



College of Education
AT THE UNIVERSITY OF NEVADA, RENO

Doctoral Program in Education

STUDENT ADVISEMENT MANUAL
(POST ADMISSION)



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Welcome to the University of Nevada, Reno



Welcome to the College of Education doctoral program at the University of Nevada, Reno. We are pleased that you have decided to pursue your doctoral education with us and have been accepted to the program. We are committed to helping you make this experience both professionally and personally rewarding. Though doctoral programs can often seem hectic and demanding, life as a doctoral student is a unique opportunity for creative activities, reflection, research, and personal development. Our caring, collaborative, and collegial learning environment has been designed to maximize your growth and success. We are excited to learn more about you and begin this journey with you.

GRADUATE SCHOOL POLICIES AND EMPHASIS AREA PROCEDURES

This manual encompasses policies for the College of Education doctoral program. Though some Graduate School policies are referenced in this manual, Graduate School policies supersede the policies described in this manual. Therefore, each student is responsible for reading and following Graduate School policies. In addition, the various doctoral areas of emphasis are required to follow the College of Education policies in this manual, but may have additional details or procedures specific to their area. See your Chair for more information.

College of Education Doctoral Areas of Emphasis

The College of Education offers a Doctor of Philosophy degree (Ph.D.) with seven areas of emphasis. Areas of Emphasis available in the Ph.D. program include the following:

- **Counseling Education and Supervision** - This emphasis is an excellent fit for individuals who wish to pursue counselor education faculty positions or leadership roles, excelling in research, writing, teaching, service, securing external funding, assuming professional roles in the counseling field, and providing clinical supervision.

- **Educational Leadership** – This emphasis area focuses on advanced leadership preparation as it applies to K – 12 or higher education settings. The Ph.D. prepares students for leadership or teaching at the college level or for roles in policy analysis and research.
- **Equity and Diversity in Education** - This program allows educators and those in related fields to enhance their knowledge, skills, and dispositions to work more effectively with individuals from diverse backgrounds.
- **Information Technology in Education** - This emphasis provides a strong theoretical and practical foundation in dynamic instructional design, and prepares students to learn and integrate contemporary technology in a variety of educational and training settings. Research skills will be developed with a solid publication agenda as well.
- **Literacy Studies** - Literacy instruction, development, learning, and assessment are the core areas of this emphasis.
- **Science, Technology, Engineering, and Mathematics (STEM) Education**- This emphasis area explores the effective teaching of math and science, as well as applications of various technologies in these fields and their impact on society. Students may focus on math or science education specifically, but will have a broad exposure to the MSTs area.
- **Special Education & Disabilities Studies** - Study in this area emphasizes issues of disability as they apply to education and human service agencies. Students may focus broadly across disability areas and age ranges, or they may focus more narrowly. Courses are available in the categorical areas of learning disabilities, emotional/behavioral disorders, autism, intellectual disabilities and severe multiple disabilities, and early childhood special education. Cross-categorical courses are also offered, as well as special topics courses related to key contemporary issues in special education.

Changing Area of Emphasis after Admission

Any student accepted to the Ph.D. who desires to change the emphasis area after acceptance to the original area is required to submit a letter of request explaining why the change is desired to the doctoral committee. The student will be expected to complete the entire application process for the new doctoral emphasis area. The faculty in the requested emphasis area must review the request and the student's file and indicate, if the student is accepted, their willingness to chair and/or serve on the student's committee as well as make a recommendation to grant the request or not. Subsequently, the College of Education Doctoral Committee will review the request and emphasis area input to determine if the request should be approved. Any student requesting such a change is cautioned that additional coursework will likely be needed in that the core content of the new emphasis area must be met. After the College of Education Doctoral Committee approves the request to change the emphasis area, the Graduate Director must submit a memo approving the change to the Graduate School.

YOU ARE ADMITTED

When admitted to the program, you are assigned an initial, temporary advisor in most emphasis areas. While taking first-year coursework, you should be carefully thinking about choosing a permanent advisor. Choosing an advisor is an important decision, as he/she will be your guide throughout your Ph.D. program. Although it is possible to change advisors, it is not desirable. It is preferable that you choose one advisor for the entirety of your program. It is important to choose someone with whom you are compatible and someone who works in your area of interest. You might consider the following suggestions when making a choice:

1. Consider taking a course from or possibly an independent study with a potential advisor to learn about your working style with this individual.
2. Consider the research being conducted by the potential advisor. Does it interest you?
3. Consider reading the potential advisor's publications. Is this person an active researcher? Does he or she have a strong publication record?
4. Consider talking with current or former students who have worked with this advisor. How would they describe this advisor's working style?
5. Consider the working relationship of the advisor and others you want on your committee. It is important that your committee works well together.

The following article has a section on choosing an advisor and questions you might consider:

http://www.eng.auburn.edu/~tropical/Advice_for_Grad_Students.pdf

Tips for Success



1. Prepare for meetings with your advisor by being well organized.
2. Review UNR Graduate School guidelines regularly.
3. Have others read and review your work before giving it to your advisor.
4. Consult with your advisor before working with another faculty member.
5. Prior to each semester, meet with your advisor to review course choices.
6. Take time to reflect on the feedback from your advisor. His or her recommendations should be taken seriously.

Advice from Students



“Take time picking an advisor and check his or her CV to ensure he/she can support you in your research. Ask around and take time to look for a good fit”



Once you have selected a faculty member to serve as your advisor, make an appointment and ask him or her about serving as your chair. Faculty members are not obligated to accept doctoral advisees. Workload and fit with a student's intended area of research may influence this decision.

The advisory committee consists of at least five, graduate faculty members. Your chair is a member of this committee. The committee is composed of:

- Two or more members from your emphasis area;
- One or more faculty from related areas of emphasis; and
- At least one member of the graduate faculty from outside your major program area who serves as the Graduate School Representative.

Students may request the appointment of a committee member from the faculty of another university. The student and advisor must submit a written request along with the faculty member's CV to the Graduate School for approval.

Students entering a Ph.D. program with a master's degree should form the advisory committee during their first or second semester of enrollment.

Changing a Committee Member

Changing committee members is a process that should be taken seriously. It is expected that the student retain his or her original committee unless a strong, defensible reason to the contrary can be provided. An unacceptable reason, for example, would be that the committee member holds high expectation for a student's work. If a change is made, the student must gain the signature of the person being removed from the committee.

Provisional Admission to the Doctoral Program

If you do not meet the expectations for full admission to the doctoral program, you may be considered for provisional admission. For such consideration, your potential for success in doctoral study must be evident in your application and at least one faculty member must be willing to serve as your initial advisor. If you are granted provisional admission, you must meet the following requirements to attain full admission status:

- Complete at least 9 credits of course work, prescribed by the student's committee chair and to include at least one research course.
- Complete the designated 9 credits within one calendar year.
- Earn an overall GPA in these courses of 3.5 with no grade lower than a B. (Note: B- is considered to be lower than a B.)

The student's initial chair will report the student's performance on the above criteria at the end of the provisional period. Courses completed during provisional status may be applied toward the doctoral degree with approval of the student's committee.

Faculty in Each Program Area

Program Area	Faculty Members
Information Technology in Education	Li-Ting Chen Leping Liu
Science, Technology, Engineering & Math	David Crowther Elizabeth de los Santos Candice Guy-Gaytan Teruni Lamberg Bob Quinn Lynda Wiest
Literacy Studies	Diane Barone Sara Parrish Julie Pennington Rachel Salas Dianna Townsend
Educational Leadership	David Johnson Cristina Lash Ethan Ris Jafeth Sanchez Bill Thornton Janet Usinger
Special Education & Disabilities Studies	Tammy Abernathy Ann Bingham MaryAnn Demchak Lindsay Diamond Bob Ives Steve Rock Shanon Taylor
Equity & Diversity in Education	Rod Case Fares Karam Eleni Oikonomidoy Graham Slater Amber Warren Lynda Wiest
Counseling	Ken Coll Brenda Freeman Tom Harrison Jill Packman

GENERAL INFORMATION REGARDING COURSEWORK

Student Responsibilities

Each student is responsible for all university, graduate school, and graduate program requirements including deadlines, dates for registration, change of registration, fee payment, filing of program of study, and application for graduation. Each student is responsible for the maintenance of a campus environment that is conducive to intellectual curiosity, civility, and diversity.

Continuous Enrollment Requirement

Once you are admitted to a graduate program, you must continuously be enrolled in a minimum of 3 graduate credits during the fall and spring semesters. If you do not plan to enroll during a fall or spring semester, you must apply for a leave of absence from the Graduate School.

Doctoral Program Residency Requirement

You must complete a two-semester residency sequence consisting of successive semesters, excluding summer, of at least 9 credits each semester.

Grading

All coursework for an advanced degree must be completed with a grade of C or better. This means a course for which you receive a C minus or below cannot be used to satisfy degree requirements. You will have to retake the course. An overall GPA of 3.0 must be maintained. Areas of emphasis may have additional grade requirements.

S/U Grades: There are limits to the number of Satisfactory/Unsatisfactory credits that may be applied to a degree. For doctoral degrees the limit is 9. This limit does not apply to dissertation credits.

Program of Study

The program of study (POS) allows you to plan your program coursework and protects you from changes in requirements during your doctoral experience. After completing approximately 18 graduate credits, meet with your chair (advisor) and complete your program of study. This form is available online at the Graduate School website. Your program of study requires a signature first from your advisor and then from each of your committee members and the Graduate Director of the College of Education. Your program of study may change as you work through your coursework. To make changes you will need to complete a Change of Program form to the Graduate School to reflect these changes. To find the appropriate forms, visit the Graduate School website www.unr.edu/grad/forms/

The 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. These credits must be submitted with your POS on a Transfer of Credit form (found on the Graduate School website) and approved by your chair and the Graduate School. Credits from a thesis or special project may not be included.

At least 30 credits of 700 level courses beyond a bachelor's degree, exclusive of dissertation credits, are required for the Ph.D. As many as 18 credits of 700 level coursework may be used from a master's degree for your program of study.

Degree requirements must be completed within 8 years of admission to the program.

Curriculum Structure

- 21 credits: Research
- 24 credits: Area of emphasis
- 3 credits Elective
- 24 credits: Cognate, a second area of emphasis
- 24 credits: Dissertation

Advice from Students



“Don't forget to look outside of the College of Education for courses. There may be appropriate classes offered in other colleges.”

“Before you submit your program of study to the Graduate School, make a copy. The Graduate School can take a bit of time to process paperwork.”

Required Research and Core Courses

Doctoral study requires both depth and breadth of knowledge in research design and statistics to provide scholars with the tools of inquiry and analysis. Faculty members of the College of Education believe in the critical importance of educational research and its ability to contribute to the systematic improvement of teaching and learning. Consequently, there is a strong commitment to support the research competence of all students who graduate from our doctoral program. Doctoral program experiences are designed to ensure that the educational professionals who complete our program have the skills needed to locate research that is relevant to their own present and future professional roles and duties; evaluate the research of others; conduct statistical analysis appropriate to the data set, and write and disseminate the results of their own studies. The research and statistics courses in the college are designed to contribute to the mastery of these skills. The following required courses are designed to provide a solid foundation for doctoral study and research, as well as for a career in academia or leadership in education. Substitutions of equivalent courses must be approved by your Chair.

The following courses are **required** for all COE Ph.D. students, regardless of emphasis area:

EDRS 740	Univariate Statistics
EDRS 741	Non-Parametric Statistics in Education
EDRS 752	Qualitative Research in Education

Possible research elective courses

EDRS 743	Multivariate Statistics
EDRS 745	Advanced Research Design
EDRS 753	Advanced Qualitative Research in Education
EDRS 755	Mixed Methods Research in Education
EDRS 761	Program Development and Evaluation
EDRS 771	Special Topics in Advanced Educational Measurement and Statistics
EDRS 785	Survey Research in Education

EDRS 640 and EDRS 700 are prerequisites and are not counted in a Program of Study.

See end of manual for research course rotations.

EDUC 779 Doctoral Seminar is optional, depending on emphasis area.



Tips for Success

You can change your program of study, but the courses listed above are required and cannot be removed from your program of study.

Coursework by Emphasis Area

The following courses are required for each emphasis area:

Counselor Education and Supervision

- CEP 790 Seminar in Counseling Education I
- CEP 790 Seminar in Counseling Education II
- CEP 738 Supervision I
- CEP 752 Advanced Counseling Theories
- CEP 783 Supervision II
- CEP 798 Doctoral Practicum in Counseling
- CEP 798a Advanced Counseling Internship
- CEP 798a Advanced Counseling Internship II

Educational Leadership

Each student must take a minimum of one course from the following or its equivalent with the approval of the student's committee.

- EL 735 The Law of Public Education I
- EL 755 Organizational Theory in Higher Education
- EL 762 Planning and Strategic Management

Equity and Diversity

Each student must take the following course:

- EDUC 779

Each student must take two of the following courses.

- CTL 730 Critical Theory and Pedagogy
- EDUC 740 Social Class and Schooling
- EDUC 761 Gender Issues in Education
- EDUC 776R Seminar in Multicultural Education

Information Technology in Education

The required area core courses:

Theoretical Courses

- CEP 720 Instructional Design and Information Technology
- CEP 725 Assessment of Information Technology in Education
- CEP 738 Learning Theories in Education, OR
- CEP 636 Cognitive Learning
- CEP 705 Advanced Human Growth and Development

Technology and Methods Courses

- CEP 625 Design of Online Teaching and Learning
- CEP 626 Advanced Web Design in Education
- CEP 686 Design of Digital Visual Applications for Instruction
- CEP 685 Advanced Methods of Technology Integration, OR
- CEP 612 Methods of Using Information Technology in Teaching and Learning

Literacy Studies

Each student must take a minimum of one course from the following or its equivalent with the approval of the student's committee.

- EDUC 741A Issues in Teaching in Diverse Educational Settings
- EDRL 600 Foundations of Literacy
- EDUC 771H Special Topics in Educational Specialties

Science, Technology, Engineering, and Mathematics (STEM) Education

Each student is required to take one of the following courses.

- CTL 728C Problems in Teaching Science or
- CTL 728D Problems in Teaching Mathematics
- EDS 748 Equity and Diversity in Math and Science Education

Special Education and Disabilities Studies

Each student is required to complete a minimum of one assessment course and one methods course, as well as a seminar course. The specific methods and assessment courses are determined by the area of emphasis selected by the student.

Assessment

- EDSP 652 Assessment for Special Education Teachers
- EDSP 718 Assessment of Infants/Preschooler with Special Needs
- EDSP 719 Assessment of Students with Severe Disabilities

Methods

- EDSP 643 Special Education Curriculum: General Methods
- EDSP 667 Teaching Students with Intellectual Disabilities
- EDSP 676 Curriculum and Intervention ECSE: Birth – 3
- EDSP 677 Curriculum and Intervention in ECSE: Ages 3-8
- EDSP 726 Methods of Teaching Students with Autism

Seminar

- EDSP 772 Seminar in Special Education

Advice from Students



“Don’t be afraid to make changes in your program of study, just talk with your advisor and file a change of program form with the Graduate School.”

“When completing your program of study, look to see when required courses, or other courses you want are offered. Many classes are only offered once every two years – you don’t want to miss out on them!”

Mid Program Review

Graduate faculty members are responsible for guiding doctoral students through the transition from student to productive, independent scholar. While each student’s chair/advisor is primarily responsible for this process, the entire college has a vested interest in the success of each doctoral student. For this reason, the Doctoral Student Mid Program Review serves two goals:

1. Ensure that doctoral students are making good progress through their programs.
2. Ensure that doctoral students have opportunities to engage in key professional activities outside of coursework and their dissertations build the skills of productive, independent scholars.

To these ends, doctoral students are required to submit a set of materials to their chair and one other faculty member who is on their committee at the mid-point of their program. This review occurs when students have completed about 24 to 30 credits of doctoral coursework at the University of Nevada after their acceptance into the program. The form to complete is at the end of this manual and must be submitted to the College of Education Dean’s Office.

Scheduling for the Mid Program Review

The student is responsible to request a review at the appropriate time. Failure to complete a mid program review may result in a recommendation that the student not continue in the program.

Students should submit the required materials to their program advisor for approval, allowing time for any needed revisions before meeting with their chair and one additional faculty member.

Reviews must be conducted during a fall or spring semester. Materials may be submitted at any time but at least six weeks before the end of the semester. No reviews are completed during the summer.

Materials for Mid Program Review

Scholarship

Students are required to provide a summary of their progress in the doctoral program. The purpose of the summary is to give the faculty members an understanding of the student's scholarly and professional development as a mid program doctoral student. The following research requirements must have been completed:

- One course in research methodology;
- Certificate of completion of the CITI course; and
- Copies of 1 or 2 completed research papers.

Students should provide evidence of:

- All research activity completed or in progress;
- Plans for research; and
- How these plans connect to the completion of doctoral work.

Recommended research materials:

- Participation in developing a data-based research study;
- Participation in conducting a data-based research study;
- Submitting one or more conference presentations; and
- Participating in writing one or more grant proposals.

Coursework

The following coursework requirements should be met:

- A university issued report of all grades and completed coursework;
- A GPA of 3.0 maintained in the 24 to 30 credits with no grade lower than a B;
- A program of study;

- No more than 3 credits taken as satisfactory/unsatisfactory; and
- A minimum of 9 credits taken in the student's area of emphasis.

Teaching and Service

The following are recommended activities:

- Teach or present in a community, college, or university class;
- Serve on one or more service activities for external professional organizations; or
- Design or participate in professional development.

The Review

The review focuses on the student's progress in research and scholarly activities, coursework, and teaching and service:

Results of the Review

1. Pass – Recommended to continue in the program
2. Pass with Conditions – Recommended to continue in the program with conditions to be met. This result will be supported by suggestions for resources and experiences to enhance the doctoral experience.
3. Unsuccessful – Recommended to be dismissed from the program.

Advice from Students



“Meet with your advisor before your mid program review to ask for suggestions in preparation for this review. He or she may have ideas or know of opportunities for you.”

Tips for Success for Mid Program Review



Early in your program, take the initiative to work toward your mid program review. Following are some suggestions:

1. Seek opportunities for practitioner and researcher publications (talk with your advisor).
2. Seek opportunities to apply for grants (talk with your advisor).
3. Seek opportunities to submit a presentation proposal at conferences (talk with your advisor).
4. Seek opportunities to serve on committees. Your advisor might have suggestions for college or university committees.

5. Consider professional membership in local or national educational organizations. Become an active member of one professional organization.
6. Serve as a journal reviewer. You might begin by co-reviewing a manuscript with your advisor.

Comprehensive Examinations

The comprehensive examination includes written and oral components. The exam is completed near the end of coursework (a minimum of 75% of the student's required coursework must be completed) and must be completed no later than eight calendar months before graduation. Doctoral students do not enroll in coursework for the comprehensive exam.

Written Exam

Students work with their chair to prepare for the written comprehensive exam. They develop 2-4 questions that should include one research methodology question and up to three content and/or theory questions. (For doctoral students in counseling, these will focus on CACREP standards.) The student's committee reviews the proposed comprehensive exam questions, suggests revisions, and approves the final version.

The total length for the comprehensive exam should be about 75-100 double-spaced pages, including references. Students have four months to complete the comprehensive exam from the time their committee approves the proposed questions until the exam is submitted to the committee chair. (Exception: Doctoral students in counseling will write papers on four questions, each of which will be 12 pages long. These students will have one month to complete the exam.)

Students may not receive any help from others, including their committee chair, in preparing the content of or in writing their comprehensive exam. Receiving help with the comprehensive examination is considered academic dishonesty. Any proposed modifications to the procedures above must be approved by the College of Education Doctoral Committee and will be considered in exceptional circumstances only.

Oral Comprehensive Exam

Typically, the student schedules an oral defense of the written exam with the full committee to occur within approximately one month after submitting the exam. The oral portion of the exam is an opportunity for the student to respond to the committee's questions and for the committee to evaluate the quality of the student's work.

Possible Outcomes

Potential outcomes for the comprehensive exam are as follows:

1. *Pass* both written and oral portion and move on to dissertation.
2. *Revisions required.* A question or multiple questions are rewritten by the student within one month and reviewed by the committee.

3. *Not passed.* The student does not pass the exam but has one opportunity to retake it. If the student does not pass on the second attempt, he or she is dismissed from the program (Graduate School policy).

When the comprehensive exam is successfully completed, the “Application for Admission to Candidacy Comprehensive Examination Report” is submitted to the Graduate School.

The student has one opportunity to retake the comprehensive exam, if the student does not pass on the second attempt, he or she is dismissed from the program (Graduate School policy). Once Comprehensive Exams are 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 8 calendar months before graduation.

Role of the Advisory Committee

The committee reviews your questions, suggests revisions, and approves your written questions. Your chair may elect to invite committee member to submit one or more of the questions. For all students in the College of Education doctoral program, one question must be related to research methodology. Though the research question may be adjusted by the committee, the typical cross-college research questions is as follows:

There are three main approaches to educational research, qualitative, quantitative, and mixed designs. Within each approach, there are a number of specific designs that can be used depending on the questions being asked, the type of data available, the precision level of the data, and the goal of the outcome. Pick two of the three approaches above and describe how you would answer two different research questions using the approaches. Identify the appropriate design within the approach, the variables of interest if appropriate, and the step-by-step methodology you would use. Note, if you select mixed methods, you must include how you would integrate the two data sets.

The committee reads and evaluates the comprehensive exam. Each question will be evaluated as pass or fail. Each question should show deep understanding of your area and an understanding of research methodology and design. If the student fails to pass a comprehensive examination question, the student will not be allowed to schedule the oral comprehensive exam. The chair and committee will determine the next steps for students who fail one or more written comprehensive exam answers.

Typically, within two weeks of submitting the comprehensive exam to your committee, the student schedules an oral defense. The oral defense is often conducted 2 to 4 weeks after the questions have been submitted to the chair and committee.

Advice from Students



“Start working on drafts of your questions much earlier than you think is necessary. It can take longer than expected to get your questions approved by your committee members.”

“Set frequent and manageable deadlines, especially if you like to procrastinate.”

Tips for Success



Take all the forms necessary to key meetings for committee members to sign. On successful completion of the comprehensive exam, the student must complete an admission to candidacy form. It is found at www.unr.edu/grad/forms/

Dissertation

Ph.D. students complete a minimum of 24 credits of dissertation. These 24 credits can be spread over numerous semesters and can be taken before the comprehensive exam.

Dissertation Proposal

The dissertation proposal is a substantial portion of your dissertation (i.e., the first three chapters) that you submit to your committee for suggestions and approval before your study may begin.

Work with your chair to prepare for your proposal defense. The members of your committee should receive a copy of your proposal at least 2 weeks before your oral presentation (called the Proposal Defense).

At your proposal defense, the advisory committee may determine you are ready to begin your study or your proposal needs revisions that will be supervised by your chair.

Sometimes, a student may be required to have a second proposal defense. If you are required to have a second proposal defense, it is expected that you will pass the second time. If you fail this second defense, you will be dismissed from the program.

When your proposal is approved, you will want to complete the application for approval of study from the Research Integrity Office (IRB). Most studies require approval to ensure protection of your participants. Information is found at ww.unr.edu/research-integrity.

The Dissertation

The dissertation is a significant piece of original research, written to standards of refereed publications. Your chair will guide you through conducting your study and writing the final report. No data can be collected without IRB approval. Before defending your dissertation, your chair must run your dissertation through SafeAssign. The Graduate School offers dissertation preparation guidelines, see www.unr.edu/Documents/graduate-school/2013-Dissertation-Thesis-Submission-Requirements.pdf.

Dissertation Defense

All doctoral students are required to provide a dissertation presentation that is open to the university community, referred to as the Dissertation Defense. Although the presentation is open to the university community, the chair and members of the committee determine how questions are handled. The following are options:

1. The committee can choose to ask the audience to leave following the presentation without an opportunity for the audience to ask any questions.
2. The audience might be given the opportunity to ask question and then be asked to leave.
3. The audience could ask questions, might be present for some questions from the committee members, and then would be asked to leave prior to final committee questions.

The following are important points regarding the defense and related questions:

- Members of the committee are given the opportunity to ask questions and discuss the dissertation with the student without the presence of an audience.
- In having dissertation defenses be public, it is important that the process not be minimized in any way.
- All committee members must have the opportunity to ask questions. Students must be held to high standards and must be able to answer difficult questions without committee members worrying about how the process might be perceived by an audience.

Students should not provide food or water for the committee during the defense.

At the dissertations defense, the committee may determine that you have earned a pass, passed with revisions supervised by the chair and perhaps committee members, or they require a new defense. The defense is unsuccessful if more that one committee member casts a negative vote.

If there is a second defense, the committee may determine you have a pass, pass with revisions, or that you have not passed.

For the College of Education dissertation defense approval form, please see the Graduate School forms.

Advice from Students



“Schedule an appointment with a representative of the Research Integrity Office to discuss the premise of your study prior to submission of a protocol. They will guide you through the review.”

“The Research Integrity Office conducts an in-depth screen of new protocol applications. Be sure to allow at least several weeks to secure IRB approval.”

Tips for Success



Submit drafts of your dissertation to your advisor and provide two to three weeks for your advisor to provide you feedback. You will likely have multiple revisions before you are ready to share with your committee.

When approved, submit your dissertation to your committee at least 2 weeks before your defense. Ask committee members if they want hard copy or electronic.

Take appropriate forms to your defense.

Arrange a two-hour meeting for your dissertation defense and schedule a room for the defense. Remind your committee of these details just before your defense.

Dissertation Committee and Student Responsibilities

Chair	Committee Members	Student
Make reasonable amounts of time to meet with student. Ensure you have adequate time to support and mentor a doctoral student.	Provide solution-focused help.	Make an informed decision about a chair and committee members.
Read all parts of a student's proposal and dissertation.	Make time for the student.	Be aware of and responsible for all deadlines and requirements.
Provide timely solution-focused help. Provide timely feedback on draft documents (approximately 2 weeks).	Attend committee meetings.	Meet the deadlines for drafts agreed upon by you and your chair. Submit your best work. Accept feedback in a professional manner.
Set standards for the dissertation process.	Approve student's program of study.	Develop a research question and research plan.
Provide a clear path for the student to be successful.	Read student's proposal and dissertation.	Provide paper and/or electronic copies of your proposal and dissertation to committee.
Inspire a student to finish and to flourish as a professional.		Stay motivated.
Make sure the student meets the program, university, and professional standards.		
Treat the student in a professional and collegial manner.		
Provide opportunities for research, presentations, and writing.		
Approve student's program of study and advise on coursework.		
Develop a collegial relationship with student and committee members.		
Hold Graduate Faculty II status.		
Be an active researcher.		
Participate in all committee meetings.		
Support the student in maintaining his or her committee.		

Graduation

Applications for graduation are filed online by strict Graduate School due dates established each semester. The Graduate School requires that you just be enrolled in at least 3 credits during the semester in which you intend to graduate, or in 1 graduate credit if you graduate during the summer.

Each semester, the Graduate School sets a date for submission of the finalized dissertation. This expectation means that the dissertation must be submitted with all the expected changes, and in the appropriate format.

Participating in Commencement

The official Graduate School policy is that students must have defended their dissertation and submitted the Notice of Completion at least one week prior to commencement. Summer graduates are eligible to attend either fall or spring commencement.

Mid Program Review

Date _____

Mid Program Review Status

Pass

Pass with Conditions

Unsuccessful

Semester _____ Year _____

Program Area _____ Credits Completed _____

Name _____

Completed Courses

A printout of courses

Please check the following:

1. One research Methodology course _____
2. UNR CITI course

3. GPA 3.0 and no grade lower than a B _____
4. Minimum of 9 credits in area of emphasis _____
5. No more than 3 credits taken as S/U _____

Please include the following attachments.

1. Copies of 1 or 2 research papers
2. Certificate of CITI course
3. Program of Study
4. Summary of research activity

Summary of research, teaching, and service activities

1. Participate in research study
2. Submit a manuscript for publication
3. Submit a conference presentation
4. Participate in grant writing
5. Teach a course at community college, college, or university
6. Serve on a committee
7. Participate in professional development

**COLLEGE OF EDUCATION
DISSERTATION PROPOSAL APPROVAL
Ph.D.**

NAME _____

Emphasis Area _____

Title of Dissertation

Signatures of dissertation committee members constitute approval of the proposal.

Chair

Committee Member

Committee Member

Committee Member

Committee Member

Recommended Course Rotation and Scheduling College of Education Research and Statistics Courses

FALL SEMESTER 1st YEAR DOC STUDENTS with Limited Research/ Statistics Background

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
*EDRS 640	Introduction to Statistics	M & online	4:00 –6:45	Every fall	
*EDRS 700	Introduction to Research	Th & Online	7:00 –9:45	Every fall	

*This course will not “count” toward the 24 credit hours of required research design and statistics courses for doctoral students.

FALL SEMESTER 1st or 2nd YEAR DOC STUDENTS with Relatively Strong Master’s Preparation

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
EDRS 752	Qualitative Research	M	4:00 –6:45	Every fall	
EDRS 740	Univariate Statistics	T	4:00 – 6:45	Every fall	640 & 700
EDRS 771	Special Topics: Advanced Research Design	W	4:00 – 6:45	Every fall	640 & 700

FALL SEMESTER 2nd, 3rd YEAR DOC STUDENTS

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
EDRS 741	Non-Parametric Statistics	W	4:00 –6:45	Every fall	640, 700, 740
EDRS 761	Program Development and Evaluation	Th	4:00 – 6:45	Fall ODD YEAR	
EDRS 785	Survey Research in Education	Th	4:00 – 6:45	Fall EVEN YEAR	640 & 700
EDRS 771	Special Topics: Other	Th		Upon request	

FALL SEMESTER
1st YEAR DOC STUDENTS
 with Limited Research/ Statistics Background

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
*EDRS 640	Introduction to Statistics	Online		Every Spring	
*EDRS 700	Introduction to Research	Th & Online	7:00 –9:45	Every Spring	

*This course will not “count” toward the 24 credit hours of required research design and statistics courses for doctoral students.

FALL SEMESTER
1st or 2nd YEAR DOC STUDENTS
 with Relatively Strong Master’s Preparation

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
EDRS 753	Advanced Qualitative Research	M	4:00 –6:45	Every Spring	
EDRS 740	Univariate Statistics	T	4:00 – 6:45	Every Spring	640 & 700

FALL SEMESTER
2nd, 3rd YEAR DOC STUDENTS

Course	Name	Day of the Week	Time	Rotation	Pre-Reqs
EDRS 743	Multivariate Statistics	W	4:00 – 6:45	Every Spring	640, 700, 740
EDRS 755	Mixed Methods Research in Education	M	7:00 – 9:45	Spring ODD YEAR	640, 700, 740, 752
EDRS 771	Special Topics: Advanced Measurement in Education	T	4:00 – 6:45	Spring EVEN YEAR	640, 700, 740, 743
EDRS 771	Special Topics: Other	Th	4:00 – 6:45	Upon request	