College of Education
AT THE UNIVERSITY OF NEVADA, RENO

Online Master's Degree in Reading Curriculum and Instruction

PROGRAM DESCRIPTION AND HANDBOOK

Includes Required Coursework for:
Nevada Reading Specialist Endorsement

College of Education
Professional and Specialized Services
University of Nevada, Reno
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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.

PROGRAM OVERVIEW

The online Masters of Reading Curriculum and Instruction (M.Ed.) degree at the University of Nevada, Reno is focused on providing K-12 teachers with research-based courses designed to address the current needs of reading teachers in schools today with a particular emphasis on reading curriculum, reading instruction, and reading assessment to meet the needs of all students in today's classrooms. The program provides opportunities to work with university instructors and other teachers in an online format that includes video conferences, model lessons, and a virtual reading clinic. The program's focus on reading curriculum includes creating effective reading lessons and units based on student assessments and evaluating and adapting existing reading programs to meet student needs. Instructional practices related to guided reading instruction, comprehension, vocabulary, fluency, word study, and writing are also covered throughout the program. A strong focus on reading assessment is embedded in two virtual reading clinic courses centered on teaching reading to struggling readers. The coursework also meets the requirements for teachers to obtain the Nevada Reading Specialist endorsement. The comprehensive exam is designed to support teachers as they research a reading area of their choice and apply their knowledge to their own classroom and school. This degree is 32 units for a non-thesis option with a comprehensive exam or 33 units for a thesis option degree.

Online Master's Program in Reading Curriculum and Instruction:

Student Learning Outcomes (SLOs)

The Online Master's Program at the University of Nevada, Reno prepares practicing teachers to meet three major learning outcomes that are aligned with professional standards in the field of literacy and standards of graduate scholarship. Coursework, Course Assessments, the Comprehensive Exam, and the Entry/Mid/Exit-Essays are all used to identify student progress toward these SLOs. At completion of this program, students will be able to:

- demonstrate foundational knowledge of literacy, literacy development, and multiple literacies,
- demonstrate use of assessment, curricular, and instructional knowledge to determine and meet the literacy needs of diverse students, and
- demonstrate scholarly abilities, specifically the abilities to: understand leading research articles on a wide variety of literacy topics, synthesize literacy research and write well-crafted academic papers, and apply literacy research to classroom practice.

Program Phases and Student Responsibilities

The online master's graduate program is characterized by three stages: (1) the application phase, (2) the coursework phase, and (3) the graduation phase.

Date completed	Step in Process	Required Forms
	Application Phase	
	Apply to the Graduate School	Graduate school on-line application (Graduate School web site) http://www.unr.edu/grad/admissions
	Coursework Phase After acceptance into the Program	
	Request permission to join the M.Ed. Community on Canvas	Email dtownsend@unr.edu for permission
	Create Taskstream Account	See Taskstream module on M.Ed. Community on Canvas
	Create approved program of study with advisor and submit to graduate school	Program of Study Form (Graduate School web site) http://www.unr.edu/grad/forms/
	Complete mid-program essays	Mid-Program Essays
	Complete course work	Change of Program of Study or Change of Committee forms are needed for any changes http://www.unr.edu/grad/forms/
	Graduation Phase Upon Coursework Completion	
	Apply for graduation	Application for Graduation (Graduate School web site) http://www.unr.edu/grad/forms/
	For Non-Thesis-Option Students Only: Complete Comprehensive Exam and Exit Essays	Notice of Completion, Master's degree (Graduate School web site) http://www.unr.edu/grad/forms/
	For Thesis-Option Students only: Work with Committee Chair to Develop proposal for thesis	Human Subjects Approval will be needed (IRB web site) http://www.unr.edu/ohrp/
	For Thesis-Option Students only: Oral Thesis Defense	Notice of Completion, Master's Degree (Graduate School web site) http://www.unr.edu/grad/forms/
	For Thesis-Option Students only: Submit copies of final thesis (paper or electronic format) to the graduate school and Exit Essays to advisor	Signed copies of cover sheet (Graduate School web site) Exit Essays (attached)

Please note that you are responsible for all of your paperwork throughout your entire graduate program. Your paperwork in your graduate program is not the responsibility of your academic advisory chair or committee members.
You must keep your advisor informed of your progress each semester via email.

The graduate student office is available for all graduate students within HDFS who hold a Teaching or Research Assistantship, and is located in the William Raggio Building, Room 3017.

Application Phase

Admission Requirements for the Online Master's (M.Ed.)

Applicants for the online Master's Degree Program in Reading Curriculum and Instruction must have an overall cumulative GPA of 2.75 or better (on a 4-point scale) or 3.0 for the last half of the undergraduate degree. Applicants who are U.S. citizens are not required to take additional tests. International applicants must take the TOEFL. There are no provisional admissions to the online program. Please use the following checklist to manage the steps of your application.

Checklist for Completing Your Application

Date completed	Step in Process
	Read all program descriptions carefully to make sure this is the program for you.
	Apply online to the Graduate School at UNR (select "Reading Curriculum and Instruction" as your program)
	Have transcripts of all college/ university work sent directly from those institutions to the Graduate School
	Send or fax application materials required by the College of Education (address below):
	Signed Dispositions Form (See attached)
	Entry Essays (See attached)
	Two professional letters of recommendation
	Brief resume of your educational experiences
	Acceptance Notification
	You will receive a letter from the Graduate School indicating whether you have been accepted into the program.
	If accepted, you will receive a letter from the College of Education indicating your advisor and contact information

NOTE: Applications are reviewed as they are submitted. There is no deadline for applying to the program.

If you wish to take some course work while awaiting admission to the graduate program, you will want to apply to the Graduate School for admission as a "Graduate Special" student. Graduate Special standing allows you to take up to nine graduate credit hours that may apply to your online master's program. Taking courses prior to admission does **not** guarantee admission to the program. Be sure to consult with Graduate Program Director before taking any courses. Please note that a maximum of 9 credits may be transferred into a master's degree program from another university or from prior to full admission to the Reading Curriculum and Instruction program.

Application Procedures for the Online Master's (M.Ed.)

Read program materials carefully. If you have questions about the courses or the academic content, contact the Graduate Program Director.

Regular Admission Requirements for Master's (M.Ed.)

Admission to the Masters' programs requires a minimum grade point average (GPA).

- GPA above 2.75 overall or 3.0 for the last half of the undergraduate program

Graduate School Application

Apply for admission to the Graduate School. This application is submitted on-line at the Grad Schools website. Applicants need to select "Literacy Studies" as the degree choice. Transcripts from ALL previous college and university work must be sent directly from each institution that you have attended to the Graduate School. Hand-carried transcripts, even with official seals, will not be accepted. If you wish to take some course work while awaiting approval for admission to the graduate program, you will want to apply to the Graduate School for admission as a "Graduate Special" student. Graduate Special standing allows you to take up to nine graduate credit hours that may apply to your master's program.

As part of the graduate school application, complete and sign the dispositions statement for the degree sought and upload the following:

- Entry Essays
- Confidential letters of recommendation from two persons who can comment on your professional qualifications and/or ability to be successful in graduate work.
- A brief (1-2 page) resume, and

Coursework Phase

Graduate Student Responsibilities

Each student is responsible to be aware of all university and graduate school, and graduate program requirements including deadlines, dates for registration, change of registration, fee payment, filing of programs of study, changes in 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. Each student is responsible for informing the university of changes in address, phone number, enrollment changes which might affect financial aid or assistantship awards, and/or any other circumstances which could affect satisfactory progress towards a degree. Each student is responsible for attending class and completing all assignments in accordance with the expectations established by their instructors and programs of study (UNR general catalog - Student Expectations).

Continuous Enrollment and Residency Requirement

You are allowed to take up to six (6) years to complete the degree requirements. Once you are admitted to a graduate program, you must be continuously enrolled in a minimum of 3 graduate credits during both fall and spring semesters (not summer) or apply for a leave of absence. Forms for such a leave may be obtained on-line from the Graduate School site.

> **Grades**: All course work 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" cannot be used to satisfy degree requirements. If the course is required you will have to re-take the course.

Registering for Courses

Attend to the UNR Graduate School website for registration dates, and enroll in all courses through MyNevada.

Master's Committee

All master's degree students will form an academic Examining/Advisory Committee of three graduate faculty members composed of: (1) Advisor, (2) one literacy faculty member, and (3) one faculty member outside the Department of Educational Specialties

Program of Study (POS)

After completion of 12 graduate credits, you will complete a POS form listing all of the courses that you will take. You are responsible for initiating, completing, and filing this paperwork with your advisor, the graduate school, and the department. Faculty and staff of the College of Education will facilitate the completion of the Program of Study for students in the online program. The POS must include 15 credits of 700-level coursework. With the approval of your advisor, some courses selected for the program of study may be changed as you progress through your program. If changes occur, a "Change of Program" form must be filed with the Graduate School prior to applying for graduation.

Mid-Program Essays

You will need to submit your mid-program essays by the end of the semester in which you complete 15 credits. See the information later in this manual for directions for the entry-/mid-/exit-essays.

Course Work Requirements
Non-Thesis Option: 30 Credits

Required Courses (15 credits)

EDUC 770	Masters Seminar in Educational Specialties
EDRS 700	Introduction to Research
EDRL 600	Foundations of Literacy
EDRL 700	Literacy Assessment
EDRL 701	Field Work and Clinical Practice in Reading

Methods Elective (12 credits)

EDRL 642	Literacy Instruction I (K-3)
EDRL 643	Literacy Instruction II (4-8)
EDRL 612A	Teaching Reading to Older Students
EDRL 607	Children's Literature
EDRL 610	Word Study
EDRL 647	Literacy, Diversity, & Schooling
EDRL 651	Reading and Writing in the Secondary School
EDRL 778	Seminar in Teaching Writing

Comprehensive Exam (2 credits)

EDS 795	Comprehensive Exam

*Course schedules are subject to change. Check with your advisor on these courses. All required courses are offered at least once every 2 years. Work with your advisor to make sure you do not miss an offering, which may require a 2-year wait to take the course.

**Remember to submit Mid-Program Essays by the end of the semester during which you complete 15 credits in the program. (Prompts and procedures are toward end of this manual.)

Course Work Requirements

Thesis Option: 33 Credits

Required Courses (24 credits)

EDUC 770	Masters Seminar in Educational Specialties
EDRS 700	Research Applications in Education
EDRL 600	Foundations of Literacy
EDRL 700	Literacy Assessment
EDRL 701	Field Work and Clinical Practice in Reading
EDRL 607	Children's Literature
EDRL 610	Word Study
EDRL 647	Literacy, Diversity, & Schooling
EDRL 778	Seminar in Teaching Writing

Methods Elective (3 credits)

Choose one of three advanced methods courses:

EDRL 642	Literacy Instruction I (K-3)
EDRL 643	Literacy Instruction II (4-8)
EDRL 612A	Teaching Reading to Older Students

Thesis (6 credits):

EDS 797	Thesis

*Students work with advisors to determine which of the required courses will be omitted from the program of study in order to allow for 6 credits of thesis.

*Course numbers are subject to change. Check with your advisor on these courses. All required courses are offered at least once every 2 years. Work with your advisor to make sure you do not miss an offering, which may require a 2-year wait to take the course.

Reading Specialist Endorsement
Licensing Requirements

According to the Nevada State Department of Education, to receive your endorsement as a reading Specialist, you must have:

1. A master's degree
2. Three years of verified teaching experience in state-approved schools
3. A valid elementary or secondary teaching license
4. A minimum of 16 graduate hours in courses in reading, including each of the following areas:
    A. Foundations of reading (**EDRL 600**)
1. B. Etiology and diagnosis of reading problems (**EDRL 700**)
2. C. Clinical practice in remediating reading problems (**EDRL 701**)
3. D. Research in reading (**EDUC 770**)

The application process can be found at the website for the Nevada State Department of Education.

Graduation Phase

Application for Graduation (M.Ed.)

Applications for graduation are filed on-line by strict graduate school due-dates established each semester. It is very important for you to know and adhere to this deadline and it is your responsibility to be aware of the time frame for graduation. The Graduate School requires that you must be enrolled in at least 3 graduate credits during the semester in which you intend to graduate or one credit in the summer for August graduation. It is your responsibility to file the appropriate paperwork in order to graduate within the published deadlines.

M. Ed. Comprehensive Examination (EDS 795 minimum of 2 credits)

M. Ed. students complete an online comprehensive exam at the end of their program. Your chair will help you prepare. The examination will be prepared, administered, and scored by the advisory/ examining committee. The focus of this exam will be to assess your mastery of course content and general mastery of important elements of your program of study. Students usually take EDS 795 with another course to complete the requirement that they take at least 3 credits each semester; otherwise, if EDS 795 is taken singly, then you will need to enroll in 3 credits of EDS 795, except in the summer when only 2 credits are required.

Online Program: Reading Curriculum and Instruction Checklist for **Non-Thesis Option** Degree Completion

Date completed	Step in Process	Forms and Sites
	Complete course work	
	Use the Change of Program of Study or Change of Committee forms for any deviations from the approved program of study form	Change forms http://www.unr.edu/grad/forms/
	If you do not take 3 credits for a semester, complete the leave of absence form	Leave of Absence Form http://www.unr.edu/grad/forms/
	Work with your advisor to determine your timeline for the Comprehensive Exam (Schedule the exam with Independent Learning)	
	In your final semester, enroll in EDS 795 for a minimum of 2 credits (or 3 credits if it is your only course)	

Date completed	Step in Process	Forms and Sites
	Apply for graduation by the date established by the Graduate School in the academic calendar: https://www.unr.edu/academic-central	Application for Graduation https://www.unr.edu/grad/graduation-and-deadlines
	Complete Exit Essays	Attached
	Complete Comprehensive Exam	The Notice of Completion Form will be completed by your advisor http://www.unr.edu/grad/forms/

Online Program: Reading Curriculum & Instruction Checklist for **Thesis Option** Degree Completion

Date completed	Step in Process	Forms and Sites
	Complete course work	
	Use the Change of Program of Study or Change of Committee forms for any deviations from the approved program of study form	Change forms http://www.unr.edu/grad/forms/
	If you do not take 3 credits for a semester, complete the leave of absence form	Leave of Absence Form http://www.unr.edu/grad/forms/
	Work with your advisor to determine your timeline for your thesis (see attached guidelines)	
	In your final semesters, enroll in total of 6 thesis credits with your advisor.	
	Apply for graduation by the date established by the Graduate School in the academic calendar: http://www.ss.unr.edu/records/calendar/	Application for Graduation https://www.unr.edu/grad/graduation-and-deadlines
	Complete Exit Essays	Attached
	Complete Thesis	The Notice of Completion Form will be completed by your advisor http://www.unr.edu/grad/forms/

GRADUATE STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS

(Complete and submit with application form)

University of Nevada, Reno

All professional educators are expected to adhere to a professional code of conduct. Any educator pursuing graduate studies serves as a model for others. The faculty of the College of Education at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for graduate level students. These dispositions apply to the university setting, courses, and field experiences. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the program. The list of dispositions is not exhaustive. Depending on the situation, there could be behaviors that do not appear on the list, but which could be considered in an evaluation of readiness to continue in graduate study.

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

Reflective Practitioner
Student Focus. The candidate recognizes and respects students as valued and unique individuals and believes that all students can learn.
Commitment to Diversity. The candidate values diversity in relation to such human dimensions as race/ethnicity, national origin, native language, social class, gender and gender identity, sexual orientation, abilities, and political and religious beliefs.
Love of Learning & Strong Fund of Knowledge
Initiative and Problem Solving. The candidate takes initiative in his or her own learning, seeks help, and solves problems.
Commitment to Learning. The candidate is curious and interested in learning more about students and content area.
The candidate seeks out and takes advantage of opportunities for professional growth.
The candidate recognized and assumes increasing responsibility for directing and contributing to his/her own educational development.
The candidate recognizes, appreciates, and applies appropriate research findings to his/her current practice.
Research and Scholarship
Ethical Researcher. The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.
The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.

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

Candidate Signature: _____Date:_____

Candidate Name (Print): _____

Assessment Plan and Materials

The online M.Ed. in Reading Curriculum and Instruction is driven by an assessment plan that allows faculty to determine the quality and the impacts of the program. Select assessments from courses throughout the program provide information on how well are students are meeting the Student Learning Objectives (SLOs; page 2 of this manual). In addition, students are required to write three sets of two essays, one set at entry to the program, one set halfway through the program, and one set at the end of the program. All of these assessments, the course-specific ones and the program level essay sets, provide valuable information on what and how our students are learning in our program, which, in turn, allows us to make informed changes and enhancements to our program. The following pages of this manual provide information on those assessments.

Course-Specific and Program-Level Assessments Aligned to SLOs

SLO	Aligned Course-Based Assessments	Aligned Program-Level Assessments
1. Demonstrate foundational knowledge of literacy, literacy development, and multiple literacies.	*Course:* EDRL 600: Foundations of Literacy *Assessment:* Final Constructed Response and Essay Exam	*Assessment:* Entry, Mid, Exit Essays
2. Demonstrate use of assessment, curricular, and instructional knowledge to determine and meet the literacy needs of diverse students.	*Course:* EDRL 700: Literacy Assessment *Assessment:* Final Case Study Report on Practicum Students *Course:* EDRL 701: Field Work and Clinical Practice in Reading *Assessment:* Final Case Study Report on Practicum Students	*Assessment:* Entry, Mid, Exit Essays
3. Demonstrate scholarly abilities, specifically the abilities to: understand leading research articles on a wide variety of literacy topics, synthesize literacy research and write well-crafted academic papers, and apply literacy research to classroom practice.	*Course:* EDUC 770: Master's Seminar in Educational Specialties *Assessment:* Final Literature Review *Course:* EDS 795: Comprehensive Exam *Assessment:*Comprehensive Exam (*Students take either EDUC 770 or EDUC 771H, not both)	*Assessment:* Entry, Mid, Exit Essays

Entry/Mid/Exit-Essays

Purpose

To track our students' growth in the Student Learning Outcomes (SLOs) for the M.Ed. in Reading Curriculum and Instruction, we require that each student submit responses to the two essay prompts at three times during their program, entry, mid-program, and exit. This data helps us better support our students as they progress through the program, and is also required for accreditation purposes. Each of the three sets of essays are required for graduation from the program.

Procedures

- Procedures for Entry Essay: On the graduate school application site, students will upload their responses to the essay prompts (3-4 double-spaced pages EACH).
- Procedures for Mid-Program Essay: During the semester in which students will complete 15 credits in the program, typically five courses, students will submit their responses to the essay prompts (3-4 double-spaced pages EACH) to Dr. Dianna Townsend (dtownsend@unr.edu) by the last day of the semester. See the UNR academic calendar to identify the last day of the semester.
- Procedures for Exit Essay: During EDS 795, the comprehensive exam course, students will prepare a final set of responses to the essay prompts (3-4 double-spaced pages EACH) and submit them Dr. Dianna Townsend (dtownsend@unr.edu) during the semester and no later than the date which notices of completion are due to the graduate school.

Essay Prompts and Rubrics

Question #1: Explain your developing knowledge of (a) foundations of literacy, (b) literacy development, and (c) multiple literacies.

- For the entry essays, evidence of and support for your reflections should include references to your teaching experiences and your undergraduate coursework.
- For the mid- and exit-essays, evidence of and support for your reflections should include specific readings and practicum, experiences from specific courses you have taken. The courses aligned with these topics are EDRL 600, EDUC 771e, and EDS 795 but your other literacy courses would also support your knowledge in these areas.

Question #2: Explain your developing knowledge of the use of assessment, curricular, and instructional knowledge to determine and meet the literacy needs of socioeconomically, linguistically, and culturally diverse students.

- For the entry essays, evidence of and support for your reflections should include references to your teaching experiences and your undergraduate coursework.
- For the mid- and exit-essays, evidence of and support for your reflections should include specific readings and practicum, experiences from specific courses you have taken. The courses aligned with

these topics are EDRL 700 and EDRL 701, but your other literacy courses would also support your knowledge in these areas.

Grading Criteria for Entry/Mid/Exit Essays: Question #1*

Question 1: Explain your developing knowledge of (a) foundations of literacy, (b) literacy development, and (c) multiple literacies.

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
	Components of Essay Related to SLO #1			
Foundations of Literacy	Multiple (5-6) relevant references to seminal theory and research related to the foundations of literacy	Multiple (3-4) relevant references to seminal theory and research related to the foundations of literacy	Some (2-3) relevant references to seminal theory and research related to the foundations of literacy	Few (0-1) relevant references to seminal theory and research related to the foundations of literacy
Literacy Development	Multiple (5-6) relevant references to seminal theory and research related to the development of literacy	Multiple (3-4) relevant references to seminal theory and research related to the development of literacy	Some (2-3) relevant references to seminal theory and research related to the development of literacy	Few (0-1) relevant references to seminal theory and research related to the development of literacy
Multiple Literacies	Multiple (5-6) relevant references to seminal theory and research related to multiple literacies	Multiple (3-4) relevant references to seminal theory and research related to multiple literacies	Some (2-3) relevant references to seminal theory and research related to multiple literacies	Few (0-1) relevant references to seminal theory and research related to multiple literacies

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
	Components of Essay Related to SLO #3			
Clarity	Exceptional use of a clear academic voice to address the prompt	Good use of a clear academic voice to address the prompt with only very minor instances of issues with tone or phrasing	Good use of a clear academic voice to address the prompt with occasional instances of overly casual language and/or awkward/wordy phrasing	Writing lacks clarity and is characterized by an overly casual or informal tone with occasional awkward/wordy phrasing
Synthesis	Demonstrates sophisticated ability to synthesize literacy research with multiple instances of thoughtful critique and compare/contrast	Demonstrates good ability to synthesize literacy research with more than one instance of thoughtful critique and compare/contrast	Demonstrates attempts to synthesize literacy research with an effort to critique and compare/contrast readings	Few attempts to synthesize literacy research
Conventions of academic writing and APA style	All conventions of academic writing and APA style are followed	Most conventions of academic writing and APA style are followed	Some conventions of academic writing and APA style are followed	Few conventions of academic writing and APA style are followed

*This rubric will be used for the assessments at all three times, entry-, mid-, and exit-program. Given the SLOs for the program, it is expected that students will initially fall into the *developing* and *minimal* columns with movement into the *meets* and *exceeds* columns as they progress through the program.

Grading Criteria for Entry/Mid/Exit Essays: Question #2*

Question 2: Explain your developing knowledge of the use of assessment, curricular, and instructional knowledge to determine and meet the literacy needs of socioeconomically, linguistically, and culturally diverse students.

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
	Components of Essay Related to SLO #2			
Assessment	Offers multiple examples (3-4), each supported by research and theory, of how to use assessment information to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers examples (2), each supported by research and theory, of how to use assessment information to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers an example, supported by research and theory, of how to use assessment information to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers examples, without research support, of how to use assessment information to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students
Curriculum	Offers multiple examples (3-4), each supported by research and theory, of how to use curriculum to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers examples (2), each supported by research and theory, of how to use curriculum to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers an example supported by research and theory, of how to use curriculum to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students	Offers examples, without research support, of how to use curriculum to meet the literacy needs of socioeconomically, linguistically, and culturally diverse students
Literacy Instruction	Offers multiple examples (3-4), each supported by research and theory, of how to use literacy instruction information to meet	Offers examples (2), each supported by research and theory, of how to use literacy instruction information to meet the literacy needs of	Offers an example. supported by research and theory, on how to use literacy instruction information to meet the literacy needs of	Offers examples, without research support, on how to use literacy instruction information to meet the literacy needs of

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
.	the literacy needs of socioeconomically, linguistically, and culturally diverse students	socioeconomically, linguistically, and culturally diverse students	socioeconomically, linguistically, and culturally diverse students	socioeconomically, linguistically, and culturally diverse students
	Components of Essay Related to SLO #3			
Clarity	Exceptional use of a clear academic voice to address the prompt	Good use of a clear academic voice to address the prompt with only very minor instances of issues with tone or phrasing	Good use of a clear academic voice to address the prompt with occasional instances of overly casual language and/or awkward/wordy phrasing	Writing lacks clarity and is characterized by an overly casual or informal tone with occasional awkward/wordy phrasing
Synthesis	Demonstrates sophisticated ability to synthesize literacy research with multiple instances of thoughtful critique and compare/contrast	Demonstrates good ability to synthesize literacy research with more than one instance of thoughtful critique and compare/contrast	Demonstrates attempts to synthesize literacy research with an effort to critique and compare/contrast readings	Few attempts to synthesize literacy research
Conventions of academic writing and APA style	All conventions of academic writing and APA style are followed	Most conventions of academic writing and APA style are followed	Some conventions of academic writing and APA style are followed	Few conventions of academic writing and APA style are followed

*This rubric will be used for the assessments at all three times, entry-, mid-, and exit-program. Given the SLOs for the program, it is expected that students will initially fall into the *developing* and *minimal* columns with movement into the *meets* and *exceeds* columns as they progress through the program.

COMPREHENSIVE EXAM GUIDELINES
(For Non Thesis Option Students Only)

EDS 795: UNR COE Reading Curriculum and Instruction Master's Final Project Guidelines

Description:

As a culminating experience for your masters' degree, you will complete a project that is reviewed by your chair and your committee. Your committee consists of two literacy studies faculty and one outside member to ensure fairness and consistency. This project satisfies the requirement for a comprehensive exam.

You will enroll in EDS 795 with your advisor, and your advisor will serve as your chair and oversee your work. Your final project must be completed by the **middle of the semester you wish to graduate** to make sure there are no delays for your graduation. Your chair must approve your topic for your project before you begin. Please contact your chair within two weeks of the **beginning of the semester before you plan to graduate** so that you can move ahead with your project. You must complete a "Project Proposal Plan," and you and your chair must sign it. If needed, your chair can provide guidance and help along the way. Your chair will want to review your project, so make sure you allow for this review time and submit a copy of your completed project to your chair **by the middle of the semester you plan to graduate**. Your chair may ask you for revisions or editing. Once these corrections are made, provide a copy of your final project to your chair **at least one month prior to your expected graduation date** so that your chair and committee members can read and evaluate your project. You must choose an important topic for your final project—one that could make a difference to student achievement at your school. Then you will find twenty articles related to your topic from peer-reviewed journals. For each article, you will write an annotated review. Then you will write a five- to ten-page synthesis of your discoveries. Finally, you will create a PowerPoint presentation that could be shared with colleagues or your staff.

Project Components

The components that you submit as part of your final project will depend on the number of credits you're completing in this class:

Components	One Credit	Two Credits	Three Credits
Exam/Paper Study Guide Components	***Annotated Bibliography:*** A list of twenty articles from peer-reviewed journals, accompanied by an annotated review of each.	***Annotated Bibliography:*** A list of twenty articles from peer-reviewed journals, accompanied by an annotated review of each.	***Annotated Bibliography:*** A list of twenty articles from peer-reviewed journals, accompanied by an annotated review of each. ***Research Synthesis:***

Components	One Credit	Two Credits	Three Credits
50% of pass/fail credit	***Research Synthesis:*** Five- to ten-page synthesis of research on a chosen topic.	***Research Synthesis:*** Five- to ten-page synthesis of research on a chosen topic. ***Practical Application:*** Four-page explanation of how the research applies to a particular context (e.g., classroom, school, institution).	Five- to ten-page synthesis of research on a chosen topic. ***Practical Application:*** Two- to four-page explanation of how the research applies to a particular context (e.g., classroom, school, institution). ***Final Product:*** Creation of an actual plan and/or vehicle for implementation of the research read (e.g., lesson/unit plan, website, professional presentation).
Oral Defense* **40% of pass/fail credit**	***GOOGLE HANGOUT Oral Defense to Master's Committee:*** Ten-minute PowerPoint presentation of your paper with ten minutes of Q & A.	***GOOGLE HANGOUT Oral Defense to Master's Committee:*** Fifteen-minute PowerPoint presentation of your paper with ten minutes of Q & A.	***GOOGLE HANGOUT Oral Defense to Master's Committee:*** Twenty-minute PowerPoint presentation of your paper with ten minutes of Q & A.

Rubric for Comprehensive Exam

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
Annotated Bibliography	Student has chosen twenty peer-reviewed articles with ten from research journals and ten from practitioner journals, and all articles are clearly focused on the topic. The annotations contain information about the importance of the topic to student learning.	Student has chosen twenty peer-reviewed articles with fewer than ten coming from research journals. The articles are focused to the topic. The annotations vary in the quality of information shared that pertains to student learning.	Student has chosen twenty or fewer peer-reviewed articles. Articles do not all come from peer-reviewed journals. Articles are not all focused on the topic. Annotations vary in how they share information about the topic and its importance to student learning.	Few to no criteria met.
Synthesis Paper	Student integrated the information from all articles into a synthesis. Discoveries are connected to potential classroom practice.	Student integrated some of the information from articles into a synthesis. Discoveries are connected to potential classroom practice.	Student integrated a minimal amount of information into a synthesis. Connections to classroom practice are not represented in the articles.	Few to no criteria met.
Practical Application Paper	The paper explains how the work researched is connected to the selected context (e.g., classroom, school, institution). Theoretical and practical applications are clear and specific.	The paper briefly mentions how the research reviewed is connected to a context.	The connections between the research reviewed and the selected context is not clear.	Few to no criteria met.

Area	Exceeds SLO	Proficient with SLO	Developing toward SLO	Does Not Meet SLO
Final Product	The plan and/or vehicle for implementation of the research read (e.g., lesson/unit plan, website, professional presentation) is elaborate and relies on theory to formulate applications to the chosen venue.	The plan and/or vehicle for implementation of the research read (e.g., lesson/unit plan, website, professional presentation) is explained in relation to the theory and research reviewed.	There is no clear plan and/or vehicle for implementation of the research read (e.g., lesson/unit plan, website, professional presentation).	Few to no criteria met
PowerPoint	PowerPoint contains ten to fifteen slides that focus on topic and how it might be implemented in classrooms. Organization is clear and information from one slide builds to the next. The PowerPoint is well designed for presentation (e.g., includes visuals or student examples where appropriate).	PowerPoint contains ten to fifteen slides and for the most part focuses on the topic and how it might be implemented in classrooms. Organization is clear for most slide transitions, and information varies in clarity as it builds from slide to slide. PowerPoint is text heavy.	PowerPoint contains fewer than ten slides and does not consistently focus on the topic and how it might be implemented in classrooms. Organization is not clear from slide to slide. PowerPoint is text heavy.	Few to no criteria met
Organization	Project is organized as detailed in directions.	Project is only partially organized as detailed in directions.	Project is not organized as detailed in directions.	Few to no criteria met.
Timeliness	Project is completed to meet all deadlines.	Project is completed to meet some of the deadlines.	Project does not meet deadlines.	Project is not complete.

THESIS GUIDELINES
(For Thesis Option Students Only)

M.Ed. Thesis

The **M.Ed.** degree is intended for educators who wish to focus on research and development in reading curriculum and instruction within elementary or secondary schools. Therefore you are expected to complete an original research project under the supervision of your committee chair. This process involves several steps:

1. Select topic, research method, and timeline for graduation with committee chair.
2. Secure IRB approval from the UNR IRB and the school district research office or other applicable institutions.
3. Complete research project data collection, analysis, and final paper under committee chair's supervision.
4. Secure thesis defense date with committee chair and committee members **during the first two weeks of the semester you expect to graduate**. (Please note that most faculty members are not available during the summer semester; please plan accordingly.)
5. Provide ample time for your chair to review and approve your final paper
6. Distribute the final paper to your committee members at least **two weeks before the oral defense date**
7. File the appropriate paperwork with the graduate school. Please note, the thesis is published and requires copyright approval etc. (see the graduate school website)

M.Ed. Oral Thesis Defense

The oral defense of your thesis consists of a formal online meeting with your committee. You should be prepared to do the following:

1. Schedule a meeting time/date and secure the necessary equipment for a video call
    a. Prepare to present your study, a twenty minutes formal PowerPoint presentation, to the group.
2. Prepare to answer questions related to all aspects of your thesis including
    a. literature and research reviewed,
    b. findings, and
    c. implications for the field