduate School web site)

# Master's and Doctoral Programs In Literacy Studies

The Master's and Doctoral Programs at the University of Nevada, Reno offer students the opportunity to develop knowledge in the area of Literacy Studies. This advisement manual is meant to help you negotiate the courses and other expectations needed to be successful in your chosen degree. It is set up so that, as a prospective student, you can find the information quickly. To that end, each section contains information about both the Master's and the Doctoral Programs.

## DECIDING ON A PROGRAM

### Program Descriptions

The Department of Educational Specialties offers two types of master's and doctoral degrees. Be sure to read each option carefully.

#### Master's Programs

The **Master of Arts** degree is intended for educators who wish to focus on research and development in literacy studies within elementary or secondary schools. This degree requires a thesis, consisting of 6 credits out of the total of 39 credits.

The **Master of Education** degree is intended for practicing educators who wish to focus on curriculum development and the improvement of instruction in schools. This degree requires a comprehensive project or exam as a culminating experience and is a total of 40 credits.

#### Doctoral Programs

All doctoral programs in the Department of Educational Specialties prepare students at an advanced level to work in the professorial ranks of higher education or assume positions of leadership in public and private schools and agencies. They provide rich preparation by exposing students to a wide variety of courses and experiences related to fundamental theories and concepts associated with literacy studies, as well as current issues and trends in teaching and learning. A strength of these programs lies in the opportunity for students to be exposed to a variety of courses and to faculty members in the Educational Specialties Department, the College of Education, and the University. Students are encouraged to communicate with individual faculty members who share their scholarly interests. The better that faculty understand students' professional goals and interests, the more timely the admission process and the better the match between students and faculty mentors.

The **Doctor of Education (Ed.D.)** program requires a minimum of 90 semester credits beyond the baccalaureate degree, which includes the completion of 12 credits of dissertation. Thirty (30) credits may be applied from the master's degree level (600 level classes and higher). These credits must be approved by the student's chair, the chair of the major department, the graduate dean, and the Office of Admissions and Records.

Credit for completion of a thesis or special project may not be included. An additional 16 relevant credits from an accredited program beyond the master's degree may be applied to the approved Ed.D. program.

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 be allocated toward the doctoral degree. These credits must be approved by the student's chair, the chair of the major department, the graduate dean, and the Office of Admissions and Records. 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 both the Ed.D. and 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).

## **ADMISSION TO A PROGRAM**

### **Admission Requirements and Procedures for Master's, Ed.D. and Ph.D. Programs**

1. See a Literacy Studies advisor for an explanation of degree options. Call Dr. Shane Templeton, Dr. Donald Bear, Dr. Cindy Brock, Dr. Diane Barone, Dr. Julie Pennington, or Dr. Dianna Townsend at 775-784-4383 for information.
2. The Graduate Record Exam (GRE) is required for some degree programs or applicants:
  - a) If you are applying for the Master of Arts degree
  - b) If you are applying for the M.Ed. degree and your undergraduate GPA is below 2.75 overall or below 3.0 for the last half (if your GPA is above that level, you are NOT required to take the GRE)
  - c) If you are applying for either of the doctoral programs

Information about the GRE can be obtained from the Student Advisement Center in the College of Education or from Sylvan Learning Center. You will need to request that scores be sent to the Graduate School.

3. Apply for admission to the Graduate School. This application is submitted on-line at <http://www.ss.unr.edu/admissions/apply.html>. Applicants need to select "Literacy Studies" as the degree choice. Transcripts from ALL previous college and university work must be sent directly from each institution that you have attended to the Graduate School. Hand-carried transcripts, even with official seals, will not be accepted.

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 master's or doctoral program.

⇒ Be sure to consult with a Literacy Studies education advisor concerning these courses. Please note that a maximum of 9 credits may be transferred into a master's degree program from another university or from prior to full admission to the Literacy Studies program.

4. In addition to the application for the Graduate School, you must also apply for admission to the Department of Educational Specialties (EDS). Separate applications for master's and doctoral degree programs are attached to this manual. Along with the EDS application, please submit:

- ⇒ The signed dispositions statement for the degree sought (attached to this manual)
- ⇒ Confidential letters of recommendation from persons who can comment on your professional qualifications and/or ability to be successful in graduate work. Two (2) letters are required for master's applicants and three (3) for doctoral applicants.
- ⇒ A brief (1-2 page) resume, and
- ⇒ A brief (1-3 page) typed essay describing your educational philosophy and purpose for pursuing the degree.
- ⇒ Doctoral applicants must also submit samples of professional or scholarly writing

Unless you are applying for a special program with different dates, applications for Master's Degrees are due October 1 for the spring term and March 1 for the fall or summer terms. For full consideration, doctoral applications are due by October 15 and March 15. More detailed information about doctoral admissions can be found in the Doctoral Program Manual for the Department of Educational Specialties.

## **Regular Program Admission**

### **Master's Program**

M.Ed. applicants with a GPA above 2.75 overall or 3.0 for the last half are not required to take additional tests. M.A. (thesis option) applicants must meet the same GPA requirements and must take the Graduate Record Exam (GRE). If the GPA is below that level, see the section in this manual on provisional admission.

### **Doctoral Program - Ed.D. and Ph.D.**

The following are minimum requirements for admission to the doctoral program (please note: the doctoral program has limited enrollment. Meeting the minimum requirements does not insure admission):

- ⇒ Attain an overall GRE score of 1000 (verbal and qualitative). You must score a minimum of 400 on each subtest
- ⇒ Hold a master's degree from an accredited institution in an appropriate area with a GPA of at least 3.3 in graduate course work.
- ⇒ Have two years of contractual teaching experience or the equivalent
- ⇒ Submit up to three examples of written work (may include term papers, master's thesis or project, or publication).
- ⇒ Be available for a possible in-person or telephone interview as determined by the Doctoral Steering Committee.
- ⇒ Be approved by the Doctoral Steering Committee

⇒ Students are encouraged to communicate with individual faculty members who share their scholarly interests. The better faculty understand students' professional goals and interests, the more timely the admission process and the better the match between students and faculty mentors.

### **Provisional Admission**

If you do not meet the full admission requirements for any reason, you may request consideration for provisional admission. (There is a limited number of provisional students admitted each year.)

#### **Master's Program**

If your undergraduate GPA is below 2.75 overall or 3.0 for the last half, you are required to take the Graduate Record Exam (GRE). M.A. (thesis option) students must score a minimum of 900 on the GRE (verbal + quantitative subtests). If you meet the qualifications for provisional admission, a prescribed program is developed for you. Your prescribed program outlines 9-12 credits of graduate courses that you will take at the beginning of your program of study to demonstrate that you are capable of successfully completing graduate course work. These courses will be identified by your chair or advisor. If you qualify for a prescribed program, you will be notified by letter of your conditional admission and told to contact your advisor if you wish to undertake the prescribed program. Following advisement, your advisor must submit a "Prescribed Program" form to the chair of the Department of Educational Specialties. This form will identify the courses you will take while on provisional status.

Program admission is not complete until the prescribed program is accepted by the Department Chair of EDS and by the Dean of the Graduate School. If you choose to complete your prescribed program during one semester or a summer session, nine (9) credit hours are required. If you complete your prescribed program during two semesters, twelve (12) credit hours are required. Successful completion means you have earned a grade of B or better (not B-) in each class in the prescribed program.

#### **Doctoral Program**

A very limited number of provisional admissions are allowed in doctoral programs. Students must submit clear evidence of their potential for success in graduate study at the doctoral level and at least one faculty member must be willing to serve as a strong advocate and advisor. If you are given provisional admission, you must meet the following requirements to be granted full admission status:

- ⇒ Complete at least 18 semester hours of course work, prescribed by the Doctoral Steering Committee.
- ⇒ These designated 18 semester hours must be completed within one calendar year.
- ⇒ Have a GPA in these courses of 3.5 (EDS Department requirement), with no grade lower than a B
- ⇒ Pass an Ed.D., Ph.D. qualifying examination during the first semester of course work.

You may not remain on provisional standing for more than two semesters. Courses completed while on provisional status may be applied toward an advanced degree with approval of your committee.

# COMPLETING A PROGRAM

## Program Elements

### 1. Program of Study

After completion of about 12 graduate credits, meet with your chair and complete a Program of Study. This form, available on line through the Graduate School, lists all of the courses that you will take.

Master's degree students will form an Examining/Advisory Committee of three graduate faculty members: Two members will be in the area of literacy, and one will be from outside the Department of Educational Specialties. You are allowed to take up to six (6) years to complete the degree requirements.

Doctoral students' committees are made up of at least five graduate faculty members: At least two members of your committee must be from literacy studies and at least one member must be from outside the Department of Educational Specialties (or outside the College of Education).

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.

The program of study must be approved and signed by you, your chair, all members of your Advising/Examining Committee, the Chair of the Department of Educational Specialties, and the Dean of the Graduate School.

### 2. Qualifying Examination /Progress Evaluation for Doctoral Students

Please see your advisor for more details about this process.

### 3. Continuous Enrollment and Residency 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, not summer, or apply for a leave of absence. Forms for such a leave may be obtained on-line from the Graduate School site.

### 4. Doctoral Program Residency

If you are enrolled in an Ed.D. program, you will need at least two consecutive full-time semesters completed with a minimum of 12 graduate credits for each semester. These can include one summer and either a fall or spring semester. If you are a Ph.D. student, you must complete a two-semester residency consisting of successive semesters, excluding summer, of at least 9 credits each semester. For both the Ed.D. and the Ph.D., a maximum of 3 credits of dissertation or independent study credits may be applied per full-time term. This requirement must be satisfied after you are admitted to the doctoral program (refer to the University General Catalog, under College of Education). This residency requirement allows part-time doctoral students to have the opportunity to experience full-time graduate study for at least two semesters. Residency provides the opportunity to develop relationships with faculty and other graduate students and more

time for intensive study. The residency requirement will be determined by your committee and you within the first year of doctoral study.

### **5. Comprehensive Examination (M.Ed. Students)**

Typically, students take a comprehensive exam or its equivalent at the end of their program. Your chair will help you prepare for this exam or project (EDS 795 minimum of 1 credit). The exam/project will be prepared, administered, and scored by the advisory/examining committee. The focus of this exam will be to assess your mastery of course content and general mastery of important elements of your program of study.

In order to enroll in EDS 795, you must complete an "Intent to take the Comprehensive Exam" form in the EDS Department. You must be enrolled in a minimum of 3 graduate credits during the semester you take the Comprehensive Exam.

### **6. Comprehensive Examination (Doctoral Students)**

The comprehensive examination for doctoral students is completed near the end of coursework and before beginning the dissertation study. The format and timeline for the exam will be determined by your committee. 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.

### **7. Thesis and oral defense (Master of Arts)**

If you are pursuing a Master of Arts degree, in Plan A (Thesis), you do not have to take the Comprehensive Exam, but you will have to make an oral defense of your written thesis. Details about the thesis are too comprehensive for this document. See your advisor for more information and guidelines.

### **8. Dissertation and oral defense (Doctoral Students)**

Ed.D. degree candidates complete a minimum of 12 credits of dissertation research, EDS 799. Ph.D. candidates complete a minimum of 24 credits of dissertation research. This is typically spread over several semesters. Be sure to talk to your advisor about these credits and the expectations for progress on the dissertation.

The process begins with a proposal that is approved by the members of your Advisory/Examining Committee. This is usually a draft of the first three chapters of the dissertation. Note: In most cases your dissertation study will require approval from the University Human Subjects Committee. It is your responsibility to acquire this permission after your committee approves your study. Depending on your topic, school district approval may also be required. These approvals can take several months so plan accordingly.

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
- ⇒ The Doctoral Program Manual from the Department of Educational Specialties
- ⇒ APA manual

## **9. Application for Graduation**

Applications for graduation are filed on-line by strict 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 graduate credit during the semester in which you intend to graduate.

# **COURSE WORK REQUIREMENTS**

## **MASTERS PROGRAMS**

### **Master of Arts – Thesis Option (36 credits)**

#### **Core Courses (12 credits):**

EDUC 680 Sociocultural Concerns in Education  
EDUC 770 Masters Seminar in Educational Specialties  
EDUC 751 Research Applications in EDS  
CEP 640 Educational Measurements and Statistics  
EDS 797 Thesis (**6 credits**)

#### **Literacy Studies Electives (18 credits selected from the following):**

EDRL 600 Foundations of Literacy  
EDRL 641 Literacy Instruction for Young Children  
EDRL 642 Literacy Instruction I  
EDRL 643 Literacy Instruction II  
EDRL 700 Literacy Assessment  
EDUC 619 Curriculum Development in the Literacy Education  
EDRL 661 Diagnostic Assessment and Instruction Literacy  
EDRL 627 Teaching Writing Across School Curriculum  
EDRL 607 Book Selection for Children  
EDRL 602 Literature for Young Adults  
EDRL 647 Literacy, Diversity, and Schooling  
EDRL 610 Word Study: Phonics, Spelling, and Vocabulary Instruction  
EDRL 651 Reading & Writing in the Secondary School  
EDRL 612 Teaching Reading to Older Students  
EDRL 701 Field Work and Clinical Practice in Reading  
EDRL 702 Reading Clinic  
EDRL 777 Advanced Seminar in Literacy

### **Master of Education – Non-Thesis (40 credits)**

#### **Core Courses: (12 credits)**

EDUC 680 Sociocultural Concerns in Education  
EDUC 770 Masters Seminar in EDS  
CEP 705 Human Growth and Development  
EDUC 751 Research Applications in Educational Specialties

#### **Literacy Studies Concentration (15 credits)**

EDRL 600 Foundations of Literacy  
EDRL 642 Literacy Instruction I OR  
EDRL 643 Literacy Instruction II  
EDRL 700 Literacy Assessment OR  
EDRL 661 Diagnostic Assessment and Instruction Literacy  
EDRL 701 Field Work and Clinical Practice in Reading  
EDUC 771H Research in Literacy Education

**Literacy Studies Elective (9 credits)** Examples include:

EDRL 641 Literacy for Young Children  
EDUC 619 Curriculum Development in the Language Literacy  
EDRL 607 Book Selection for Children  
EDRL 627 Teaching Writing Across School Curriculum  
EDRL 602 Literature for Young Adults  
EDRL 647 Literacy, Diversity, and Schooling  
EDRL 610 Word Study: Phonics, Spelling, and Vocabulary  
EDRL 612 Teaching Reading to Older Students

**Electives Outside Department (3 credits)**

**Capstone Requirement (1 credit)**

EDS 795 Comprehensive Project

## **Reading Specialist Endorsement Licensing Requirements**

To receive your endorsement, you must have:

1. A master's degree
2. Three years of verified teaching experience in state-approved schools
3. A valid elementary or secondary teaching license
4. A minimum of 16 graduate hours in courses in reading, including each of the following areas:
  - A. Foundations of reading
  - B. Etiology and diagnosis of reading problems
  - C. Clinical practice in remediating reading problems
  - D. Research in reading

## DOCTORAL PROGRAMS

The following program of study is an outline only. Your program of study may vary depending on previous course work taken and areas of interest. The numbers of credits listed are minimums. Students without master's degrees in literacy studies will take additional courses

### **Educational Specialties Core (6 credits)**

EDUC 779 Professional Seminar in EDS  
Foundations (several courses are available)

### **Research Core**

Ed. D. (15 credits)

The following courses or equivalent courses are required:

CEP 640 Educational Measurements and Statistics  
EDUC 751 Research Applications in EDS      OR  
CEP 700 Introduction to Educational Statistics  
CEP 740 Advanced Educational Measurement and Statistics  
EDS 752 Qualitative Research in Educational Specialties  
CEP 775 Doctoral Research Seminar

Ph.D. (21-24 credits)

Requirements are the same as for Ed.D., with the addition of 6-9 credits of research course to be selected by the student's advisory committee.

### **Literacy Studies Concentration (21 credits). Chose from among:**

EDRL 777 Advanced Seminar in Literacy Studies (required – can be taken for 12 cr)  
EDRL 700 Assessment of Literacy  
EDRL 701 Field Work and Clinical Practice in Reading    OR    EDS 702 Reading Clinic  
EDUC 746 Literacy for Developing Civic Understanding  
EDRL 775 Psychology of Literacy  
EDRL 778 Seminar in Teaching Writing  
EDRL 600 Foundations of Literacy  
EDRL 601 Literacy and Young Children  
EDRL 641 Literacy Instruction for Young Children  
EDRL 642 Literacy Instruction I  
EDRL 643 Literacy Instruction II  
EDRL 607 Book Selection for Children  
EDUC 619 Literature for Young Adults  
EDRL 647 Literacy, Diversity, and Schooling  
EDRL 610 Word Study: Phonics, Spelling, and Vocabulary  
EDRL 612 Teaching Reading to Older Students

**Dissertation**

24 credits for Ph.D

12 credits for Ed.D.

**Other Coursework**

21 credits for Ph.D.

36 credits of Ed.D

Remaining coursework may be applied toward establishing a second area of emphasis or taking additional coursework in literacy that serves a student's interests and professional goals. Courses should be appropriate to a cohesive Program of Study.

# Literacy Studies Master's Degree Application Form

## Department of Educational Specialties

Please complete this form and return it to:

The Department of Educational Specialties/299  
Attn: Literacy Studies Program  
University of Nevada, Reno  
Reno, NV 89557-0299

Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone \_\_\_\_\_

\_\_\_\_\_ Work Phone: \_\_\_\_\_

\_\_\_\_\_ E-mail: \_\_\_\_\_

Ethnic Group (optional)

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

Please check the degree option for which you are applying. If you are unsure, consult with an advisor:

M.Ed.    Master of Education in Literacy Studies (non-thesis option – 40 credits)

M.A.    Master of Arts in Literacy Studies (thesis option – 36 credits)

Name of Preferred Academic Advisor (if known) \_\_\_\_\_

Semester/year in which you are applying \_\_\_\_\_

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

**MASTER'S STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS (complete and submit with application form)**  
 Department of Educational Specialties  
 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 of the Department of Educational Specialties (EDS) 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, 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 behaviors that do not appear on the list, but which could be considered in an evaluation of readiness to continue in master's study.

<b>Reflective Practitioner</b>
<p>Professional Ethics.</p> <p>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p>
<p>Collaboration/Collegiality.</p> <p>The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.</p>
<p>Commitment to Teaching.</p> <p>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p>
<p>Emotional Maturity.</p> <p>The candidate responds to frustration and stress appropriately.</p>
<p>Professional Demeanor &amp; Responsibility.</p> <p>The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</p> <p>The candidate is poised and professional in his or her demeanor.</p>
<p>Professional Feedback.</p> <p>The candidate is receptive and responsive to professional feedback, incorporating suggestions into practice.</p>
<p>Self-Reflection.</p> <p>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.</p>

<b>Multicultural and Democracy</b>
<p>Student Focus.</p> <p>The candidate recognizes and respects students as valued and unique individuals.</p>
<p>Commitment to Diversity.</p> <p>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>
<b>Love of Learning &amp; Strong Fund of Knowledge</b>
<p>Initiative.</p> <p>The candidate is independent and goes beyond minimum expectations.</p>
<p>Problem Solving.</p> <p>The candidate is an active and effective problem solver.</p>
<p>Commitment to Learning.</p> <p>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>
<b>Research and Scholarship</b>
<p>Ethical Researcher.</p> <p>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 Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Application and Checklist for the  
Ph.D. and Ed.D. Programs in Educational Specialties**

In order to have a total picture of you as an applicant to one of the doctoral programs in Educational Specialties, 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: \_\_\_\_\_ Phone: \_\_\_\_\_

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

E-mail: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Requested Advisor: \_\_\_\_\_

Primary Area(s) of Emphasis in your Ph.D. program (check one or two):

- Literacy Studies
- Special Education
- Educational Specialties (Equity & Diversity in Educational Settings **or** Language Literacy and Culture emphases)
- Individualized program as follows: \_\_\_\_\_

Other areas of interest related to your doctoral studies: \_\_\_\_\_

**EDUCATIONAL BACKGROUND:**

Degree	Institution	Dates	Major

GPA for Master's Degree: \_\_\_\_\_

GRE Scores: Verbal \_\_\_\_\_ Quantitative \_\_\_\_\_ V+ Q Combined \_\_\_\_\_

**RELEVANT PROFESSIONAL WORK EXPERIENCE:**

Dates	Institution	Job Description (please be specific: full-/part-time, etc.)

Other Professional Accomplishments (awards, service, published writing, etc.)

**CHECKLIST OF MATERIALS TO PROVIDE TO THE DEPARTMENT OF EDUCATIONAL SPECIALTIES:**

- A current resume
- Transcripts of all graduate credit (Transcripts will also be required by the UNR Graduate School. Please refer to their application requirements.)
- A personal statement of at least one single-spaced page that addresses: (a) why you are interested in pursuing this degree, and (b) your personal and professional goals after obtaining this degree
- Letters of reference from three professionals able to comment on your professional experiences and/or your potential for success in advanced graduate work (submit directly to the Doctoral Steering Committee in the Department of Educational Specialties)
- Three samples of written work (e.g., master’s thesis/project, course papers or projects, grant proposals, publications)

In addition, be sure to apply to the UNR GRADUATE SCHOOL on-line at:  
<http://www.vpr.unr.edu/grad2/>

**DOCTORAL STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS (complete and submit with application form)**  
 Department of Educational Specialties  
 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 of the Department of Educational Specialties (EDS) at the University of Nevada, Reno have 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 master's 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.

<b>Multicultural and Democracy</b>
<p>Student Focus.</p> <p>The candidate recognizes and respects university and K-12 students as valued and unique individuals.</p>
<p>Commitment to Diversity.</p> <p>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.</p>
<b>Love of Learning &amp; Strong Fund of Knowledge</b>
<p>Initiative.</p> <p>The candidate is independent and goes beyond minimum expectations.</p>
<p>Problem Solving.</p> <p>The candidate is an active and effective problem solver.</p>
<p>Commitment to Learning.</p> <p>The candidate is curious and interested in learning more about their chosen field and related 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 responsibility for directing and contributing to his/her own educational development.</p>
<b>Research and Scholarship</b>
<p>Ethical Researcher.</p> <p>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 generates research that contributes to their field of study.</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 Signature \_\_\_\_\_ Date: \_\_\_\_\_