



College of Education
& Human Development
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Master's Degrees in Special Education

PROGRAM DESCRIPTION AND HANDBOOK



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College of Education &
Human Development
Mailstop 0299 University
of Nevada, Reno Reno, NV
89557

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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



Thank you for your interest in our masters programs in Special Education. We have a variety of program options for candidates interested in starting a career in special education, as well as for experienced special education and general education teachers. Each of our suggested programs of study is tied to Nevada licensure requirements. However, persons not interested in licensure may develop programs of study tailored to their professional goals. If after reading this manual you have additional questions, please do not hesitate to contact our office.

The faculty of the College of Education & Human Development has developed a philosophy of teacher preparation based on four interconnected themes. We feel that a professional educator is a member of a community of educators who:

- a. possess a love of learning;
- b. develop a strong fund of knowledge;
- c. engage in reflective practice; and
- d. value democracy and multiculturalism.

This philosophy of teacher preparation is integrated into all programs and courses within special education, and a written statement, or conceptual framework document, is available from the program office.

Program Descriptions

The special education programs in the College of Education & Human Development are designed to prepare teachers in the education of students with disabilities. Two types of master's degrees in special education are offered, the **Master of Education (M.Ed.) without a thesis** and **Master of Education (M.Ed.) with a thesis**. These programs have differing emphases and so it is recommended that students meet with a faculty advisor in selecting the most appropriate program.

Program emphasis areas for both the non-thesis and thesis options are as listed below. Please see the [university catalog](#) for specific requirements for each emphasis area.

1. Generalist Endorsement: Mild Specific Learning Disabilities, Mild Emotional Disturbance, Mild Intellectual Disabilities (for candidates without prior teacher preparation)
2. Generalist Endorsement: Mild Specific Learning Disabilities, Mild Emotional Disturbance, Mild Intellectual Disabilities (for candidates with general education licensure, including "options" teachers")

3. Advanced Studies in Learning and Behavior Disorders
4. Advanced Studies in Behavior Analytic Interventions (VCS program as approved by the Association for Behavior Analysis International for eligibility to take the Board Certified Behavior Analyst® (Option 1). Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.)
5. Intellectual Disabilities: Moderate to Intense Needs
6. Autism and Related Disorders
7. Early Intervention / Early Childhood Special Education

The **Master of Education (M.Ed.) without a thesis (Plan B)** in special education is intended for students seeking licensure in a specific special education area or for choosing advanced studies in areas of special education without a research emphasis (which would occur if completing a thesis). Depending on the student's background, the program of study may include a variety of undergraduate prerequisites.

The **Master of Education (M.Ed.) with a thesis (Plan A)** in special education includes the development of a thesis. It is intended for students who wish to pursue study in specialized areas of disability or in early intervention/early childhood special education, and who wish to focus on research in special education.

A checklist of steps in completing the program can be found on page 11. Students should refer to this often while completing the program.

Admission

1. We recommend that you see a special education adviser for an explanation of degree options and the variety of specializations available. Call (776) 784-4383 for information.
2. Testing requirements vary with the program and with your qualifications. If you are seeking initial teaching licensure in special education, you must submit passing scores on the Praxis Core Academic Skills for Educators in Reading, Writing, and Math or the CBEST (see page 8) as part of your application before you can be admitted to the program. If you already hold a teaching license that does not have a provision for the basic skills test or have a master's degree in another area, you are exempt from this requirement.
3. **Apply for admission to the Graduate School (775) 784-6869.** Application must be made online at [the grad school](#). List **SPECIAL EDUCATION** as your major. 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 twelve graduate semester credits that may apply toward your master's degree program. Consult with a special education advisor about these courses. If you wish to take courses as a graduate special student, it is important that you complete that application PRIOR to completing the application for the master's degree. If you have taken graduate courses at other universities, these may be considered as part of the total twelve credits available for inclusion in your master's degree program.

4. In addition to your application to the Graduate School, **you must apply for admission to the Special Education Program**. Several forms used for this process are included in this manual:
 - a. The application form provides us with contact information for you and tells us in which area of emphasis you are interested.
 - b. The Professional Dispositions form lists our values as a program and must be signed and submitted with your application.
 - c. Two letters of recommendation from professionals qualified to judge your potential for success in graduate work and as a special education teacher. These letters should not come from friends or family members. The letters can be submitted electronically by listing names and contact information on the Graduate School's online application process, or we will accept them on the attached recommendation form (sent by the references directly to the department).
 - d. A one-page resume.
 - e. A letter detailing your educational goals and purpose for selecting your particular degree program.

All application materials are to be submitted to the UNR Graduate School for this program by the two deadlines that have been established: December 1 for admission to the spring term, and June 1 for admission to the fall term. Once an application is completed, the UNR Graduate School will forward the application to the Special Education Program for an acceptance decision.

The Program Admission Process

The special education program faculty consider the entire "application package" of an individual to determine admission to the program. All submitted documentation of ability to successfully complete masters-level work is evaluated: undergraduate grade point average and types of courses taken, testing requirements, the letter of intent and resume, and Special Education Graduate Program Recommendation Forms completed by two references.

Applicants must be qualified in the professional judgment of the program faculty.

You may be admitted to the master's degree programs on a **regular program** basis, in which you begin taking courses as recommended by your advisor, or on a **prescribed program** basis, in which there are certain parameters about the sequence and timing of courses. More information about the prescribed program is provided below.

Prescribed Program Admission

In some cases, an applicant who does not meet one or more of the application criteria or about whom the faculty has concerns 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 undertake the prescribed program. Following advisement, the adviser must submit a prescribed program form to the Graduate Program Director. There are a limited number of admissions made each semester on a prescribed program basis.

If the prescribed program is completed during one semester or summer session, nine credit hours are required. The prescribed program must contain at least two Core courses, and an additional course to be determined by the student's advisor.

If the prescribed program is completed during two semesters, a total of twelve credit hours are required. The prescribed program must contain at least three Core courses, and an additional course to be determined by the student's advisor. No undergraduate course work is accepted in the prescribed program. Successful completion requires a grade of B or better for each course in the prescribed program.

Mandatory Advanced Program Assessment

As part of the program's ongoing evaluation process related to accreditation, students will be required to submit some coursework and other documents (artifacts) several times throughout the program. These artifacts will vary depending on which emphasis area you are working. However, the Advanced Program Assessment will not require you to create any additional artifacts beyond those that are required for the courses you are taking. You will only be required to submit some of the artifacts from your courses on a specified WebCampus (the university's learning management system). Once you submit the artifacts, faculty will rate the artifacts based on the three Student Learning Objectives (SLOs) for the program. These ratings will not influence your grades for any of your courses.

The Advanced Program Assessment is designed to help us report student progress through the Master's in Special Education programs. Deidentified aggregated results will be reported to accreditation agencies. The three Student Learning Objectives for the master's degree in Special Education are listed here.

Student Learning Objectives (SLOs) for Master's Degree Programs in Special Education

SLO #1: Candidates will demonstrate foundational knowledge of characteristics of individuals with disabilities and their learning environments, and curriculum content to develop appropriate instruction to facilitate student learning

SLO #2: Candidates will demonstrate knowledge of appropriate assessment strategies, planning for, and delivery and management of instruction for individuals with disabilities to facilitate student learning

SLO #3: Candidates will demonstrate the ability to understand research related to special education and to synthesize that research with an application to applied practice

Developing a Program of Study

Prior to the completion of 12 credits, 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 members in the area of special

education and one member from outside the special education program. All members of the committee must be members of the 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 or the course of study, the committee chair must submit form CHANGE OF COMMITTEE OR PROGRAM OF STUDY 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 Advisory-Examining Committee/Program of Study form, not with the date of admission to the graduate program.

Application for Graduation

Applications for graduation must be filed at the appropriate date listed in the UNR General Catalog and the Schedule of Classes for each semester. The application forms are available on-line and there is a fee for processing. The Graduate School requires that you be enrolled in at least three graduate credits each semester (excluding summers), including during the semester in which you intend to graduate. **It is your responsibility to learn and adhere to all deadlines for filing applications for graduation.**

MASTER OF EDUCATION DEGREE WITHOUT THESIS OPTION

The Master of Education (M.Ed.) degree has six possible emphasis areas: (a) first time licensure in special education emphasizing students with mild to moderate disabilities (generalist endorsement), (b) intellectual disabilities with moderate to intense needs for intervention /multiple disabilities (can be an initial teaching license), (c) advanced studies in learning and behavior disorders, (d) advanced studies in behavioral interventions, (e) autism and related disorders (can be an initial teaching license), and (f) early intervention/early childhood special education (can be an initial teaching license). Programs of study emphasizing advanced study in any of these areas can be developed.



Information for Students Seeking Their First Teaching License

The programs conform to licensure requirements of the state of Nevada in all six emphasis areas. If you are seeking more than one area of licensure, you will likely need to take additional courses, although there is some overlap between programs. Advisement on multiple licenses should be sought at the beginning of the program in order to make efficient use of course work.

If you are seeking your first teaching license in Nevada, there are several requirements in addition to the course work listed. These requirements include basic competency testing and specialty area testing, finger-printing and background checks, and the completion of a full-time supervised internship (student teaching). Each of these requirements is described below. You are responsible for ensuring that these requirements are fulfilled. Your adviser will assist you in developing a timetable for completion of the licensure requirements.

(1) COMPETENCY TESTING. Nevada requires that all teachers pass competency testing. These requirements may be satisfied by passing the reading, writing, and math sections of the Praxis Core Academic Skills for Educators in Reading, Writing, and Math or the C- BEST. Information about the Praxis Core Academic Skills Tests is available at the Student Advisement Center. Students who wish to teach in California will want to take the CBEST in lieu of the Praxis Core Academic Skills Tests. If your undergraduate GPA is above 3.0, the GRE may be used to fulfill the testing requirement if the following scores are achieved: Verbal = 420/148 or higher; Quantitative = 460/142 or higher; and Analytical = 430 or 3.5 or higher. Students must submit evidence of passing scores on competency testing prior to admission to the master's degree program.

(2) PRAXISII. It is recommended that you take the Praxis II prior to or at the beginning of Supervised Internship. All first-time licensure candidates must pass specific parts of the PRAXIS II exam related to special education. See information in the College of Education & Human Development Student Success Center about these testing requirements.

(3) PRACTICAORFIELDEXPERIENCESINSPECIALEDUCATION. Persons without teaching experience in special education are required to take up to two field experiences or practica in special education. The specific courses that accompany these practica are EDSP 643 (practica = EDSP 482), and EDSP 644 (practica = EDSP 483). One or more practica may be waived if students are currently teaching or working as a paraprofessional in a setting that focuses on students with disabilities. Decisions about which practica to waive will be made based on the nature of the experiences. Students are responsible for knowing if a practicum experience has been waived and informing the instructor of the co-requisite course.

(4) OBTAINING A SUBSTITUTE LICENSE IN NEVADA. Please review the Office of Clinical Experiences website to determine if you need a substitute license for any of your practica or for your supervised internship (<http://www.unr.edu/educaton/advisement>). Having a substitute license might also make the process of applying for your final Nevada teaching license easier. If you already have a Nevada teaching credential in any subject area, you do not need to complete this requirement. Application materials for the substitute teaching license are available in the Office of Clinical Experiences.

(5) APPLICATION FOR SUPERVISED INTERNSHIP. If you do not already have a current teaching license in elementary, secondary, or special education, you will be required to complete a full-time, semester-long supervised internship. Many students elect to enroll in the supervised internship prior to completing all requirements for the master's degree; however, you **MUST HAVE COMPLETED ALL COURSES REQUIRED FOR LICENSURE** prior to enrolling in the internship. Working closely with your advisor will ensure that your course work and internship are completed in a timely manner.

Portfolio I. In the semester prior to the Supervised Internship, you will submit the Performance Assessment Portfolio I. This is a compilation of papers and projects you have completed in your program, along with reflections about your skill development. Together, these demonstrate your skill as a professional educator and are evaluated by the program faculty. Detailed information about Portfolio I is available from the program office.

Prior to internship, you will be asked to assess yourself in relation to the dispositions listed on the form you sign with your application package. Please note that unprofessional, unethical, or illegal behavior, as well as academic dishonesty, can jeopardize your status in the teacher preparation program.

MASTER OF EDUCATION DEGREE WITH THESIS

The M.Ed. with Thesis option is designed for students who want to pursue interests in specific areas of special education and who wish to have a research emphasis in their programs.

Options include the areas of (a) intellectual disabilities with moderate to intense needs for intervention/multiple disabilities, (b) advanced studies in behavioral and learning disorders, (c) early intervention/early childhood special education, or (d) an individualized program of interest related to disability research. Those developing an individualized program are required to take the CORE and THESIS REQUIREMENTS. Other courses will be determined based on background, interest, and the recommendations of the chairperson. The M.Ed. with Thesis option is a 36 credit degree that includes 6 credits of thesis.

Thesis and Oral Defense

M.Ed. with Thesis Option students must work closely with their advisor on all aspects of their thesis. Guidelines for completion of the thesis are available in the department or through the Graduate School. Students will need to follow the most recent edition of the APA Style Manual in organizing their thesis and in compiling citations and references.

The six credits of thesis can be taken during one semester (usually the final semester) or can be distributed over several semesters. However, when you enroll in thesis credits, you want to be sure to be working actively on your thesis because a grade of Satisfactory or Unsatisfactory must be assigned for the credits during the semester in which you are enrolled. You must be enrolled in three graduate credits during the semester you have your final oral defense of your thesis.

During the final semester, a draft of the thesis must be submitted to your chairperson at least four weeks before the final defense (to allow for corrections and suggestions to be incorporated). The corrected draft of the thesis must be submitted to your entire committee two weeks before the final defense, **which must be held at least three weeks before the close of the semester (see the UNR General**

Catalog for exact dates). The final defense is an oral presentation in which you present the results of your thesis research and are asked questions by members of your committee. Upon completion of the oral defense of the thesis, the members sign the form Master's Degree Application for Admission of Candidacy/ Notice of Completion--Plan A, which is submitted to the Graduate School.

Please review the Graduate School website for the requirements once your Advisory/Examining Committee has approved the thesis (<https://www.unr.edu/grad/student-resources/filing-guidelines>) Final approval of the thesis is by the Graduate Dean. As a courtesy, final, bound or unbound copies of the thesis should also be given to each member of the Advisory/ Examining Committee.

College of Education Special Education Master's Degree Checklist

Date	Task
	Admitted to program and admission letter sent.
	Prior to first semester of coursework, student meets with advisor to develop draft Program of Study with plan for performance assessment including <ul style="list-style-type: none"> • Review of on-going performance assessment for program Student Learning Outcomes • Determination of culminating experience (comprehensive exam, portfolio, or project) and • Plan for field experience.
	Within first 9 credits, student completes EDSP 724
	Within first 9 credits, student meets with advisor to form committee and finalize Plan of Study
	Plan of Study signed off by committee and approved by Graduate School.*
	By midpoint of program, plans for culminating experience and field experience are finalized. For projects, committee signs off on the proposal.
	Final semester of courses, enroll in comprehensive exam credits (EDS 795) for culminating experience (comprehensive exam, portfolio, or project) or thesis credits (EDS 797) if completing thesis.
	Student submits application for graduation (typically February for May, May for August, September for December-Check deadlines posted by Graduate School*).

Date	Task
	Completion of culminating experience (comprehensive exam, portfolio, or project).
	Completion of field experience.
	Notice of completion submitted with committee signatures and submitted to Graduate School.*
	Performance assessment summary. Copy to student file.

*Deadlines for submission of Program of Study, Application for Graduation, and Notice of Completion may vary from year to year. Students are responsible for verifying all deadlines.

Special Education Master's Degree Application Form

Please complete this form and return it to:

Special Education Program

College of Education & Human Development / Mail Stop 299

University of Nevada, Reno

Reno, NV 89557-0251

Name _____ NSHE# _____
 Address: _____ Home Phone: _____
 _____ Work Phone: _____
 _____ Email: _____

Have you completed the Praxis Core Academic Skills Tests in Reading, Writing, and Math or CBEST and submitted those scores to us? **YES** **NO**

Ethnic Group (optional)

___ African American

___ Hispanic/Latino(a)

___ White/ non-Hispanic

___ Asian/Pacific Islander

___ Native American

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

Master's of Education without Thesis Option

- Generalist Endorsement (**can be your first teaching license**)
- Generalist Endorsement (you have licensure in another teaching area)
- Intellectual Disabilities with Moderate to Intense Intervention Needs (**can be your first teaching license**)
- Autism and Related Disorders (**can be your first teaching license**)

- Early Intervention / Early Childhood Special Education (**can be your first teaching license**)
- Advanced Studies in Behavior Analytic Interventions
- Advanced Studies in Learning and Behavior Disorders
- **ARL** Generalist (**your first teaching license**)
- **ARL** Intellectual Disabilities with Moderate to Intense Intervention Needs (your first teaching license)
- **ARL** Autism and Related Disorders (**your first teaching license**)
- **ARL** Early Intervention/Early Childhood Special Education (**your first teaching license**)

Master's of Education with Thesis Option

- Intellectual Disabilities with Moderate to Intense Intervention Needs
- Advanced Studies in Behavior Analytic Interventions
- Advanced Studies in Learning and Behavior Disorders
- Autism and Related Disorders
- Early Intervention / Early Childhood Special Education
- Other program of individual Interest:

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 & Human Development 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
<p>Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p>
<p>Collaboration/Collegiality. The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.</p>
<p>Commitment to Education. The candidate values the educational professions. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p>
<p>Emotional Maturity. The candidate responds to frustration and stress professionally and appropriately.</p>
<p>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.</p>
<p>Professional Feedback. The candidate is receptive and responsive to professional feedback, incorporating suggestions</p>
<p>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.</p>
<p>Multiculturalism and Democracy</p>

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 & Human Development 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): _____

RECOMMENDATION FORM

Special Education Graduate Programs
College of Education & Human Development / Mail Stop 299
University of Nevada, Reno

Applicants are requested to provide all references with an addressed stamped envelope for returning the recommendation form. Materials should be addressed to: Special Education Program, College of Education & Human Development/ 299, University of Nevada, Reno, NV 89557. Recommendations may also be faxed to (775) 784-4384. Individuals completing the recommendation form should not be family members or personal friends of the applicant.

1. TO BE COMPLETED BY THE APPLICANT

Applicant name: _____
(last name) (first name) (middle name)

Degree for which you are applying:

— M.Ed.

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing the recommendations may attach more significant statements to them if it is known that the recommendation will remain confidential. It is your option to waive your right to access the recommendation or to decline to do so.

— I waive my right to review the contents of this recommendation.

— I do not waive my right to review the contents of this recommendation.

Signed _____ Date _____

2. RECOMMENDER'S COMMENTS

A. Knowledge of the applicant

- I have known the applicant for ____ years, ____ months.
- I know the applicant ____ slightly, ____ fairly well, ____ very well.
- I have known the individual
 - A. ____ as an undergraduate student ____ as a graduate student
 - B. ____ as an education administrator ____ as an employee
 - C. ____ as a professional colleague ____ other: _____

B. We are interested in your estimate of the applicant's promise as a graduate student. Please rate the following items by circling the number that best reflects your estimate. If you have not observed the applicant in any of these activities, please circle **NO (Not Observed)**.

Areas:	Excellent		Good	Fair	Concerning	Weak
Intellectual independence	5	4	3	2	1	NO
Capacity for analytical thinking	5	4	3	2	1	NO
Ability to organize	5	4	3	2	1	NO
Ability to express ideas clearly						
-Verbal communication	5	4	3	2	1	NO
-Written communication	5	4	3	2	1	NO
Motivation	5	4	3	2	1	NO
Potential for teaching	5	4	3	2	1	NO
Professionalism	5	4	3	2	1	NO
Ability to collaborate	5	4	3	2	1	NO

C. In my opinion, at the graduate level this student will be:

- Highly successful
 Successful
 Average
 Below average

D. Faculty in the Special Education Program will appreciate any additional comments you may want to include.

Your name _____ Phone _____

Title _____ e-mail _____

Institution _____

Signature _____ Date _____

Please return the recommendation in the attached envelope or fax the form to (775) 784-4384.
Thank you.