



College of Education
AT THE UNIVERSITY OF NEVADA, RENO

Master's Degree in Educational Leadership: Higher Education

PROGRAM DESCRIPTION AND HANDBOOK



College of Education
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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

The purpose of this handbook is to provide information concerning the Educational Leadership: Higher Education master's degree. It describes the program, policies, and procedures required to obtain a master's degree in Educational Leadership: Higher Education. The handbook, used in conjunction with the University of Nevada General Catalog, is designed to provide information and to respond to often asked questions.

DESCRIPTION



The Master of Arts in Educational Leadership: Higher Education is designed to prepare students for entry- and mid-level positions in a field of higher education. This program is ideal for individuals pursuing careers in areas such as student affairs administration, athletics administration, development and fundraising, admissions and financial aid, alumni relations, and university relations. The curriculum is equally valuable for careers in other organizations that focus on postsecondary education including policy and research organizations, government, and non-profit organizations.

The program consists of 37 credit hours of courses that can be completed in two years. Graduate students will learn from expert scholars and practitioners who bring diverse perspectives and experiences to Higher Education Leadership. Participation in this program provides students with the theoretical background and practical skills to help lead the ever-changing field of higher education.

As a Higher Education master student, you can also choose athletics as an area of focus. See information later in this document about courses required for this focus.

MISSION

The mission of the Master of Arts in Educational Leadership: Higher Education is to develop practitioners, policy analysts, and researchers prepared to address critical issues facing institutions of higher education nationally and globally; to advance scholarship that will help guide postsecondary policy; and to support the strategic initiatives of the University of Nevada through research, teaching, and service.

OVERVIEW

The graduate program in Educational Leadership: Higher Education results in a Master of Arts. Courses leading to an M.A. are taught by a core faculty with expertise in areas of organizational development, admission and financial aid, athletics, policy development, supervision and evaluation, curriculum development, law, finance, facilities, higher education, and educational foundations.

Educational Leadership: Higher Education

Student Learning Outcomes

| Concept | Student Learning Outcome (SLO) | Format |
|--|---|--|
| Leadership | Students will demonstrate the ability to articulate and defend their understanding of the role and value of higher education in society. | Synthesis of three term papers selected from courses on administration, diversity, history, and retention. |
| Recruitment, retention and student success | Students will demonstrate the ability to design a student support service utilizing the concept of social and academic integration. | Term paper no shorter than 10 pages, format and content at the discretion of the instructor. |
| Research methodology | Students will demonstrate the ability to understand and critique a research article. | Successful completion of EDRS 700 |
| History of Education | Students will demonstrate the ability to situate contemporary problems of colleges and universities in historic context and understand their evolution over time. | Term paper no shorter than 10 pages, format and content at the discretion of the instructor. |

Higher Education
Administration

Students will demonstrate knowledge of the institutional landscape of higher education, governance, and contemporary issues faced by colleges and universities.

Term paper no shorter than 10 pages, format and content at the discretion of the instructor.

PART 1: ADMISSION

The University of Nevada, Reno is an equal opportunity/affirmative action employer and does not discriminate on the basis of race, sex, creed, color, national origin, disability status or veteran status in the educational programs or activities that it operates.

Apply for admission to the Graduate School

Application must be made online at <http://www.unr.edu/grad/admissions>. Select “Educational Leadership: Higher Education” as your major.

1. If you wish to begin course work while awaiting acceptance to the graduate program, you may apply to the graduate school for admission as a “Graduate Special” student. This status will allow you to take up to nine graduate semester credits that may apply toward your master’s degree program. Consult with an advisor about these courses before registering for classes as a “graduate special.”
2. If you have taken graduate courses at other universities, these courses may be considered as part of the total nine credits available for inclusion in your master’s degree program.
3. International students are not eligible for graduate special status.
4. If you have already been admitted as a Graduate Special, you must complete a new Graduate School Application for Admission to a graduate program.

Admission Criteria Full Admission Status

Most applicants to the M.A. program surpass the minimum requirements established by the Graduate School (<http://www.unr.edu/grad/>). Full admission is based on the following criteria:

1. Academic ability;
2. Research and writing skills;
3. Professional promise; and

4. The collective professional judgment of the EL faculty.

Use of these criteria provides both our program and the applicant with an indication of probable success in the program. Under special circumstances, exceptions to admission criteria may be made for students who do not meet the minimum admission requirements set by the Graduate School. In these instances, students may be admitted provisionally until a prescribed program has been successfully completed.

Graduate Special Standing

Application for graduate special standing is made at the Graduate School. Once obtained, students can pursue graduate work. However, with program approval, **only nine credit hours taken with graduate special status can be applied toward a graduate degree.**

Admission Decisions

Faculty review applications twice each year. Admission is granted to students each semester in March and in November. Once decisions are made, you will receive a letter with the decision.

After Admission

1. Set up NetID and password at Net ID Activation
2. Update Address and Degree Name in MyNevada
3. Purchase a WolfCard student ID
4. Visit the WolfCard office on the second floor of the Joe Crowley Student Union, and bring a valid U.S. State or Federally issued photo ID or a passport to purchase a Wolfcard.



First Year

Fall

- Review degree requirements in the Master's Degree in Educational Leadership: Higher Education Program Description and Advising Handbook
- Register for fall courses
 - After admission, an email is sent to each student from the Office of Admissions and Records with a fall or spring semester enrollment date.
 - All students need to register for courses after discussion with and approval from their advisor. Students can register for classes at MyNEVADA.
 - Log into Canvas with your UNR NetID to view course content and announcements.
- Submit Transfer Credit Evaluation form (if applicable)

Spring

- If you do not have a GA position but wish to, apply (or reapply) for the GA by the deadline
- Complete the Declaration of Advisor/Major Advisor/Committee Chair
- Discuss your EL 798 Internship with your committee chair

Summer

- Consider completing your EL 798 Internship during the summer
- If courses are available consider completing available coursework

Second Year

Fall

- Meet with your chair
 - Discuss your degree progress
 - Complete Program of Study and submit it to your committee chair
 - Plan a time to complete your comprehensive examination

Spring

- Finish course work
- Complete comprehensive examinations
 - Submit the Notice of Completion: Master's Degree
- Apply for Graduation and Check that Degree Requirements Are Met
 - Every candidate for a degree must formally apply for graduation through MyNevada and pay the non-refundable application fee of \$75.

- May Graduation Deadline: March 1
- August Graduation Deadline: June 1
- December Graduation Deadline: October 1
- Rent Your Graduation Cap and Gown and Attend the Graduation Fair
- Clear Holds on Your Account

Links to Graduate Schools Documents

[Graduate Credit Transfer Evaluation Request \[PDF\]](#)

Use this form when requesting a transfer of credits from other institutions.

[Declaration of Advisor/Major Advisor/Committee Chair \[PDF\]](#)

This form initial agreement between a student and their advisor/committee chair. For master's students, the Declaration of Advisor form must be submitted to the Graduate School by the end of the student's second semester. For doctoral and MFA students, the completed Declaration of Advisor form must be submitted to the Graduate School by the end of the student's third semester.

[Program of Study and Requirements \[PDF\]](#)

The program of study specifies the courses and credits required to satisfy the requirements for the degree and documents the approval of the chair and members of the student's duly constituted advisory committee. The program of study must receive final approval by the Graduate Dean. For master's degree students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's third semester. For MFA and doctoral students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's fourth semester.

[Graduation Application \[WEB\]](#)

Every student must purchase a graduation application by the designated deadline: May Graduation, March 1; August Graduation, June 1; December Graduation, October 1. After submission, you will receive an email within 3-8 weeks outlining the result of the graduation review. All candidates for graduation should visit their department advisor to confirm expectations for the final semester. This link will direct you to MyNevada to apply for graduation.

[Notice of Completion: Master's Degree \[PDF\]](#)

This is a generic form which every student must complete in their graduating semester which relates to the cumulative project (thesis, professional paper, comprehensive exam). Fill out the sections that apply to your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation.

PART 2: COURSEWORK

There are many aspects to consider with your coursework. Importantly, meet with your advisor to create your program of study. Your program of study identifies the courses you will take.

Advisory/Examining Committee

Once accepted into the master's program, the student and advisor shall organize an advisory/examining committee. The committee consists of three members of the graduate faculty - two from Educational Leadership and one from the College of Education or from the University at large. The primary purpose of the committee is to approve the program of study and evaluate the comprehensive experience.

Program of Study

The program of study form must be submitted before 12 credits of course work have been completed. This form can be obtained online at the Graduate School website. This form should be completed with your advisor and all members of your committee are expected to sign it. Once signed, it is sent over to the Graduate School.

Transfer Credit

If you plan to apply any graduate credits earned at another institution toward your degree, prior to completing your Program of Study form you must complete a "Graduate Credit Transfer Evaluation Request" available online. Results of the evaluation will be directed to the student, advisor, and Graduate Dean for reference in program planning.

Evaluation Criteria

In addition to completing the designated coursework with a cumulative grade point average of 3.0, students must take and successfully pass a comprehensive exam. Details of the exam are provided in this document. Papers required in coursework are part of the comprehensive process.

Independent Study Policy

Independent study is recommended only in those instances in which a student desires to do further research or explore special interests. Such study may not be undertaken in lieu of regularly scheduled coursework that covers the same topics, except under special circumstances and with the approval of the Division Director.

A student wishing to pursue independent study must make arrangements with a member of the faculty to supervise the independent study prior to registration. It is understood that the effort expended in independent study should be comparable to formal coursework. Students taking a three-credit college course are expected to spend three hours per week in class and to spend approximately two hours in study and preparation for each hour spent in the classroom. *Students taking independent study credit are expected to devote comparable time and effort for the credits earned.*

Course Validation

Students are expected to satisfy all requirements for a master's degree within a period of six calendar years following matriculation. An extension may be granted with approval of the EL faculty and the Graduate Dean given sufficient professional justification, and for students who receive an approved leave of absence. However, in cases of extended durations, some courses may have to be repeated to insure that coursework submitted in a program of study is current.

Internships

EL 798 – Internship: Practical experience in the student's major field under close supervision and direction of local school system personnel and university faculty. Experience areas selected by student, advisor, and intern coordinator. Prerequisite: Approval of student's advisor.

Prospective interns must have been formally admitted into an EL graduate program or have completed a degree in educational administration. Students must have successfully completed at least 12 semester hours of coursework prior to registering for an internship; a requirement that may be waived by the student's program committee if the student has had comparable administrative experience.

Students should meet with their advisor and the EL 798 instructor to review plans and procedures, and to obtain necessary approvals for their proposed internship project. All student interns placed in Washoe County Schools must be cleared through the Office of Field Experience.

HIGHER EDUCATION COURSE ROTATION

Required Courses

The following table lists the required courses for master's students offered through the Higher Education Leadership program area. A listing of available electives offered will be distributed to students on an annual basis. While we expect to adhere to this course rotation schedule, course enrollments, sabbaticals, staffing, and other factors may require us to change the schedule. Please consult your advisor for assistance with course selection.

| Course Number | Course Title | 2017 Fall | 2018 Spr | 2018 Fall | 2019 Spr | 2019 Fall | 2020 Spr |
|---------------|--|-----------|----------|-----------|----------|-----------|----------|
| EL 707 | Administration of Higher Education | X | | X | | X | |
| EL 713 | History of Higher Education | | X | | X | | X |
| EL 756 | Diversity in Higher Education | X | | X | | X | |
| EL 759 | Student Retention and Success Strategies | | X | | X | | X |
| EL 798 | Internship in Higher Education | X | X | X | X | X | X |
| EDRS 700 | Introduction to Educational Research | X | X | X | X | X | X |

Electives

| Course Number | Course Title | Typically Offered |
|---------------|---|-------------------|
| EL 704 | Community College Administration & Operation | Every fall |
| EL 705 | Seminar in Administrative Problems | As available |
| EL 709 | Academic Administration in Higher Education | As available |
| EL 723 | Higher Education Finance and Facilities | Every fall |
| EL 738 | Legal & Ethical Issues in Higher Education | As available |
| EL 741 | Politics, Policy, and Ethics in Higher Education | As available |
| EL 750 | Athletic Administration in Higher Education | Every fall |
| EL 752 | Seminar in College Teaching | Inactive |
| EL 754 | Enrollment Management and Financial Aid in Higher Education | Every spring |
| EL 755 | Organizational Theory in Higher Education | As available |
| EL 757 | College Student Development Theory | Every spring |
| EL 758 | Seminar in Administration of Student Services | Every spring |
| EL 767 | Issues and Trends in College Student Development | Fall (Even Years) |
| EL 769 | Reform and Innovation in Higher Education | As available |
| EL 791 | Safety and Risk Management | As available |

Possible Course Sequence

The following courses comprise the required core of the MA degree program. The tables are suggested course sequences to meet the core requirements if you are a full-time student who desires to complete the program in two years or three years.

2-year Plan Example

Year 1 Fall

- EL 707 - Administration of Higher Education
- EL 756 - Diversity in Higher Education
- Elective 1

Year 1 Spring

- EL 713 - History of Higher Education
- EL 759 - Student Retention and Success
- Elective 2

Year 2 Fall

- EDRS 700 - Introduction to Educational Research
- EL 771 - Diversity & Inclusion in Intercollegiate Athletics
- Elective 4

Year 2 Spring

- EL 795 - Comprehensive Examination
- EL 772 - Organizational Management in Athletic Administration
- Elective 5

3-year Plan Example

Year 1 Fall

- EL 707 - Administration of Higher Education
- Elective 1

Year 1 Spring

- EDRS 700 - Introduction to Educational Research
- EL 713 - History of Higher Education

Year 2 Fall

- EL 756 - Diversity in Higher Education
- Elective 2

Year 2 Spring

- EL 759 - Student Retention and Success
- Elective 3

Year 3 Fall

- EL 798- Internship
- Elective 4

Year 3 Spring

- EL 795 - Comprehensive Examination
- Elective 5
- Elective 6

HIGHER EDUCATION WITH A FOCUS ON ATHLETICS COURSE ROTATION

Required Courses

| Course Number | Course Title | 2017 Fall | 2018 Spr | 2018 Fall | 2019 Spr | 2019 Fall | 2020 Spr |
|---------------|---|-----------|----------|-----------|----------|-----------|----------|
| EL 750 | Introduction to Athletics Administration | X | | X | | X | |
| EL 771 | Diversity and Inclusion in Intercollegiate Athletics | X | | X | | X | |
| EL 772 | Organizational Management in Athletic Administration | | | | X | | |
| EL 774 | Legal, Policy, and Safety Issues in Intercollegiate Athletics | | X | | X | | X |
| EL 798 | Internship in Higher Education | X | X | X | X | X | X |
| EDRS 700 | Introduction to Educational Research | X | X | X | X | X | X |

Additional Sports Administration Electives

| Course Number | Course Title | Typically Offered |
|---------------|--|--------------------|
| EL 773 | Case Studies in Intercollegiate Athletics | Every Spring |
| EL 775 | Leadership in Athletic Administration | Every Spring |
| EL 776 | History of Intercollegiate Athletics | Every Summer |
| EL 778 | Marketing and Promotion in Intercollegiate Athletics | Spring, even years |

Possible Course Sequence with a Focus in Athletics

The following courses comprise the required core of the MA degree program. The tables are suggested course sequences to meet the core requirements if you are a full-time student who desires to complete the program in two years or three years.

2-year Plan Example

Year 1 Fall

- EL 750 - Introduction to Athletics Administration
- EL 707 - Administration of Higher Education
- Elective 1

Year 1 Spring

- EL 774 - Legal, Policy, and Safety Issues in Intercollegiate Athletics
- EL 759 - Student Retention and Success
- Elective 2

Year 1 Summer

- EL 798 Internship
- Elective 3

Year 2 Fall

- EDRS 700 - Introduction to Educational Research
- EL 771 - Diversity & Inclusion in Intercollegiate Athletics
- Elective 4

Year 2 Spring

- EL 795 - Comprehensive Examination
- EL 772 - Organizational Management in Athletic Administration
- Elective 5

3-year Plan Example

Year 1 Fall

- EL 750 - Introduction to Athletics Administration
- EL 707 - Administration of Higher Education

Year 1 Spring

- EL 774 - Legal, Policy, and Safety Issues in Intercollegiate Athletics
- EL 759 - Student Retention and Success

Year 1 Summer

- Elective 1

Year 2 Fall

- EDRS 700 - Introduction to Educational Research
- Elective 2

Year 2 Spring

- EL 772 - Organizational Management in Athletic Administration
- Elective 3

Year 3 Fall

- EI 771 - Diversity and Inclusion in Intercollegiate Athletics
- Elective 4

Year 3 Spring

- EL 795 - Comprehensive Examination
- EL 798 - Internship
- Elective 5

The above sequences are simply examples. Course sequencing will vary somewhat, but the most important thing is that you plan ahead rather than one year or semester at a time.

Comprehensive Assessment

For the M.A. in Higher Education, the comprehensive examination consists of 3 papers embedded in coursework, plus a synthesis paper based on the student's learning throughout the program. Students are expected to receive a pass on each of these papers (See SLO expectations in chart). During the last semester of coursework, the student should register for comprehensives. During this semester, the student will write a two or three page synthesis paper that informs a vision of leadership in higher education. Following are specific directions about comprehensives.

1. Once you have registered for comprehensives, EL 795 for 1 credit, please select three papers that you have completed in the following classes (only one paper per class may be submitted):
 - a. Administration of Higher Education or Leadership in Athletics Administration
 - b. History of Higher Education or History of Intercollegiate Athletics
 - c. Diversity in Higher Education or Diversity and Inclusion in Intercollegiate Athletics
 - d. Student Retention and Success Strategies
 - e. Reread each of the three papers. Make any spelling, grammar, or APA corrections.
2. Write a 2 to 3 page synthesis using APA style that links the learning demonstrated in these papers to your vision of leadership in higher education.
3. Submit copies of your papers and your synthesis to your Chair by November 1 in fall and April 1 in spring.
4. Your Chair will inform you of the decision about your synthesis paper of pass, revision needed, fail within 2 weeks.
5. If you need to revise, you will have 1 week to complete this expectation. When the revision is complete, submit your revised work to your Chair.

Notes

For each paper, you must have received a passing grade from the instructor in your class where the paper was completed.

If you are taking one of the courses where a paper is part of the comprehensive process during your comprehensive semester, **it is your responsibility** to inform your instructor that you will need to submit your paper early to meet the November or April comprehensive deadline.

PART 3: GRADUATION

During your final semester, students need to complete the paperwork for graduation. This information is available at the Graduate School website.

MA Graduation Checklist

| Requirements | Credits | Grade | Semester Completed |
|---|---------|-------|--------------------|
| Higher Education Core | | | |
| EL 707 - Administration of Higher Education | 3 | | |
| EL 713 - History of Higher Education | 3 | | |
| EL 756 - Diversity in Higher Education | 3 | | |
| EL 759 - Student Retention and Success | 3 | | |
| Research Component | | | |
| EDRS 700 - Introduction to Educational Research | 3 | | |
| Experiential Component | | | |
| EL 798 - Internship in Higher Education | 3 | | |
| Electives | | | |
| Elective 1 | 3 | | |
| Elective 2 | 3 | | |
| Elective 3 | 3 | | |
| Elective 4 | 3 | | |
| Elective 5 | 3 | | |
| Elective 6 | 3 | | |
| Required Comprehensive Examination | | | |

| Requirements | Credits | Grade | Semester Completed |
|------------------------------------|-----------|-------|--------------------|
| EL 795 - Comprehensive Examination | 1 | | |
| TOTAL CREDITS | 37 | | |

MA Graduation Checklist with a Focus on Athletics

| Requirements | Credits | Grade | Semester Completed |
|--|---------|-----------|--------------------|
| Higher Education Core | | | |
| EL 750 - Introduction to Athletics Administration | 3 | | |
| EL 771 - Diversity and Inclusion in Intercollegiate Athletics | 3 | | |
| EL 772 - Organizational Management in Athletic Administration | 3 | | |
| EL 774 - Legal, Policy, and Safety Issues in Intercollegiate Athletics | 3 | | |
| Research Component | | | |
| EDRS 700 - Introduction to Educational Research | 3 | | |
| Experiential Component | | | |
| EL 798 - Internship in Higher Education | | | |
| Electives | | | |
| Elective 1 | 3 | | |
| Elective 2 | 3 | | |
| Elective 3 | 3 | | |
| Elective 4 | 3 | | |
| Elective 5 | 3 | | |
| Elective 6 | 3 | | |
| Required Comprehensive Examination | | | |
| EL 795 - Comprehensive Examination | 1 | | |
| TOTAL CREDITS | | 37 | |

MASTER'S PROGRAM IN EDUCATIONAL LEADERSHIP

Application Checklist and Application

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 is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.

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

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 multiple aspects of diversity. He or she respects students and adults of varied cultural and linguistic backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.

Love of Learning & Strong Fund of Knowledge

Initiative.

The candidate is independent.

Problem Solving.

The candidate is an active and effective problem solver.

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 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 participate in an individualized plan for improvement or be asked to leave the program.

Candidate Signature: _____

Date: