College *of* Education
AT THE UNIVERSITY OF NEVADA, RENO

Master of Science in Equity and Diversity in Education

PROGRAM DESCRIPTION AND HANDBOOK

ABOUT US

The Reno Area

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

The University

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

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

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

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

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

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

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

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

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

INTRODUCTION

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 race/ethnicity, gender, 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 ELAD (English Language Acquisition and Development) 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.

PROGRAM GOALS, FOUNDATIONAL CONCEPTS, & STUDENT LEARNING OUTCOMES

Program Goals

- 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.

Foundational Concepts

This program is designed to target five main foundational concepts that are infused across program coursework. These areas of focus are derived from key guide organizations in the field of teacher education and equity and diversity. (Source organizations appear in parentheses below.) Accordingly, graduates of this program are intended to be able to:

- Respect and value cultural diversity. (ATE, NAME, NEA, OECD)
- Possess knowledge and understanding of cultural and ethnic identities locally and globally. (ATE, NAME, NEA, OECD, UNESCO)
- Interact respectfully with individuals from diverse backgrounds and function appropriately in various cultures. (NAME, NEA, OECD, UNESCO)
- Design culturally inclusive and respectful curricula and learning experiences, while providing high-quality education and holding high expectations for all students. (ATE, NAME, NCATE, UNESCO)
- Interact with diverse classmates and faculty during the program. (ATE, NCATE)

Source Organizations for Foundational Concepts
- ATE: Association of Teacher Educators
- NAME: National Association for Multicultural Education
- NCATE: National Council for Accreditation of Teacher Education NEA: National Education Association
- OECD: Organisation for Economic Co-operation and Development UNESCO: United Nations Educational, Scientific and Cultural Organization

Student Learning Outcomes (SLOs)

1. Students will demonstrate knowledge of equity and diversity in education.
2. Students will demonstrate an ability to apply research and theory on equity and diversity in education to practice and to conduct critical self-analysis of that practice.
3. Students will demonstrate dispositions appropriate to equity and diversity in education.
4. Students will display writing skills that are scholarly, culturally sensitive, and mechanically correct.

Note: Program assessment information appears at the end of this manual

Contact Information

Eleni Oikonomidoy, Ph.D.
Graduate Program Director
Eleni's Email
(775) 682-7865

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. Eleni Oikonomidoy, eleni@unr.edu
- The GRE is not required for admission.
- In some cases students may be admitted under a prescribed program if their application materials are deemed marginal by program faculty. 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 the graduate school [link.](#) 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. Application materials to submit include:
   a. An **application form** that provides us with your contact information and your specific areas of interest.
   b. A **signed professional dispositions form**, which lists our values as a program.

c. **Two letters of recommendation** completed by individuals 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.

e. A **brief essay** (about 2-3 single-spaced pages) describing your educational philosophy and reason for pursuing this degree. This essay introduces you to the application review committee and allows the committee to assess your degree of fit with the program, gain insight into your writing skills, and identify a faculty advisor that matches your area(s) of interest.

Send these documents 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. A limited number of admissions are 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.

PROGRAM PROGRESS

Program of Study, Time Limits, & Continuous Progress

Note: Graduate School forms may be found here.

By the end of your second fall/spring semester taking courses in 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 transferred into the program.

After acceptance into the program, you must be enrolled in at least 3 credits each fall and spring semester until you complete your degree. If you take no credits during a fall or spring semester, you must complete and have approved a Leave of Absence form for that semester.

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

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 multicultural education, ELAD (English Language

Acquisition and Development, formerly ESL)/TESOL, and mathematics education, among other options. Note that K-12 teachers may choose to earn an ELAD (English Language Acquisition and Development, formerly ESL) 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, Dr. Eleni Oikonomidoy (eleni@unr.edu), for a listing of online courses offered and/or see the separate online program manual.)

M. S. in Equity & Diversity in Education (32 Credits)

Required Program Core (5 credits)
- EDRS 700 Introduction to Educational Research (3 credits)
- EDS 795 Comprehensive Project (2 credits)

Equity & Diversity in Education 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):
- An English Language Development and Acquisition (ELAD, formerly ESL) course*: EDRL 671, EDRL 672, EDRL 673, EDRL 690, EDRL 675
  *these courses will be renamed soon
- A special education or gifted/talented education course:
  ➢ Special education: EDSP 611*, EDSP 632*, EDSP 711, EDSP 713
     *options for students who have not had a recent special education course
  ➢ Gifted/talented: EDSP 681, EDSP 682, EDSP 683, EDSP 684

- EDUC 740 Social Class and Schooling

Individual Area(s) of Emphasis—Choose One or Two (15 credits)

Courses for this area, some of which may be taken outside of the College, should be selected under the direction of your adviser. Major areas of emphasis include:

- Multicultural education, or a specific equity/diversity area, such as gender, race/ethnicity, and/or social class
- English Language Acquisition and Development (ELAD, formerly ESL; endorsement or certificate available for those who hold a teaching license)
- A content area (mathematics, science, literacy, social studies)
- Gifted/talented education (certificate available for those who hold a teaching license)
- Special education (e.g., students with learning disabilities)
- Examples of other possible areas: educational leadership, information technology, applied behavior analysis, human development, cognitive psychology, curriculum development

Courses to Consider for the Area(s) of Emphasis

- The course not taken in Part B of the Equity & Diversity in Education Emphasis
- An independent study of 1-6 credits involving focused study in an area of interest (course numbers EDUC 692 and EDUC 693). Must be approved by your adviser and taken under the direction of one or two faculty members.

PLEASE NOTE

As a student in this program, you must ensure that you:

- are enrolled in at least 3 credits each fall and spring semester. If you take no credits during a fall or spring semester, you must complete and have approved a Leave of Absence form for that semester.
- complete a program of study under consultation with your advisor by the end of your second semester.
- complete a Graduate Credit Transfer Evaluation Request to have previously completed, relevant graduate courses considered for transfer into the program (maximum of 9 credits).
- take at least 15 credits of 700-level course work during your 32-credit master's program.
- do not take the 600-level version of the same course taken at the 400 level, in which case the course would not count within the program.
- have the needed background preparation or prerequisites to take courses that are not entry-level courses (e.g., for ELAD or gifted/talented courses).
- maintain a GPA of at least 3.0 to remain in the program.

- complete your program within 6 years beginning with the first course listed on your program of study (unless you file for an extension based on extenuating circumstances).
- consult and observe program and Graduate School policies regarding program progress and completion.
- In consultation with your advisor,
  - Submit the Declaration of advisor form to the graduate school
  - Complete the Program of study form, during your first year in the program.
  - Submit the Notice of Completion form, when you complete the requirements of EDS 795.

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

GRADUATE STUDENT PROFESSIONAL
BEHAVIORS AND DISPOSITIONS
(Complete and submit with application form)

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 College of Education at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for graduate 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 graduate study.

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 Education.   The candidate values the educational professions. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity.   The candidate responds to frustration and stress professionally and appropriately.
Professional Demeanor & Responsibility.   The candidate demonstrates reliability by attending classes and other required experiences fully and completing work on time, communicating with relevant individuals when this is not possible.
Professional Feedback.   The candidate is receptive and responsive to professional feedback, incorporating suggestions
Self-Reflection.   The candidate reflects on and evaluates his or her behavior and work. He or she is willing to consider multiple perspectives of his or her performance. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
Multiculturalism and Democracy

Reflective Practitioner
Student Focus. The candidate recognizes and respects students as valued and unique individuals and believes that all students can learn.
Commitment to Diversity. The candidate values diversity in relation to such human dimensions as race/ethnicity, national origin, native language, social class, gender and gender identity, sexual orientation, abilities, and political and religious beliefs.
Love of Learning & Strong Fund of Knowledge
Initiative and Problem Solving. The candidate takes initiative in his or her own learning, seeks help, and solves problems.
Commitment to Learning. The candidate is curious and interested in learning more about students and content area.
The candidate seeks out and takes advantage of opportunities for professional growth.
The candidate recognized and assumes increasing responsibility for directing and contributing to his/her own educational development.
The candidate recognizes, appreciates, and applies appropriate research findings to his/her current practice.
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.

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____Date:_____

Candidate Name (Print): _____

PROGRAM ASSESSMENT

The following charts of information show an assessment rubric listing performance levels and indicators for the four program SLOs, program assessment measures and checkpoints students will engage in during the program, and remediation efforts for use as needed.

Assessment Rubric for SLOs in Equity & Diversity in Education Master's Program
Performance Levels and Indicators with Associated Point Values

Student Learning Outcome	Unsatisfactory (1)	Marginal (2)	Satisfactory (3)	Commendable (4)	Excellent (5)
Students will demonstrate knowledge of equity and diversity in education. (SLO 1)	Presents ideas and perspectives that are incongruent with key tenets of equity and diversity in education (e.g., stereotypes groups of people or fails to show understanding of the complexity and intersectionality of social identities). Provides personal or anecdotal information and views rather than relying on reputable professional literature, fails to cite presented information, and/or provides minimal information with little or no elaboration.	Displays understanding of major concepts in the field of equity and diversity in education that is inconsistent in accuracy or somewhat weak in substance, such as articulating relatively simplistic perspectives. Inconsistently frames work within inclusive perspectives. Supports work sporadically with appropriate citations, explanation, and examples or at times uses weak sources of support.	Displays accurate understanding of major concepts in the field of equity and diversity in education but at a minimal level, such as showing surface-level understanding of the complexity and intersectionality of social identities. Frames work within inclusive perspectives at a minimal level. Supports work with minimally acceptable citations, explanation, and examples.	Displays mostly accurate and substantial understanding of major concepts in the field of equity and diversity in education, including sufficient but not fully nuanced understanding of the complexity and intersectionality of social identities. Frames work largely within inclusive perspectives. Supports most work with appropriate citations, explanation, and examples.	Displays accurate and substantial understanding of major concepts in the field of equity and diversity in education, including an understanding of the complexity and intersectionality of social identities. Frames work within inclusive perspectives. Supports work with appropriate citations, explanation, and examples.
Students will demonstrate an ability to apply research and theory on	Does not make explicit, logical links between research and practice. Prepares a	Prepares a practical product that is partially grounded in research and	Prepares a practical product grounded in research at a minimally	Prepares a practical product that is largely research-based and useful for an appropriate	Demonstrates an ability to apply appropriate equity and diversity knowledge to

Student Learning Outcome	Unsatisfactory (1)	Marginal (2)	Satisfactory (3)	Commendable (4)	Excellent (5)
equity and diversity in education to practice and to conduct critical self-analysis of that practice. (SLO 2)	practical product that has little utilitarian value, is culturally inaccurate or insensitive, or targets an inappropriate audience. Evaluates the implemented product in a superficial manner.	provides general and simplistic ideas with limited utilitarian value or attention to human complexity. Analysis of the product after its implementation shows minimal awareness of key strengths and/or weaknesses.	acceptable level and which is adequate in usefulness but somewhat limited in depth or breadth. Analyzes strengths and weaknesses of the product after its implementation appropriately but with limited nuance.	audience. Critically analyzes strengths and weaknesses of the product after its implementation with appropriate insights.	education or related practice. Prepares a useful, research-based product (e.g., instructor's manual, unit of study, or website) for an appropriate audience. Provides particularly insightful analysis of strengths and weaknesses of the product after its implementation.
Students will demonstrate dispositions appropriate to equity and diversity in education. (SLO 3)	Displays dispositions in written or face-to-face communication that are incongruent with equity and diversity perspectives in the field of education (e.g., operates from a deficit or colorblind perspective toward difference or values some types of background knowledge and experience over others).	Displays dispositions in written or face-to-face communication that are inconsistently appropriate to equity and diversity perspectives in the field of education.	Displays dispositions in written or face-to-face communication that are mostly appropriate to equity and diversity perspectives in the field of education but at a minimal level of sophistication.	Displays dispositions in written or face-to-face communication that are mostly appropriate to equity and diversity perspectives in the field of education.	Displays dispositions in written or face-to-face communication that are appropriate to equity and diversity perspectives in the field of education (e.g., values diverse social identities and believes all students can achieve substantial, high-level learning).
Students will display writing skills that are scholarly, culturally sensitive, and mechanically correct. (SLO 4)	Displays significant shortcomings in choice and use of professional literature (e.g., uses old and/or non-refereed sources, over-relies on a	Uses professional literature that is inconsistent in currency, quality, breadth, or synthesis of sources in text. Presents	Uses professional literature that is minimally acceptable in currency, quality, breadth, or synthesis of sources in text.	Uses professional literature that is mostly appropriate but has some minor limitations in currency, quality, breadth, or synthesis of sources	Locates, critically analyzes, and accurately reports recent, high-quality professional literature from varied authors and

Student Learning Outcome	Unsatisfactory (1)	Marginal (2)	Satisfactory (3)	Commendable (4)	Excellent (5)
	limited number of sources, overuses direct quotations). Fails to organize writing into relevant subheadings. Includes narrow or biased perspectives and/or language considered insensitive to some individuals or groups. Produces work that is sloppy in appearance, unclear, disjointed, grammatically weak, formatted incorrectly, and/or not prepared according to task guidelines.	language and ideas that are inconsistently respectful of human diversity. Produces work at a partially acceptable level but with clear limitations in visual neatness, clarity, cohesiveness, sequencing of ideas, mechanical correctness, formatting, or adherence to task guidelines.	Presents language and ideas that tend to be sensitive to and respectful of human diversity but possess some limitations in relation to current thinking in the field. Produces work at a minimally acceptable level in terms of visual neatness, clarity, cohesiveness, sequencing of ideas, mechanical correctness, formatting, or adherence to task guidelines.	in text. Presents language and ideas that are largely sensitive to and respectful of human diversity. Produces mostly appropriate work with some limitations in visual neatness, clarity, cohesiveness, sequencing of ideas, mechanical correctness, formatting, or adherence to task guidelines.	sources. Synthesizes sources within subheadings appropriate to the topic. Presents language and ideas that are sensitive to and respectful of human diversity. Produces visually neat written products that are clear, cohesive, well sequenced, mechanically correct, formatted properly, and prepared according to task guidelines.

EQUITY & DIVERSITY IN EDUCATION PROGRAM ASSESSMENT

Student Learning Objective (SLO)	Checkpoint 1	Checkpoint 2	Checkpoint 3
1. Students will demonstrate knowledge of equity and diversity in education.	• *What*: 20-item closed-format content test drawing from equity and diversity program material • *When/where*: Electronically upon acceptance to the program	NA	• *What*: 20-item closed-format content test drawing from equity and diversity program material • *When/where*: During EDS 795 proctored final exam

Student Learning Objective (SLO)	Checkpoint 1	Checkpoint 2	Checkpoint 3
2. Students will demonstrate an ability to apply research and theory on equity and diversity in education to practice and to conduct critical self-analysis of that practice.	NA	NA	• *What*: Implementation and critical written analysis of effectiveness of applied component of the comprehensive project • *When/where*: During EDS 795 and committee members' final review of the comprehensive project
3. Students will exhibit dispositions appropriate to equity and diversity in education.	• *What*: Essay (200-300 words) responding to a provided scenario or statement • *When/where*: Electronically upon acceptance to the program	• *What*: Essay (200-300 words) responding to a provided scenario or statement • *When/where*: Electronically upon completing 18 credits in the program	• *What*: Essay (200-300 words) responding to a provided scenario or statement • *When/where*: Electronically upon completing EDS 795
4. Students will display writing skills that are scholarly, culturally sensitive, and mechanically correct.	• *What*: Two-page double-spaced literature synthesis on a topic chosen from provided options • *When/where*: Electronically upon acceptance to the program	• *What*: Two-page double-spaced literature synthesis on a topic chosen from provided options • *When/where*: Electronically upon completing 18 credits in the program	• *What*: Literature synthesis paper • *When/where*: During EDS 795 and program faculty review of the comprehensive project

Equity & Diversity in Education Individual Student Remediation as Needed

Assessment/SLO	Checkpoint 1	Checkpoint 2	Checkpoint 3
Closed-format content test (SLO 1)	N/A (baseline)	N/A	Score of less than 70%: Study readings and lecture notes for EDUC 680 and EDUC 761 and retake test; score of less than 70% on second attempt: take an independent study conducted with program faculty to revisit key equity and diversity program material (additional course beyond those appearing on program of study) and take test third and final time.
Practical application and analysis (SLO 2)	N/A	N/A	(Below given cut score on rubric) Revisit essay after reading provided literature on critical self-analysis of practice; rewrite and resubmit.*
Dispositional essay (SLO 3)	N/A (baseline)	(Below given cut score on rubric) Revisit essay after reading related literature (some provided, some individually chosen); rewrite and resubmit.*	(Below given cut score on rubric) Revisit essay after reading related literature (some provided, some individually chosen); rewrite and resubmit.*
Literature synthesis paper (SLO 4)	N/A (baseline)	(Below given cut score on rubric) Provide evidence of consulting UNR Writing Center and/or a professional editor for assistance with writing mechanics and APA formatting; rewrite and resubmit; attach a brief	(Below given cut score on rubric) Provide evidence of consulting UNR Writing Center and/or a professional editor for assistance with writing mechanics and APA formatting; rewrite and

Assessment/SLO	Checkpoint 1	Checkpoint 2	Checkpoint 3
.	.	description of the main writing/formatting skills improved during this process.*	resubmit; attach a brief description of the main writing/formatting skills improved during this process.*

*Assessment may only be completed one additional time if not satisfactory the first time.