

## College of Education

The College of Education is committed to creating an intellectual environment that promotes quality instruction, significant research, and professional service. Particular attention is focused on preparing professionals for diverse educational settings and on contributing to educational and pedagogical knowledge through scholarly endeavors. The College provides leadership in both the art and science of educational practice. Furthermore, the College is committed to creating an inclusive learning environment that values and promotes diversity. Collaboration among students, faculty, other professionals, and community members is essential to the College in achieving its goals. Integral to the mission is a dedication to being a premier college of education that serves our dynamic and expanding community, the state, the region, and the nation.

The College of Education provides dynamic graduate programs that engage students in field-based practice and research, offering students an exciting opportunity to study at a nationally recognized university situated within one of the fastest growing cities and school districts in the country.

Graduate programs in the College of Education include master, educational specialist, and doctoral degrees as well as post-baccalaureate programs for initial teacher licensure and additional endorsement to licensure. These programs are available in the departments of Educational & Clinical Studies, Educational Psychology & Higher Education, and Teaching & Learning. The College of Education has an outstanding graduate faculty who are nationally recognized for their scholarship and leadership in their respective disciplines.

The College of Education is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are reviewed. The COE is also accredited by the National Association of School Psychologists, and the Council for the Accreditation of Counseling and Related Educational Programs. The COE is also accredited by the State of Nevada.

*William Speer, College of Education Interim Dean* (1998), Professor; B.S., M.S., Ed., Northern Illinois University; Ph.D., Kent State University.

### Types of Degrees Offered through the College of Education

Doctoral Degrees in Education  
Masters and Educational Specialist Degrees  
Licensure Programs

### Doctoral Degrees in Education

The College of Education offers the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees.

Doctor of Philosophy programs are designed to prepare individuals to become skilled researchers, university faculty, and leaders in school districts and community agencies.

Doctor of Education (Ed.D.) programs are designed to prepare candidates for a lifetime of professional service, effective practice, and the application of inquiry.

#### The following doctoral degrees are offered:

Ed.D. Curriculum & Instruction  
Ph.D. Curriculum & Instruction  
Educational Psychology Ph.D.  
Higher Education Ph.D.  
Learning & Technology Ph.D.  
Special Education Ph.D.  
Ph.D. Teacher Education  
Doctor of Philosophy in Education & Juris Doctor  
Dual Ph.D./J.D.

All general academic regulations of the Graduate College apply to students in doctoral programs except for specific variations identified by the respective department. In addition, individual departments may have supplementary doctoral program requirements and may limit program enrollment. Therefore, students are advised to contact their department of choice for additional information.

### Admission Requirements

All general admission requirements of the Graduate College must be satisfied. Responsibility for establishing and applying supplemental admission requirements rests with each department. The Graduate College and the departments screen applications for admission. Upon recommendation of the department, the Graduate College gives the final approval of admission. Admission to each department program is limited and each department has established a deadline for completed applications.

However, any approved courses taken after the application is filed may be used on the program of study if admission is accomplished. Please refer to departmental guidelines regarding this point. To apply for doctoral program admission, the applicant must:

1. Hold a master's degree from an accredited program in an area of study closely related to the chosen field of specialization;
2. Present evidence of successful professional experience in a field related to the chosen field of specialization; and
3. Meet all additional criteria and provide the necessary evidence of qualifications stipulated by the department in which admission is desired.

### **Degree Requirements**

The Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) degrees require a minimum of 60 to 72 semester hours beyond the master's degree. The Doctor of Philosophy/Juris Doctor requires the completion of 80 law credit hours and a minimum of 63 education credit hours. Each department/program specifies how these semester hours are distributed. Students must maintain continuous enrollment of at least three hours each semester (except summers) throughout the program period.

### **Residency Requirements for Doctoral Programs**

A minimum number of semester hours of credit must be earned at the University of Nevada, Las Vegas campus. Each department has specific requirements for the number of semester hours that constitute the residency requirement.

Course requirements and semester hours taken elsewhere (whether prior to or subsequent to admission) or course requirements taken at the University of Nevada, Las Vegas prior to admission may be utilized in meeting degree requirements at the discretion of each department. Acceptance of courses taken prior to admittance into the doctoral program are subject to the constraints noted in the general academic regulations of the Graduate College and the specific residence requirements of the doctoral program.

### **The Advisor and the Student's Committee**

At the time a student is admitted, the department must designate a temporary program advisor who is a graduate faculty member of the department. The Graduate College must approve the selection of the

student's committee when the student has completed a specific number of semester hours determined by the department and committee. The committee guidelines are as follows:

1. The chair and/or co-chairs must be a member(s) of the doctoral faculty designated by the department. It may be the individual(s) who has served as the temporary advisor.
2. The committee must include at least two members of the doctoral faculty in the student's department. A representative who is a member of the graduate faculty at the University of Nevada, Las Vegas and who is from a department other than the student's must serve on the student's committee.
3. The temporary program advisor is responsible for the guidance of the student in course selection and general advisement up to the time of appointment of the student's committee. The chair/co-chairs of the student's committee will have primary responsibility for developing, in consultation with the student, a program of study based on the stated requirements and tailored to meet the student's degree objectives. The committee is responsible for conducting and evaluating the comprehensive and final examination and approving the dissertation topic.

### **The Program of Studies**

When the student has completed the minimum number of semester hours specified by the committee, the program of studies must be filed with the Graduate College. Changes in the approved program require approval by the student, the student's committee, and the Graduate College.

### **The Doctoral Core Requirement**

Each doctoral student will be required to complete a core of studies, which is selected and approved by the student's committee. The content of the core will include but not be limited to the following:

1. Analysis and evaluation of major issues confronting American education that are of significance to all professional educators and/or historical, philosophical, or social foundations of American education.
  - o Research concepts and tools that are appropriate to the needs of the student as a consumer of research-based information, as a user of concepts and tools in the dissertation project and as an

informed conductor of applied studies. At least six semester course credits are required to be taken by each doctoral student in research methods, interpretation, and/or application. Courses are to be selected by the student's committee from an approved list of courses provided by the department.

2. The Qualifying Examination
  - o Some departments require a qualifying examination as a part of the screening process for admission or for diagnostic purposes to be given shortly after admission. Students should consult the specific department for more information

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### **The Comprehensive Examination**

A comprehensive examination must be conducted by the committee during the term in which all work on the program, except the dissertation, will be completed. The examination will be scheduled, announced, and conducted according to the procedures established by each department and the Graduate College. The comprehensive examinations must be completed successfully before the student is advanced to candidacy. Satisfactory performance on the examination requires unanimous approval of the Committee.

### **Advancement to Candidacy**

The student will be advanced to candidacy immediately following their proposal meeting. Students may register for three dissertation credits before they have been formally advanced to candidacy. Advancement to candidacy must be approved unanimously by the committee. The degree program must be completed within six years. If these contingencies are not met, the student will be separated from the Graduate College.

### **Dissertation**

The dissertation topic will involve scholarly, practical consideration of some professional problem designed to contribute to the improvement of educational practice or the body of educational theory. The dissertation should be related to the student's

individual program of study, and it must be approved by the committee. The student is referred to department and Graduate College regulations governing the preparation and submission of the dissertation for all technical matters such as form, style, and deadlines for filing.

### **Final Examination**

Following completion of the dissertation, an oral defense will be conducted by the committee. It will be scheduled, announced and conducted according to the procedures and deadlines noted by the department and the Graduate College. Satisfactory performance on the examination requires unanimous approval of the committee.

### **Application for Graduation**

Formal application for graduation must be made according to the procedures noted by the Graduate College.

### **Master's and Educational Specialist Degrees**

Each department offers the Master of Education and/or Master of Science degree, and several departments also offer the Educational Specialist degree. Due to the unique nature of these programs, each department provides information specific to these graduate degrees.

#### **The following master's and educational specialist degrees are offered:**

Curriculum & Instruction Ed.S.  
M.Ed. & M.S. Curriculum & Instruction  
Educational Psychology M.S.  
Special Education Ed.S.

### **Licensure Programs**

The College of Education provides programs to meet the needs of persons who hold the baccalaureate degree and who wish to be licensed in the State of Nevada. Graduate Licensure Programs are offered for persons who wish to pursue a license and/or a master's degree while obtaining a license in administration or in elementary, secondary, special or postsecondary education. Individuals interested in graduate level licensure possibilities are encouraged to contact the appropriate department.

## **Educational Leadership (Eliminated July 2011)**

The Department of Educational Leadership was eliminated in 2011. Students enrolled in Educational Leadership programs have until December 2012 to complete their program of study or transfer to another program. Interested students should look at the programs offered in the department of Educational Psychology and Higher Education as well as the School of Environmental and Public Affairs.

Programs

- Educational Leadership M.Ed. (Discontinued 2011)
- Educational Leadership Ed.S. (Discontinued 2011)
- Educational Leadership Ed.D. (Discontinued 2011)
- Executive Leadership Cohort Ed.D.(Discontinued 2011)
- Workforce Education & Development M.S. or M.Ed. (Discontinued 2011)

## **Educational Leadership Ed.D. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012 or transfer to a different department. Degrees in Educational Leadership Ed.D. will not be awarded after December 2012.

## **Ed.D in PK-12 Education Leadership**

The Ed.D. in Educational Leadership is practitioner-oriented and tailored as much as possible to the professional needs of the individual student. The PK-12 Education Leadership doctorate provides the theoretical framework and practical applications needed for those interested in careers as public or private school administrators or in other fields calling for educational leadership.

The PK-12 Education Leadership doctorate is a cohort program. The program's professional training stresses visionary leadership, collaborative problem solving, interpersonal and inter-group relations, and effective communications. A unique feature of the program permits students to establish residency during two consecutive summers. It is flexibly

structured, thus allowing the candidate to combine work on the degree with performance on the job, eliminating the need for extensive leaves of absences from work.

## **Admission Requirements**

Students must first apply for admission through the university's Graduate College. After an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV's Graduate College include:

1. Completed application and nonrefundable admission and application fee;
2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree in educational administration or an approved equivalent.

More information is available on the Graduate College website.

Additional materials must be submitted directly to the Department of Educational Leadership. These include:

1. Evidence of a master's degree from an accredited college or university or an approved equivalent;
2. Copies of all college transcripts with degrees posted;
3. Three letters of professional recommendation;
4. Satisfactory composite scores on the Graduate Record Examination's General Test;
5. A current professional résumé or vita;
6. Verification of administrative or teaching experience or comparable employment in PK-12 education or related field.
7. Evidence of writing ability
8. Evidence of entry-level technology skills;
9. Appropriate professional aspirations reflected in a personal statement.

After a review, the appropriate program faculty within the department will select students for interviews with departmental faculty based upon the application materials submitted to the Graduate College and the department. Each candidate's final admission decision relies on an evaluation of all application materials including the interview.

## **Degree Requirements**

The program consists of a minimum of 60 credit hours of study beyond the master's degree, including the completion of a dissertation, which represents a minimum of 12 of those credits. It includes a two-semester residency core of 21 credit hours. Students must be continuously enrolled for at least three semester hours of course work throughout their program; the courses must be related to the student's program or dissertation. Students must file a course of study with the Graduate College before the completion of 15 credit hours. Students must complete degree requirements within six calendar years of matriculation in the program. For additional information about the program, contact the department or visit the Department of Educational Leadership's PK-12 Program area website.

### **Educational Leadership Ed.S. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012 or transfer to a different department. Educational Leadership Ed.S. degrees will not be awarded after December 2012.

The Specialist in Education (Ed.S.) degree is designed to provide students an opportunity to seek greater in-depth understanding of selected aspects of administration beyond the master's level in administration. The student is expected to pursue a program that concentrates on one of the subdisciplines within Educational Leadership. The emphasis in courses at the specialist level will be upon interpretation, application, and analysis of knowledge. This degree is not available in the Higher Education program.

#### **Admission Requirements**

Admission to the Ed.S. program requires that the candidate meet the leadership requirements for admission to the master's program and complete the following:

1. Fulfill the requirements for a master's degree in educational administration or the equivalent, taking any courses necessary to meet these requirements in addition to courses specified for the Specialist in Education degree.
2. Present evidence of two years of appropriate experience as a teacher or an administrator-supervisor. In evaluating applications for admission in this program, the department

committee will give consideration to the following factors:

- a. Evidence of satisfactory professional experience.
- b. Evidence of writing ability and facility in verbal expression.
- c. Verification of a master's degree in educational administration or the equivalent.

### **Degree Requirements**

The Ed.S. degree requires a minimum of 32 semester credit hours of graduate course work beyond the master's degree. Academic background deficiencies may require the completion of supplemental course work in addition to the 32 program hours.

1. Complete a minimum of 18 credit hours prefixed EDA.
2. Specialize in one area appropriate to the field of study, i.e., finance, law, supervision, organizational development, leadership, workforce education, etc.
3. Complete a minimum of three hours of internship. Students who have had no administrative experience will be required to complete six hours or more of practicum or internship under departmental supervision.
4. Complete a minimum of six credits selected from a field other than educational administration.
5. Prepare a professional paper.
6. Maintain an overall 3.00 GPA.
7. Pass a comprehensive examination either during the final semester or in the next semester after the completion of all course work.

### **Educational Leadership M.Ed. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012 or transfer to a different department. Educational Leadership M.Ed. degrees will not be awarded after December 2012.

### **PK-12 Education Leadership**

Coordinator: Michael Robison, Ed.D.

#### **Master of Education (M.Ed.) Program Descriptions**

PK-12 Education Leadership offers the following programs and certification options:

## **Collaborative Principal Preparation Program**

This master's degree option is a collaborative effort between UNLV and the Clark County School District to prepare school leaders. Students are selected for admission by a committee comprised of both UNLV faculty and CCSD personnel. Students matriculate as a cohort. Students have a mentor, who is a practicing school leader, throughout the course of the program.

## **Leadership Preparation Program**

This master's degree option is a cohort program for preparing school leaders. Students are selected for admission by a committee of department faculty. Students matriculate as a cohort.

## **Self-paced Option**

This master's degree option is a non-cohort program for preparing school leaders where students may select courses on a schedule at their convenience.

## **Administrative Endorsement Only**

This option allows students to take graduate-level courses as a non-degree seeking student in PK-12 in Education Leadership. It provides the opportunity for students to take those courses that lead to the State of Nevada's Administrative Endorsement.

## **Admission Requirements**

Students must first apply for admission on-line through the university's Graduate College website <http://graduatecollege.unlv.edu/>. Students may up-load or attach all required Department of Educational Leadership documents to the Graduate College Online Application. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV Graduate College include:

1. A completed application form available on the Graduate College website and the non-refundable application fee <http://graduatecollege.unlv.edu>
2. One copy of official transcripts from all institutions attended after high school

Additional material are required by the Department of Educational Leadership for admission to the PK-12 Education Leadership Master's In Education Program. Students are advised to attach the required documents to the Graduate College On-line Application. Copies may be submitted directly to the Department of Educational Leadership. The admission requirements are listed as follows:

1. Official copy of the Graduate Record Examination (GRE) or the Miller's Analogies (MAT) results;
2. Faculty review of the student's past academic performance;
3. Minimum GPA of 2.75 for all undergraduate work or a 3.0 for the last two years of undergraduate work;
4. Evidence of a minimum of two years of satisfactory teaching or administrative experience (or equivalent) is recommended;
5. Two letters of professional recommendation;
6. Official transcripts.

For the *Collaborative Principal Preparation Program* in PK-12 Education Leadership there are additional admission requirements, including a nomination and screening process through the Clark County School District, a formal interview conducted jointly by CCSD and UNLV faculty, and a written statement of leadership philosophy.

For the *Leadership Preparation Program* in PK-12 Education Leadership, there are additional admission requirements, including a formal interview with faculty and a written statement of leadership philosophy.

A maximum of 12 credit hours from another accredited institution may be transferred into a program with graduate faculty and UNLV Graduate College approval. For students who have been enrolled as non-degree seeking and have been taking graduate courses within the UNLV system, a maximum of 15 graduate credits may be applied toward a degree. The student's graduate studies advisor, department chair, and Graduate College dean must approve any transfer or earned credit and must be filed in a student's plan of study.

## **Degree Requirements**

The Master of Education degree in PK-12 Education Leadership requires a minimum of 39 semester credit hours. A minimum of 36 hours must be in courses prefixed EDA, and all courses in the program shall be at the graduate level (numbered in the 700 series). The Praxis II for Education Administration and Supervision is required as an exit competency exam to be taken either the semester prior to graduation or during the final semester. Nevada Administrative Endorsement requires 36 semester credit hours. Students should contact the Certification Department of the Nevada State Department of Education for current administrative endorsement requirements. For specific information on the Department of Educational Leadership's PK-12 Education Leadership program website.

## **Executive Leadership Cohort Ed.D. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012 or transfer to a different department. Degrees in this program will not be awarded after December 2012.

The Executive Leadership program focuses on current and future educational challenges to enhance the knowledge and skill development of mid-career public school leadership in their current and future leadership positions. This program utilizes a problem-based learning approach that consists of a series of compressed thematic seminars in which emphasis is placed on identifying and developing solutions to real life problems of practice. Additionally, this program provides for the interaction between students and faculty to determine the precise content and problems of practice that will be pursued under each broadly defined theme. Students meet on weekends and for 10 days each summer.

### **Admission Requirements**

Students must first apply for admission through the university's Graduate College. After an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV's Graduate College include:

1. Completed application and non-refundable admission and application fee;
2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree in educational administration or an approved equivalent.

For more information about the Graduate College, please visit: <http://graduatecollege.unlv.edu>.

Additional materials must be submitted directly to the Department of Educational Leadership. These include:

1. Evidence of a master's degree from an accredited college or university or an approved equivalent;
2. Copies of all college transcripts with degrees posted;
3. Three letters of professional recommendation;

4. Satisfactory composite scores on the Graduate Record Examination's General Test;
5. A current professional résumé or vita;
6. Verification of professional experience in leadership positions equivalent to Principal or above;
7. Evidence of writing ability;
8. Evidence of entry-level technology skills;
9. Written statement of leadership philosophy.

After a review, the appropriate program faculty within the department will select students for interviews with departmental faculty based upon the application materials submitted to the Graduate College and the department. Each candidate's final admission decision relies on an evaluation of all application materials including the interview.

### **Degree Requirements**

The minimum program consists of 60 credit hours of study beyond the master's degree, which includes 12 credit hours for dissertation study. Executive doctoral students are required to participate in a one-week internship with a school district or education agency outside their own employment during the spring semester of their first year of course work. Students also participate in a one-week federal education seminar in Washington, D.C. during the spring semester of their second year of course work. In addition to regular course fees, an additional fee of \$600 per semester is required in this program and covers textbook and supplementary materials, breakfast, lunch, and dinner for weekend classes, and travel and lodging for the Washington, D.C. seminar. The residency requirement is met by enrollment of 30 semester hours of course work throughout their program; the courses must be related to the student's program or dissertation. Students must complete all degree requirements within six calendar years of matriculation in the program. For additional information about the program, contact the department or visit the Department of Educational Leadership's PK-12 Program Area Web site: [http://education.unlv.edu/Educational\\_Leadership/pk12admin/pk12admin.htm](http://education.unlv.edu/Educational_Leadership/pk12admin/pk12admin.htm)

## **Workforce Education & Development M.S. or M.Ed. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree

by December 2012 or transfer to a different department. Degrees in this program will not be awarded after December 2012.

### **Program Descriptions M.S. & M.Ed.**

The Workforce Education and Development program offers the following concentrations for the Master of Education and/or Master of Science degree:

#### **Concentration I: Teaching & Leadership (M.S. or M.Ed.)**

This concentration is designed to provide persons who have technical backgrounds the foundation for teaching in secondary and postsecondary environments and/or directing and developing programs. The program is geared toward those interested in teaching at public, for-profit, and community colleges and those who develop programs or manage agencies that focus on workforce development.

#### **Concentration II: Workplace Learning & Performance (formally Training) (M.S. or M.Ed.)**

This concentration is designed to provide persons with interest in training and related fields the foundation skills for roles specific to facilitating, designing and developing, and measuring and evaluating training environments. The program is geared toward persons interested in becoming training professionals, curriculum designers, program developers, and training generalists.

#### **Concentration III: Graduate Licensure in Workforce Education (M.Ed.)**

This concentration provides initial teacher licensure preparation for individuals who already possess an undergraduate degree in a workforce education subject area and wish to become a secondary teacher in Nevada.

### **Admission Requirements**

Applicants for admission must provide the department with the following materials:

1. A bachelors degree from an accredited college or university;
2. A completed application and official copies of all college transcripts;
3. Two letters of professional recommendation;
4. Professional resume or vita;
5. Verification of professional experience;

6. Submission of an official copy of the Graduate Record Examination (GRE) or Miller's Analogy Test (MAT);
7. A minimum GPA of 2.75 (4.0) for all undergraduate work or a 3.0 for the last two years of undergraduate work;
8. Statement of interest;
9. Writing sample;
10. Indication of interest in a graduate assistantship when applicable.

In addition, applicants must provide the Graduate College with the following:

1. Application forms, fees;
2. Official transcripts of all college level work.

### **Degree Requirements**

Program requirements for the M.Ed. degree requires successful completion of a minimum of 36 credit hours of study according to the respective curriculum options, with a minimum GPA of 3.00 for all combined graduate course work followed by successful completion of a written comprehensive examination or a professional paper/project.

The M.S. degree option requires a minimum of 39 credit hours of study according to the respective curriculum options with a minimum GPA of 3.00 for all combined graduate course work followed by successful completion and oral defense of a thesis.

NOTE: See faculty for specific concentration requirements. Specific information on the Department of Educational Leadership's Workforce Education and Development Program, is available on the website.

### **Course Descriptions**

#### **EDA 700 - Special Problems in Educational Administration**

Credits 1 – 6

Specialized areas of instruction in educational administration designed to emphasize understanding and depth in current administrative procedures.

**Notes:** Maximum of six credits toward a degree accepted in any approved special problems courses in the College of Education.

#### **EDA 704 - Organization and Administration of Secondary Schools**

Credits 3

Study of the organization and administration of the secondary school, including middle, intermediate, and junior high school levels. **Prerequisites:** EDA 701 or consent of instructor.



**EDA 706 - Selected Problems in Educational Administration**

Credits 3 – 6

Identification of current problems in administration and development of solution strategies. **Notes:** May be repeated to a maximum of six credits.

**EDA 707 - Critique of Research in the Administrative Process**

Credits 3 – 6

Survey and analysis of data pertinent to research in educational management. **Notes:** May be repeated to a maximum of six credits.

**EDA 709 - Readings in Educational Administration**

Credits 3

Selected readings germane to the field of administration. **Prerequisites:** EDA 701

**EDA 711 - Supervision in the Secondary Schools**

Credits 3

Study of principles, strategies, and techniques utilized to evaluate performance and to improve instruction in the middle and secondary schools.

**Prerequisites:** EDA 701 or consent of instructor.

**EDA 713 - Problem Areas in Educational Supervision**

Credits 3 – 6

Group work employed to isolate current problems in supervision and to develop and propose solutions to the specific problems. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** EDA 701 or 711 or equivalent.

**EDA 714 - Critique of Research in the Supervisory Process**

Credits 3

Identification, selection, and analysis of research pertinent to the field of supervision.

**EDA 715 - Issues in Instructional Leadership**

Credits 3

Introduce students to a variety of instructional frameworks from which to base clinical supervision of instructional staff and to improve educational outcomes for diverse student populations.

**Prerequisites:** EDA 701

**EDA 720 - Public School Finance**

Credits 3

Theory and practice of financing public education in the United States. Emphasis on sources of support,

methods of distribution, and current practices.

**Prerequisites:** EDA 701 or consent of instructor.

**EDA 721 - Seminar in School Business Administration**

Credits 3 – 6

Principles and practices in budget making and execution; management of internal accounts; development of an effective records system; purchase, distribution, and management of supplies; and operation and maintenance of the school plant and auxiliary services. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** EDA 701, 720, and consent of instructor.

**EDA 722 - Seminar in Public School Finance**

Credits 3

In-depth and advanced study of selected issues and problems in educational finance. **Prerequisites:** EDA 720 and consent of instructor.

**EDA 731 - Leaders, Social Justice, and the Public Interest**

Credits 3

Explores the concept of social justice in systems that serve increasingly dynamic and diverse populations in the public interest. Through problem-based learning, those committed to social justice, will engage in an examination of the everyday effects of race, class, and culture on equity and diversity within local, national, and global contexts.

**EDA 732 - Advancing Equity: Gender and Race Issues in Education**

Credits 3

Examines the veracity of critical theories (e.g. critical feminist theory, critical race theory) for the exploration of educational equity issues. A secondary goal is to provide students from a variety of educational settings/backgrounds the opportunity to study an equity issue of interest, using critical perspectives as a methodological lens.

**EDA 737 - Readings in Educational Supervision**

Credits 3 – 6

Selected readings germane to the field of supervision.

**Notes:** May be repeated to a maximum of six credits.

**EDA 738 - Interscholastic and Intercollegiate Athletic Programs**

Credits 3

Designed to study educationally relevant aspects of interscholastic and intercollegiate athletic programs. Topics include growth and development of athletic programs, governing bodies, athletics in education, philosophical reform, recurrent problems, athletes

and the student movement, Title IX, sport, politics and education, and NCAA compliance.

**EDA 740 - Administration and Curriculum Improvement**

Credits 3

Clarifies role of the administrator in improving curriculum and instruction in the public schools.

**EDA 741 - The Administrator and Ancillary Services**

Credits 3

Prepares students for administrative responsibilities of both quantitative and qualitative services provided in schools. The variety of student needs at the school level requires the use of specialists in guidance, social work, psychologists, health personnel, and many other clinicians. **Notes:** Each role must be coordinated within the school operation by the administrator. **Prerequisites:** Consent of instructor.

**EDA 742 - Professional Internships in Athletics**

**EDA 745 - Human Dynamics and Organizational Leadership**

Credits 3 – 6

Provides students with knowledge, skills and attitudes necessary to undertake leadership responsibilities in complex organizations. Applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. **Notes:** May be repeated to a maximum of six credits.

**EDA 746 - Public Relations Problems for Schools**

Credits 3

Principles and practices pertaining to methods of working effectively with people in the school and community.

**EDA 747 - Urban School Administration**

Credits 3 – 9

Emphasis placed on administration, development, and organization of areas specific to education in the urban settings. a) Social, political, and power groups within the urban setting. b) Nature of the urban setting utilizing a problem-solving approach. **Notes:** May be repeated to a maximum of nine credits.

**EDA 749 - Rural School Administration**

Credits 3 – 6

Emphasis placed on administration, development, and organization in areas of specific concern to the administrator in a small school setting. Includes the rural setting in its political and social mode, power

structures in the (rural) small school setting, utilizing a directed or problem-solving approach. **Notes:** May be repeated to a maximum of six credits.

**Prerequisites:** Consent of instructor.

**EDA 750 - School Personnel Administration**

Credits 3

Emphasis on the nature of personnel administration. Organization for handling personnel problems, group processes, and development of personnel policies relating to salary and working assignments, in-service improvement, and professional relations.

**Prerequisites:** EDA 701 and consent of instructor.

**EDA 751 - Public School Negotiations**

Credits 3

Statutory provisions, personnel policies, staff and administrative responsibilities in the professional negotiation process. **Prerequisites:** Consent of instructor.

**EDA 755 - School Law: Cases, Concepts, and Practice**

Credits 3

Designed to inform students of various legal authorities and their impact on education and administrative practice. Scope includes various legal dictates from constitutions, cases, policies, and opinions. **Prerequisites:** EDA 701 or consent of instructor.

**EDA 762 - The Educational Plant: Surveys and Facilities**

Credits 3

Studies master planning, educational surveys, site selection, specifications, and construction of school plants. Variety of activities provided to encompass aspects of equipment and ongoing maintenance of educational facilities. **Prerequisites:** EDA 701 or consent of instructor.

**EDA 770 - Individual Instruction in Educational Administration**

Credits 3 – 6

Provides opportunity for graduate students to select, delimit, and research problems in educational administration. **Notes:** May be repeated to a maximum of six credits.

**EDA 771 - Seminar in Educational Administration**

Credits 1 – 6

Designed for graduate students preparing for leadership positions in public schools. a) Curriculum. b) Administration. c) Supervision. d) Evaluation. e) Advanced Methodology. f) Research. g) Public

Relations. h) Finance. i) School Plant. j) Professional Negotiations. k) School Law. l) Materials for Simulation. m) School Personnel. **Notes:** Variable credits determined by consent of instructor.

**EDA 772 - Seminar in Supervision for Administrators in Various Roles**

Credits 3 – 6

Designed for graduate students preparing for, or occupying, leadership roles in private and public education, professional schools, and educationally related enterprises. a) Elementary School, b) Middle and/or Junior High School, c) High School, d) Higher Education, e) Director, f) In-service Education.

**Notes:** The above sections may be taken for three credits each with a maximum of six credits utilized.

**EDA 773 - Seminar: Constructs of Theory in Educational Administration**

Credits 3 – 6

Designed to enable teachers and administrators to understand theory and to apply theory in problem solving.

**EDA 774 - Advanced Seminar: Topics in School Management**

Credits 3 – 6

Specific topic selected from a school management area. In-depth study provided to post-master's students who seek to explore and refine further their administrative skills. Topics to be announced. **Notes:** May be repeated to a maximum of six credits.

**Prerequisites:** Consent of instructor.

**EDA 775 - Educational Futures and Educational Administration**

Credits 3

Consideration of futurist thoughts, theories, processes, and predications as these may serve to influence the process of administering public education in tomorrow's schools.

**EDA 780 - Organization and Administration of Vocational Education**

Credits 3

Treatment given to the organization and administration of the special field of vocational education in secondary schools and adult vocational programs.

**EDA 781 - Individual Instruction in Adult and Teacher Education**

Credits 3 – 6

Selected basic problems related to teaching at the college or university level as well as adult education programs. Includes areas such as administration,

supervision, evaluation, research, public relations, finance, school plant. **Notes:** May be repeated to a maximum of six credits with consent of instructor.

**EDA 782 - Seminar in Teacher Education**

Credits 3 – 6

Enables students interested in professional work in colleges and universities to select appropriate topics for in-depth study. a) Administration. b) Supervision. c) Evaluation. d) Research. e) Public Relations. f) Finance. g) School Plant. m) School Personnel. n) Curriculum. **Notes:** May be repeated to a maximum of six credits with consent of instructor.

**EDA 785 - Administering Schools in a Political Climate**

Credits 3

Enables students to understand the political process in administration, to develop strategies for coping in a political climate, and to utilize concepts of power and influence in the school community.

**EDA 788 - Independent Study in the Doctoral Program**

Credits 1 – 6

Provides the opportunity for a doctoral degree student to select and study a particular area of concentration with mutual approval of the instructor.

**EDA 789 - Practicum in Educational Administration**

Credits 1 – 3

Individually structured program in which the student is given an assignment in an administrative unit under joint supervision of an educational administrator and a university faculty member.

**EDA 790 - Internship**

Credits 3 – 9

Individually structured program in which the student is given an assignment in an administrative unit under joint supervision of an educational administrator and a university faculty member.

**Prerequisites:** Consent of instructor.

**EDA 791 - Practicum in Educational Administration**

Credits 3 – 12

Designed to permit a post-master's student, or one who currently occupies a position of leadership, to function in a supervised setting. Open primarily to doctoral students or others if deemed appropriate by the advisor. **Notes:** May be repeated to a maximum of 12 credits. **Prerequisites:** Consent of advisor and department.

**EDA 792 - Organization and Administration of Schools**

Credits 3

Study of the organization and administration of schools including elementary, middle, junior and high schools. **Prerequisites:** EDA 701 or consent of instructor.

**EDA 796 - Prospectus for Dissertation**

Credits 3

Selection and preparation of an experience acceptable to and appropriate for the student, program, and advisor. **Notes:** Open to doctoral students only.

**Prerequisites:** Consent of advisor.

**EDA 797 - Professional Paper**

Credits 3

**Grading:** S/F grading only.

**EDA 799 - Dissertation**

Credits 3 – 24

Preparation of an appropriate document utilizing salient features which best portray the experience selected in EDA 796 and offers data in the form found most suitable for defense before a panel or committee should it be required. **Notes:** Open only to doctoral students. A minimum of 12 hours required; a maximum of 24 credits allowable. May be taken in three-credit hour increments. **Prerequisites:** EDA 796 and consent of advisor.

**EDW 530 - Tools for Success in Secondary Workforce Education**

Credits 3

Combination of workshops presented by UNLV and School District personnel covering relevant and timely topics deemed important for 1st year Workforce Education teachers. Class meets monthly throughout the school year. **Notes:** Course open only to currently employed secondary Workforce Education teachers. **Prerequisites:** Consent of instructor.

**EDW 539 - Methods of Teaching in Workforce Education**

Credits 3

Primarily for students who have completed undergraduate methods courses. Research projects required for each student in his or her field of special interest a) Secondary b) Postsecondary. **Notes:** May be repeated to a maximum of six credits.

**EDW 571 - Advising Career and Technical Student Organizations (CTSO)**

Credits 3

Introduces career and technical teachers to all aspects of career and technical education youth organizations, thus providing them with a broad background for integrating these concepts and principles into their classroom instruction.

**EDW 575 - Performance-Based Education**

Credits 3

Introduction to work-based learning programs for secondary and postsecondary career and technical education students. Emphasis on student career planning strategies along with the utilization of appropriate supervised work sites for the development of competitive employment skills, knowledge and dispositions. **Prerequisites:** Three credits in instructional methodology or consent of instructor.

**EDW 597 - Workforce Education Externship**

Credits 3

Class based upon student reflections of site-based experiences. **Notes:** Requires a minimum of 50 hours in a work site placement. May be repeated to a maximum of six credits.

**EDW 700 - Special Problems in Workforce Education**

Credits 1 – 6

Designed to develop depth in understanding a current educational topic for the in-service teacher. **Notes:** Maximum of six credits accepted toward a degree from special topics courses.

**EDW 719 - Leadership in Workforce Education and Development**

Credits 3

Provides insight into the administration and supervision of workforce education programs. Emphasis on establishing role of the workforce administrator/supervisor and development of modern management and personal interactions skills.

**EDW 732 - Human Resource Management in WLP**

Credits 3

Course will cover the functions and roles of human resource management for workplace learning and performance practitioners.

**EDW 733 - Workforce Education Curriculum and Program Development**

Credits 3

Comprehensive program development and implementation and curricular integration of career education in the high school, postsecondary and adult

education settings. Includes selection and evaluation of career and technical education materials.

**EDW 735 - Practicum in Workforce Education**  
Credits 3

Contemporary public school workforce education settings. Includes structured field experience and campus-based instruction. **Prerequisites:** EDW 712 or equivalent or consent of instructor.

**EDW 736 - Training Program Development**  
Credits 3

Provide concepts, models, and techniques for designing and developing training programs.

**EDW 738 - Curriculum Laboratory in Secondary, Postsecondary, and Vocational Education**  
Credits 3

Laboratory work in construction of specific instructional units with objectives, content, materials, procedures, and evaluation designed to implement research findings. Emphasis according to individual interest. **Prerequisites:** ICS 703

**EDW 740 - Technologies for Improving Human Performance**  
Credits 3

Concepts and applications of technology-assisted methods for facilitating and delivering instruction in a variety of workforce education and development settings.

**EDW 741 - Advanced Training Program Development**  
Credits 3

Theory, concepts, models, techniques and practices of program development and management as applied to workplace learning and performance. Focus on macro issues in designing, developing, implementing and managing various WLP interventions including distance learning, e-learning, and other learning system and interventions. **Prerequisites:** EDW 736

**EDW 742 - Policies and Practices in Workforce Training and Development**  
Credits 3

Introduction to major concepts, skills, and techniques required by corporate, business, industry trainers to facilitate and support organizational change. Explores models and methods for analyzing policies for corporate training and development.

**EDW 745 - Theories of Adult Learning**  
Credits 3

Overview of adult education to give an understanding of adults as learners as well as the history,

philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.

**EDW 746 - History and Development of Two Year Postsecondary Institution**  
Credits 3

Focuses on the history, development, aims, and objectives of the American educational institution, the community college. Two year colleges in the U.S. are examined in the context of their history, philosophy, unique processes, curriculum, governance structures, and student characteristics.

**EDW 747 - Workforce Education Teaching**  
Credits 3

Introduction to the theories and practices for teaching and learning in work-force education settings. Course focuses on teaching methods and strategies, organization of curriculum, and competency-based evaluation techniques.

**EDW 748 - Internship in Workforce Education**  
Credits 3 – 6

Supervised internship in a training, professional teaching or administrative settings. **Notes:** Students will be required to complete a total of eighty hours. **Prerequisites:** Minimum completion of twenty-seven credits in program.

**EDW 749R - Evaluation of Workforce Education Programs**  
Credits 3

Understanding of concepts, models, and theories related to evaluation of programs and organizations in workforce education and development. **Notes:** Course requires eighty hours at internship site. **Prerequisites:** Completion of twenty seven credits in program.

**EDW 755 - Professional Seminar in Workforce Education**  
Credits 3

Various contemporary workforce education issues and topics analyzed from the perspective of the classroom teacher. Topics include diversity in the classroom, resource and funding issues, social, economic and demographic concepts, program management, and strategic planning.

**EDW 759 - Special Topics in Workforce Education**  
Credits 1 – 3

Contemporary issues and practices in workforce education and development are examined.

**EDW 763 - Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership**

Credits 3

Acquaints advanced students with major recent issues in postsecondary and workforce education. Review and critique of current research.

**EDW 765 - Fiscal Management and Administration of Workforce Programs**

Credits 3

Focus on leadership skills necessary for the management and administration of workforce education programs. Discussions around linkages with community and economic development initiatives will be included.

**EDW 768 - Grantsmanship in Education**

Credits 3

This course is designed to acquaint educators and social science professionals with the knowledge and skills involved in grant proposal writing for Federal, State, and private competitive funding. The course will engage participants in the development, planning and writing of the original grant proposals.

**Prerequisites:** Graduate standing.

**EDW 771 - Workforce Education Leadership Conference**

Credits 1 – 6

Students will attend and participate in approved State and/or National leadership conferences concerning career and technical education/ workforce education and development. Presentations of timely topics, new techniques and curriculum, latest equipment and software, funding, and legislative issues, etc. will be addressed

**EDW 772 - Seminar in Workforce Education**

Credits 3

Designed to prepare students to complete their professional papers, projects of thesis. **Prerequisites:** EPY 702

**EDW 774 - Professional Paper/Project in Workforce Education**

Credits 1 – 3

Capstone course for students pursuing the M.Ed.

**Grading:** S/F grading only. **Prerequisites:**

Completion of thirty credits in program including EDW 772.

**EDW 775 - Thesis**

Credits 3

Capstone course for students pursuing the M.S.

**Notes:** May be repeated for a maximum of six

credits. **Grading:** S/F grading only. **Prerequisites:**

Completion of thirty credits in program including EDW 772.

## **Sports Education Leadership (Eliminated 2011)**

The Department of Sports Education Leadership was eliminated in 2011. Students enrolled in Sport Education Leadership programs have until December 2012 to complete their program of study or transfer to another program. Interested students should look at the programs offered in the department of Educational Psychology and Higher Education as well as the School of Environmental and Public Affairs.

### **Programs**

- Sports Education Leadership M.Ed. (Discontinued 2011)
- Sports Education Leadership M.S. (Discontinued 2011)
- Sports Education Leadership Ph.D. (Discontinued 2011)

## **Sports Education Leadership M.Ed. (Discontinued 2011)**

This program is was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012. Degrees in Sports Education Leadership M.Ed. will not be awarded after December 2012.

The Department of Sports Education Leadership offers the Master of Education (M.Ed.) and the Master of Science (M.S.) degrees. Both degrees require a minimum of 36 semester hours. The M.S. degree is intended for students who wish to increase their knowledge and skills in teaching and coaching effectiveness and for related administrative activities. This degree is designed for those who wish to contribute to the teaching and coaching professional research literature. The M.S. degree is also viewed as a potential foundation for doctoral work and includes an appropriate research methods core and culminating the choice of three culminating experience options. The M.Ed. is designed for in-service teachers and administrators who are interested in furthering their careers in physical education or sport. Graduates of the M.Ed. degree program have assumed positions as master teachers, department chairs, athletic directors, or curriculum coordinators. The philosophy underlying this degree option is that graduate education can be both academic and practical. Specialized skills are developed in program design, program assessment,

analysis of teaching, and instructional strategies. Concentrations in physical education teacher education, adapted physical education and athletic administration are offered for both the M.Ed. and the M.S. degree programs.

### **Admission Requirements**

Admission to graduate studies at UNLV requires a bachelor's degree from an accredited four-year college or university with either a minimum grade point average of 2.75 overall or a 3.00 in the last two years of undergraduate work. Master's degree programs require that an application for admission be submitted to the Graduate College and official transcripts from all colleges and universities attended. Admission to Masters programs is based on the following criteria:

1. GRE scores
2. Two letters of recommendation
3. Transcripts from all colleges and universities attended
4. Professional resume or vita

Applicants may be admitted under provisional status if they are deficient in no more than two of the admission requirements. If the applicant is admitted under provisional status, satisfactory completion of specified course work will be required in order to obtain full admission status.

### **Admission Process**

Applications for M.S. and M.Ed. programs will be considered twice per year. All application materials should be sent to the Graduate College online. Further admission information and application forms may be obtained from the UNLV Graduate College website at: [graduatecollege.unlv.edu/admissions](http://graduatecollege.unlv.edu/admissions).

Two letters of recommendation, professional resume or vita, GRE scores and a copy of all college transcripts should be submitted to the Department of Sports Education Leadership, University of Nevada, Las Vegas, 4505 S. Maryland Parkway, Box 453031, Las Vegas, NV 89154-3031.

### **Student Advisory Committee**

Students are required to select a graduate advisory committee within completion of 12-16 hours. Advisory committees must consist of three Sports Education Leadership graduate faculty members (one of which can be an associate graduate faculty member) and a Graduate College representative from outside of the department. The advisory committee should be formed prior to the completion of 16 credit hours. The committee oversees the student's degree program and ensures all requirements are

satisfactorily fulfilled. A temporary advisor is assigned upon acceptance into the program. Once the student becomes acquainted with the faculty, it is his/her responsibility to select an advisory committee.

## **Sports Education Leadership M.S. (Discontinued 2011)**

This program was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012. Degrees in Sports Education Leadership M.S. will not be awarded after December 2012.

### **Admission Requirements for Master's Programs**

Admission to graduate studies at UNLV requires a bachelor's degree from an accredited four-year college or university with either a minimum grade point average of 2.75 overall or a 3.00 in the last two years of undergraduate work. Master's degree programs require that an application for admission be submitted to the Graduate College and official transcripts from all colleges and universities attended. Admission to Masters programs is based on the following criteria:

1. GRE scores
2. Two letters of recommendation
3. Transcripts from all colleges and universities attended
4. Professional resume or vita

Applicants may be admitted under provisional status if they are deficient in no more than two of the admission requirements. If the applicant is admitted under provisional status, satisfactory completion of specified course work will be required in order to obtain full admission status.

### **Admission Process**

Applications for M.S. and M.Ed. programs will be considered twice per year. The deadline for receipt of applications for spring admission is October 1 and for fall admission, March 1. Application forms, fees, and official transcripts should be sent to the Graduate College, University of Nevada, Las Vegas, 4505 S, Maryland Parkway, Box 451017, Las Vegas, NV 89154-1017. Further admission information and application forms may be obtained from the UNLV Graduate College website at: <http://graduatecollege.unlv.edu/admissions/>. Two letters of recommendation, professional resume or vita, GRE scores and a copy of all college transcripts should be submitted to the Department of Sports

Education Leadership, University of Nevada, Las Vegas, 4505 S. Maryland Parkway, Box 453031, Las Vegas, NV 89154-3031.

### **Student Advisory Committee**

Students are required to select a graduate advisory committee by the beginning of the third semester of enrollment. Advisory committees must consist of three Sports Education Leadership graduate faculty members (one of which can be an associate graduate faculty member) and a Graduate College representative from outside of the department. The advisory committee should be formed prior to the completion of 16 credit hours. The committee oversees the student's degree program and ensures all requirements are satisfactorily fulfilled. A temporary advisor is assigned upon acceptance into the program. Once the student becomes acquainted with the faculty, it is his/her responsibility to select an advisory committee.

### **Program of Study**

#### **Core Requirements: 12 Credit Hours**

- PED 705 - Philosophy of Physical Education
- PED 750 - Biophysical Foundations of Physical Education and Sport  
or
- PED 730 - Perceptual Motor Learning Theories and the Individual with Disability  
\* Students wishing to pursue Adapted PE Endorsement must take PED 730.
- PED 765 - Survey and Analysis of Professional Literature in Physical Education
- PED 780 - Colloquium in Sports Education Leadership  
\* 3 hours of Colloquium must be taken during the course of your program: 1 hour during your first semester, 1 hour at the time of proposal, and 1 hour at the time of defense.

#### **Research Core Requirements: 9 Credit Hours**

- EPY 702 - Research Methods
- EPY 721 - Descriptive and Inferential Statistics: An Introduction  
Advisor Approved Research Course (3 credits)

#### **Electives: 9 Credit Hours (Approved by Advisor)**

- PED 710 - Curriculum in Physical Education
- PED 714 - Analysis of Teaching Physical Education
- PED 715 - Supervision of Physical Education
- PED 721 - Sport Facility and Risk Management



- PED 731 - Financing Sport and Athletic Programs
- PED 732 - Collegiate Athletic Administration
- PED 733 - Interscholastic Athletics
- PED 735 - Leadership Theory in Sport
- PED 774 - College Teaching in Sports Education Leadership
- KIN 755 - Research on Physical Activity Behavior
- PED 790 - Independent Study in Athletic Administration
- PED 794 - Independent Study in Pedagogy
- KIN 775 - Internship in Athletic Administration plus 1 additional 3 credit hour course  
Comprehensive Examination plus 2 additional 3 credit hour courses

7. A personal interview with the department graduate faculty. Interviews will be held in March.
8. Satisfactory GRE test scores (taken within five years from the date of application for admission)
9. TOEFL scores are required of international students with a preferred minimum of 550 for the written exam, 213 for the computerized exam, or 80 for the internet-based exam.

## **Sports Education Leadership Ph.D. (Discontinued 2011)**

This program is was eliminated in 2011. Students enrolled in this program must complete their degree by December 2012. Degrees in Sports Education Leadership Ph.D. will not be awarded after December 2012.

The Ph.D. program is designed specifically for professionals who desire tenure-track research, teaching, and administrative positions in postsecondary education. The Ph.D. program offers academic concentrations in physical education teacher education, coach education, adapted physical education, and athletic administration.

### **Admission Requirements**

Admission to doctoral study in the Department of Sports Education Leadership will be granted to qualified applicants based on a combination of the following:

1. A master's degree from an accredited college or university
2. Official copies of all postsecondary transcripts
3. Professional vita or resume
4. Evidence of writing ability with appropriate examples including excerpt from a master's thesis, professional paper, or published article
5. Three letters of recommendation from previous instructors and/or professional colleagues attesting to the applicant's ability to complete doctoral study
6. A detailed statement explaining why the student desires admission to the program

### **Admission Process**

Applications for the Ph.D. program will be considered once per year and deadline for receipt of application is February 1. Application forms, fees, and official transcripts should be sent to the Graduate College, University of Nevada, Las Vegas, 4505 S. Maryland Parkway, Box 451017, Las Vegas, NV 89154-1017. Further admission information and application forms may be obtained from the UNLV Graduate College website at:

<http://graduatecollege.unlv.edu/admissions>. Three letters of recommendation, professional resume or vita, GRE scores, official copies of all college transcripts, evidence of writing ability (e.g., excerpt from masters' thesis, professional paper or published article), a detailed statement explaining why the student desires admission, and a statement demonstrating evidence of professional/ educational compatibility with program goals should be submitted to the Department of Sports Education Leadership, University of Nevada, Las Vegas, 4505 S. Maryland Parkway, Box 453031. As a final step in the admission process, a personal interview with the graduate faculty will be conducted.

### **Degree Requirements**

The Ph.D. in Sports Education Leadership will consist of a minimum of 66 credit hours beyond the master's degree to include the following areas: content knowledge (18); two 9 hour cognate areas (18); research methodology (15); and the culminating experience of prospectus (3) and dissertation (12). Individual programs of study may exceed minimum requirements and specific course work will vary depending on particular interest. Students must maintain a GPA of 3.00 or higher for all course work taken at the doctoral level.

### **Scholarly Product Requirement**

The Ph.D. in Sports Education Leadership will consist of a minimum of 66 credit hours beyond the master's degree to include the following areas: content knowledge (18); two 9 hour cognate areas

(18); research methodology (15); and the culminating experience of prospectus (3) and dissertation (12). Individual programs of study may exceed minimum requirements and specific course work will vary depending on particular interest. Students must maintain a GPA of 3.00 or higher for all course work taken at the doctoral level.

### **Student Advisory Committees**

Students are required to select a graduate advisory committee before completing 16 hours or by the sixth week for the first semester of admission if 12+ hours, taken prior to admission, is considered part of the degree program. Advisory committees must consist of three Sports Education Leadership graduate faculty members (one of which can be an associate graduate faculty member) and a graduate college representative from outside of the department. The chair of the advisory committee must be a graduate faculty member in the Department of Sports Education Leadership. Advisory committees should be informed prior to the student's completion of 16 credit hours. The committee oversees the student's progress, including the comprehensive exams. A temporary advisor is assigned until the student becomes acquainted with the faculty and selects his/her advisory committee.

### **Comprehensive Examination**

The student takes the comprehensive examination during the semester immediately preceding enrollment in dissertation. The comprehensive examination consists of six questions in which the student is allotted two hours per question. Questions are constructed and scored by the student's advisory committee. Students must file intent to take comprehensive examinations, adhering to timelines cited for other graduate programs scheduled by the Graduate College and the Department of Sports Education Leadership. The examinations are scheduled on Fridays in October or Fridays in March. Students may petition the Sports Education Leadership Graduate Program Committee for permission to take comprehensive examinations in the summer or in an alternative set of consecutive Fridays.

The questions on the comprehensive examination address elements of content knowledge, research methodology, and related discipline electives. The student's advisory committee provides general parameters from which questions are selected. "Take-home" examinations, in whole or in part, are not allowed. Students may use college provided

technology for word-processing. Grading consists of two categories: Pass and Fail.

Upon receiving a passing grade for the written comprehensive examination, students will be required to pass an oral examination by their respective advisory committees. Students must successfully complete the written and oral comprehensive examinations before beginning the dissertation.

### **Dissertation Proposal and Defense**

Following the successful completion of the written and oral comprehensive examinations, the student must submit a dissertation proposal to the Doctoral Advisory Committee and submit the accompanying "Dissertation Prospectus Approval" form from the Graduate College. The Doctoral Advisory Committee will determine the acceptability of the prospectus.

Upon completion of the dissertation, a defense will be scheduled and conducted in accordance with the Graduate College's policy for dissertation completion. Students should obtain *The Graduate Study Guide and the Guide to Preparing and Submitting a Thesis or Dissertation* from the Graduate College web site.

It is the student's responsibility to file all required paperwork (Dissertation Prospectus Approval, Appointment of Advisory Committee, Proposed Degree Program, etc.) to the Graduate College in a timely manner.

### **Course Descriptions**

#### **PED 703 - Readings in Health, Physical Education, and Recreation**

Credits 1

Designed to acquaint advanced students with recent professional literature in health, physical education, and recreation. **Notes:** Weekly conference periods conducted.

#### **PED 705 - Philosophy of Physical Education**

Credits 3

Study of philosophical thought influencing physical education programs in the United States.

#### **PED 710 - Curriculum in Physical Education**

Credits 3

Study of the physical education curriculum and the process of developing a physical education guide.

**PED 714 - Analysis of Teaching Physical Education**

Credits 3

Explores a spectrum of research-based analytical tools for the systematic description, analysis and interpretation of the teaching process. Various theories of teaching and the instructional styles that complement them.

**PED 715 - Supervision of Physical Education**

Credits 3

Concepts, principles, and techniques of supervision for use by superintendents, supervisors, and teachers in the supervision of physical education programs.

**PED 716 - Research on Teaching in Physical Education**

Credits 3

Research on teaching in physical education (ROT-PE) encompasses a number of fields of inquiry into both teacher and student influences on teaching and learning. This course on ROT-PE focuses on major issues, methodologies, and significant findings of ROT-PE for the past three decades.

**PED 720 - Issues and Trends in Physical Education**

Credits 3

Identifying, analyzing, and evaluating recent developments in physical education with special emphasis on the problems of the student in an area of specialization.

**PED 721 - Sport Facility and Risk Management**

Credits 3

Provides students with an understanding of sport event and facility management. Students will acquire the knowledge and skills to evaluate functions of the facility which relate to risk analysis and event management with a specific focus on interscholastic and intercollegiate environments.

**PED 726 - Adapted Physical Education for the Developmentally Disabled**

Credits 3

Study of the etiology and motor capacities of individuals with developmental disabilities. Includes relevant strategies for planning and implementing adapted physical education programs for individuals with learning disabilities, mental impairment, behavior disorders, and other health impairments.

**PED 727 - Adapted Physical Education for Individuals with Chronic and Permanent Disabilities**

Credits 3

Study of the prevalent, chronic, congenital, and permanent disabilities which effect motor performance. Considers the characteristics, limitations, and special needs required in selecting and implementing an adapted physical education program. **Prerequisites:** PED 465 or consent of instructor.

**PED 728 - Evaluation Techniques in Adapted Physical Education**

Credits 3

Study of evaluation instruments used in the assessment of individuals with disabilities, the interpretation of results, and application of pertinent data to motor programming. **Prerequisites:** PED 494, graduate standing, or consent of instructor.

**PED 730 - Perceptual Motor Learning Theories and the Individual with Disability**

Credits 3

Study of human movement and subsequent motor performance. Considers the delays in motor development, theories of perceptual motor learning and needs of individuals with disabilities in physical education settings. **Prerequisites:** consent of instructor.

**PED 731 - Financing Sport and Athletic Programs**

Credits 3

Conventional income sources such as tax support, bonds, ticket sales, concessions and fund raising, along with more recent innovations related to licensing and corporate sponsorships for sport events will be studied. Specific focus will also include budgeting, breakeven analysis and economic impact studies used to justify sport events and facilities.

**PED 732 - Collegiate Athletic Administration**

Credits 3

Course will provide the student with an understanding of the relationships inherent in policy development in intercollegiate sport. Through analysis of literature, NCAA guidelines and current issues, students will experience the expectations placed on a sport administrator in a collegiate environment, including policy implementation, interpretation and compliance with NCAA rules.

**PED 733 - Interscholastic Athletics**

Credits 3

This course will provide students with the background and knowledge to administer interscholastic athletic programs. The students will have the opportunity to fulfill the class work toward a Registered Athletic Administrator as developed by the National Interscholastic Athletic Administrators

Association (NIAAA). **Prerequisites:** Graduate Standing

**PED 734 - Marketing and Promotions of Athletic Programs**

Credits 3

Study of the conceptual and empirical approaches sport administrators can utilize for conducting relationships with consumers in athletic environments. Topics include sport consumer behavior, strategic marketing plan development for sport properties, corporate sponsorships, promotion and advertising, and application of market research in sport.

**PED 735 - Leadership Theory in Sport**

Credits 3

Based upon the study of leadership theory and its application to the administration of sport programs. Includes discussion of leadership theories from business and education. Leadership research in sport emphasizes aspects of leadership development relative to students' professional growth. Fundamental governance structure of education based sport organizations included.

**PED 736 - Sports and the Courts**

Credits 3

An overview of selected areas of the law and how they relate to the world of sports, physical activity and physical education. An emphasis will be placed on current issues and practical applications.

**PED 737 - Introduction to NCAA Compliance**

Credits 3

Introduction to all aspects of NCAA rules/regulations including how to administer NCAA compliance processes. Students will gain insight and knowledge of those compliance issues relevant to individuals working in athletic administration, in campus constituencies who administer institutional functions related to student athletes or who have oversight of athletics.

**PED 738 - Diversity in Sport Organizations**

Credits 3

An encompassing perspective of diversity within sport organizations. Specifically, the course provides an analysis and understanding of the various ways that people within sport organizations can differ. The course treats issues of the non-dominant, historically under-represented segments of U.S. society, with an emphasis placed on racial, ethnic, and gender issues.

**PED 748 - Professional Paper**

Credits 1 – 6

**Notes:** May be repeated but only two credits will be applied to a student's program. **Grading:** S/F grading only.

**PED 750 - Biophysical Foundations of Physical Education and Sport**

Credits 3

Integrative perspective of the biophysical foundations of physical education and sport. Emphasis on multidimensional changes that occur as an adaptation to training and other life-style factors.

**PED 765 - Survey and Analysis of Professional Literature in Physical Education**

Credits 3

Students review the current research and scholarly literature pertaining to physical education pedagogy. Articles, papers and research studies with special implications for teaching and curriculum are read, discussed and critically analyzed. **Prerequisites:** PED 465 or consent of instructor.

**PED 774 - College Teaching in Sports Education Leadership**

Credits 3

Course provides the opportunity to develop pedagogical knowledge relative to teaching in higher education. In addition, the course will also examine topics which include, development of critical reflection, assessment and evaluation, higher education culture, teaching strategies and alternative teaching styles.

**PED 780 - Colloquium in Sports Education Leadership**

Credits 1

Examines current research topics within the subdisciplines of physical education including sport pedagogy, motor development, motor behavior, athletic administration, and coaching. Students will present research, and lead discussions on possible research questions. **Notes:** May be repeated to a maximum of six credits.

**PED 790 - Independent Study in Athletic Administration**

Credits 1 – 3

Independent study of a selected topic in athletic administration. **Notes:** May be repeated to a maximum of six credits. A maximum of six hours of independent study accumulated in PED 790-795 may be counted towards a master's degree. **Prerequisites:** consent of instructor.

**PED 794 - Independent Study in Pedagogy**

Credits 1 – 3

Independent study of a selected topic in pedagogy.  
**Notes:** May be repeated to a maximum of six credits.  
A maximum of six hours of independent study accumulated in PED 790-795 may be counted towards a master's degree. **Prerequisites:** Consent of instructor.

### **PED 796 - Dissertation Prospectus**

Credits 3

Acquaints students with resources available to assist in the conceptualization of research design and literature review in preparation of the formal dissertation proposal. **Prerequisites:** Admission to doctoral program.

## **Educational Psychology and Higher Education**

### **Chair**

Putney, LeAnn G.  
(1997), Professor; B.A., Indiana State University; M.S., California State University; Ph.D., University of California, Santa Barbara.

### **Graduate Coordinator**

Watson, Doris L.  
(2005), Associate Professor; Assistant Department Chair; B.A., Adams State College; M.S., Colorado State University; M.A., Adams State College; Ph.D., University of New Mexico.

### **Graduate Faculty**

Bendixen, Lisa  
(1999), Associate Professor; B.A., Creighton University; M.A., Ph.D., University of Nebraska-Lincoln.

Corkill, Alice Jane  
(1992), Associate Professor; B.A., M.A., Ph.D., University of Nebraska.

Crank, Joe  
(1989), Associate Professor, B.A., Southern Illinois University at Carbondale; M.S., Illinois State University; Ph.D., University of Kansas.

Hong, Eunsook  
(1990), Professor; B.A., Hansung University (Seoul); M.S., Ph.D., University of Southern California.

Jones, W. Paul  
(1987), Professor; B.A., M.A., Eastern New Mexico University; Ed.D., New Mexico State University.

Kardash, CarolAnne M.  
(2001), Professor; B.A., Le Moyne College; M.S., College of St. Rose; Ph.D., Arizona State University.

Loe, Scott A.  
(2003), Associate Professor; B.S., Arizona State University; M.A., Ph.D., The Ohio State University.

Lough, Nancy L.  
(2006), Professor; B.A., Adams State University; M.Ed., Stephen F. Austin State University; Ed.D., University of Northern Colorado.

Marchand, Gwen

(2008), Assistant Professor; B.A., Rockhurst University; M.S., Ph.D., Portland State University.

Martinez, Mario  
(2003), Professor; B.S., New Mexico State University; MBA, University of Texas, Austin; Ph.D., Arizona State University.

McCafferty, Steven  
(1995), Professor; B.A., California State University; M.A., University of Hawaii; Ph.D., University of New Mexico.

Nathanson, Rebecca  
(2000), Associate Professor; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Santa Barbara.

Nussbaum, E. Michael  
(1999), Professor; B.A., Pitzer College; M.P.P., University of California, Berkeley; Ph.D., Stanford University.

Olafson, Lori  
(1999), Associate Professor; B.A., University of Saskatchewan; B.Ed., M.A., Ph.D., University of Calgary.

Rosser, Vicki J.  
(2008), Professor; B.A., University of Hawai'i, West O'ahu; M.Ed., Ph.D., University of Hawai'i, Manoa.

Schraw, Gregory  
(2000), Professor; B.A., University of Illinois; M.S., Ph.D., University of Utah.

## Programs

- Education Specialist in School Psychology
- Doctor of Philosophy in Education & Juris Doctor Dual Ph.D./J.D.
- Educational Psychology M.S.
- Educational Psychology Ph.D.
- Higher Education M.Ed.
- Higher Education Ph.D.
- Higher Education & Juris Doctor Dual Ph.D./J.D.
- Learning & Technology Ph.D.

## Doctor of Philosophy in Education & Juris Doctor Dual Ph.D./J.D.

In association with the Boyd School of Law, two programs are available through which a student can

concurrently pursue a law degree and a Ph.D. in Educational Psychology in either foundations or school psychology specialization strands, or a law degree and Ph.D. in Higher Education. The Dual Juris Doctor (JD)/Doctor of Philosophy (Ph.D.) in Education degree was approved in July 2007. For information about the requirements and procedures for application, please contact the Dual Degree Program Coordinator, Dr. Rebecca Nathanson, [Rebecca.nathanson@unlv.edu](mailto:Rebecca.nathanson@unlv.edu) (702) 895-2323.

## Education Specialist in School Psychology

The School Psychology Program is a Specialist in Education (Ed.S.) offered in the Department of Educational Research, Cognition, & Development, College of Education. The program is based upon standards set forth by state and national accreditation organizations and is a nationally approved program. Students pursuing school psychology studies meet credential standards by completing at least 66 semester hours beyond the bachelors of required and elective graduate-level course work by completing the hours and 1,200 hours of supervised internship. Completion of this program of graduate study enables the student to receive state licensure as a school psychologist in Nevada and the opportunity to gain national certification.

The program adopts the scientist/practitioner model of school psychology. Courses and practica seek to integrate theory and applied skills for working in schools and other educational settings. The primary goal of the school psychology program is to prepare professional school psychologists who can apply psychological principles to ameliorate cognitive, learning, behavioral, and other school related problems of children and adolescents.

## Educational Psychology M.S.

The Master of Science in Educational Psychology is appropriate for students seeking the core knowledge, research tools, and educational experiences necessary to succeed in various educational settings. The program is appropriate for elementary, secondary, and special education teachers who wish to enhance classroom skills; students interested in pursuing advanced studies in educational psychology; students interested in obtaining a specialist degree in school psychology; as well as students who plan to apply their skills in government or business settings. Students' individualized programs are tailored with

attention to their area of specialization. A minimum of 34 credits is required for the degree. Students must maintain a grade point average of 3.00 or better in the program and a grade of B or better in core course work. The culminating experience for the M.S. degree is the defense of the students' master's thesis or completion of an internship with a written comprehensive examination or professional paper.

### **Admission Requirements**

Admission to graduate studies at UNLV requires a bachelor's degree from an accredited four-year college or university with either a minimum grade point average of 2.75 overall or a 3.00 in the last two years of undergraduate work. Master's degree programs require that an application for admission be submitted to the Graduate College, as well as transcripts from all colleges and universities attended. Admission to the Master of Science degree program in Educational Psychology is based on the following criteria:

1. Department application
2. Preference given to students whose scores relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE)
3. Three letters of recommendation
4. One writing sample
5. Transcripts from all colleges and universities attended
6. Graduate College application is available online

### **Educational Psychology Ph.D.**

The Ph.D. in Educational Psychology is designed to provide advanced studies in educational psychology with three primary strands: 1) Educational psychology with specialty area emphases in educational assessment, program evaluation, research, and learning in school domains, 2) School Counselor Education, and 3) School Psychology. This program will provide opportunities for students to become independent scholars who are able to make significant contributions to knowledge in specialized areas of educational psychology where both regional and national need for trained professionals has been identified.

The three strands in the program focus on the outcomes and processes that promote more effective

learning in school based and related applications. Students in all strands will take core courses in: 1) research methods and statistics, 2) learning and cognition, and 3) advanced studies in a domain of school curriculum, school counselor education, or school psychology. All students will be actively involved in research and research-related activities throughout their program of study. The program will prepare students for a variety of professional careers related to teaching, research, and professional practice in both academic and nonacademic settings. For example, students will be prepared to fill faculty, research, or assessment positions at academic institutions, such as universities, community colleges, and K-12 school districts.

Representative occupations include educational psychologist, program evaluator, director of school counseling, school counselor educator, educational assessment coordinator, school psychologist, and employee training specialist. Graduates from the school psychology specialization strand can find employment in universities, public and private schools, and as mental health service providers in agencies and private practice.

Admission will be limited to the most qualified applicants based on a combination of the following:

1. An undergraduate grade point average of 3.00 or above.
2. If graduate course work has been completed, a graduate grade point average of 3.00 or above.
3. Preference given to scores that relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE).
4. A score of 600 or above on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their language.
5. Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.
6. The applicant's statement of professional interests and goals.
7. A scholarly or professional writing sample.
8. Graduate College application is available online. Applications for admission will be considered once a year. The deadline for the receipt of applications is February.

### **Degree Requirements**

The Ph.D. in Educational Psychology requires 67 credits beyond the master's degree. Of the 67 credits, 25 are in courses shared with other doctoral programs

in the department. All strands have a requirement of one credit of professional seminar, 15 credits in research methods, 9 in learning theory, 12 in a required emphasis area, and 12 directed toward dissertation completion. The school counselor education strand requires an additional 18 credits in advanced school counselor education coursework. The school psychology strand requires 18 credits in advanced school psychology coursework. The foundations strand requires 18 credits in coursework tailored for the area of focus in the strand. Individual programs of study may exceed the minimum requirements.

All students must have a master's equivalent degree to be considered for admission. Students must maintain a grade point average of 3.00 or better in the program and a grade of B or better in core course work. Students in the school counselor education strand enter with a master's degree in a school counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or must have completed the substantial equivalent of such program. Students with degrees in other counseling specialties will be considered for admission with the understanding that additional course work will be required as part of their doctoral programs. For the school psychology strand, students without a master's degree must first be admitted to the Ed.S. program. Many students admitted for this strand have completed their Ed.S. from a NASP-approved program, or its equivalent, as evidence of the knowledge base of a professional school psychologist. Students without this foundation are considered for admission with understanding that their programs of study will include content from our Ed.S. program.

### **Publication Requirement**

Each student must satisfy a scholarly paper requirement by the time he or she has completed 36 credits (Review I). The student must be primarily responsible for carrying out and reporting a study under the supervision of a program faculty member. The requirement may be fulfilled in one of two ways. First, the study may involve the collection and analysis of some empirical data (for example, a pilot study) resulting in a scholarly paper that is submitted to either a professional journal or as a proposal to an annual conference of a national organization. Second, the paper may consist of a literature review that is submitted for publication in a quality, peer-reviewed journal or submitted for presentation at a national conference. Prior to beginning, projects must be approved by a supervising faculty member. Once completed, students must submit to the program

coordinator(s): (a) a copy of the paper, (b) a submission acknowledgement, and (c) a completed Review I form from the supervising faculty member.

### **Preliminary Examination**

Each student must take the preliminary examination (Review II). This second formal assessment, typically completed during the last semester of formal classwork, is an examination that will focus on areas of knowledge that are most relevant to the student's proposed dissertation topic. The student and his/her committee will determine the content of this examination format in that it will focus on in-depth reading and writing directly related to the student's proposed dissertation topic as well as on the student's mastery of previously learned core information.

### **Dissertation Proposals and Defenses**

After successfully completing Review I (i.e., satisfying the scholarly product requirement) and Review II (i.e., passing the preliminary examination), students can then submit a formal dissertation proposal to their doctoral committee and submit the accompanying "Dissertation Prospectus" form to the Graduate College. The doctoral committee will meet and determine whether to accept or reject the prospectus. A prospectus can be accepted provisionally given that the student follows the committee's suggestions in the dissertation. Upon completion of the full dissertation, a defense will be scheduled. This defense will be scheduled and conducted in accordance with the Graduate College's policies for thesis and dissertation completion. It is the student's responsibility to file the required "Notification of Oral or Written Examination" form with the Graduate College in a timely manner.

## **Higher Education M.Ed.**

The Masters of Education in Higher Education is designed to prepare graduates to serve in administrative capacities within the university, community college, and for-profit settings, with an emphasis on student affairs, intercollegiate athletics, and higher education organization. The degree requires at least 37 semester credit hours. All courses in the program must be at the graduate level (numbered in the 600 series or above). A 3.00 GPA must be maintained in all courses that are part of the degree program. The Master's of Education (M.Ed.) in Higher Education is a non-thesis program, which requires the successful completion of a capstone project taken during the final semester.



## Admission Requirements

1. A bachelor's degree from an accredited college or university
2. A completed application and official copies of all college transcripts
3. Two letters of professional recommendation
4. Submission of an official copy of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT), or the LSAT.
5. A minimum GPA of 2.75 for all undergraduate work or a 3.00 for the last two years of undergraduate work
6. Evidence of a minimum of two years satisfactory teaching or administrative experience (or equivalent) preferable but not required
7. Statement of Interest
8. Indication of interest in a graduate assistantship, when applicable

## Degree Requirements

The M.Ed. in Higher Education Leadership is a 37-credit, non-thesis program. It consists of a six course core curriculum, five elective courses, a three credit internship, and a one credit capstone experience. The capstone enables the candidate to synthesize her/his learning and apply the theory to practice.

## Course Requirements

### *Higher Education Core (12 credits)*

EDH 604 - Management Communications  
EDH 607 - Leadership Development Seminar  
EDH 609 - Leading Multicultural Organizations  
EDH 703 - History of American Higher Education

### *Research Core (6 credits)*

EPY 702 - Research Methods  
Choose one from the following research courses:  
EPY 716 - Evaluation Research Methods  
EPY 718 - Qualitative Research Methodologies , OR  
EPY 721 - Descriptive and Inferential Statistics: An Introduction

### *Internship and Capstone Course (4 Credits)*

EDH 690 - Masters Internship  
EDH 610 - Master's Capstone Experience

### *Electives (15 Credits)*

Electives can come from but are not limited to, the three following emphasis areas.

1. Student Affairs Emphasis
  - EDH 626 - College Student Personnel Services
  - EDH 627 - Student Learning and Development

- EDH 769 - Diverse Student Populations in Higher Education
- 2. Intercollegiate Athletics Emphasis
  - EDH 603 Introduction to Intercollegiate Athletics
  - EDH 606 NCAA Policies & Issues
  - EDH 611 Marketing & Development in Intercollegiate Athletics
- 3. Higher Education Organizational Emphasis
  - EDH 708 - The American Community College
  - EDH 742 - Academic Governance in Higher Education
  - EDH 750 - Special Topics in Higher Education

## Higher Education Ph.D.

The Doctor of Philosophy in Higher Education is grounded in the concept that successful higher educational leaders must be well-informed and context sensitive professionals who make theory based, research supported, and data driven decisions. The primary objectives of the program are to: 1) prepare students for administrative positions in community colleges, four year colleges, universities, and other public and private learning and policy environments; 2) prepare individuals for faculty positions in higher education; and 3) assist doctoral students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership roles as faculty or administrators in higher and postsecondary education.

The Higher Education Program in coordination with the UNLV Boyd School of law also offers a dual JD/Ph.D. degree. Students interested in the dual program should alert Graduate School admission personnel when commencing the admission process. A dual program candidate must complete the Graduate School, Law School and Higher Education Program admission processes in order to matriculate. Successful completion of the first year of law school is a precondition to commencement of work on the Ph.D. program and waives the Master's Degree prerequisite for entry to the program. A law school student may be admitted to the dual program by gaining admission to the Higher Education Ph.D. program after successful completion of the first year of law school with the consent of both programs.

Under the terms and conditions of the program the Law School has agreed to accept 9 credits of course work from the Higher Education Program toward the J.D. degree. The Higher Education Ph.D. Program has agreed to accept 18 credits of course work from the law school toward the Ph.D. degree.

Students interested in the Dual Degree Program should alert the Higher Education Ph.D. Admissions Coordinator so that consultation on the admissions process can be initiated.

### **Admission Requirements**

Entrance to the Ph.D. program requires candidates to complete three steps. Current application deadlines are posted on the website.

Minimum admission requirements for UNLV's Graduate College include:

1. Completed application for admission and the nonrefundable application fee;
2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree from an accredited college or university.

More information is available on the Graduate College website.

Additional materials each candidate must also upload with the application:

1. Personal Statement of Professional Aspirations;
2. A professional résumé or vita;
3. Verification of experience in higher education or related field;
4. Scores from the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT) or the Law School Admissions Test (LSAT). Score should be no more than seven years old;
5. Three letters of nomination/ professional reference;
6. Evidence of writing ability; see the website for specifics.

In the final step after reviewing all material, a select number of candidates will be invited for an interview with department faculty. The interview enables candidates to demonstrate their oral communication skills, commitment to continuing professional development, and to show their leadership, learning, and educational philosophy. Final admission will be based on evaluation of all application materials, including the interview.

For specific information on the Department Educational Psychology & Higher Education's Higher Education Ph.D. programs, please visit the website. Applicants interested in receiving a graduate assistantship must complete the Graduate Assistantship Application found on the Graduate College website. Potential students should also

inform the program or doctoral admissions coordinator of their interest in the program.

### **Degree Requirements**

This terminal degree requires students to complete a minimum of 72 semester hours of course work beyond the earned master's degree, including the dissertation. The doctoral program also has a residency requirement. The residency requirement does not require students to forego employment or embark on full time study; rather, the residency requirements are met following the completion of the first part of the doctoral core comprehensive examination and by completing these outcomes:

- Completion of remaining course work, including research courses and electives
- Combination of doctoral internships and/or independent studies, as advised by student's doctoral advisor
- EDH 790 - Doctoral Internship
- EDH 796 - Dissertation Proposal Preparation

### **Other Requirements**

Completion of remaining course work can be accomplished by incorporating up to two independent study projects. An independent study can substitute for one research requirement or as an elective.

A student may also use three credits of dissertation hours: (EDH 799 - Dissertation) toward the residency. Completion of the national presentation and/or submission of a manuscript for publication can be completed before or during the time in which students have enrolled for the first three credits of the dissertation. The residency requirements must be fulfilled prior to the dissertation proposal defense. Students must review an outcomes checklist with their advisors prior to the proposal defense to verify completion of residency. Upon completion of residency students should have 9 to 12 dissertation credits remaining in the program of study.

Program requirements include a 15 credit content core, 18 credit research core, 21 credit of specialization, and 18 credits of internship (3) and dissertation (15). Students can elect to specialize in any of three emphasis areas: higher education leadership, including university and community college leadership; higher education policy and planning; and student affairs leadership.

## Learning & Technology Ph.D.

The Ph.D. in Learning and Technology is an academic program with an emphasis on the assessment and understanding of learning outcomes and processes in technology-rich learning environments and in modifying those environments in ways that promote more effective learning. Students take a common core of courses in three specialty areas: research methods and statistics, learning and cognition theory, and technology.

The overarching goal of the program is to prepare students to become independent scholars who will contribute to the advancement of the discipline of educational psychology and the field of educational technology. Graduates of the program will be prepared for a variety of professional positions (e.g., university and community college faculty positions, educational psychologists, learning and technology specialists, employee training specialists, program evaluators, educational technology coordinators, and instructional technology specialists).

The overarching goal of the program is to prepare students to become independent scholars who will contribute to the advancement of the discipline of educational psychology and the field of educational technology. Graduates of the program will be prepared for a variety of professional positions (e.g., university and community college faculty positions, educational psychologists, learning and technology specialists, employee training specialists, program evaluators, educational technology coordinators, and instructional technology specialists).

### Admission Requirements

Admission will be limited to the most qualified applicants based on a combination of the following:

1. An undergraduate grade point average of 3.00 or above.
2. If graduate course work has been completed, a graduate grade point average of 3.00 or above.
3. Preference given to students whose scores relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE).
4. A score of 600 or above on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their first language.
5. Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.

6. The applicant's statement of professional interests and goals.
7. Graduate College application is available online

### Degree Requirements

The Ph.D. in Learning and Technology will consist of 67 credits beyond the master's degree. Of the 67 credits, 37 will be required courses in learning theory, technology, and research methods, 18 will be electives, and 12 will be directed toward dissertation completion. Individual programs of study may exceed the minimum requirements and specific course work will vary depending on particular areas of interest. Students must maintain a GPA of 3.00 or higher for all course work taken at the doctoral level. Students must maintain a grade point average of 3.00 or better in the program and a grade of B or better in core course work.

### Scholarly Paper Requirement

Each student must satisfy a scholarly paper requirement by the time he or she has completed 36 credits (Review I). The student must be primarily responsible for carrying out and reporting a study under the supervision of a program faculty member. The requirement may be fulfilled in one of two ways. First, the study may involve the collection and analysis of some empirical data (for example, a pilot study) resulting in a scholarly paper that is submitted to either a professional journal or as a proposal to an annual conference of a national organization. Second, the paper may consist of a literature review that is submitted for publication in a quality, peer-reviewed journal or submitted for presentation at a national conference. Prior to beginning, projects must be approved by a supervising faculty member. Once completed, students must submit to the program coordinator(s): (a) a copy of the paper, (b) a submission acknowledgement, and (c) a completed Review I form from the supervising faculty member.

### Preliminary Examination

Students must successfully complete a preliminary examination. This formal assessment will focus on areas of knowledge that are most relevant to the student's dissertation topic. The student and his/her committee will determine the content of this examination. The student and his/her committee will determine the content of this examination format in that it will focus on in-depth reading and writing directly related to the student's proposed dissertation topic as well as on the student's mastery of previously learned core information.

### Dissertation Proposals and Defenses

After successfully completing the scholarly paper requirement and preliminary examination, students can submit a formal dissertation proposal to their doctoral committee and submit the accompanying "Prospectus Approval" form from the Graduate College. The doctoral committee will determine the acceptability of the prospectus. Upon completion of the dissertation, a defense will be scheduled and conducted in accordance with the Graduate College's policies for thesis and dissertation completion.

## Course Descriptions

### EPY 699 - Special Topics

Graduate credit may be obtained for courses designated 600 or above. A Full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 600 level normally requires additional work.

### EPY 700 - Special Problems: EPY

Credits 1 – 6  
Specialized instruction in general professional education designed to develop depth in understanding of current EPY problems. **Notes:** May be repeated to a maximum of six credits.

### EPY 701 - Proseminar in Educational Psychology

Credits 1 – 2  
Introduction to graduate studies in educational psychology. Topics may include, but are not limited to: teaching apprenticeship, professional organizations, creating a vita, evaluation and assessment, institutional review board training, peer review process, use of PsychInfo and other topics relevant to graduate studies. **Notes:** May be repeated to a maximum of two credits. **Prerequisites:** EPY 702 (may be taken concurrently) or equivalent.

### EPY 702 - Research Methods

Credits 3  
Early entry graduate-level survey of research methods with emphasis on comprehension of educational research literature. Includes scientific method, locating and summarizing published research, sampling, measurement, statistics, research design, and critique of published research

### EPY 703 - Teachers as Producers and Consumers of Educational Research

Credits 3  
Entry graduate-level survey of research methods with a dual emphasis on 1) comprehension of educational research literature (teachers as consumers of educational research) and 2) designing and

conducting classroom-based research (teachers as producers of educational research).

### EPY 705 - Child Counseling

Credits 2  
Focuses on children's position in and impact upon the family, emotional development, assessment of behavioral and emotional problems, adjustment issues at school and social/developmental situations. Models of counseling children, models of parent education, and models of parent and school interaction, ethical and legal responsibilities in regard to children, and current research presented. **Prerequisites:** Graduate standing or consent of instructor.

### EPY 707 - Adolescent Development

Credits 3  
Examines physical, cognitive, social, and moral development of adolescents. Theories of identity development, including ethnic identity development, and their applications to counseling, education, and curriculum development discussed. Social relations, aspects of sexuality, and special problems/issues of adolescence.

### EPY 708 - Human Learning and Development

Credits 3  
Graduate-level introduction to basic concepts in educational psychology with emphasis on development, learning, and motivation. **Prerequisites:** Undergraduate degree not in behavioral science or consent of instructor.

### EPY 709 - Classroom Assessment

Credits 3  
Compares and contrasts traditional and alternative assessment procedures including factors such as: philosophical basis, purposes, roles of teacher, student and administrators, interpreting and reporting results, and strengths and limitations. The role of assessment in promoting learning also discussed. **Prerequisites:** EPY 707 or EPY 708 (may be concurrent) or consent of instructor.

### EPY 710 - Survey Methods and Design

Credits 3  
Systematic analysis of survey design and research conducted using survey techniques with emphasis on how to effectively plan and conduct mail, electronic, and other self-administered. **Prerequisites:** EPY 702 or consent of instructor.

### EPY 711 - Human Growth and Development

Credits 3

Emphasis on implications of human growth and life-span development (childhood through adulthood) for counseling, research and instruction. Topics include prenatal development and birth, death and dying, and physical, perceptual, cognitive, moral, personality, and language development. **Prerequisites:** EPC 701 or consent of instructor.

**EPY 712 - Foundations of Learning and Cognition**  
Credits 3

Systematic analysis of concepts and principles of human learning with emphasis on their application to instruction and counseling. Topics include classical and operant conditioning, information-processing and memory, the neurophysiology of learning, and personality and social factors in learning.

**EPY 716 - Evaluation Research Methods**  
Credits 3

Addresses the definition and purposes of evaluation research including its potential uses and limitations. Examines models of evaluation research and their application in a variety of settings. **Notes:** Students are strongly encouraged to complete EPY 711 prior to enrolling in this course. **Prerequisites:** EPY 702 and 721 (may be taken concurrently).

**EPY 717 - Analysis of Applied Learning Principles and Educational Media**  
Credits 3

Introduction to the processes and products of educational media development/selection through the study of contributions, evaluation criteria, and production requirements essential for optimal learning situations. Includes practice in applying learning principles to educational media.

**EPY 718 - Qualitative Research Methodologies**  
Credits 3

Qualitative approaches to exploring phenomena related to educational and other social contexts. Attention given to theoretical and practical considerations of case studies, ethnographies, participant observation and narrative reports; discussion of criteria for establishing goodness of qualitative studies. **Notes:** Field work using qualitative methods required. **Prerequisites:** EPY 702

**EPY 719 - Advanced Qualitative Research**  
Credits 3

Qualitative approaches to exploring phenomena related to educational and other social contexts. Analysis of data and presentation of findings. Specific emphasis on analysis of discourses from participant observation and/or interview data. **Notes:**

Field work using qualitative methods may be required. **Prerequisites:** EPY 702 and EPY 718

**EPY 720 - Research Design in Education**  
Credits 3

Principles of research design as applied to empirical data with particular emphasis on quantitative data analysis and interpretation. Includes research design, data collection, data analysis and research report. **Prerequisites:** EPY 702, EPY 721 and consent of instructor.

**EPY 721 - Descriptive and Inferential Statistics: An Introduction**  
Credits 3

Descriptive indices of central location and dispersion, correlation and regression, hypothesis testing and basic inferential techniques. Emphasis on intuitive understanding and applications in educational/behavioral measurement and research.

**EPY 722 - Inferential Statistics and Experimental Design**  
Credits 3

Intermediate- level coverage of inferential statistics and experimental design analysis covering commonly used techniques in educational and behavioral research with computer applications. **Prerequisites:** EPY 721

**EPY 723 - Theory and Practice of Human Measurement I**  
Credits 3

Measurement of human characteristics using applications of classical measurement theory and introduction to the more recent item response theory models. Topics include test planning, scaling, item and test construction, item analysis, reliability and validity. **Prerequisites:** EPY 721 (EPY 721 may be taken concurrently).

**EPY 724 - Theory and Practice of Human Measurement II**  
Credits 3

Human measurement emphasizing methods of test and trait validation. Topics include factor analysis, discriminant analysis, item response theory, test equating, and current issues in measurement. **Prerequisites:** EPY 721, 722, 723 (EPY 722 may be taken concurrently).

**EPY 725 - Item Response Theory and Applications**  
Credits 3

Introduction to item response theory (IRT) and applications. Models and assumptions, item

parameter and person ability estimation, scale construction and selected computer applications of IRT to educational measurement. **Prerequisites:** EPY 723 and EPY 724

### **EPY 726 - Advanced Evaluation Research**

#### **Methods**

Credits 3

Addresses application of evaluation research theory and methods through a project-based curriculum in order to provide in-depth examination of essential elements of the evaluation process. **Prerequisites:** EPY 716

### **EPY 728 - Applied Classroom Research**

Credits 3

Provides students with basic knowledge and skills necessary to conduct research within a classroom. Introduces elements required to begin and conduct an action research project, including purpose/rationale, literature review, data collection, analysis and interpretation, and communicating results.

**Prerequisites:** EPY 702 or EPY 703 and EPY 718

### **EPY 729 - Qualitative Case Study Research**

Credits 3

Focuses on case studies within education. Students conduct in-depth, naturalistic case studies in educational settings to learn about theory, methodology, and methodological issues relevant to disciplined qualitative case study. Conducting interviews, data collection, coding, and analysis in a qualitative case study design. **Prerequisites:** EPY 702 and EPY 718

### **EPY 730 - Advanced Research Methods**

Credits 3

Compares strengths and weaknesses of experimental research designs, using this knowledge to improve design sensitivity. Includes hypothesis testing, threats to validity, power, and effect size. Considers controversies in quantitative research literature.

**Prerequisites:** EPY 702, EPY 721, and EPY 722 (EPY 722 may be taken concurrently).

### **EPY 732 - Multiple Regression and Path Analysis**

Credits 3

Intermediate-level inferential statistics for experimental and non-experimental educational research covering general linear models including analysis of variance, regression (simultaneous, variable-selection, hierarchical approach), and path analysis, integrated with the use of statistical computer packages. **Prerequisites:** EPY 722

### **EPY 733 - Multivariate Statistics**

Credits 3

Advanced-level statistics including commonly used multivariate statistical procedures in educational and behavioral inquiries with computer applications.

**Prerequisites:** EPY 722, EPY 730 (EPY 730 may be taken concurrently).

### **EPY 734 - Latent Variable Models: Factor Analysis and SEM**

Credits 3

Designed for those who want to become familiar with applied latent variable modeling and popular computer programs used to carry out the analysis. Topics include exploratory and confirmatory factor analysis and structural equation models with observed and/or latent variables and with single or multiple groups. **Prerequisites:** EPY 721, EPY 732 or consent of instructor.

### **EPY 736 - History of Education in the United States**

Credits 3

Story of factors and conditions which have been influential in shaping educational thought, ideals, theories, and practices of current American education.

### **EPY 737 - Social Foundations in Education**

Credits 3

Study of schools and other socialization agents as they interact within the community and the larger society. Also includes intercultural education.

### **EPY 738 - Interpretive Analysis of Text and Discourse**

Credits 3

Qualitative approaches to text and discourse analysis from different theoretical perspectives will be contrasted. Data from various textual and discourse oriented sources including narratives, audio and/or video tapes, and written artifacts analyzed in depth through hands-on projects. May include use of software programs specific to qualitative data analysis. **Prerequisites:** EPY 702 or 703 and EPY 718, or equivalent.

### **EPY 741 - Essential Relationship Skills for College Teaching**

Credits 3

Focuses on developing helping relationships between educators and adult learners. Presents conceptual basis for theories of effective helping, communication skills, conditions and issues affecting helping relationships, educator as reflective practitioner, and self-motivation in adult learners, providing a forum for interdisciplinary interaction

common to all helping professionals. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** Graduate standing.

**EPY 745 - Categorical/Nonparametric Data Analysis**

Credits 3

Introduction to categorical/nonparametric data analysis, for use in small samples or when cases consist of categories or ranks. Topics include contingency tables (including loglinear models), nonparametric tests for ordinal and interval data, logistic and Poisson regression. **Notes:** Project involving analysis of the student's own research data may be required. **Prerequisites:** EPY 721, EPY 722, and EPY 732.

**EPY 746 - Multilevel Statistical Models: Theory and Application**

Credits 3

Intermediate-level coverage of linear and non-linear multilevel statistical models. Includes coverage of status and growth models. Emphasis on intuitive understanding and practical application.

**Prerequisites:** EPY 721, EPY 722, and EPY 732.

**EPY 747 - Large Scale Secondary Data Analysis**

Credits 3

Introduction to large scale secondary data analysis. Examination of the promise and pitfalls of working with secondary data sources. Overview of data management and analysis issues. **Notes:** Practical skill development emphasized. **Prerequisites:** EPY 721, EPY 722, and EPY 732.

**EPY 749 - Thesis**

Credits 3 – 6

**Notes:** May be repeated but only six credits applied to the student's program. **Grading:** S/F grading only.

**Prerequisites:** EPY 702.

**EPY 757 - Theory and Philosophy of Educational Psychology**

Credits 3

Evolution of psychological learning theories, from their philosophical foundations to the present. Central issues include how psychological constructs such as the mind, knowledge representation, and attention impact learning and changes in our understanding of the nature of these constructs over time.

**Prerequisites:** Graduate standing.

**EPY 760 - Advanced Seminars in School Counselor Education and Practice**

Credits 3

Analysis of significant issues in counseling of current and continuing concern. Examination of historical, social, legal and philosophical dimensions of selected problem areas. **Prerequisites:** Consent of instructor.

**EPY 767 - Human Learning and Cognition**

Credits 3

Components of human memory and how these components affect learning. Emphasis placed on recent research and theory in working memory and long-term storage. Instructional implications of research discussed, especially with respect to skill acquisition, development of expertise, and cognitive strategy instruction. **Prerequisites:** Graduate standing.

**EPY 768 - Problem Solving, Reasoning, and Expertise**

Credits 3

Acquisition of reasoning and problem solving expertise. Emphasis on models of memory and learning and their implications for expert performance in a variety of domains. Discusses issues such as creativity and intelligence, implications of the literature on expert performance for teaching and learning. **Prerequisites:** Graduate standing.

**EPY 770 - Cognition and Instruction**

Credits 3

Examines research in the application of cognitive learning principals to instruction in specific domains, particularly reading, writing, mathematics, and science. Research on technological applications especially emphasized. Readings include both foundational and current research. **Prerequisites:** Graduate standing.

**EPY 772 - Contemporary Philosophies of Education**

Credits 3

Intensive critical analysis of leading contemporary philosophies of education and their possible implications for practice.

**EPY 777 - Cognitive Development**

Credits 3

Overview of major theories, issues, and research in cognitive development. Primary emphasis on development of thinking and learning from childhood through adulthood. **Prerequisites:** Graduate standing.

**EPY 780 - Individual Instruction**

Credits 1 – 12

Selected basic problems related to the field of counseling services. a) Testing. b) Curriculum. c)

Supervision. d) Counseling. e) Area Problems. f) Research. **Notes:** May be repeated to a maximum of 12 credits.

**EPY 781 - Research in Educational Psychology**

Credits 3

Individual research projects in educational psychology under the direction of a faculty member.

**Notes:** May be repeated to a maximum of 12 credits.

**Prerequisites:** EPY 702, EPY 721, EPY 722 and consent of instructor.

**EPY 782 - Independent Study**

Credits 3

Independent study of a selected topic in educational psychology under the direction/supervision of a faculty member. **Notes:** May be repeated to a maximum of 12 credits.

**EPY 783 - Directed Readings in Educational Psychology**

Credits 3

In-depth study of a topic through selected readings under the direction of a faculty member. **Notes:** May be repeated to a maximum of six credits.

**Prerequisites:** EPY 767

**EPY 784 - Teaching Practicum**

Credits 3

Individual study under the direction of a faculty member focusing on preparing to teach at the college level. **Prerequisites:** EPY 723 or EPY 767 and consent of instructor.

**EPY 786 - Applied Assessment in Educational and School Psychology**

Credits 1 – 4

Application of assessment approaches used for the evaluation of students in school settings. **Notes:** May be repeated to a maximum of four credits.

**EPY 787 - Individual Research**

Credits 1 – 7

Selected basic problems in personnel services.

**Prerequisites:** EPY 702

**EPY 788 - Seminar in EPY**

Credits 1 – 6

Selected topics in counseling and human development services. a) Principles and practices. b) Individual analysis. c) Occupational information. d) Placement. e) Follow-up evaluation. f) Research.

**Notes:** May be repeated to a maximum of six credits.

**Prerequisites:** Consent of instructor.

**EPY 789 - Seminar in Learning and Cognition**

Credits 3 – 12

Selected topics in learning and cognition. Exploration of a specific aspect of learning and cognition. Topics may include, but are not limited to: memory, learning theory, motivation, text processing, individual differences, epistemological beliefs. **Prerequisites:** EPY 767 or consent of instructor.

**EPY 790 - Research Seminar in EPY**

Credits 1 – 3

Seminar for the advanced candidate stressing the exploration of current literature and research projects.

**Prerequisites:** Consent of advisor and instructor.

**EPY 791 - Special Topics in Educational Psychology**

Credits 3

In-depth study of special topics in educational psychology stressing the exploration of cutting-edge research on the topic. Topics may include, but are not limited to: false memory, goal theory, self-regulated learning, web-based data collection, discourse analysis. **Notes:** May be repeated to a maximum of twelve credits. **Prerequisites:** Consent of instructor.

**EPY 793 - Advanced Doctoral Practicum**

Credits 3 – 6

Advanced practice supervised experience for doctoral students in school psychology and counseling. **Notes:** May be repeated to a total of six credits.

**Prerequisites:** Consent of instructor.

**EPY 794 - Internship**

Credits 3 – 6

Final activity intended to provide on-the-job experience in developing related competencies. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

**EPY 799 - Dissertation**

Credits 3–24

Culminating experience that may be: a) traditional, original research, b) field oriented and problem solving, or c) exploratory or generative research. Limited to doctoral candidates. 3-24 credits in increments of three. **Notes:** May be repeated but only a maximum of 24 credits may be applied towards degree. **Grading:** S/F grading only.

**EPP 710 - Assessment of Intelligence by School Psychologists**

Credits 3

Theory and practice in the use of assessment measures for evaluating intellectual abilities of children, youth, and adults. **Prerequisites:** Admission to program or consent of instructor.



**EPP 715 - Projective, Personality, and Behavioral Assessment by School Psychologists**

Credits 3

Assessment devices used by school psychologist to evaluate student's emotional and behavioral status.

**Prerequisites:** Admission to program or consent of instructor.

**EPP 720 - Problems in Child Development**

Credits 3

Application of the principles in child growth and development; interpretation of research and theory of school practices relating student personnel services to the resolution of professional problems in the school.

**Prerequisites:** Graduate standing or consent of instructor.

**EPP 723 - Diagnostic and Prescriptive Strategies: Psychopathology**

Credits 3

Designed to explore variables and intervention strategies with emphasis on assessment-based interventions and focus on brief counseling theories and techniques for school psychologists and other school-based practitioners. **Prerequisites:** Admission to doctoral program or consent of instructor.

**EPP 750 - Advanced Test Analysis in School Psychology**

Credits 3

Functional and theoretical approach for interpretation and inquiry applications with cognitive and affective scales typical in school-based practice. Emphasis on advanced statistical analysis for synthesizing data in diagnostic and validation studies. **Prerequisites:** Admission to doctoral program or consent of instructor.

**EPP 760 - Psychoeducational Issues of Diverse Learners**

Credits 3

Provides skills needed to work with diverse learners in a psychoeducational setting. The learner will be expected to understand multicultural issues concerning assessment, counseling, second-language acquisition, and/or general cultural diversity.

**Prerequisites:** Admission to program or consent of instructor.

**EPP 761 - Role and Function of the School Psychologist**

Credits 3

Primarily designed for prospective school psychologists but also for those interested in field of school psychology. In-depth survey of field with its

related problems and issues. Local, regional, and national issues studied from a practical field perspective. **Prerequisites:** Consent of instructor.

**EPP 762 - School Psychology Intervention with Practicum**

Credits 3

Supervised practice with children in school and clinic settings with intervention recommendations. **Notes:** May be repeated up to a maximum of nine credits.

**Prerequisites:** Admission to program and consent of instructor.

**EPP 763 - Psychoeducational Academic and Diagnostic Assessment**

Credits 3

Teaches students how to effectively perform psychological, academic, and diagnostic testing as part of a general psychoeducational evaluation. Students will also be given skills in diagnosing educational and psychological disorders.

**Prerequisites:** Admission to program or consent of instructor.

**EPP 764 - School Psychology Seminar**

Credits 1

Review of issues and research in the field of school psychology. **Notes:** May be repeated to a maximum of four credits. **Prerequisites:** Consent of instructor.

**EPP 765 - Advanced Assessment Seminar:**

Credits 1 – 9

Designed to provide functional skills in assessment in the diagnosis and evaluation phase of counseling to provide skills in the administration, scoring, and interpretation of clinical instruments. **Prerequisites:** Admission to program or consent of instructor.

**EPP 766 - School Psychology Professional Paper**

Credits 2

Scholarly paper on a topic pertinent to the profession of school psychology. **Prerequisites:** Admission to program and consent of instructor.

**EPP 767 - School-Based Neuropsychological Assessment**

Credits 3

Provides functional skills in neuropsychological assessment for school psychologists with attention to organization of the human nervous system, brain-behavior relationships, and developing recommendations for instructional interventions based on neurocognitive strengths and weaknesses.

**EPP 769 - Internship in School Psychology**

Credits 3

Supervised school-based experience as a school psychologist intern. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** EPP 761 (may be taken concurrently).

### **EPP 773 - Social Science Contributions in Education**

Credits 2

Utilization of theory, data, and methodology from various social sciences to gain an appreciation and understanding of the forces and interactions among societies, institutions, and individuals in the realm of educational theory and pedagogy. a) Anthropological perspectives. b) Sociological perspectives. c) Economic perspectives. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

### **EDH 602 - Research Based Decision Making**

Credits 3

This master's level course assists students in how to integrate information from reports, research, surveys, and other forms of data into effective leadership and management decision making processes. The methods and processes for deciphering information will help students detail the strengths and weaknesses of informational sources that administrators commonly encounter. **Notes:** (Master's Program)

### **EDH 603 - Role of Intercollegiate Athletics in Higher Ed**

Credits 3

Examine the role intercollegiate athletics plays in higher education. Through analysis of relevant scholarly literature and current issues, students will experience the expectations placed on higher education administrators responsible for integration and oversight of college sport programs.

### **EDH 604 - Management Communications**

Credits 3

Master's level course on the administrative and communication aspects of effective leadership within a higher education setting. Equips students with the tools necessary to be effective communicators with various audiences via letters, memorandums, E-mail messages, presentations, and meetings. **Notes:** (Master's Program)

### **EDH 605 - Introduction to Colleges and Universities**

Credits 3

Master's level course that provides an introduction to the purposes, goals, and structures of institutions of higher education. Provides a broad view of managerial functions and an understanding of

organization, finance, and other issues related to college administration. **Notes:** Master's program

### **EDH 607 - Leadership Development Seminar**

Credits 3

Analyzes leadership functions related to educational organizations, leadership and management theory and the impact of human resources. Special emphasis placed on use of teams in higher education.

### **EDH 608 - HE Law-Masters**

Credits 3

Informs students of various legal authorities and their impact on higher education and administration. Includes review and analysis of legal dictates including federal and state constitutions, statutes, case law policies, and administrative rules. **Notes:** (Master's Program)

### **EDH 609 - Leading Multicultural Organizations**

Credits 3

Provides students with opportunity to reflect on experiences, examinations of theory, and practical application of organizational leadership within the context of diversity.

### **EDH 610 - Master's Capstone Experience**

Credits 1

Provides an integrative, synthesizing experience for students culminating in a written examination or an Option II Paper. Draws on and integrates concepts from previous courses and work experiences to ascertain the big picture perspective of higher education. **Notes:** Only one credit may count toward degree plan. **Grading:** S/F grading. (Master's Program)

### **EDH 611 - Marketing Institutions of Higher Education**

Credits 3

A study of the conceptual and empirical approaches higher education leaders can utilize for building relationships with stakeholders. Topics include commercialization of higher education, market forces versus public interest, responsible innovation, strategic marketing plan development, corporate sponsorships and intercollegiate athletics, marketing ethics, as well as application of market research in the higher education contexts.

### **EDH 618 - Facilities Management and Campus Planning**

Credits 3

This course familiarizes students with facilities management, campus planning, and public/private partnerships. The goal of the class is to increase the

awareness and understanding of the topic areas and their impact on both the academic and administrative programs at higher education institutions.

**EDH 619 - Institutional Advancement**

Credits 3

Introduction to fundraising and alumni relations operations in contemporary higher education. Examines the assumptions, models, and methods that characterize fund and friend raising. Students will develop a context within which to evaluate the effectiveness of IA programs.

**EDH 624 - Readings in Student Personnel Issues**

Credits 3

Explores in detail all aspects of college student personnel work by conducting an extensive review of writings related to theory, practice, and program management. **Prerequisites:** Consent of instructor.

**EDH 626 - College Student Personnel Services**

Credits 3

Introduction to the field of college student personnel services and the role of CSPW within institutions of higher education. Reviews development of the profession and assessment of current developments.

**EDH 627 - Student Learning and Development**

Credits 3

Explores how students learn and develop. Strategies to facilitate learning by college students analyzed. Focuses on application of student development theory.

**EDH 630 - Program Evaluation, Planning & Assessment**

Credits 3

Familiarizes students with the relationship between campus environment and student learning.

**EDH 690 - Masters Internship**

Credits 3

Individually structured program designed to enroll the student in an administrative unit or academic experience under the joint supervision of a practicing administrator or faculty member and a university professor. **Notes:** Repeatable to six credits. **Grading:** S/F grading only.

**EDH 691 - Masters Independent Study**

Credits 3

Research in area of unique interest in college student personnel work. Research conducted in cooperation with instructor. **Notes:** Repeatable to six credits.

**Corequisite:** Consent of instructor.

**EDH 703 - History of American Higher Education**

Credits 3

Surveys the history of American higher education in the United States with a focus on two-year and four-year institutions, public and private. Begins with its traditional liberal arts origin through the growth of the community college and American research university. Explores how various groups changed the structure of higher education and the challenges these changes created. **Prerequisites:** Master's consent of instructor.

**EDH 705 - HE Law-Doctoral**

Credits 3

Designed for graduate students preparing for leadership positions in public schools. **Prerequisites:** Consent of instructor.

**EDH 706 - Foundations of American Higher Education**

Credits 3

Assists graduate students in higher education in developing understanding of and appreciation for philosophical and sociological contexts that provide foundation for present system of higher education in America.

**EDH 707 - Designing & Critiquing Research In Education**

Credits 3

Helps Ph.D. students become more thoughtful about the goals and methods of educational research. Develops in-depth understanding of research design and awareness of issues considered when critiquing research findings.

**EDH 708 - The American Community College**

Credits 3

Development of the contemporary community, junior, and technical college. In-depth examination of history, philosophy, curriculum, and structure of the two-year college. Includes related curriculum topics. **Prerequisites:** Consent of instructor.

**EDH 709 - Seminar in the Economics of Higher Education**

Credits 3

Designed to expose students to the basic principles of micro economics and fundamental economic theories that tie to education. Students have opportunity to experiment with economics as a tool for examining higher education policy. **Prerequisites:** Consent of instructor.

**EDH 710 - Finance and Budgeting in Higher Education**

Credits 3

For students who expect to spend their careers in higher education. Provides understanding of the principals related to the economics of education including why society invests in colleges and universities.

**EDH 715 - Theory of Educational Organizations**

Credits 3

Intense discussion in understanding how higher educational organizations function. Students examine these roles as they relate to the performance of higher education administrators.

**EDH 730 - Legal Aspects of Student-University Relationship**

Credits 3

Advanced issues course that explores topics relevant to the legal aspect of the student-university relationship. **Prerequisites:** Master's consent of instructor.

**EDH 732 - Readings in Administration of Higher Education**

Credits 3 – 6

Selected readings of literature in higher education; assigned topics in the areas of organization, administration, finance, and/or supervision, agreed upon by both advisor and student. **Notes:** May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

**EDH 733 - Role of Faculty in Higher Education**

Credits 3

Designed to engage participants in discussion, research, and writing that focuses on college and University faculty. Analyze faculty as people at work in organizations, consider structural and cultural dimensions of faculty work, and examine the condition of the academic profession within changing environmental contexts. **Prerequisites:** Masters consent of instructor.

**EDH 735 - Law and the Professorate**

Credits 3

Legal aspects of the relationship between university faculty and the institution. **Prerequisites:** Master's consent of instructor.

**EDH 737 - Ethical Dimensions of Higher Education Leadership**

Credits 3

Ethical aspects of the culture, activities, and principles relating to leadership in higher education. Students will explore current ethical issues in the post-secondary education setting and prepare a

written project focusing on the ethical principles of a higher education leadership issue. **Prerequisites:** Masters consent of instructor.

**EDH 738 - Public Policy in Higher and Post-Secondary Education**

Credits 3

Focuses on decision making and public policy formation in higher education. Roles of state and national policy-making process studied in depth.

**Prerequisites:** Master's consent of instructor.

**EDH 739 - Advanced Public Policy in Higher and Postsecondary Education**

Credits 3

Introduces students to philosophical and application tools in which to view public policy. Students will examine higher education policy utilizing these different tools and national databases. **Prerequisites:** EDH 792

**EDH 740 - Comparative and International Higher Education**

Credits 3

Familiarizes students with international higher education systems. The goal of the course is to examine the similarities and differences of the international systems as they relate to higher education in the United States. **Prerequisites:** Master's consent of instructor.

**EDH 742 - Academic Governance in Higher Education**

Credits 3

Theoretical and working knowledge of politics in higher education. Students gain appreciation, understanding and critique of politics and its influences on policy formation. **Prerequisites:** Master's consent of instructor.

**EDH 745 - Institutional Planning in Higher Education**

Credits 3

Familiarizes students with institutional planning in higher education with a focus on issues including academic strategy, university management, institutional competition, program evaluation/assessment, and program/institutional accreditation. Planning issues at community colleges, private four-year institutions, and public four-year institutions will be examined.

**EDH 750 - Special Topics in Higher Education**

Credits 1-3

Exposes students to and helps them understand special topics that impact and influence higher

education. Variety of special topics offered: student financial aid, enrollment management, academic organization and leadership, and student diversity. **Notes:** May be repeated to a maximum of nine credits. **Prerequisites:** Consent of instructor.

**EDH 769 - Diverse Student Populations in Higher Education**

Credits 3

Investigates traditional assumptions, including that college makes a difference and explores student-related issues, study of campus cultures, and study of diverse student populations.

**EDH 780 - Seminar: Teaching in Higher Education**

Credits 3

Weekly seminars in organization, materials, and procedures related to working with college-level students. Includes survey of various teaching techniques, evaluation, and general patterns of instruction.

**EDH 785 A - Practitioner Experience Seminar**

Credits 3 – 9

Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

**EDH 785 B - Practitioner Experience Seminar**

Credits 3 – 9

Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

**EDH 785 C - Practitioner Experience Seminar**

Credits 3 – 9

Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

**EDH 790 - Doctoral Internship**

Credits 3

Individually structured program designed to enroll the student in an administrative unit or academic experience under the joint supervision of a practicing administrator or faculty member and a university professor. **Notes:** Repeatable to six credits. **Grading:** S/F grading. **Prerequisites:** Internship-doctoral.

**EDH 791 - Doctoral Independent Study**

Credits 3

Research in area of unique interest in college student personnel work. Research conducted in cooperation with instructor. **Notes:** Repeatable to six credits. **Prerequisites:** Consent of instructor.

**EDH 796 - Dissertation Proposal Preparation**

Credits 3

Acquaints students with resources available to graduate students in conceptualizing, proposing, conducting and reporting research proposals.

**Prerequisites:** Successful completion of comprehensive examination.

**EDH 799 - Dissertation**

Credits 1 - 3

Culminate research analysis and writing toward completion of dissertation and subsequent defense.

**Prerequisites:** Limited to doctoral candidates, consent of instructor.

## Educational and Clinical Studies

The Department of Educational and Clinical Studies offers graduate degree programs at the master's, specialist, and doctoral levels in special education. All graduate programs are designed to provide the professional experiences required by teachers, specialists, administrators, and future professors of special education.

### Chair

Pierce, Thomas B.  
(1990), Professor; B.S., State University of New York, Fredonia; Ph.D., University of New Mexico.

### Graduate Coordinators

Miller, Susan  
(1991), Professor; B.S., Florida Southern College; M.Ed., Ph.D., University of Florida.

Tannock, Michelle T.  
(2006), Assistant Professor; B.A., M.Ed., Ph.D. University of Victoria.

### Graduate Faculty

Ashley, Larry  
(2002), Associate Professor in Residence; B.S. in Ed., M.A., Central Michigan University; Ed.S., University of Toledo.

Astramovich, Randall  
(2002), Assistant Professor; B.A., M.Ed., Ph.D., University of North Texas Ph.D.

Baker, Joshua  
(2012), Assistant Professor; B.A., M.A., Marshall University; Ph.D. University of North Carolina, Charlotte.

Brinson, Jesse A.  
(1989), Associate Professor; B.A., Clark College; M.A., University of the District of Columbia; Ed.D., Western Michigan University.

Brown, Nancy  
(1992), Faculty in Residence; B.S., M.Ed., Utah State University.

Carruthers, Cynthia  
(1990), Professor; B.S., M.S., Ph.D., University of Illinois.

Filler, John  
(1989), Professor; B.A., Randolph Macon College; M.A., Wake Forest University; Ph.D., Vanderbilt University.

Gelfer, Jeffrey  
(1989), Professor; B.A., Wilmington College; M.S., University of Oregon; Ph.D., Florida State University.

Harris, Katrina  
(2010), Visiting Lecturer; B.A., Stephens College; Me.Ed., Ph.D., University of Nevada, Las Vegas.

Higgins, Amanda Kyle  
(1991), Professor; B.A., M.A., Ph.D., University of New Mexico.

Hoskins, Wendy  
(2003), Assistant Professor; B.A., William Penn College M.A., Truman State University; Ph.D., Idaho State University.

Lyons, Catherine  
(2007), Assistant Professor; B.S., St. Francis College; M.Ed., Ph.D., University of Nevada, Las Vegas

Morgan, Joseph  
Assistant Professor; B.A., University of Illinois at Chicago; M.Ed., University of Nevada, Las Vegas.

Ramirez, Maria G.  
(1989), Associate Professor; B.S., M.A., Texas A&I University; Ph.D., University of Kansas.

Smith, Shannon  
(2003), Associate Professor; B.A., Eastern Bible College M.A., Ashland College; Ph.D., Oregon State University.

Spies, Tracy  
(2012), Assistant Professor; B. S., University of Houston; M.S., Sam Houston State University; Ph.D., Texas A & M University.

Strawser, Sherri  
(1991), Professor; B.S., Indiana University; M.S., Saint Francis College; Ph.D., University of Utah.

West, Glenn  
(2009), Visiting Professor; B.A., San Diego State University; M.A., University of North Carolina-Chapel Hill; M.S., University of Kentucky; Ph.D., University of North Carolina-Chapel Hill.

## Programs

- Advanced Graduate Certificate in Addiction Studies
- Clinical Mental Health Counseling M.S.
- Advanced Graduate Certificate in Mental Health Counseling
- School Counseling M.Ed.
- Early Childhood Education M.Ed.
- Special Education M.Ed.
- Special Education Ph.D.

## Advanced Graduate Certificate in Addiction Studies

The Department of Educational and Clinical Studies offers Advanced Graduate Certificates in Addiction Studies. The certificate program is designed for individuals already holding master's degrees in counseling who are seeking to enhance their professional counseling practice and licensure options.

The Advanced Graduate Certificate in Addictions Studies meets the needs of health professionals such as marriage and family therapists, community counselors, rehabilitation counselors, school counselors, physicians, psychologists, social workers, and behavioral health therapists by providing graduate addiction training to help them address client needs.

Faculty members in the Department of Educational and Clinical Studies endeavor to promote excellence in counselor education and counseling research. Our graduate counseling programs prepare students to:

1. Serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities with a particular emphasis on helping underserved and oppressed client populations;
2. Address developmental, academic, career, mental health, socio-cultural, and wellness needs of clients seeking counseling;
3. Help individuals, groups and communities strive to find meaning, involvement, worth, and dignity in their lives;
4. Engage in action research and program evaluations to further the knowledge base and best practice initiatives of the counseling profession; and
5. Advocate with local, state, and national organizations to promote client and societal wellbeing.

## Certificate Requirements

The certificate program is two pronged:

1. The certificate program for students already enrolled in the Clinical Mental Health Counseling Program, consists of 12 additional credits or four courses, these are taken after the core degree requirements are met;
2. For students with a masters degree in another counseling specialty (i.e., School Counseling, a counseling degree from another university, or a degree in a related mental health discipline), the certificate program would consist of 24 credits, or eight courses.

Students complete a Final Project as part of their enrollment in CED 787 - Individual Research . Once admitted, certificate students are considered members of the counselor education community.

To earn a certificate, students must have a grade point average of 3.00 or better in each course.

Students who receive an F or more than two Cs will be separated from the program. A minimum of six semester hours of credit must be taken each semester, including summer.

## Advanced Graduate Certificate in Mental Health Counseling

The Department of Educational and Clinical Studies offers Advanced Graduate Certificates in Community Mental Health Counseling. The certificate program is designed for individuals already holding master's degrees in counseling who are seeking to enhance their professional counseling practice and licensure options.

The Advanced Graduate Certificate in Mental Health Counseling is targeted primarily toward those individuals who have graduated from CACREP accredited or equivalent programs, but do not meet the necessary educational requirements for the LPC in the State of Nevada.

Faculty members in the Department of Educational and Clinical Studies endeavor to promote excellence in counselor education and counseling research. Our graduate counseling programs prepare students to:

1. Serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities with a particular emphasis on helping underserved and oppressed client populations;

2. Address developmental, academic, career, mental health, socio-cultural, and wellness needs of clients seeking counseling;
3. Help individuals, groups and communities strive to find meaning, involvement, worth, and dignity in their lives;
4. Engage in action research and program evaluations to further the knowledge base and best practice initiatives of the counseling profession; and
5. Advocate with local, state, and national organizations to promote client and societal wellbeing.

### **Certificate Requirements**

The Advanced Graduate Certificate in Mental Health Counseling is an extension of the M.S. degree and is geared for those individuals who have graduated from CACREP accredited or equivalent programs, but do not meet the necessary educational requirements for the Nevada licensure for Clinical Professional Counselors (LCPC). The certificate consists of 12-24 credits, based on the student's master's degree training. For example: 1) students who have completed a 54-credit CACREP accredited program of study in Community Counseling will be required to complete 12 additional credits; 2) students enrolled in the Department of Counselor Education school counseling program might take 12-24 credits; 3) students with a non-CACREP counseling degree might take 24 credits; and 4) students with a counseling related degree such as psychology or social work, might take up to 24 credits.

To earn a certificate, students must have a grade point average of 3.00 or better in each course. Students who receive an F or more than two Cs will be separated from the program. A minimum of six semester hours of credit must be taken each semester, including summer.

### **Clinical Mental Health Counseling M.S.**

The Department of Educational and Clinical Studies offers a 60 credit Master of Science (M.S.) in Clinical Mental Health Counseling. The master programs is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body of the American Counseling Association. Graduates of the M.S. program are eligible to sit for the National Counselor Examination in order to qualify for the National Certified Counselor (NCC) credential.

The Clinical Mental Health Counseling program, a 60-credit hour course of study, is designed to train professional counselors for work in a variety of community and mental health settings. Community mental health counselors work in local, state, and federal agencies, as well as private for-profit and non-profit agencies.

The Clinical Mental Health Counseling M.S. degree offers a unique arena for the development of counseling theory and in depth research in issues impacting community and mental health, as well as continuing the development of professional counselors to meet the diverse needs of Southern Nevada, the region, and the nation.

Faculty members in the Department of Counselor Education endeavor to promote excellence in counselor education and counseling research. Our graduate counseling programs prepare students to:

1. Serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities with a particular emphasis on helping underserved and oppressed client populations;
2. Address developmental, academic, career, mental health, socio-cultural, and wellness needs of clients seeking counseling;
3. Help individuals, groups and communities strive to find meaning, involvement, worth, and dignity in their lives;
4. Engage in action research and program evaluations to further the knowledge base and best practice initiatives of the counseling profession; and
5. Advocate with local, state, and national organizations to promote client and societal wellbeing.

### **Admission Requirements for Degree Programs**

The master degree program requires that an application for admission be submitted to the Graduate College and the Department of Educational and Clinical Studies as well as transcripts of all college-level work. A minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required.

Applicants must provide three letters of recommendation directly to the department along with a departmental application form that includes a writing sample. Final applicants undergo an extensive/structured personal interview. Students should refer to the department website. Students are admitted once each year, with an application deadline of February 1st.



## Academic Policy

All full and part-time students entering into the M.S. program are required to enroll in the following courses during their first fall semester:

CED 701 - Introduction to Counseling

CED 727 - Counseling Process and Procedures

A grade of B or better is required in both CED 701 and CED 727 in order to continue taking coursework in the M.S. program. Students who make a grade of B- or lower (but not an F) in either CED 701 or CED 727 may not continue taking other coursework in the M.S. program until successfully repeating these courses. If after a second attempt a student does not make a B or better in CED 701 or CED 727, the student will be officially separated from the graduate program.

Students must make a grade of B or better in CED 741 in order to enroll in CED 751. A grade of B or better is required for all internship courses (CED 751 and CED 775) or they must be repeated.

A student receiving a grade of F in any required course in the degree program will be officially separated from the graduate program. Students must repeat any course in which they make a grade of C- or lower. Students making three or more grades of B- or lower will be officially separated from the graduate program. In order to earn the degree, students must have a cumulative GPA of 3.0 or better.

## Final Examination Process

1. Students will submit final portfolios electronically to the online portal by the appropriate deadline. Students must mask personal identifying information so that the portfolio may be "blind-reviewed" by the faculty evaluators.
2. Three members of the ECS faculty will be randomly assigned to evaluate the student's portfolio.
3. After reviewing the portfolio, each of the three faculty reviewers will recommend that the student: 1) Pass or 2) Fail. The three faculty reviewers must be unanimous in their decision to pass the student.
4. In the event that the three ECS faculty reviewers are not unanimous in recommending the student pass, an oral review of the portfolio will be required. Before the oral review, the student will be required to select an additional ECS faculty member (not part of the original three

faculty evaluators) and a tenured/tenure track faculty member from another College of Education department to participate in the oral review meeting. The original three ECS faculty reviewers will provide the student with specific areas needing remediation in their portfolio. The student will be responsible for addressing all areas of remediation prior to the oral review of the portfolio. After the oral review process, the four ECS faculty and the additional COE faculty member will recommend that the student: 1) Pass or 2) Fail. The final recommendation will be by majority.

## Early Childhood Education M.Ed.

### Admission Requirements

In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Educational and Clinical Studies. They are:

1. A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work. Admission to a master's degree program in special education requires that students with a GPA of less than 2.75 be admitted to the graduate program with provisional status; and
2. A letter of application/intent.

Applications are processed when all credentials required by both the Graduate College and the Department of Educational and Clinical Studies have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's credentials and recommends either 1) admission to full, contingency, or provisional graduate standing (depending on the strength of the applicant's academic credentials); or 2) denial. Those who wish to begin studies but who miss the application deadline may enroll as a non-degree graduate student. However, since there is no guarantee that courses taken as a non-degree student will count toward a degree, and since a maximum of 15 hours taken prior to admission to the program may be used to meet degree requirements, candidates are urged to seek advisement prior to registering for any course(s).

### Advisor Assignment and Program of Studies

The Graduate College will provide official written notification of acceptance, including the advisor's name. Students are responsible for contacting their advisors.

### **Degree Requirements**

All graduate students are held responsible for the requirements and academic policies established by the Graduate College and outlined in catalog. In addition, Department of Educational and Clinical Studies has established requirements for each of its degree offerings. While these requirements may be obtained from an academic advisor, they are briefly outlined here.

Master's degrees must be completed within a six-year period and continuous enrollment must be maintained throughout the six years, unless a formal request for a leave of absence is approved by the department and Graduate College.

The M.Ed. degree requires at least 36-semester credit hours.

1. Students must complete a minimum of 18 credit hours in Special Education (ESP) courses
2. 3 credit hours of EPY 702 - Research Methods.
3. 15 credit hours of graduate level Special Education (ESP) or Early Childhood Education (ECE) courses.

### **Program Options**

The M.Ed. program can be designed to meet the needs of persons who hold a baccalaureate degree and wish to earn a master's degree in special education or early childhood education, with or without licensure. Students are expected to develop a plan of study that is most relevant to their educational purposes; ESP 722 - Multicultural Perspectives in Special Education and EPY 702 - Research Methods are required by the department for all plans of study. Students seeking a license to teach should be aware that certification or endorsement requirements might limit their choices. A number of specific focus areas are available and can lead to the following Nevada Department of Education endorsements: Early Childhood.

Previous course work included in submitted graduate plans of study must have a grade of B or better. Only two subsequent grades of less than B- (one with an ESP or ECE prefix and one with any other prefix) will be permitted in a submitted plan of study. Under no circumstances will a Grade Point Average (GPA) of less than 3.00 be allowed on a finished plan of

study. Failure to meet these standards will result in suspension from the degree program.

### **Graduation Requirements**

Students must complete and pass a comprehensive examination. The comprehensive examination is taken during the student's last semester of coursework or in the semester immediately following completion of coursework listed on the student's Program of Studies. If students opt to take the comprehensive exam the semester after completion of the coursework listed on their Program of Studies, they must enroll in ESP 766 or another graduate course. Per Graduate College Guidelines, students must be enrolled in a minimum of 3 hours of coursework the semester they graduate.

Students must apply to take comprehensive examinations. Specific application deadlines are available in the Department of Educational and Clinical Studies.

### **School Counseling M.Ed.**

The Department of Educational and Clinical Studies offers a 48 credit Master of Education (M.Ed.) in School Counseling. The master program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body of the American Counseling Association. Graduates of the M.Ed. programs are eligible to sit for the National Counselor Examination in order to qualify for the National Certified Counselor (NCC) credential.

The master's degree in School Counseling at UNLV requires a minimum of 48 graduate semester credits and prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. The program prepares school counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for students to succeed academically; 2) Address the academic, career, and personal/social needs of all students in the school; 3) Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress; 4) Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success; and 5) Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

Faculty members in the Department of Educational and Clinical Studies endeavor to promote excellence in counselor education and counseling research. Our graduate counseling programs prepare students to:

1. Serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities with a particular emphasis on helping underserved and oppressed client populations;
2. Address developmental, academic, career, mental health, socio-cultural, and wellness needs of clients seeking counseling;
3. Help individuals, groups and communities strive to find meaning, involvement, worth, and dignity in their lives;
4. Engage in action research and program evaluations to further the knowledge base and best practice initiatives of the counseling profession; and
5. Advocate with local, state, and national organizations to promote client and societal wellbeing.

### **Admission Requirements for Degree Programs**

The master degree program requires that an application for admission be submitted to the Graduate College and the Department of Educational and Clinical Studies as well as transcripts of all college-level work. A minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required.

Applicants must provide three letters of recommendation directly to the department along with a departmental application form that includes a writing sample. Final applicants undergo an extensive/structured personal interview. Students should refer to the department website. Students are admitted once each year, with an application deadline of February 1st.

### **Academic Policy**

All full and part-time students entering into the M.Ed. program are required to enroll in the following courses during their first fall semester:

CED 701 - Introduction to Counseling

CED 727 - Counseling Process and Procedures

A grade of B or better is required in both CED 701 and CED 727 in order to continue taking coursework in the M.Ed. program. Students who make a grade of B- or lower (but not an F) in either CED 701 or CED 727 may not continue taking other coursework in the

M.Ed. program until successfully repeating these courses. If after a second attempt a student does not make a B or better in CED 701 or CED 727, the student will be officially separated from the graduate program.

Students must make a grade of B or better in CED 741 in order to enroll in CED 751. A grade of B or better is required for all internship courses (CED 751 and CED 775) or they must be repeated.

A student receiving a grade of F in any required course in the degree program will be officially separated from the graduate program. Students must repeat any course in which they make a grade of C- or lower. Students making three or more grades of B- or lower will be officially separated from the graduate program. In order to earn the degree, students must have a cumulative GPA of 3.0 or better.

### **Final Examination Process**

1. Students will submit final portfolios electronically to the online portal by the appropriate deadline. Students must mask personal identifying information so that the portfolio may be “blind-reviewed” by the faculty evaluators.
2. Three members of the ECS faculty will be randomly assigned to evaluate the student’s portfolio.
3. After reviewing the portfolio, each of the three faculty reviewers will recommend that the student: 1) Pass or 2) Fail. The three faculty reviewers must be unanimous in their decision to pass the student.
4. In the event that the three ECS faculty reviewers are not unanimous in recommending the student pass, an oral review of the portfolio will be required. Before the oral review, the student will be required to select an additional ECS faculty member (not part of the original three faculty evaluators) and a tenured/tenure track faculty member from another College of Education department to participate in the oral review meeting. The original three ECS faculty reviewers will provide the student with specific areas needing remediation in their portfolio. The student will be responsible for addressing all areas of remediation prior to the oral review of the portfolio. After the oral review process, the four ECS faculty and the additional COE faculty member will recommend that the

student: 1) Pass or 2) Fail. The final recommendation will be by majority.

## Special Education M.Ed.

### Admission Requirements

In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Educational and Clinical Studies. They are:

1. A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work. Admission to a master's degree program in special education requires that students with a GPA of less than 2.75 be admitted to the graduate program with provisional status; and
2. A letter of application/intent.

Applications are processed when all credentials required by both the Graduate College and the Department of Educational and Clinical Studies have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's credentials and recommends either 1) admission to full, contingency, or provisional graduate standing (depending on the strength of the applicant's academic credentials); or 2) denial. Those who wish to begin studies but who miss the application deadline may enroll as a non-degree graduate student. However, since there is no guarantee that courses taken as a non-degree student will count toward a degree, and since a maximum of 15 hours taken prior to admission to the program may be used to meet degree requirements, candidates are urged to seek advisement prior to registering for any course(s).

### Advisor Assignment and Program of Studies

The Graduate College will provide official written notification of acceptance, including the advisor's name. Students are responsible for contacting their advisors.

### Degree Requirements

All graduate students are held responsible for the requirements and academic policies established by the Graduate College and outlined in catalog. In addition, Department of Educational and Clinical Studies has established requirements for each of its degree offerings. While these requirements may be obtained from an academic advisor, they are briefly outlined here.

Master's degrees must be completed within a six-year period and continuous enrollment must be maintained throughout the six years, unless a formal request for a leave of absence is approved by the department and Graduate College.

The M.Ed. degree requires at least 36-semester credit hours.

1. Students must complete a minimum of 18 credit hours in Special Education (ESP) courses
2. 3 credit hours of EPY 702 - Research Methods.
3. 15 credit hours of graduate level Special Education (ESP) or Early Childhood Education (ECE) courses.

### Program Options

The M.Ed. program can be designed to meet the needs of persons who hold a baccalaureate degree and wish to earn a master's degree in special education or early childhood education, with or without licensure. Students are expected to develop a plan of study that is most relevant to their educational purposes; ESP 722 - Multicultural Perspectives in Special Education and EPY 702 - Research Methods are required by the department for all plans of study. Students seeking a license to teach should be aware that certification or endorsement requirements might limit their choices. A number of specific focus areas are available and can lead to the following Nevada Department of Education endorsements: Autism, Early Childhood Special Education, Emotionally disturbed, Generalist-Mild Disabilities, Gifted and Talented, Learning Disabilities, Mental Retardation, Teaching English as a Second Language; or other professional areas, such as Applied Behavioral Analysis.

Previous course work included in submitted graduate plans of study must have a grade of B or better. Only two subsequent grades of less than B- (one with an ESP or ECE prefix and one with any other prefix) will be permitted in a submitted plan of study. Under no circumstances will a Grade Point Average (GPA) of less than 3.00 be allowed on a finished plan of study. Failure to meet these standards will result in suspension from the degree program.

### Graduation Requirements

Students must complete and pass a comprehensive examination. The comprehensive examination is taken during the student's last semester of coursework or in the semester immediately following completion of coursework listed on the student's Program of

Studies. If students opt to take the comprehensive exam the semester after completion of the coursework listed on their Program of Studies, they must enroll in ESP 766 or another graduate course. Per Graduate College Guidelines, students must be enrolled in a minimum of 3 hours of coursework the semester they graduate.

Students must apply to take comprehensive examinations. Specific application deadlines are available in the Department of Educational and Clinical Studies.

## Special Education Ph.D.

The Doctor of Philosophy Degree (Ph.D.) is designed with an emphasis in the development of skills in scientific inquiry and leadership. Students enrolled in this study program gain an understanding of philosophy and theory as they relate to the conduct of research and program evaluation. Graduates pursue careers in schools, institutions of higher education, research centers and agencies that require the competencies developed through a Ph.D. course of study.

### Admission Requirements

Applicants to the Ph.D. program in Special Education must complete the Graduate College Application for Admission and arrange to have official transcripts sent to the Graduate College. Graduate level transcripts should indicate grade point averages (and receipt of a post baccalaureate degree in special education or a related field). The following materials also should be submitted through the online application network.

1. A letter of application that clearly articulates professional and research goals that are related to the focus of the Ph.D. degree program in Special Education;
2. Three letters of recommendation -- at least one from an individual familiar with the applicant's academic performance and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant's quality of work experience;
3. Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study;
4. A resume of professional preparation and experience (a minimum of two to three years of professional experience in special education, general education or other relevant field as a teacher, administrator or

related service provider for children and adults with disabilities and/or giftedness is preferred);

5. Scores from the verbal, quantitative and analytical sections of the Graduate Record Examination (GRE) (taken within five years from the date of application for admission). Applicants should arrange to have official notification of GRE scores sent to the Department of Educational and Clinical Studies. The department does not impose minimum GRE scores.

It is the student's responsibility to ensure that his/her applicant file is complete. Incomplete files will not be considered. Application materials for U.S. residents requesting financial support are due March 1.

Note: The department admissions committee may request additional materials and/or conduct a personal interview after reviewing initial applicant files.

In general, applicants will be expected to have a 3.50 grade point average on all graduate-level work and an indication of potential to complete all requirements of doctoral study successfully (provided through submitted writings or creative products, letters of recommendation and GRE results) to be admitted as doctoral students in the Department of Educational and Clinical Studies.

After Admission Committee review, the Doctoral Program Coordinator may recommend to the department faculty that the applicant be: 1) admitted fully to the Ph.D. program in special education, 2) admitted provisionally to the Ph.D. program or 3) denied admission to the Ph.D. program in special education. A recommendation for provisional admission may occur when an applicant has not met the criteria or prerequisites to do advanced graduate level work. Provisional admission requires the satisfactory completion (e.g., with a minimum 3.50 grade-point average) of nine or more hours in regularly scheduled graduate courses approved by the student's advisor and departmental faculty. After completion of the provisional program, the Doctoral Coordinator and Department Chair recommend to the Graduate College that the student either be transferred to regular status or dropped from the program.

Note: To apply for a Graduate Assistantship, applicants must complete the Graduate Assistant Application located at <http://graduatecollege.unlv.edu/ga/> and send it to the Department of Educational and Clinical Studies.

## Residency

Doctoral students are required to spend a minimum of two consecutive semesters (Fall-Spring, Spring-Summer or Summer-Fall) in full-time resident study in the Department of Educational and Clinical Studies. Full-time resident study is defined as being enrolled in at least nine semester hours of graduate level course work from an approved Program of Study (six semester hours if the student is a graduate assistant). In cases where residency includes a semester of course work prior to submission of the Program of Study, the advisor must approve residency. Work during residency is allowed. However, if the student is employed as a graduate assistant, any additional work beyond that performed as an assistant must conform to the rules of the University and Graduate College.

## Program of Study

The program of study requires a minimum of 72 semester hours. Only credits that meet the following criteria may be included on the formal Program of Study:

1. Those not previously used to fulfill requirements for another degree;
2. Those taken while enrolled at an accredited graduate degree-granting institution in a degree-granting program;
3. Those taken as a non-degree student (not to exceed 15 total semester hours); and
4. Those for which a grade of B or higher was earned.

In addition, two-thirds of the total semester hours included on the formal Program of Study (not including dissertation) must be taken at UNLV. Faculty members of the Department of Educational and Clinical Studies instructing specialist's and/ or master's classes initiate an interaction with doctoral students enrolled in these courses regarding the appropriateness of both the content and performance requirements for doctoral students. Students not admitted to the doctoral program in Educational and Clinical Studies (or to another doctoral program in the College of Education) may enroll in: ESP 782 - Professional Seminar in Special Education (formerly ESP 760) and two additional Core Curriculum Courses with consent of instructor prior to formal admission.

The Department of Educational and Clinical Studies generally tailors its leadership programs to meet individual student needs and career goals. A content core of courses, however, *is required of all Ph.D.*

*doctoral students.* This content may not be waived. In addition to the core curriculum, students select concentrations in Leadership Studies and Exceptionality Specialties as appropriate. The requirements for the Ph.D. degree are outlined here:

## Degree Requirements

### Core Curriculum - Total Semester Hours: 24

Doctoral students must earn a grade of B or higher in all core curriculum courses.

Each doctoral student will complete the core curriculum below:

ESP 782 - Professional Seminar in Special Education

ESP 783 - Leadership Seminar in Special Education

ESP 784 - Seminar in Advanced Special Education Technology

ESP 785 - Issues, Trends and Futures in Special Education

ESP 787 - Philosophical Perspectives in Special Education

ESP 788 - Single Subject Methods in Special Education

ESP 789 - Grant Writing for Human Services

ESP 796 - Dissertation Prospectus (To be taken as an independent study supervised by the advisor)

### Research Course Work - Total Semester Hours: 15

Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722.

EPY 721 - Descriptive and Inferential Statistics: An Introduction

EPY 722 - Inferential Statistics and Experimental Design

ESP 791 - Proposal Design and Analysis

### An additional six semester hours in research selected from courses such as:

EPY 716 - Evaluation Research Methods

EPY 718 - Qualitative Research Methodologies

EPY 733 - Multivariate Statistics

EPY 790 - Research Seminar in EPY

KIN 752 - Selected Application of Statistical Techniques II

### Research Internship - Total Semester Hours: 3

ESP 794 A-C - Internship in Special Education (A)

### Leadership Studies - Total Semester Hours: 18\*

Doctoral students complete 18 semester hours including:

ESP 794 A-C - Internship in Special Education (B)

Additional leadership courses may be selected from one or more of the following leadership concentrations: Parenting, Administration, Research, Diagnosis/Assessment, Transition, Early Childhood Special Education, Early Childhood Education, Higher Education, Technology, Consultation, or Curriculum.

**Exceptionality Specialties - Total Semester Hours: 18\***

Students complete nine semester hours each in two specialty areas from the following list: Autism, Learning Disabilities, Emotional Disturbance, Mental Retardation, Gifted and Talented Education, Developmental Disabilities/Children at Risk.

Notes: \*Hours may be reduced based on student's previous academic preparation related to leadership studies and exceptionality specialties. However, under no circumstances will the Formal Program of Studies include fewer than 72 semester hours.

**Writing Proficiency**

Students shall be required to demonstrate doctoral-level writing proficiency beginning with the first doctoral seminar: ESP 782 - Professional Seminar in Special Education (formerly ESP 760)

**Dissertation - Total Semester Hours: 12**

Upon completion of course work, doctoral students enroll in 12 semester hours of dissertation credit: ESP 799 - Dissertation

**Colloquium**

The Educational and Clinical Studies Doctoral Colloquium typically is held one Friday each semester. The Doctoral Coordinator coordinates these meetings with the assistance of the special education faculty and doctoral students.

**Doctoral Studies Committee**

Each student is required to select a faculty committee designated as the Doctoral Studies Committee. The committee consists of the student's advisor, who is to have been selected prior to the time 12 semester hours of course work have been completed, two other faculty members from within the Department of Educational and Clinical Studies, and a Graduate College representative. This committee oversees the student's progress, including the comprehensive examination process. A temporary advisor may be assigned until a new student becomes acquainted with the faculty.

**Comprehensive Examination**

The comprehensive examination is taken during the semester immediately preceding enrollment in ESP 799 Dissertation. The comprehensive examination consists of 16 hours of written examinations with eight hours structured by the student's major advisor and eight hours structured by the other internal committee members. The examinations are scheduled on two successive Fridays. The student's advisor determines the specific dates of the examination. The questions on the comprehensive examination address elements of the Core, Research, Leadership Studies, Exceptionality Specialties, and any course work taken for licensure or endorsements. The student's Doctoral Studies Committee provides general parameters from which questions are selected. "Take-home" examinations, in whole or in part, are not allowed. Students may use college provided technology for word-processing. Grading consists of three categories: Pass, Fail, and Pass with Distinction. Pass with Distinction occurs contingent upon a unanimous vote of the committee excluding the Graduate College representative.

**Dissertation Proposal and Advancement to Candidacy**

Upon successful completion of comprehensive examination, the student selects a dissertation committee (i.e., minimum of three faculty members from the Department of Educational and Clinical Studies and an outside member appointed by the Graduate College) and submits a dissertation proposal to the committee. This proposal includes an introduction, review of the literature, and a discussion of study methods. Two weeks after this proposal is submitted to the dissertation committee, the committee meets with the student to accept or reject the proposal, as well as provide a critique of its relative strengths and weaknesses. Upon acceptance of the student's dissertation proposal, a recommendation for advancement to candidacy is submitted to the Graduate College.

**Dissertation Defense**

Upon completion of the full dissertation, a defense is scheduled. Students need to obtain *The Guide to Preparing and Submitting a Thesis or Dissertation* from the Graduate College *web site*.

## Course Descriptions

### **COU 610 - Eating Disorders: Etiology and Treatment**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number.

### **CED 608 - Counseling the Older Adult**

Credits 3

Overview of issues that may be encountered while counseling the older adult. Reviews information on the nature, diagnosis and treatment of common mental health problems of later life. Introduces students to services and support systems that are available to older adults and their families that will assist in the referral process.

### **CED 620 - Identification, Assessment, and Treatment of The Process Addictions**

Credits 3

This course is designed to develop the knowledge and skills to identify, assess, and treat various process and co-occurring disorders. Emphasis will be placed on creating an understanding of the history, philosophy, and trends of addiction counseling. In addition, knowledge of the current literature that outlines theories, approaches, effective strategies, and techniques when working with these addictions will be explored. Teaching method is lecture, presentations, role plays, videos and discussion.

### **CED 639 - Problem Gambling Counseling I**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 600 level normally requires additional work.

### **CED 640 - Problem Gambling Counseling II**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 600 level normally requires additional work. **Prerequisites:** CED 639

### **CED 645 - Trauma and Addiction**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number.

### **CED 646 - Combat Trauma**

Credits 3

Overview of the trauma that is experienced by individuals involved in armed combat situations. The signs and symptoms of such involvement will be explored. In addition, the impact on families and communities will be addressed.

### **CED 661 - Use and Application of Technology in Counseling**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number.

### **CED 699 - Special Topics**

Graduate credit may be obtained for courses designated 600 or above. A full description of this course may be found in the UNLV Undergraduate Catalog under the corresponding 400 number.

### **CED 700 - Special Problems: Counseling and Educational Psychology**

Credits 1 – 6

Specialized instruction in general professional education designed to develop depth in understanding of current counseling and educational psychology problems. **Notes:** May be repeated to a maximum of six credits.

### **CED 701 - Introduction to Counseling**

Credits 3

Introductory course designed to provide students with understanding of the basic roles and functions of the counselors in the human services. Examination of historical roots, philosophy, current trends, and best practices in professional counseling.

### **CED 703 - Counseling with Expressive Arts and Activities**

Credits 3

Examination of expressive arts and activity methods for counseling with children, adolescents, and adults. Topics include play therapy, sandtray, dreamwork, and other experiential counseling interventions.

### **CED 710 - Relationships Through the Lifespan**

Credits 3

Students will learn the basic knowledge of relationship issues across the lifespan and how it relates to the counseling professional. **Prerequisites:** Consent of instructor.

### **CED 711 - Counseling Appraisal and Inquiry**

Credits 3



Theoretical and practical approach to assessing the individual. Includes development of a framework for understanding individual and group testing; case study approaches; adapting and using questionnaires, surveys, and other assessments to meet local needs; and individual differences including ethnic and cultural and gender considerations. **Prerequisites:** CED 701

**CED 713 - Introduction to School Counseling**  
Credits 3

Study of the roles and functions of the school counselor at the elementary, middle, and high school levels as well as history and current trends in the profession. **Prerequisites:** Graduate standing.

**CED 715 - Counseling and Consultation Theories**  
Credits 3

Examination of major counseling theories and consultation techniques for application in individual and group settings. **Prerequisites:** EPY 701 and admission to the department.

**CED 721 - Career Theories and Practices**  
Credits 3

Survey of current theories and practices in career counseling. Emphasis on values and decision-making process. Meets program requirements for school, community, and rehabilitation counseling. **Prerequisites:** CED 701

**CED 722 - Introduction to Child Counseling & Play Therapy**  
Credits 3

This course is designed as an examination of play therapy theories and interventions usable by professional counselors, social workers, marriage and family therapists, psychologists, nurses, mental health and related professionals who work with children.

**CED 727 - Counseling Process and Procedures**  
Credits 3

Students learn the necessary skills to establish counseling relationships, identify relevant counseling issues, and translate their understanding into an action plan for promoting lasting change. Stages of the counseling process identified, practiced, and applied. **Prerequisites:** CED 701

**CED 731 - Social Justice and Advocacy in Counseling**  
Credits 3

Seminar course designed to foster awareness, knowledge, and skills for counseling with diverse clients. Emphasizes social justice and advocacy in

counseling with minority and oppressed students. Topics include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical abilities, education, family dynamics, and socioeconomic status.

**CED 732 - Advanced Multicultural Counseling**  
Credits 3

This course is designed to help students develop awareness, knowledge, skills for more effective work with culturally diverse groups and individuals. Substantial attention will be given to intrapersonal issues, concerns related to different cultures & programming in a variety of settings.

**CED 733 - Introduction to Group Counseling**  
Credits 3

Study and practice of basic approaches to group procedures in relation to group goals, group dynamics and group leadership. **Prerequisites:** CED 701 and EPY 723

**CED 735 - Substance Abuse Prevention and Treatment**  
Credits 3

Overview of physiological and interpersonal impacts of substance abuse. Emphasis on empirically validated prevention programs, substance abuse assessment, counseling techniques, referral information, aftercare, and relapse prevention strategies. **Prerequisites:** CED 701

**CED 738 - Introduction to Community Mental Health Counseling**  
Credits 3

Introduction to community and rehabilitation counseling including historical, philosophical legislative and organizational bases; rehabilitation process, and services in public and private community settings. Emphasis on role and function of the counselor.

**CED 739 - Vocational Placement and Community Resources**  
Credits 2

Study of vocational placement techniques along with an understanding of community resources including community organizational theory and criteria for use of such facilities in the vocational adjustment and placement of the disabled and disadvantaged.

**CED 741 - Practicum**  
Credits 3

Supervised counseling practice in human service settings including work with individuals and groups. Emphasis on utilizing a variety of counseling skills

and methods with diverse client populations.

**Prerequisites:** CED 701, CED 727, CED 733 and EPC 723

### **CED 742 - Introduction to Community Counseling**

Credits 3

Provides information concerning the professional role, function, history, philosophy and practice of counseling. Role of the community-agency counselor in community, clinical, education, and business settings, as well as their interactive relationship with other professionals. **Notes:** Normally taken no later than two semesters following admission to the program. **Prerequisites:** MFT 701 and admission to the department.

### **CED 743 - Ethical and Legal Issues in Counseling**

Credits 3

Overview of ethical, legal, and professional issues in counseling. Emphasis on best practices and ethical decision making models. **Prerequisites:** CED 701

### **CED 745 - Assessment, Treatment, and Case Management in Addictions**

Credits 3

Provides theoretical framework for assessing and treating individuals with addictive disorders and the practical application of managing a client's case from initial treatment stages through discharge and aftercare. **Prerequisites:** MFT 731

### **CED 746 - Supervised Practicum in Group Counseling**

Credits 3

Supervised practice in counseling with small groups in a variety of settings. **Notes:** May be taken concurrently with EPY 744. **Prerequisites:** MFT 701, CED 715 and EPY 724, or equivalent.

### **CED 749 - Thesis**

Credits 3

Culminating masters level research project. **Notes:** May be repeated, but only six credits will apply to students program of study. **Prerequisites:** Consent of instructor.

### **CED 750 - Advanced Seminars in School Counseling**

Credits 1 – 3

Advanced studies in professional school counseling practice, theory, and research. Topics may include innovative practices, supervision, evaluation, techniques, and theory of school counseling. **Notes:** May be repeated to a maximum of twelve credits.

### **CED 751 - Internship in Counseling I**

Credits 1

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization with program emphasis area. **Prerequisites:** CED 741

### **CED 752 - Internship in Counseling II**

Credits 1

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. **Prerequisites:** CED 741

### **CED 753 - Internship in Counseling III**

Credits 1

Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. **Prerequisites:** CED 741

### **CED 754 - Supervised Group Practice and Theory**

Credits 3

Group theory and practice as it relates to leadership of personal growth, counseling, and therapeutic groups. Emphasis placed on leadership functions as they relate to group processes. **Prerequisites:** MFT 715, CED 715

### **CED 755 - Planning, Management, and Evaluation of Addictions and Mental Health Programs**

Credits 3

Develops skills in applying basic management, planning, and evaluation techniques to addictions and mental health programs. Areas stressed include the relationships between program evaluation, program planning, program effectiveness, and organizational performance. **Prerequisites:** CED 745 or consent of instructor.

### **CED 758 - Independent Study**

Credits 3

Independent study of a selected topic in professional counseling under the direction/supervision of a graduate faculty member. **Notes:** May be repeated to a maximum of twelve credits. **Prerequisites:** Consent of instructor.

### **CED 766 - Psychopathology and Wellness Models in Counseling**

Credits 3

Overview of psychopathology as classified in the DMS, with an emphasis on diagnosis, supportive psychopharmacology, and counseling interventions. Also overviews wellness models in counseling and highlights ways counselors can promote optimal development and wellbeing with diverse client populations. **Prerequisites:** CED 741, CED 753

**CED 768 - Pre-practicum Laboratory in Counseling**

Credits 3

Laboratory practice in counseling theory and techniques. **Notes:** Must be taken concurrently with EPY 753. **Prerequisites:** MFT 701, EPY 704 and admission to the department.

**CED 770 - Advanced Supervised Practice in Counseling**

Credits 3

Theory, research, techniques, and practice of supervising marriage and family therapists. **Notes:** May be repeated to a maximum of six credits.

**CED 772 - Counseling and Spirituality**

Credits 3

Application and integration of sound counseling skills into a spiritually-based counseling approach. Contemporary counseling theories and their assumptions about human nature and the role of spirituality in counseling. **Prerequisites:** Consent of instructor.

**CED 775 - Internship in Mental Health and Addictions Counseling**

Credits 3

Internship in Mental Health and Addictions Counseling, emphasizing counseling skills and techniques with individuals and groups in dual diagnosis settings. **Notes:** Students will complete a minimum of 300 hours, with 150 of the hours being direct contact hours. **Prerequisites:** CED 751, CED 752, CED 753

**CED 781 - Problem Gambling Counseling**

Credits 3

Orient students to relevant literature and theoretical perspectives regarding problematic gambling, including an appreciation of its symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to problem gambling.

**CED 782 - Counseling with Potential Suicides**

Credits 1 – 6

Emphasis on the helping skills to facilitate communication with the potential suicide. Principles and techniques to facilitate client self exploration that encourage self understanding and alternate actions.

**Prerequisites:** CED 754 or consent of instructor.

**CED 783 - Understanding and Treating Trauma**  
Credits 3

This course will orient students to relevant literature and theoretical perspectives regarding psychological trauma, including an appreciation of its symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to post traumatic and acute stress disorders.

**CED 784 - Co-Occurring Conditions in Counseling**

Credits 3

This course will orient students to relevant literature and theoretical perspectives regarding co-occurring addictions and mental health concerns, including an appreciation of complex symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to co-occurring disorders.

**CED 785 - Eating Disorders Counseling**

Credits 3

Designed as a comprehensive review of eating disorders, correlated issues, and treatment interventions. Cultural, familial, societal, and personal factors that may contribute to the development and maintenance of eating disorders will be examined.

**CED 787 - Individual Research**

Credits 1 – 6

Individual research on a selected topic in professional counseling under the direction/supervision of a graduate faculty member. **Prerequisites:** Consent of instructor.

**CED 789 - The Student in Higher Education**

Credits 1

Theory and practices related to counseling college students. Emphasis on both traditional and nontraditional approaches to meeting the needs of students at various types of postsecondary institutions. Interrelationship of student and institutional needs within the environment of higher education.

**CIL 543 - Literacy Instruction II: Clinic-based**

Credits 3

Methods of instruction and assessment for intermediate grade readers and writers. Designed to help teacher candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, reflection, analysis, and implementation of lessons with diverse learners through tutoring. **Prerequisites:** CIL 542. **Corequisite:** Concurrent enrollment in a practicum.

### **TESL 650 - TESL Linguistic Theory**

Credits 3

General linguistics for the TESL teacher and classroom, focusing on the nature of language, English phonology, syntax, semantics, and language change; introduction to psycholinguistics and sociolinguistics.

### **TESL 651 - Theories of Second Language Acquisition**

Credits 3

Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences.

### **TESL 652 - TESL Methods and Materials**

Credits 3

Methods and materials for teaching English as a second language (ESL). Design, implement, prepare, and evaluate ESL materials. **Prerequisites:** TESL 650, TESL 651

### **TESL 653 - TESL Curriculum**

Credits 3

Principles of curriculum organization, development and adaptation of TESL curriculum. **Prerequisites:** TESL 650, TESL 651.

### **TESL 654 - TESL Assessment Procedures**

Credits 3

Assessment of ESL students; selection of appropriate ESL assessment instruments, their administration, scoring, and interpretation. **Prerequisites:** TESL 652, TESL 653

### **TESL 655 - Language Acquisition and Development**

Credits 3

Explores the nature of children's language acquisition, emphasizing normal development. Incorporates the application of current research to teaching strategies. **Prerequisites:** TESL 652, TESL 653

### **TESL 656 - Technology Assisted English Language Learning**

Credits 3

Application software for ESL learning, including evaluation of software. **Prerequisites:** TESL 654, TESL 655.

### **TESL 657 - English Language Acquisition Practicum**

Credits 2

Supervised field experience in an ESL setting with application of TESL methods, materials, and assessment procedures. **Prerequisites:** TESL 654, TESL 655.

### **TESL 659 - English Language Acquisition Seminar**

Credits 3

Examination of seminal and current English language acquisition research through readings, writings, discussions and presentations. **Prerequisites:** 15 graduate credits of ELA coursework.

### **ECE 706 - Planning Curriculum for Young Children**

Credits 3

Examination of basic principles underlying the development and planning of non-handicapped early childhood education curriculum. **Notes:** Review of components of selected curricular areas.

### **ECE 707 - Programs in Early Childhood Education**

Credits 3

Overview of current models of early childhood education. Includes principles, research studies, and current trends as factors related to the education of young children.

### **ECE 709 - Investigations in Early Childhood Education**

Credits 3

Current practices and methods in early childhood education investigated and evaluated in depth. **Prerequisites:** Consent of instructor.

### **ECE 710 - Planning and Administering Early Childhood Programs**

Credits 3

Investigates the basic principles involved in establishing and operating centers for the young child; examines the historical background of the early childhood education movement; and reviews theories of child development as they relate to planning, operating, and evaluating centers. **Prerequisites:** Consent of instructor.

**ECE 711 - Science and Math for Young Children**  
Credits 3

Preparation, by modeling, for presenting and structuring appropriate science activities/experiences for young children (PK-2) with emphasis on integrating process skills with life, earth, and physical science concepts. **Prerequisites:** Nine hours of content science, or consent of instructor.

**ECE 722 - Theoretical Bases for Early Childhood Education**  
Credits 3

Examination of the underlying theories and perspectives supporting early childhood education. Emphasis on the theoretical foundations for early childhood education and the application of developmental theories across domains.

**ECE 726 - Early Education for Infants and Toddlers**  
Credits 3

Theoretical and practical approaches to early education services for newborns, infants, toddlers, and their families. Development of infants and toddlers within the developmental domains and focuses on attachment, milestones, identification of developmental delays, and program development and evaluation.

**ECE 740 - Early Language and Learning**  
Credits 3

Focuses on the theory, research and practice of language development from birth through age eight. Opportunities to implement your understanding of language development for typically developing children and children with special needs.

**ECE 781 - Early Childhood Education Field Experience**  
Credits 3-8

Includes program planning, implementing lesson plans, guidance of students, and working with families. Candidates will be placed with young children birth to age eight. **Prerequisites:** Completion of all ECE licensure coursework or consent of instructor.

**ESP 700 - Problems in Special Education**  
Credits 1 – 6

Specialized instruction in special education designed to develop depth in understanding a current educational problem of the in-service teacher. **Notes:** Maximum of six credits accepted toward degree from special education courses in EPY 700, ESP 700, and ICG 700.

**ESP 701 - Introduction to Special Education and Legal Issues**  
Credits 3

Survey of the characteristics, training, and educational needs of students with disabilities. Designed for graduate students in special education, general education, nursing, counseling, psychology and related fields. **Notes:** Required of all students in the Generalist Program who do not have a bachelor's degree in special education.

**ESP 702 - Psychological and Social Problems in Intellectual Disabilities**  
Credits 3

Study and interpretation of theories and research on the learning characteristics of person with intellectual disabilities: psychological and social contributions to educative/habilitative solutions in intellectual disabilities.

**ESP 703 - Prescriptive and Precision Teaching with Intellectual Disabilities**  
Credits 3

Cognitive, adaptive, and diagnostic-prescriptive instructional strategies and behavioral interventions for persons with intellectual disabilities and diverse educational and community settings.

**ESP 704 - Adaptive Curricular Programming for Persons with Intellectual Disabilities**  
Credits 3

In-depth analysis and application of curricular development and implementation for persons with intellectual disabilities in diverse educational settings.

**ESP 705 - Psychological and Sociological Problems of Students with Emotional Disabilities**  
Credits 3

Study and interpretation of theories and research concerning learning characteristics and psychological and social aspects of the student with emotional disabilities within the school setting.

**ESP 706 - Advanced Educational Strategies for Students with Emotional Disabilities**  
Credits 3

Evaluation of the behavioral characteristics of students with emotional disabilities applied to practical classroom strategies. Application of treatment strategies and relevant research to the educational problems of students with emotional disabilities. **Prerequisites:** ESP 705

**ESP 707 - Theories of Learning Disabilities**

Credits 3

Study of the contemporary positions regarding learning disabilities. Curricular implications of positions emphasized.

**ESP 708 - Advanced Education Strategies for Students with Disabilities**

Credits 3

Advanced instructional methods and procedures applicable to the education of children with learning disabilities. **Prerequisites:** ESP 701 or 707

**ESP 709 - Diagnostic and Prescriptive Assessment for Diverse Learners**

Credits 3

Establishment of educationally relevant diagnostic and prescriptive teaching procedures for students who are learners (i.e., students with/or at-risk for disabilities, including those who are second language learners). Emphasis upon both individual and group prescriptive classroom methodologies. **Prerequisites:** ESP 701 or 708

**ESP 712 - Applied Behavior Analysis**

Credits 3

Evaluation of the application of behavior analysis in classroom, clinical, and consultative settings. Includes definition and characteristics of applied behavior analysis, basic principles of behavior, measurement and observation procedures, evaluation and analysis of behavior change, procedures for increasing and decreasing behavior, and systems applications.

**ESP 713 - Affective Assessment Models**

Credits 3

Study of affective behavioral testing procedures applicable to children and adolescents in public school settings. Emphasis on classroom observational techniques, as well as supplemental employment of data obtained through school relevant behavior rating scales and checklists, task analysis assessments, projective and group personality testing and case studies. **Prerequisites:** Consent of instructor.

**ESP 714 - Advanced Seminar in Learning Disabilities**

Credits 3 - 6

In-depth review of recent developments and research in the field of learning disabilities. **Notes:** May be repeated to a maximum of nine credits.

**Prerequisites:** ESP 607. **Corequisite:** ESP 611

**ESP 715 - Communication Programming for Persons with Severe Disabilities**

Credits 3

Critical study of disorders affecting communication of persons with severe disabilities. Emphasis on developmental considerations, ecological needs, clinical assessment, selection and implementation of augmentative systems, support services, funding, and research. **Prerequisites:** Consent of instructor.

**ESP 717 A - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: mental retardation.

**Notes**

May be repeated to a maximum of nine credits.

Maximum of nine credits may be applied to a graduate program. **Prerequisites:** ESP 701

**ESP 717 B - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: emotional disturbance.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 C - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: learning disabilities.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 D - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: early childhood special education. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 E - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: adaptive physical education. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 F - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: parent education. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 G - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: gifted education.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 H - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: career education.

**Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 I - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: management and staff direction. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 J - Seminar in Advanced Curriculum Development**

Credits 1 – 9

Critical study of current curricular models in special education. Areas of emphasis: English Language Learners **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 718 - Assessment of Persons with Severe Intellectual Disabilities**

Credits 3

Emphasis on diagnosis and problems encountered in assessing individuals with severe intellectual disabilities. Practice observation techniques, develop and implement ecological inventories, developmental scales, and adaptive behavior scales. **Prerequisites:** ESP 702 or consent of instructor.

**ESP 719A - Advanced Oral and Written Language Instruction for Students with Disabilities**

Credits 3

Overview course on language development, disabilities, and delays. Information and specific strategies for identifying oral and written language difficulties in students with disabilities. Emphasis on educational applications – designing and implementing instruction for students with disabilities. **Prerequisites:** ESP 701

**ESP 719B - Advanced Oral and Written Instruction Early Childhood**

Credits 3

Methods and curriculum in early childhood literacy and early intervention strategies for inclusive education. **Prerequisites:** ECE 709

**ESP 720 - Field Experience in Special Education**

Credits 1 – 9

Supervised experience in designing and using prescriptive teaching in the classroom. Areas include: (a) intellectual disabilities, (b) emotional/behavioral disabilities, (c) learning disabilities, (d) early childhood special education, (e) autism, and (f) gifted and talented. A maximum of nine credits may be applied to a graduate program. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 722 - Multicultural Perspectives in Special Education**

Credits 3

Introduces trends and issues in special education relative to students with disabilities who come from culturally diverse backgrounds. Educational programming and adaptations emphasized.

**ESP 724 - Math Methods in Special Education**

Credits 3

Effective classroom methods and strategies for assessing, teaching, and monitoring the mathematical performance of students with learning difficulties. Emphasis on practical classroom techniques designed to facilitate skill acquisition, maintenance, retention, and generalization. Computation and problem-solving covered. **Prerequisites:** ESP 701, MAT 122 and MAT 123 or equivalent, and consent of instructor.

**ESP 725 - Workshops in Special Education**

Credits 1 – 3

Supervised instruction through workshops and conferences in topics relevant to special education. Emphasis on in-service education for regular and special education personnel. **Notes:** May be repeated to a maximum of four credits. **Grading:** S/F grading only.

**ESP 726 - Policy Analysis and Development for Special Human Services**

Credits 3

Principles and practices of policy development and critical analysis of established social policy in local, state, and federal programs and its impact on persons with exceptionalities.

**ESP 727 - Technology in Special Education**

Credits 3

Uses of computers and other technologies in the instruction of students with disabilities. Includes strategies for adapting computers and selecting software for individuals with special needs.

Principles for integrating technology into the curriculum and strategies for teaching academic subjects with technology stressed. Overviews of integrated technologies such as hypermedia and access technologies provided. **Prerequisites:** ICE 334 or ICG 754 or equivalent.

**ESP 728 - Theory of Play Development**

Credits 3

Critical analysis of theoretical, philosophical, empirical, and educational implications of play. Provides planning, integrating and evaluating play in the educational curriculum.

**ESP 729 - Characteristics of Students with Autism Spectrum Disorders**

Credits 3

Survey of the characteristics of students with autism spectrum disorders, including historical foundations, definitions, placement alternatives, and current issues. **Prerequisites:** ESP 701 and 733 or equivalent.

**ESP 730 - Parent Involvement in Special and General Education**

Credits 3

Overview of current involvement, rationales for parent involvement, and research that supports it. Focuses on common effort by the school, home and community to provide for students' growth through integrated successive learning experiences that allow for variation in skills, cognitive development, emotional creative abilities, and physical development.

**ESP 731 - Practicum in Parental Involvement**

Credits 3

Advanced practicum to involve teachers with parents of children with special needs in various aspects of special education programming in the home, school, and public agency settings. Development of parent education materials and program for parents, or

prospective parents in some of the basic skills necessary for effective parenting. **Prerequisites:** ESP 730

**ESP 733 - Management and Modification of Students with Special Needs**

Credits 3

Provides introduction to applied behavior analysis as it relates to teaching and managing students with special needs. Focuses on teaching new skills and managing inappropriate behavior, both academic and social. Strengths and weaknesses of common school practices for controlling students' inappropriate behaviors described.

**ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition**

Credits 3

Consideration and design of vocational and career education programs for students with disabilities including those with intellectual disabilities, learning disabilities, emotional disturbances, and others.

**ESP 735 - Advanced Behavior Management**

Credits 3

Application of behavioral, psychoeducational and other management approaches for students with disabilities. Special emphasis given to implementation of behavior management techniques for students with disabilities and students in early childhood special education. **Prerequisites:** Consent of instructor.

**ESP 737 - Advanced Practicum with Exceptional Children**

Credits 1 – 9

Teaching and research experience with exceptional students, with special emphasis upon application, educational methods, and curricular models. Areas of emphasis are: a) mental retardation, b) emotional disturbance, c) learning disabilities, d) early childhood special education, e) research, f) gifted education, g) parent education, h) career education, i) resource room, or j) inclusive environments. **Notes:** Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits. **Prerequisites:** ESP 701

**ESP 739 - Advanced Educational Strategies for Students with Autism Spectrum Disorders**

Credits 3

Advanced instructional methods and curricular models applicable to the education of students with autism spectrum disorders. **Prerequisites:** ESP 729 or equivalent.



**ESP 740 - Speech and Hearing Therapy for Classroom Teachers**

Credits 3

Overview of common speech and hearing disabilities, with primary teacher-relevant therapeutic methods and materials applicable to general and special classroom contexts.

**ESP 741 - Introduction to Gifted Education**

Credits 3

Introduction to individuals who are gifted, including definition, identification, characteristics, etiology, and nurturing factors. Relationship of creativity and concerns for underachievement, cultural differences, disabilities and gender issues of individuals who are gifted.

**ESP 742 - Dimensions of Giftedness**

Credits 3

Information concerning educational procedures in all areas of functioning appropriate for gifted individuals, along with basic strategies for creativity and self-concept. Skills developed for planning, implementing, and evaluating effective programs for the gifted. Individualization, strategies for teaching, simulation and inquiry skills, and skills of higher-level thinking emphasized. **Prerequisites:** ESP 741 or equivalent.

**ESP 743 - Teaching Models in Gifted Education**

Credits 3

Provides comprehensive review of teaching-learning models for use in development and implementation of curriculum for gifted students. **Prerequisites:** ESP 742 or consent of instructor.

**ESP 745 - Experiential Learning in Gifted Education**

Credits 3

Connection between the gifted classroom and the world of work and postsecondary education. Focuses on breaking boundaries of school with emphasis on global issues, rapidly changing workplace, and linkage between schools and future life experiences. **Prerequisites:** ESP 741

**ESP 746 - Creativity in Gifted Education**

Credits 3

Intensive study of new approaches dealing with creative expression for the gifted student stressing strategies for creativity.

**ESP 747 - Contemporary Considerations Gifted Education**

Credits 3

Current trends, research and issues in the education of students who are gifted. **Prerequisites:** ESP 746 and consent of instructor.

**ESP 748 - Overview of Assistive Technology**

Credits 3

Overview of assistive technology as it relates to life skills including communication, mobility, education, recreation, vocation, independence and therapy/rehabilitation. Variety of computer access methods investigated. Underlying assumptions and legal basis explored. **Prerequisites:** ESP 701 or equivalent.

**ESP 749 - Thesis**

Credits 3 – 6

**Notes:** May be repeated, but only six credits applied to the student's program. **Grading:** S/F grading only.

**ESP 751 - Advanced Techniques in Applied Behavior Analysis**

Credits 3

Analysis and application of the skills, practices, and knowledge in advanced theory and methods of Applied Behavior Analysis in special education. Attention given to acquiring practical skills in the theory, principles, procedures, and science of Applied Behavior Analysis with human populations and systems (e.g., classrooms and schools).

**ESP 752 - Consultative Techniques in Special Education**

Credits 3

In-depth emphasis on the differing roles of the special education consultant. Attention given to acquiring practical skills in interviewing parents and teachers of exceptional children.

**ESP 753 - Administration and Supervision of Special Education Programs**

Credits 3

Investigation of existing special education administrative units, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models. **Prerequisites:** Consent of area coordinator.

**ESP 755 A - Medically Related Aspects of Disabilities**

Credits 3

Course emphasizes medical bases of typical and atypical development for individuals across the lifespan. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions,

treatment strategies, resources, transition/vocational implications are addressed.

### **ESP 755 B - Medically Related Aspects of Disabilities**

Credits 3

Course emphasizes medical bases of typical and atypical development for young children birth to eight with developmental delays. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions, treatment strategies, resources, transition/vocational implications are addressed.

### **ESP 757 - Assistive Technology Assessment**

Credits 3

Presents variety of procedures for gathering data to identify assistive technology needs. Role of team decision making in the assessment process to determine appropriate assistive technology solutions described. Integration of assistive and educational technologies also investigated. **Prerequisites:** SP 748, ESP 701.

### **ESP 758 - Collaborative Services in Assistive Technology**

Credits 3

Emphasizes development of collaborative relationships that support development of student-centered assistive technology plans, including working with parents, students and related service providers. Funding issues also addressed.

**Prerequisites:** ESP 701 and overview of AT (ESP 748).

### **ESP 759 - Assistive Technology Applications for Students with Disabilities**

Credits 3

Development of functional applications of assistive technology in the areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. **Prerequisites:** ESP 701, ESP 715 and ESP 727.

### **ESP 763 - Seminars in Selected Special Educational Topics**

Credits 1 – 3

Areas of emphasis are a) mental retardation, b) emotional disturbance, c) learning disabilities, d) autism, e) early childhood, f) gifted education, g) parent education, h) higher education, i) special education administration, j) research, k) consultation, l) curriculum, m) technology, n) ABA, o) diversity, p) professional writing. **Notes:** May be repeated to a

maximum of nine credits. **Prerequisites:** ESP 760 and consent of instructor.

### **ESP 764 - Characteristics & Inclusive Strategies for Students with LD, ED, & MID**

Credits 3

Overview of natural and characteristics of students with mild disabilities. Issues in assessment, curriculum and instruction, and placement discussed.

### **ESP 766 - Comprehensive Examination**

Credits 3

Preparation for Comprehensive Examination. Students enroll in this course only if they are not enrolled in coursework in the semester in which they sit for the Comprehensive Examination. **Notes:** No additional assignments are required. Only one credit will be accepted toward degree plan. **Grading:** S/F grading only.

### **ESP 767 - Training Program Seminar**

Credits 3

In-depth analysis of special education training program roles and functions in college and university settings. Emphasis upon teaching, supervisory, and advisement functions, program and area curriculum development, program funding, program-university, public agency and community relationships, and ancillary training program responsibilities.

**Prerequisites:** Consent of instructor.

### **ESP 770 - Second Language Methods for Diverse Learners in Inclusive Settings**

Credits 3

Study and implementation of methods and strategies for teaching English language learners (ELLs) with and without disabilities. Learner characteristics and second language development reviewed followed by practical techniques for teaching diverse second language learners across the curriculum.

### **ESP 771 - Perspectives on Early Childhood Special Education**

Credits 3

Perspectives of national, state, and local programs in special education for young children with disabilities. Reviews variables related to: program development, classroom management, parent involvement, legislation and funding, disability condition, identification, screening and assessment, learning and developmental problems, research, normal child development and developmental deviations.

### **ESP 772 - Family Education in Early Childhood Special Education**

Credits 3

Review of average family structure and interaction patterns, roles, expectations and conflicts; mother-infant, infant-family bonding patterns; general specific problems and needs of families of young children with disabilities; programs developed for family involvement and education; national, state and local program models and evaluation. **Prerequisites:** ESP 771 or consent of instructor.

**ESP 773 - Assessment for Young Children with Disabilities**

Credits 3

Focuses on subjective, objective, unstructured, and structured observations of young children with physical disabilities and disabilities of behavior, communication, learning, and development. Survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction. **Prerequisites:** ESP 771 or consent of instructor.

**ESP 774 - Seminar in Curriculum Development in Early Childhood Special Education**

Credits 3

Focuses on the identification of important components of early childhood education for young children with disabilities; critical evaluation for the suitability of various curriculum modes for various disabilities; critical evaluation of commercial materials; designing new curriculum models; and utilizing teacher-made materials. **Prerequisites:** ESP 771

**ESP 775 - Strategies for Early Childhood Special Education**

Credits 3

Focuses upon development of behavioral objectives, task analysis, and grouping and regrouping of children. Includes behavior modification, precision teaching, interaction analysis and microteaching procedures. Consideration of modifications of classroom physical and learning environments, reinforcement patterns, and questioning styles, etc. **Prerequisites:** ESP 771 or consent of instructor.

**ESP 776 - Strategies for Working with Infants and Toddlers in Early Childhood Special Education**

Credits 3

Focus is on research based practices, practical problems, and issues pertaining to the effectiveness of various interventions and strategies used with infants and toddlers (0-3) with special needs.

**Prerequisites:** ESP 771 and consent of instructor.

**ESP 777 - Assistive Technology Strategies for Young Children**

Credits 3

Emphasizes the selection and implementation of assistive technology for young children with and without disabilities. **Prerequisites:** ESP 701 and ESP 748.

**ESP 778 - Behavior Management for Early Childhood**

Credits 3

Provides a background in applied behavior analysis and positive behavior support, with a focus on the application of behavior support for young children and their families. Future service providers receive important knowledge and skills for implementing positive, preventive and function-based interventions in school, home and community environments.

**Prerequisites:** ESP 771 or consent of instructor.

**ESP 779 - Early Intervention Service Coordination**

Credits 3

Provides content related to staffing patterns in programs for young children with disabilities; organization and implementation of training to meet identified needs of varied paraprofessionals and professionals; supervisory and consultive roles; and budget and fiscal matters. **Prerequisites:** ESP 771 or consent of instructor.

**ESP 780 - Field Experience in Early Childhood Special Education 5 Infancy**

Credits 3 or 6

Intensive 15-week full- or part-time early intervention experience with high risk children and infants with disabilities and their families. Experience includes working with children below age three years in individual and small group activities, planning and implementing Individual Family Service Plans, and exploring community resources. **Prerequisites:** Consent of instructor.

**ESP 781 - Field Experience in Early Childhood Special Education 5 Preschool/Kindergarten**

**ESP 782 - Professional Seminar in Special Education**

Credits 3

Perceptions of exceptionality by a variety of interdisciplinary personnel. **Prerequisites:** Doctoral status or consent of instructor.

**ESP 783 - Leadership Seminar in Special Education**

Credits 3

Teaches and empowers participants to become highly effective leaders in the field of special education.

Current leadership paradigms and their application to a variety of professional roles in special education explored.

**ESP 784 - Seminar in Advanced Special Education Technology**

Credits 3

In-depth analysis concerning the impact of technology on persons with disabilities. Includes analysis and synthesis of research, local, state, and national policies and initiatives; resource allocations; funding issues; and the use of technology in higher education special education. **Prerequisites:** ESP 760

**ESP 785 - Issues, Trends and Futures in Special Education**

Credits 3

Concepts and techniques which facilitates students' abilities in issue analysis, issue resolution, trend impact analysis, and futures formulations. The latter includes evaluations of possibilities, probabilities, and preferences in creating the future. **Prerequisites:** ESP 760

**ESP 786 - Legal and Political Issues in Special Education Programming**

Credits 3

Analysis of federal, state, and local statutes, policies and titles which affect the funding and direction of programs for exceptional children. Impact of special education from social, political, and economic perspectives.

**ESP 787 - Philosophical Perspectives in Special Education**

Credits 3

Emphasis on the sociocultural, epistemological, teleological, and ethical implications of special education programs. **Prerequisites:** ESP 760

**ESP 788 - Single Subject Methods in Special Education**

Credits 3

Overview of methods for evaluating the effectiveness of individual educational interventions and curricula for students with disabilities. Factors which determine when and under what conditions it is appropriate to employ different assessment strategies. **Prerequisites:** ESP 782 and EPY 721; and EPY 722 or KIN 751 or consent of instructor

**ESP 789 - Grant Writing for Human Services**

Credits 3

History and pragmatics of grant proposal writing, management, and evaluation for federal, state and philanthropic support of research, demonstration

programs, and personnel preparation in special education and related services. **Prerequisites:** ESP 760

**ESP 791 - Proposal Design and Analysis**

Credits 3

Formative and summative research considerations and applications, with emphasis upon practitioner-relevant proposal development, research design, and interpretive critical analyses. **Prerequisites:** ESP 782, EPY 721, ESP 788, and EPY 722 or KIN 751 or consent of instructor.

**ESP 793 - Advanced Field Experience in Special Education**

Credits 3 – 6

Field-relevant applications of administrative diagnostic-prescriptive and research content to practical working situations. **Prerequisites:** Consent of instructor.

**ESP 794 A-C - Internship in Special Education**

Credits 3 – 6

Structured internship experiences related to (a) conducting research within the field of special education and/or early childhood education, (b) teaching university courses within the Department of Special Education, or (c) the administration of special education and/or early childhood programs.

**Prerequisites:** Consent of instructor.

**ESP 796 - Dissertation Prospectus**

Credits 3

Development of appropriate field-relevant topics as a preface to dissertation writing. **Prerequisites:** ESP 760

**ESP 798 - Professional Paper in Special Education**

Credits 2

**ESP 799 - Dissertation**

Credits 3 – 12

Practitioner-relevant thesis covering significant special educational topics, with appropriate applications of demonstration, research and/or model formation. **Prerequisites:** ESP 796. 3-12 credits in increments of three.

## Teaching and Learning

### Chair

Boone, Randall A.  
(1991), Professor; B.S., M.S., University of Central Arkansas; Ph.D., University of Oregon

### Graduate Coordinators

Bean, Thomas W.  
(1995), Professor; B.A., University of Hawaii at Manoa; M.S., Southern Oregon State College; Ph.D., Arizona State University.

Schrader, Peter (2003),  
Assistant Professor; B.S., M.A., Ph.D., University of Connecticut.

Strudler, Neal  
(1989), Professor; B.A., State University of New York at Albany; M.A., George Peabody College for Teachers; M.A., Ph.D., University of Oregon.

### Graduate Faculty

Bailey, Janelle  
(2006), Assistant Professor; B.A., Agnes Scott College; M.Ed., University of Georgia; Ph.D., University of Arizona

Clark, Christine  
(2007), Professor; B.A., Franklin and Marshall College; M.Ed., Ed.D., University of Massachusetts, Amherst.

Deniz, Hasan  
(2007), Assistant Professor; B.S., Dokuz Eylul University in Turkey; M.S., Ph.D., Indiana University.

Garcia, Jesus  
(2004), Professor; B.A., San Francisco State University; M.S., Ph.D., University of California.

Giorgis, Cynthia  
(1995), Associate Professor; B.S., Chadron State College; MLS, Ph.D., University of Arizona.

Grove, Karen  
(2006), Associate Faculty in Residence; B.A.E., Wayne State College; M.S., Ph.D., University of Nevada Las Vegas.

Grubaugh, Steven J.  
(1991), Professor; B.A., California State University, Sonoma; M.A., Ed.D., University of Northern Colorado.

Gordon, Howard R.  
(2008), Professor; Diploma, School of Agriculture, Jamaica, West Indies; B.S. and M.S., Tuskegee University; Ed.D., Virginia Polytechnic Institute and State University.

Hartley, Kendall  
(1999), Associate Professor; B.S., Ph.D., University of Nebraska-Lincoln; M.S., University of Iowa.

Levitt, Gregory A.  
(2001), Professor; B.A., Capitol University; M.A., Ohio State University; Ph.D., Ohio State University.

Lin, Emily Shu-Ying  
(2002), Assistant Professor; B.Ed, M.A., University of British Columbia; Ph.D., University of Toronto.

McCarthy, Jane  
(1991), Professor; B.A., Douglass College-Rutgers; M.S., Florida State University, Tallahassee; Ed.D., University of Houston.

McKinney, Marilyn M.  
(1988), Professor; B.A., Mary Washington College; M.S., Ed.D., Northwest Missouri State University; Ph.D., University of Iowa.

McClain, Clifford R.  
(1988), Associate Professor; B.S., M.S., University of Idaho; Ph.D., University of Nebraska.

Olson, Travis A.  
(2009), Assistant Professor; B.S., Western Illinois University; M.S., Western Illinois University; Ph.D. candidate, University of Missouri.

Quinn, Linda  
(1999), Professor and Associate Dean; B.S., Portland State University; Ed.D., University of Houston.

Shih, Jeffrey  
(1999), Associate Professor; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles.

Spalding, Mary Elizabeth  
(2004), Associate Professor; B.A., M.A., University of West Virginia; Ph.D., Indiana State University.

Stohlmann, Micah  
(2012), Assistant Professor; B.A., Concordia  
University; M.Ed., Ph.D., University of Minnesota.

Wang, Jian  
(1998), Associate Professor; B.A., Nanchang  
Technical and Vocational Teachers College; M.A.,  
Northeast Normal University; Ph.D., Michigan State  
University.

Zhang, Shaoan  
(2007), Assistant Professor; B.A., M.A., Hebei  
Normal University; Ph.D., Old Dominion University.

The Department of Teaching and Learning offers  
graduate degrees in education at the master,  
specialist, and doctoral levels. All C&I graduate  
programs are aimed at providing the professional  
experiences required by teachers, field supervisors,  
curriculum specialists, adult educators, and future  
professors of education who are dedicated to school  
improvement.

### **Master Degree Programs**

The Department of Teaching and Learning offers the  
Master of Education (M.Ed.) and the Master of  
Science (M.S.) degrees. The M.Ed. degree requires a  
minimum of 37 semester hours of study including a 1  
credit culminating experience and a core of three  
semester hours in research, three semester hours in  
foundations, and three semester hours in curriculum  
and instruction. The M.S. degree requires a minimum  
of 39 semester hours of study including 6 credits of  
thesis and a core of six semester hours in research  
and three semester hours in foundations.

The Department of Teaching and Learning offers the  
following concentrations for a M.Ed. or M.S. degree:

#### Concentrations:

Children's and Young Adult Literature  
Elementary Education  
English Education  
Library Science  
Literacy Education  
Mathematics Education  
Multicultural Education  
Reading Specialist  
Science Education  
Social Studies Education  
Teacher Leadership  
Secondary Education  
Technology Integration  
Technology Leadership

### Graduate Licensure Program

The Graduate Licensure Program is a graduate  
program in the Department of Teaching & Learning  
leading to an elementary or secondary teaching  
license and a Master of Education (M.Ed.). The  
program is designed for individuals who hold a  
degree in a field other than education and aspire to  
become elementary or secondary classroom teachers.

### Graduate Courses

Graduate courses offered in the Department of  
Teaching and Learning are listed under five prefixes:  
CIE, CIS, CIG, CIL, and CIT. Students are advised to  
review all department courses and to read the course  
descriptions carefully. Students should contact their  
academic faculty advisor if additional clarification is  
needed. Graduate program information for master's  
students is available on-line at <http://tl.unlv.edu>.

### **Doctoral Programs in the Department of Teaching and Learning: Ed.D. and Ph.D. in Curriculum & Instruction and Ph.D. in Teacher Education**

The Ed.D. in Curriculum and Instruction is intended  
for professional educators who desire to extend and  
advance their studies in the theory and practice of  
education. The completion of this degree will enable  
individuals to become members of university and  
college faculties as well as leaders in school districts  
and community agencies.

The Ph.D. in Curriculum and Instruction is intended  
for professional educators who desire to extend and  
advance knowledge in the theory and practice of  
education as university researchers. The completion  
of this degree will enable individuals to become  
skilled researchers and mentors of university  
students, as well as leaders in school districts and  
community agencies.

Curricular emphasis areas within the Ed.D. and Ph.D.  
include:

1. Teacher Education;
2. Literacy Education;
3. Cultural and International Studies in  
Education.
4. Mathematics Education;
5. Educational Technology;
6. Science Education;

The Ph.D. in Teacher Education is designed for  
professional educators who have an interest in  
becoming practitioner-oriented scholars in teacher  
education and who are interested in teacher education

as a content area for research.

Completing this degree will enable individuals to answer the national call for teacher educators and researchers in this field. The program is one of only a few in the nation devoted to teacher education.

**Courses in the C&I Department:**

The following courses are intended for students accepted into degree programs for the M.Ed., M.S., Ed.D., and Ph.D. This is only a listing of courses and is not a student’s degree plan. The degree plan must be formally filed after meeting with an assigned advisor. Advanced 700-classes are limited only to students in the Ed.D. and Ph.D. programs. Advanced graduate students (Ed.D. and Ph.D. students) occasionally may take master’s level classes with the approval of their advisors.

- Specified 500-level courses may be used in a graduate degree only with the approval of an advisor; these courses primarily are reserved for graduate licensure students.

**\*C&I Course Numbering Format**

***CIE - Elementary (K-8)***

Pedagogy  
Mathematics  
Science  
Social Studies  
Advanced Pedagogy  
Doctoral

***CIG - General (K-12)***

Pedagogy  
Mathematics  
Science  
Social Studies  
Art  
Multicultural  
Advanced Pedagogy  
Doctoral

***CIL - Literacy (K-12)***

Literacy/Reading/Language Arts  
English  
English Language Acquisition  
TESL  
Bilingual  
Library Science  
Literature  
Advanced Literacy  
Doctoral

***CIS - Secondary (7-12)***

Pedagogy  
Mathematics  
Science  
Social Studies  
Advanced Pedagogy  
Doctoral

***CIT - Technology (K-12)***

Introductory  
Intermediate  
Advanced  
Doctoral

**Programs**

- M.Ed. & M.S. Curriculum & Instruction
- Ed.D. Curriculum & Instruction
- Curriculum & Instruction Ed.S.
- Ph.D. Curriculum & Instruction
- Ph.D. Teacher Education

**Ph.D. Curriculum & Instruction**

**Admission Requirements**

Application for the Ph.D. in Curriculum and Instruction in the Department of Teaching and Learning is accomplished through the UNLV Graduate College on the application process. Deadline for completed and submitted applications is March 1.

Specific admission criteria for the PhD in Curriculum and Instruction include:

1. Meet the requirements for admission to the Graduate College UNLV set forth in the UNLV Graduate Catalog.
2. Hold a master’s degree from an accredited program in a field closely related to the chosen field of specialization. Normally, 18 semester hours of education are required.
3. Have a grade point average of 3.0 of higher in all graduate level coursework. \*Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who specifically address the applicant’s potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters

must be from a university faculty member addressing your past academic success and future potential in a doctoral program.

6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail: (a) emphasis area of study [see nota bene below], (b) the reasons for pursuing a doctorate in education, (c) expectations concerning the doctoral program, (d) potential areas of study, and (e) the name of a faculty member in the department with whom you would like to work [optional].
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook, pp. 6, 10-11, & 18; <http://ci.unlv.edu/doctoral>). This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document."
10. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.
11. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

*N. B. The Department of Teaching and Learning offers doctoral programs in six different emphasis areas: (a) Cultural and International Studies, (b) Instructional Technology, (c) Literacy, (d) Mathematics Education, (e) Science Education, and*

*(f) Teacher Education.. The Ph.D. in Teacher Education is a separate degree program from the Ph.D. in Curriculum and Instruction with an emphasis in Teacher Education.*

### **Degree Requirements**

Doctoral students in the Ph.D. program must complete a minimum of 72 hours of course work beyond their master's degree. Course work is organized into an emphasis area (27 hours), a cognate (9-12 hours), educational research and statistics (15 hours), internship (6-12 hours), and dissertation (15-24 hours). The doctoral student's advisor must approve all course work. A plan of study must be filed before the completion of 16 hours of course work. Consult the department's Coordinator of Doctoral Studies for further information on the process and procedure for filing a program of study. Specific required and recommended courses for each emphasis area can be found in the Doctoral Studies Guide on the department Website.

The Doctor of Philosophy in Curriculum and Instruction degree is awarded to candidates who complete the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
2. Complete a minimum of 72 credit hours beyond the master's degree as stated in the candidate's program of study;
3. Complete the residency requirement. The residency experience incorporates, to the greatest extent possible, a spirit of full-time attention from students to their studies during the residency period. Selection of the criteria for fulfilling the residency requirement is under the auspices of the student's committee with oversight of the Doctoral Studies Coordinator and Doctoral Studies Committee. A formal proposal for the residency period is required from the student. The PhD residency experience will incorporate a focus on activities associated with success in academe (e.g., scholarly writing, classroom and online university teaching, research methods and opportunities, and external funding). The residency period will encompass at least two consecutive terms (may include one summer term).
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study;



5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in Guide to Preparing & Submitting a Thesis or Dissertation available on the Graduate College Web site;
7. Submit an article for publication in a national refereed journal.
8. File the appropriate graduation forms with the Graduate College; and
9. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the Teaching and Learning Department.

### **Career & Technical Education (CTE) Subplan (72 Credit Hours)**

#### **Teaching and Learning Department Requirements – (6 credits)**

- Select two  
 CIG 761 - Theoretical Foundations of Education  
 CIG 768 - Advanced Curriculum Studies  
 CIG 780 - Research on Teaching and Schooling

#### **Career and Technical Education Subplan Requirements – (18 credits)**

EDW 719 - Leadership in Workforce Education and Development  
 EDW 745 - Theories of Adult Learning  
 EDW 746 - History and Development of Two Year Postsecondary Institution  
 EDW 747 - Workforce Education Teaching  
 EDW 749R - Evaluation of Workforce Education Programs  
 EDW 763 - Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership

#### **Cognate (12 credit hours)**

Courses must be approved by faculty advisor

#### **Research – (15 credit hours + submission of an article for publication in a national refereed journal)**

EPY 718 - Qualitative Research Methodologies  
 EPY 721 - Descriptive and Inferential Statistics: An Introduction  
 CIG 790 - Doctoral Research Seminar  
 + Two additional research courses

### **Internships (6 credit hours to include a combination of a research internship and/or a college teaching internship)**

EDW 735 - Practicum in Workforce Education

### **Dissertation (15-24 credit hours)**

CIG 799 - Dissertation

## **Curriculum & Instruction Ed.S.**

The Ed.S. degree program is designed for individuals who possess the ability and desire to pursue advanced graduate work beyond the master's level.

### **Admission Requirements**

In addition to the credentials required by the Graduate College, admission to the Ed.S. program in Curriculum and Instruction also requires the students:

1. Hold a master's degree in education or in a field related to education;
2. Present evidence of a minimum of two years of professional experience appropriate to the selected concentration;
3. Have a minimum GPA of 3.00 in all graduate-level course work;
4. Submit an on-line application to the Graduate College.
5. Submit satisfactory test results from the Graduate Record Exam (GRE General Exam) to the C&I Department;
6. Submit a one- to two-page statement of professional goals emailed directly to Curriculum and Instruction that includes the names of two professional references (Attention: Graduate Coordinator);
7. Submit two sets of official transcripts from all previously attended colleges and universities. One set of transcripts must be sent directly to the Graduate College; the other set must be sent directly to the Department of Curriculum and Instruction (Attention: Graduate Coordinator).

Applicants will be evaluated on scholastic record, professional accomplishments, and potential for advanced studies. Applicants may be asked to meet with a Graduate Admissions Committee for a formal interview.

### **Degree Requirements**

The Ed.S. in Curriculum and Instruction requires a minimum of 33 semester hours, a GPA of 3.00 or higher in all course work and a written

comprehensive examination and/or oral presentation of a special project or professional paper.

Students should consult C&I for specifics on program development and requirements.

## Ed.D. Curriculum & Instruction

### Admission Requirements

Application for the Ed.D. in Curriculum and Instruction in the Department of Teaching and Learning is accomplished through the UNLV Graduate College online application process. Deadline for completed and submitted applications is March 1.

Specific admission criteria for the Ed.D. in Curriculum and Instruction include:

1. Meet the requirements for admission to the Graduate College of UNLV set forth in the UNLV Graduate catalog.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 or higher in all graduate level coursework. \*Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the

Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.

8. Submit a Personal Statement via the Graduate College online application that addresses in detail: (a) emphasis area of study [see note below], (b) the reasons for pursuing a doctorate in education, (c) expectations concerning the doctoral program, (d) potential areas of study, and (e) the name of a faculty member in the department with whom you would like to work [optional].
9. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.
10. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

*N.B. The Department of Teaching and Learning offers doctoral programs in six different emphasis areas: (a) Cultural and International Studies, (b) Instructional Technology, (c) Literacy, (d) Mathematics Education, (e) Science Education, and (f) Teacher Education.*

### Degree Requirements

Doctoral students in the Ed.D. program must complete a minimum of 69 hours of course work beyond their master's degree. Course work is organized into an emphasis area (27 hours), a cognate (9-12 hours), educational research and statistics (12 hours), internship (6-12 hours), and dissertation (15-24 hours). The doctoral student's advisor must approve all course work. A plan of study must be filed before the completion of 16 hours of course work. Consult the department's Coordinator of Doctoral Studies for further information on the process and procedure for filing a program of study. Specific required and recommended courses for each emphasis area can be found in the Doctoral Studies Guide on the department Web site.

The Doctor of Education degree is awarded to candidates who complete the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;

2. Complete a minimum of 69 credit hours beyond the master's degree as stated in the candidate's program of study;
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site;
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study;
5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in Guide to Preparing & Submitting a Thesis or Dissertation available on the Graduate College Web site;
7. File the appropriate graduation forms with the Graduate College; and
8. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the Teaching and Learning Department.

professional references and intended emphasis area should be included in the statement;

5. Two sets of official transcripts from all previously attended colleges and universities. One set of transcripts must be sent directly to the Graduate College; the other set must be sent directly to the T&L main office.
6. For Graduate Licensure Program (GLP), please see below for additional application requirements.

Applications are processed when all credentials required by both the Graduate College and T&L have been received. Once received, materials are forwarded to the Graduate Coordinator and the T&L Master's Admission Committee to evaluate the applicant's credentials and recommend acceptance or denial into the program. Those who wish to begin studies but who missed the application deadline may enroll as a non-degree seeking graduate student. However, since there is no guarantee that courses taken as a non-degree student will count toward a degree, and since a maximum of 15 hours taken prior to admission to the program may be used to meet degree requirements, candidates are urged to seek advisement prior to registering for any course(s). Please see <http://tl.unlv.edu/admissions> for more information. Students may also email [cigrad@unlv.nevada.edu](mailto:cigrad@unlv.nevada.edu) or call (702) 895-1986 for assistance.

## **M.Ed. & M.S. Curriculum & Instruction**

### **Admissions Requirements**

In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Teaching and Learning. They are:

1. An overall undergraduate grade point average (GPA) of 3.00 is required for admission. Students with a GPA of less than 3.00 but greater or equal to 2.75 may be admitted to the graduate program upon review of the Admissions Committee;
2. A minimum of 18 hours of course work in professional education taken at the undergraduate or post-baccalaureate level. Exception to this requirement exists for graduate licensure students, as well as for those in other emphasis areas, with department approval
3. A completed on-line application for admission submitted to the Graduate College;
4. A one- to two-page statement of professional goals emailed directly to T&L. The names with contact information of two

### **Application Notification, Advisor Assignment, and Degree Requirements**

The Graduate College will send official notification regarding the status of applications through the Apply Yourself (AY) portal. In addition, an email will be sent from the department of Teaching and Learning identifying an academic advisor. Students are responsible for contacting their advisors upon admission to the program. Students admitted from Fall 2010 and beyond are required to complete their program of study using Advise, T&L's online system for submitting a program of study. Advise can be accessed at: <http://advise.unlvcoe.net/>.

### **Degree Requirements**

All graduate students are held responsible for the requirements and academic policies established by the Graduate College and outlined in the front of this catalog. In addition, T&L has established requirements for each of its degree offerings. While these requirements may be obtained from an academic advisor, they are briefly outlined below.

The M.Ed. program requires a minimum of 37 semester hours of approved studies and the M.S. requires a minimum of 39 semester hours of approved studies. Both the M.Ed. and M.S. require an overall minimum GPA of 3.00 in all courses counted toward the degree. Students in the M.Ed. program must either complete a comprehensive culminating experience or write a professional paper/project as the culminating activity for this degree. A thesis and its defense are the culminating activity for the M.S. As required by the Graduate College, all students must be enrolled in a minimum of three credit hours during their culminating semester.

Master's degrees must be completed within a six-year period, and continuous enrollment must be maintained throughout the six years.

**The current Foundations core source options are:**

- CIG 603 - Urban Education
- CIG 660 - Multicultural Education
- EPY 707 - Adolescent Development
- EPY 711 - Human Growth and Development
- EPY 712 - Foundations of Learning and Cognition
- EDW 745 - Theories of Adult Learning

## Graduate Licensure Program

### Admission and Licensure Requirements

Graduate Licensure Degree Program (GLP). This program is designed for individuals who hold at least an undergraduate degree in a field other than elementary or secondary education and who aspire to earn a master's degree while qualifying for an initial teaching license. Interested students must first apply simultaneously with a graduate application form to the Graduate College and Graduate Licensure application form to the Professional Development Office.

1. Graduate Licensure Elementary (K-8). This program is intended for individuals who wish to secure teacher licensure at the elementary level (K-8). Students must meet prerequisite admission requirements and once admitted attend classes and field experiences as a fulltime graduate student. The program includes upper division course work leading to licensure, full-time student teaching, and then completion of graduate coursework to meet requirements of the M.Ed. while employed as an elementary teacher.

2. Graduate Licensure Secondary (7-12). This program is intended for individuals who wish to secure teacher licensure at the secondary level (7-12). Students must meet prerequisite admission requirements and once admitted attend classes and field experiences as a fulltime graduate student. The program includes upper division coursework leading to licensure, full-time student teaching, and then completion of graduate coursework to meet requirements of the M.Ed. while employed as a secondary teacher.
3. Admission Requirements
  - a. Bachelor's degree with overall GPA of 3.00 or above
  - b. Content coursework related to general education core for elementary education or specific subject area teaching fields(s) for secondary education
  - c. Praxis I Pre-Professional Skills Test with passing scores in reading, writing, and mathematics
  - d. Completed application form for GLP program.
4. Licensure Requirements
  - a. Passing scores on the Teacher Licensure Examinations for Nevada School Law, Nevada Constitution, and U.S. Constitution or credits in related course work
  - b. Documentation of immunizations with Admissions
  - c. Fingerprinting in compliance with the Clark County School District policy
  - d. Praxis II Pre-Professional Skills Test with passing score.

For further information regarding program requirements and the application process, please see <http://tl.unlv.edu/glp> or contact the T&L Professional Development Office located in the Carlson Education Building (CEB), or call (702) 895-1536.

## Ph.D. Teacher Education

### Admission Requirements

Application for the Ph.D. in Teacher Education is accomplished through the UNLV Graduate College online application process. Deadline for completed and submitted applications is March 1.

**Specific admission criteria for the PhD in Teacher Education include:**

1. Meet the requirements for admission to the Graduate College of UNLV set forth in the UNLV Graduate catalog.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 or higher in all graduate level coursework. \*Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have satisfactory teaching experience, preferably licensed.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Teaching and Learning. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail: (a) the reasons for pursuing a doctorate in teacher education, (b) expectations concerning the doctoral program, (c) potential areas of study within teacher education, and (d) the name of a faculty member in the department with whom you would like to work [optional].
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook, pp. 6, 10-11, & 18;

<http://tl.unlv.edu/doctoral>). This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document."

10. Demonstrate oral communication skills through an interview conducted by members of the T & L graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.
11. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

**Admission Process**

Once requirements are met, members of the T & L Graduate Faculty will evaluate all evidence for admission submitted by the applicant and then make their recommendations to the entire T& L faculty. The T & L faculty will make a recommendation to the Graduate College, and the Graduate College will send written notice regarding admission to the applicant. Only complete applications will be considered.

**Continuing Enrollment**

Once matriculated as a doctoral student, the student must enroll in at least three semester hours each term. The work must be related to the student's program or dissertation.

**Degree Requirements**

The Ph.D. in Teacher Education consists of a minimum of 63 credits beyond the master's degree. Of the 63 credits, 21 credits are required courses: six credits are in specific research and inquiry courses and 15 credits are in the required education core. In addition, a teaching internship (6 credits) and a school-based internship (3-6 credits) are required. Of the remaining credits, six are electives in the inquiry and research area and nine credits are in teacher education and teaching/learning electives. In addition, three hours of required research seminar are taken concomitantly with the dissertation. Eighteen-24 hours of dissertation are required. Individual programs of study may exceed the minimum requirements; specific course work will vary depending on the particular teaching field or emphasis that is chosen in teacher education.

Completion of the degree requirements for a Ph.D. in Teacher Education includes the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
2. Complete a minimum of 63 hours of study beyond the master's degree as stated in the candidate's program of study;
3. Complete the residency requirement for the degree. The residency experience incorporates, to the greatest extent possible, a spirit of full-time attention from students to their studies during the residency period. Selection of the criteria for fulfilling the residency requirement is under the auspices of the student's committee with oversight of the Doctoral Studies Coordinator and Doctoral Studies Committee. A formal proposal for the residency period is required from the student. The PhD residency experience will incorporate a focus on activities associated with success in academe (e.g., scholarly writing, classroom and online university teaching, research methods and opportunities, and external funding). The residency period will encompass at least two consecutive terms (may include one summer term);
4. Attend the T & L Doctoral Colloquium held periodically throughout the years of study;
5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in the Guide to Preparing & Submitting a Thesis or Dissertation available for the Graduate College;
7. File the appropriate graduation forms with the Graduate College; and
8. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the T & L Department.

## Course Descriptions

### **CIE 508 - Classroom Management Elementary Education**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work.

**Prerequisites:** CIE 601 and EDEL 311

### **CIE 533 - Teaching Elementary School Mathematics**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work. **Prerequisites:** PPST, MATH 122 and MATH 123 or EDEL 431 or consent of instructor. **Corequisite:** Enrollment in a practicum.

### **CIE 543 - Teaching Elementary School Science**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work. **Prerequisites:** PPST, BIOL 100, GEOG 101 and 103, CHEM 105 and 106 or 110. **Corequisite:** Enrollment in a practicum.

### **CIE 553 - Teaching Elementary School Social Studies**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work. **Prerequisites:** PPST, nine hours of social science. **Corequisite:** Enrollment in a practicum.

### **CIE 601 - Elementary Teacher Development Seminar**

Credits 3

Designed for students entering the Elementary Graduate Licensure program. Examines contemporary trends for developing classroom expertise with observations in an elementary classroom. Focus on theory and practice in fostering personal and professional development for pre-service teachers. **Prerequisites:** Graduate standing. **Corequisite:** Admission Graduate Licensure Program.

### **CIE 620 - Topics Elementary School Mathematics**

Credits 1 – 3

Examines specific topics and issues in elementary school mathematics. **Notes:** Maximum of six credits accepted toward degree. **Prerequisites:** EDEL 433 or CIE 533 and current teaching certificate.

**CIE 623 - Instruction Primary Elementary Mathematics Education**

Credits 3

Study of research-based practices and methods in primary elementary school mathematics education.

**Prerequisites:** EDEL 433 or CIE 533 or ECE 454 and current teaching certificate.

**CIE 625 - Instruction Intermediate Elementary Mathematics Education**

Credits 3

Study of research-based practices and methods in intermediate elementary school mathematics education.

**Prerequisites:** EDEL 433 or CIE 533 and current teaching certificate.

**CIE 627 - Technology Applications K-8 Mathematics Education**

Credits 3

Research-based study of the integration of technology into the teaching of mathematics in grades K-8. **Prerequisites:** One 600-level mathematics instruction course or consent of instructor.

**CIE 629 - Curriculum Development in Elementary School Mathematics**

Credits 3

Emphasizes research and curriculum studies dealing with content and procedures of elementary school mathematics programs. **Prerequisites:** One 600-level mathematics instruction course or consent of instructor.

**CIE 630 - Topics Elementary School Science**

Credits 1 – 3

Examines specific topics and issues in elementary school science. **Prerequisites:** EDEL 443 or CIE 543 and current teaching certificate.

**CIE 635 - Instruction Elementary Science Education**

Credits 3

Study of research-based practices and methods in elementary school science education. **Prerequisites:** EDEL 443 or CIE 543 and current teaching certificate.

**CIE 637 - Technology Applications K-8 Science Education**

Credits 3

Research-based study of the integration of technology into the teaching of science in grades K-8.

**Prerequisites:** EDEL 443 or CIE 543 and current teaching certificate or consent of instructor.

**CIE 639 - Curriculum Development Elementary Science Education**

Credits 3

Emphasizes research and curriculum studies dealing with content and procedures of elementary school science programs.

**Prerequisites:** One 600-level science instruction course or consent of instructor.

**CIE 640 - Topics Elementary School Social Studies**

Credits 1 – 3

Examines specific topics and issues in elementary school social studies. **Notes:** Maximum of six credits accepted toward degree.

**Prerequisites:** EDEL 453 or CIE 553 and current teaching license.

**CIE 645 - Instruction Elementary Social Studies Education**

Credits 3

Study of research-based practices and methods in elementary school social studies education.

**Prerequisites:** EDEL 453 or CIE 553 and current teaching license.

**CIE 649 - Curriculum Development Elementary Social Studies Education**

Credits 3

Emphasizes research and curriculum studies dealing with content and procedures of elementary school social studies programs.

**Prerequisites:** EDEL 453 or CIE 553 and current teaching license.

**CIE 681 - Elementary School Instruction**

Credits 3

Research basis for developing and implementing instructional strategies and models of teaching for the elementary classroom. **Prerequisites:** Current teaching certificate.

**CIE 683 - Elementary Classroom Management**

Credits 3

Advanced study in managing various aspects of the classroom including establishing and maintaining positive psychosocial environments; rules, routines, and procedures to minimize disruption; discipline plans; and enriched curricula. **Prerequisites:** Current teaching certificate.

**CIE 685 - Elementary Education Curriculum**

Credits 3

Current research, influences, trends and issues in the modern elementary school curriculum.

Recommended as a culminating course.

**Prerequisites:** Current teaching certificate.

**CIE 687 - Curriculum Development Elementary Education**

Credits 3

Examines the conceptual framework and decision making involved in elementary school curriculum development. **Prerequisites:** CIE 685

**CIG 500 - Topics Teacher Education**

Credits 1 - 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** May be repeated to a maximum of six credits. Credit at the 500 level normally requires additional work.

**CIG 600A - Curriculum and Instruction**

Credits 1 – 6

Specialized course in curriculum and instruction designed to develop depth in understanding a current educational topic for the in-service teacher. **Notes:** Maximum of six credits accepted toward a degree.

**CIG 601 - Curriculum and Instruction Urban Settings**

Credits 3

This course is a research-based study of elementary and secondary education in urban settings that blends curriculum and instruction to develop an in-depth understanding of contemporary educational practices.

**CIG 602 - Differentiated Curriculum and Instruction**

Credits 3

Research-based study of strategies to differentiate curriculum and instruction in order to effectively assess learner needs, modify curriculum materials, plan and implement instruction, develop assignments, and evaluate learning outcomes. **Notes:** Credit at the 600 level normally requires additional work.

**CIG 603 - Urban Education**

Credits 3

Analysis of the needs and problems of pupils in the urban school, with special emphasis on the development of relevant curricula and teaching strategies. Field work on a pertinent problem required. **Prerequisites:** Subject area undergraduate methods course.

**CIG 620 - Principles of Learning Mathematics**

Credits 3

Study of research involving cognitive factors that impact the learning of mathematics. **Prerequisites:** One 600-level course in mathematics instruction or consent of instructor.

**CIG 621 - Diagnostic Assessment School Mathematics**

Credits 3

Study of the causes and effects of mathematics learning difficulties, methods and instruments useful in diagnosis and treatment. Evaluation of materials for the correction of mathematics learning problems. **Prerequisites:** One 600-level course in mathematics instruction or consent of instructor.

**CIG 629 - Mathematics Education Seminar**

Credits 3

Examination of seminal and current mathematics education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIG 650 - Art History for Art Educator**

Credits 3

Study of art history and its relationship to the design and implementation of art curriculum in elementary and secondary education.

**CIG 651 - Aesthetics and Criticism Art Education**

Credits 3

Study of aesthetics and art criticism concepts as curricular content in elementary and secondary art education.

**CIG 652 - Technology Applications Art Education**

Credits 3

Research-based study of the integration of technology into the teaching and learning of elementary and secondary art education curriculum.

**CIG 653 - Instructional Discipline-Based Art Education**

Credits 3

Study of research-based practices and methods in the teaching of discipline-based elementary and secondary school art education.

**CIG 660 - Multicultural Education**

Credits 3

Introduces students to topics, issues, research, and practices associated with teaching in a diverse society. **Prerequisites:** Graduate standing.

**CIG 661 - Topics Multicultural Education**

Credits 3

Examines specific topics and issues in multicultural education. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** CIG 660 or consent of instructor.



**CIG 662 - Theory and Research Multicultural Education**

Credits 3

Examines research related to current programs, trends and issues relative to student instruction for the purpose of preparing teachers, administrators, and other educators to work with diverse populations.

**Prerequisites:** CIG 660 or consent of instructor.

**CIG 682 - Reflective Practice in Teaching**

Credits 3

Focuses on the theoretical bases, roles, approaches, and dimensions of teacher reflection. Provides students opportunities for reflective practice to improve teaching. Students acquire important knowledge and basic skills of teacher reflection necessary to be a master teacher.

**CIG 689 - Curriculum and Instruction Seminar**

Credits 1 - 3

Examination of seminal and current mathematics education research through readings, writings, discussions and presentations. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIG 690 - Teachers as Action Researchers**

Credits 3

Surveys literature on classroom action research as a new genre of research, examines important issues in the field of teacher research, and helps students begin conducting action research in their own classrooms. Students develop an action research project.

**CIG 692 - Curriculum Evaluation in Education**

Credits 3

Study of research-based practices in general and specific curriculum evaluation. **Notes:** Requires a field-based curriculum evaluation project related to an elementary or secondary subject area and basic knowledge of statistics, research methodology, and curriculum theory. **Prerequisites:** CIE 685 or CIS 686 or consent of instructor.

**CIG 697 - Curriculum and Instruction**

**Culminating Experience**

Credits 1 – 3

Culminating experience for M.Ed. students. Includes a selection of faculty approved options such as a comprehensive examination, professional manuscript or presentation, eportfolio project, or other equitable curricular experiences. **Grading:** S/F grading.

**Prerequisites:** Thirty hours graduate course work.

**CIG 698 - Curriculum and Instruction Professional Paper/Project**

Credits 3

Culminating activity for M.Ed. students.

Paper/project requires the student to identify an educational issues applicable to a professional setting and conduct in-depth study or action research concerning the issue. **Notes:** Maximum of six credits accepted toward a degree. **Grading:** S/F grading only.

**CIG 699 - Curriculum and Instruction Thesis**

Credits 3 – 9

Culminating activity for M.S. Students. **Notes:** Maximum of nine credits accepted toward a degree. **Grading:** S/F grading only. **Prerequisites:** CIG 689 and consent of instructor.

**CIG 706 - Mentoring Strategies to Improve Teaching**

Credits 3

Addresses underlying theory of mentoring and development of mentoring strategies and practices. Aims to improve mentoring practices of experienced teachers working with novice teachers.

**Prerequisites:** Consent of instructor.

**CIG 716 - Reading and Conference**

Credits 1 – 3

Independent reading and study conference with assigned professor. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Must be approved prior to registration.

**CIG 760R - Inquiry into Teacher Education**

Credits 3

Supports students in analyzing major issues, questions, and trends in teacher education as well as the social, historical, and theoretical backgrounds. Familiarizes students with various forms of literature in the field of teacher education. Engages students in writing literature reviews and conference proposals.

**CIG 761 - Theoretical Foundations of Education**

Credits 3

Examines the historical, philosophical, sociological, and cultural foundations of teaching and learning.

**Prerequisites:** Doctoral status; or consent of instructor.

**CIG 762 - Instructional Strategies and Learning to Teach in Higher Education**

Credits 3

Focuses on the past, present, and evolving pedagogical content of teacher education. Topics include: the role and work of the teacher educator,

teacher educator curricular issues, and effective teaching strategies for working with adult learners. **Prerequisites:** Doctoral status.

### **CIG 763 - Teaching and Learning to Teach**

Credits 3

Broad overview of the process of learning to teach that begins long before a teacher enrolls in education courses. Explores empirical and conceptual questions about teacher learning across the career.

**Prerequisites:** Doctoral status.

### **CIG 764 - Models of Teaching**

Credits 3

Considers the wide variety of approaches to teaching through historical, theoretical and research perspectives. Emphasis on the identification of models of teaching most appropriate to the objectives of individual lessons. **Prerequisites:** Doctoral status.

### **CIG 765 - Instructional Design**

Credits 3

Trends, issues, and research findings on effective instructional planning, presentation, and evaluation.

**Prerequisites:** Doctoral status.

### **CIG 766 - Evaluation of Teaching**

Credits 3

Survey of current methods in evaluating teaching including summative and formative evaluation; high and low inference instruments; validity, reliability and legal issues; and techniques of data gathering. Explores evaluation as a method of improving instruction. **Prerequisites:** EPY 702 and Doctoral status.

### **CIG 767 - Human Relations for the Teacher Educator**

Credits 3

Inquiry into the role of cultural, racial, and social minorities in education. **Prerequisites:** Doctoral status.

### **CIG 768 - Advanced Curriculum Studies**

Credits 3

Examines various philosophical and theoretical traditions in contemporary Curriculum Studies, including progressive educational thought, postmodern, post-structural, psychoanalytic, Marxist, postcolonial, feminist, and queer theory. One of three courses that fulfills the requirement for two Educational Foundations courses. **Prerequisites:** Doctoral status.

### **CIG 769 - Advanced Curriculum Evaluation in Education**

Credits 3

Development and application of evaluation models, instruments, and strategies. Applications of selected models, instruments, and strategies to curriculum program evaluation projects. Requires in-depth evaluation report based on field experience project.

**Prerequisites:** Doctoral status.

### **CIG 770 - Current Trends and Issues in Education**

Credits 3

Contemporary trends and issues in curriculum development, teaching and learning in education.

**Prerequisites:** Doctoral status or consent of instructor.

### **CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum**

Credits 3

Examines relationships between learning, curriculum, teaching, and teacher development within and across different countries and analyzes goals, theoretical assumptions, methodological dilemmas, and implications of such comparisons. **Prerequisites:** Doctoral status.

### **CIG 772 - Introduction to Cultural Studies in Education**

Credits 3

Examines the political, theoretical, and historical roots of Cultural Studies as it applies to issues of power, culture and knowledge in the field of education. Popular culture, media studies, youth/child culture figure prominently. **Notes:** This is a compulsory core for those in the International and Cultural Studies emphasis area. **Prerequisites:** Doctoral status

### **CIG 773 - Critical Literacies/Critical Pedagogies**

Credits 3

Explores the work of Paulo Freire and the development of Critical Literacy and Critical Pedagogy. **Notes:** This is a required course for students of International and Cultural Studies and can be used as an elective for those doctoral students in literacy education. **Prerequisites:** Doctoral Status or Consent of Instructor

### **CIG 774 - Gender and Sexuality of Education**

Credits 3

Examines current research and scholarship on curricular issues related to gender and sexuality in educational settings. The course will emphasize the pedagogical production of gender and sexual identities, drawing on gender, feminist, queer,

postmodern and postcolonial theory. **Prerequisites:** Doctoral Status or Consent of Instructor

**CIG 775 - Theoretical Frameworks for Science Education**

Credits 3

Examines the backgrounds and applications of a variety of theoretical frameworks for qualitative, quantitative, and mixed-methods research in science education, including constructivist, hermeneutic, and critical theory frameworks. Students will analyze and critique such frameworks as they apply toward their own potential research topics. **Prerequisites:** Doctoral Status or Consent of Instructor

**CIG 776 - Philosophical Foundations of Science Education**

Credits 3

An exploration of the works of twentieth century philosophers of science who were most influential in shaping the thinking about science among science education community. Aims to help participants develop informed and critical views of nature of science and its implications for science teaching and learning. **Prerequisites:** Doctoral status or Consent of Instructor

**CIG 777 - Principles of Learning Science**

Credits 3

This advanced course is designed to develop an understanding of the theoretical ideas related to how people learn scientific concepts. Using a combination of current research from cognitive science, educational psychology, and evaluations of classroom interventions, students will explore a range of topics that relate directly to science learning. **Prerequisites:** Consent of instructor.

**CIG 779 - Advanced Seminar in Curriculum and Instruction**

Credits 3

Concentrated study of literature on specified topics in curriculum and instruction studies. Specific topic announced in the schedule of classes. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status and consent of instructor.

**CIG 780 - Research on Teaching and Schooling**

Credits 3

Examines, analyzes, and critiques research literature in contexts and cultures of teaching and schooling, teachers' knowledge and beliefs, school change and teacher change processes, and schooling for diverse learners. **Prerequisites:** Doctoral status. EPY 702 and CIG 761 or consent of instructor.

**CIG 781 - Theories and Research in Classroom Management**

Credits 3

Assists teacher educators in exploring major models of classroom management with emphasis on developing strategies to promote teacher growth. Models include behavioristic, humanistic, and cognitive approaches toward managing student behavior. Development of classroom routines, preventive discipline, and organization of classroom environment. **Prerequisites:** Doctoral status.

**CIG 782 - School Climate**

Credits 3

Study of research on effective schools relative to school climate; curricular, instructional, psychological, affective, and processing. Emphasis on utilization of research in developing and inservice education. **Prerequisites:** Doctoral status.

**CIG 783 - Theory and Research in School Mathematics**

Credits 3

Analysis and evaluation of theories and research in school mathematics methods and curriculum with emphasis on theories and research leading to contemporary programs. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status. Six hours of course work in educational research, one 700-level course in mathematics methods, and consent of instructor.

**CIG 784 - Theory and Research in School Science**

Credits 3

Analysis and evaluation of theories and research in school science methods and curriculum with emphasis on theories and research leading to contemporary programs. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status. Six hours of course work in educational research, one 700-level course in science methods, and consent of instructor.

**CIG 785 - Theory and Research in School Social Studies**

Credits 3

Analysis and evaluation of theories and research in school social studies methods and curriculum with emphasis on theories and research leading to contemporary programs. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status. Six hours of course work in educational research, one 700-level course in social studies methods, and consent of instructor

**CIG 786 - Individual Instruction in Education**

Credits 1 – 6

Application of theory, actual research, or replication of studies related to school education. **Notes**

Maximum of six credits accepted toward degree.

Must be approved prior to registration.

**Prerequisites:** Doctoral status.

**CIG 787 - Individual Instruction in Mathematics Education**

Credits 3

Application of theory, actual research, or replication of studies related to mathematics education. **Notes:**

Maximum of six credits accepted toward degree.

Must be approved prior to registration.

**Prerequisites:** Doctoral status.

**CIG 788 - Individual Instruction in Science Education**

Credits 3

Application of theory, actual research, or replication of studies related to science education. **Notes:**

Maximum of six credits accepted toward degree.

Must be approved prior to registration.

**Prerequisites:** Doctoral status.

**CIG 789 - Individual Instruction in Social Studies Education**

Credits 3

Application of theory, actual research, or replication of studies related to social studies education. **Notes:**

Maximum of six credits accepted toward degree.

Must be approved prior to registration.

**Prerequisites:** Doctoral status.

**CIG 790 - Doctoral Research Seminar**

Credits 3

Designed to assist a cohort of doctoral students in varying stages of dissertation development:

prospectus writing, research design, data collection, data analysis, and oral defense. **Notes:** Maximum of nine credits accepted toward a degree. **Prerequisites:**

Doctoral status.

**CIG 791 - Internship in Curriculum and Instruction**

Credits 1 – 3

Individually structured apprenticeship experience preparing students for future service. Requires up to 50 hour of work experience for each credit earned.

**Notes:** Maximum of twelve credits accepted toward a degree. **Prerequisites:** Doctoral status and consent of instructor.

**CIG 799 - Dissertation**

Credits 3

May be taken for variable credits over a period of several semesters, with final grade being withheld until the dissertation has been successfully defended.

Once a student enrolls in CIG 799, enrollment must be continuous until the dissertation is successfully defended. **Notes:** May be repeated but only a maximum of 24 credits may be allowed in the student's program. **Grading:** S/F grading only.

**Prerequisites:** Consent of advisor. 3-24 credits in increments of three.

**CIS 632 - Instruction Middle School Science Education**

Credits 3

This course is designed for teachers of middle school science. Course topics include: assessing knowledge before instruction, designing curriculum, planning lessons, promoting inquiry-oriented teaching, teaching about evolution and nature of science, scientific literacy, laboratory safety, national and state standards, using technology, and assessing student learning. **Prerequisites:** EDSC 463 or consent of instructor.

**CIG 639 - Science Education Seminar**

Credits 3

Examination of seminal and current science education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIL 501 - Children's Literature Elementary School Curriculum**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work.

**CIL 511 - Teaching Language Arts Elementary Schools**

Credits 3

Current methods and materials for teaching language arts including oral language arts including oral language development, speaking and listening, written expression, spelling, and handwriting.

**CIL 542 - Literacy Instruction I**

Credits 3

Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. **Notes:** Credit at the 500 level normally requires additional work.

**Prerequisites:** PPST. **Corequisite:** Enrollment in a practicum.

### **CIL 600 - Topics Literacy Education**

Credits 1 – 6

Examines specific topics and issues of content, materials, methods, and procedures related to literacy and literacy learning. **Notes:** Maximum of six credits accepted toward a degree.

### **CIL 601 - Foundations of Literacy Learning**

Credits 3

Surveys theories and historical trends leading up to present day literacy instruction. Incorporates application of current research to the methods and philosophies of teaching reading and writing.

### **CIL 604 - Literacy Instruction for Young Children**

Credits 3

Current trends, practices, materials, and methods utilized in grades K-3. Includes language development, reading and writing development, and application of current research. **Notes:** May include field experience. **Prerequisites:** CIL 601 or consent of instructor.

### **CIL 607 - Comprehensive Reading Instruction**

Credits 3

Study of historical developments, theoretical underpinnings and practical applications of a comprehensive approach to literacy instruction. **Prerequisites:** CIL 601 or consent of instructor.

### **CIL 610 - Content Area Literacy**

Credits 3

Development of literacy processes and strategies in content areas.

### **CIL 616 - Teaching Writing**

Credits 3

Study of research-based practices and methods in teaching and assessing writing. Throughout the course students will explore the writing process through personal writing assignments.

### **CIL 617 - Southern Nevada Writing Project: Invitational Institute**

Credits 6

Participants in the SNWP Invitational Institute explore writing and the teaching of writing by engaging in the process themselves, demonstrating effective writing practices, planning school and community-based inquiry, and reading and responding to professional resources. **Notes:** As an invitational institute, application and interview

process required. **Prerequisites:** Application and interview.

### **CIL 621 - Assessment in Literacy**

Credits 3

Examines naturalistic assessment procedures in literacy based on a holistic philosophy. Students expected to field test selected assessment procedures. Strategies for improving instruction presented. K-12 perspective. **Prerequisites:** CIL 601 or consent of instructor.

### **CIL 622 - Practicum Literacy Diagnosis and Instruction**

Credits 3

Practicum in the application of principles, materials, and instructional strategies for teaching students with literacy difficulties. **Prerequisites:** CIL 621

### **CIL 629 - Reading Conference**

Credits 3

Annual conference to bring together teachers and experts in reading, the related language arts, and reading in the content area. Presentation of timely topics, new teaching techniques and technology-based media. **Notes:** May be repeated to a maximum of six credits. **Grading:** S/F grading only.

### **CIL 641 - Instruction English and Language Arts**

Credits 3

Study of research-based instructional practices in the teaching of English/language arts. **Prerequisites:** CIL 701 or consent of instructor.

### **CIL 642 - Instruction English Education**

Credits 3

Designed to connect the study of curriculum theory and research related to the teaching of English with the practices of teacher in the secondary English classroom. Methods for reading, writing, speaking and listening skills addressed.

### **CIL 643 - Curriculum Development English Education**

Credits 3

Emphasizes research and curriculum studies dealing with content and procedures in the English/language arts.

### **CIL 661 - Literacy Development Bilingual Classroom**

Credits 3

Current trends, practices, materials, and methods in literacy instruction in a bilingual (Spanish-English) classroom, including Spanish language development,

reading and writing development, and application of research.

**CIL 664 - Assessment Bilingual Classroom**

Credits 3

Assessment of bilingual (Spanish-English) students; selection of appropriate bilingual (Spanish-English) assessment instruments, their administration, scoring, and interpretation. **Prerequisites:** TESL 652

**CIL 665 - Curriculum Development Bilingual Classroom**

Credits 3

Principles of curriculum organization, development, adaptation, and implementation of a bilingual (Spanish-English) curriculum. **Prerequisites:** TESL 652

**CIL 671 - Materials Selection School Library**

Credits 3

Study of research-based practices and methods of assessing and selecting school library material to meet curricular needs and reading interests and abilities of students. Methods of acquisition include design and implementation of collection development policies and survey of bibliographic tools used in the selection of K-12 materials.

**CIL 672 - Reference Methods and Resources School Library**

Credits 3

Study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher and instructional partner. Examines selected print and electronic reference tools including dictionaries, encyclopedias, yearbooks, periodical indexes and subject area references.

**CIL 673 - Technology Applications School Library**

Credits 3

Examines the issues and methods for the application of library science-based technology in the school library.

**CIL 674 - Organization and Classification School Library**

Credits 3

Introduction to the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval.

**Prerequisites:** CIL 671 and CIL 672 or consent of

instructor. **Corequisite:** Concurrent or prerequisite CIL 673.

**CIL 675 - Administration School Library**

Credits 3

Study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation. **Prerequisites:** CIL 674

**CIL 676 - Supervised Practicum School Library**

Credits 3

Supervised library practicum under the direction of professional librarians in school settings.

**Prerequisites:** CIL 674 **Corequisite:** Concurrent or prerequisite CIL 675.

**CIL 680 - Contemporary Literature Children and Young Adults**

Credits 3

Designed for teachers and librarians. Evaluation, selection, and use of recent literature for children and young adults. **Notes:** May be repeated after a six-year period.

**CIL 684 - Multicultural Literature**

**CIL 687 - Literature-Based Instruction**

Credits 3

Study and application of principles and techniques of teaching reading and language arts with children's literature (trade books) as primary content.

**Prerequisites:** CIL 680, CIL 681 or CIL 682

**CIL 688 - Historical Development of Literature**

Credits 3

Survey of the development of literature for children; investigation of social and cultural factors affecting children's reading and the publication of children's books during different periods of United States history; critical analysis of the literary value of children's books. **Prerequisites:** CIL 680, CIL 681, or CIL 682 or consent of instructor.

**CIL 691 - Organization and Supervision Literacy Programs**

Credits 3

For individual serving in or preparing for leadership roles in literacy. Emphasis on the effects of education reform; evaluation of model programs; design, implementation and evaluation of district-wide programs; development of guidelines for staff development. **Prerequisites:** Fifteen hours graduate coursework in literacy or consent of instructor.

**CIL 693 - Literacy for a Diverse Society**

Credits 3

Advanced course work focuses on literacy issues for students, including diverse learners from various cultures, socioeconomic backgrounds, and language groups. **Prerequisites:** Fifteen hours graduate coursework in literacy or consent of instructor.

**CIL 699 - Literacy Research Seminar**

Credits 3

Examination of seminal and current literacy education research through readings, writings, discussions, and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIL 747 - Literary Theories and Children's Literature**

Credits 3

Explores various theoretical positions within the framework of literary theory and how these positions have influenced reading and literature instruction. Participants will come to understand a range of perspectives within literary theory and be able to relate these theories to reading comprehension and literacy development. **Prerequisites:** CIL 740 or CIL 741

**CIL 770 - Advanced Practicum in Diagnosis and Instruction of Literacy Difficulties**

Credits 3

Advanced practicum in the application of principles, materials, and instructional strategies for teaching students with literacy difficulties. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status or consent of instructor.

**CIL 772 - Cognitive Foundations of Literacy**

Credits 3

Examines theories and research on cognition related to literacy learning and programs of literacy instruction for adults and children. Required of doctoral students in the literacy emphasis sequence. **Prerequisites:** Doctoral status.

**CIL 774 - Historical Foundations of Literacy Research and Instruction**

Credits 3

Examines the historical foundations of literacy research and instruction. Overview of significance of research and theories within literacy and the implications for instruction today. **Prerequisites:** Doctoral status.

**CIL 776 - Social and Political Issues in Literacy**

Credits 3

Examines the social and political implications of literacy access and development by investigating the role of literacy in culture, government, economics, technology and its future in society. **Prerequisites:** CIL 772 and CIL 774 or consent of instructor. Doctoral status.

**CIL 782 - Theory and Research in the English/Language Arts**

Credits 3

Critical interpretation and evaluation of research and theoretical writing in English/language arts. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** EPY 702 and EPY 721 or consent of instructor. Doctoral status.

**CIL 784 - Theory and Research in Literacy**

Credits 3

Critical review of major studies in literacy with the student identifying an area or areas which warrant investigation; planning a possible implementation of research proposal. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Six hours of educational research from EPY 718, EPY 721, or EPY 722. Doctoral status.

**CIG 649 - Social Studies Education Seminar**

Credits 3

Examination of seminal and current social studies education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIS 513A - Teaching Secondary Art**

Credits 3

Provides an overview of methods and materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching secondary school art. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in art. **Corequisite:** CIS 602, CIS 603

**CIS 543 - Teaching Secondary Foreign/Second Language**

Credits 3

Provides an overview of theories, methods, materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching Languages Other Than English (LOTE) at the secondary school level. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in

LOTE. **Prerequisites:** 20-24 semester credit hours of LOTE. **Corequisite:** CIS 602, CIS 603

**CIS 553M - Teaching Middle School Mathematics**  
Credits 3

Explore mathematics and its relation to education in grades 6 through 9. The focus is to develop skills in planning and teaching mathematics. Lessons incorporate use of technology, cooperative learning, and manipulatives while providing an environment to construct knowledge about arithmetic, algebra, geometry, probability, and statistics. Evaluation using formative and summative strategies. **Notes:** Credit at the 500 level normally requires additional work.

**Prerequisites:** PPST **Corequisite:** Concurrent enrollment in a practicum

**CIS 553S - Teaching Secondary Mathematics**  
Credits 3

The focus is on developing skills in planning and teaching mathematics for grades 9–12 that are consistent with Mathematics Standards. Students explore instructional strategies to develop understanding of concepts in the topic areas of arithmetic, algebra, geometry, trigonometry, calculus, probability, and statistics. Evaluation procedures use formative and summative strategies. **Notes:** Credit at the 500 level normally requires additional work.

**Prerequisites:** PPST **Corequisite:** Concurrent enrollment in a practicum.

**CIS 563 - Teaching Secondary Science**  
Credits 3

This course is designed for candidates intending to teach high school science. Course topics include: assessing knowledge before instruction, designing curriculum, planning lessons, promoting inquiry-oriented teaching, teaching about evolution and nature of science, scientific literacy, laboratory safety, national and state standards, using technology, and assessing student learning. **Notes:** Credit at the 500 level normally requires additional work.

**Prerequisites:** PPST **Corequisite:** Enrollment in a practicum and CIS 702.

**CIS 601 - Secondary Teacher Development Seminar**

Credits 3

Designed for students entering the Secondary Graduate Licensure program. Examines contemporary trends for developing classroom expertise with observations in a middle or high school setting. Focuses on theory and practice in fostering personal and professional development for inservice teachers. **Prerequisites:** Graduate standing.

**Corequisite:** Admission to Graduate Licensure Program.

**CIS 602 - Secondary School Practicum**  
Credits 3

Designed for Secondary Graduate Licensure students. Exposure to contemporary urban educational settings and basic management and planning strategies through structured experiences in a middle or high school settings, supplemented with campus-based instruction. **Prerequisites:** PPST and CIS 601.

**Corequisite:** CIS 603 and subject area methods.

**CIS 603 - Secondary Process and Instruction**  
Credits 3

Designed to examine effective teaching practices and theories. Students examine research literature in classroom organization and management, instructional planning, classroom contexts and conditions. Provides analyses of the secondary classroom processes, school context, and the community at large. **Prerequisites:** PPST and CIS 601. **Corequisite:** CIS 602 and subject area methods.

**CIS 604 - Secondary Classroom Management**  
Credits 3

Students engage in the examination of theories, models and application of classroom management to develop a personal philosophy and effective practices of managing contemporary middle and high school classrooms. **Prerequisites:** Graduate standing

**CIS 610 - Middle School History, Theory, and Philosophy**

Credits 3

Study of history, theory, and philosophy of middle school learning environments. Emphasis on application of theory and philosophy to contemporary middle school contexts.

**CIS 611 - Instructional Trends for the Middle School Level**

Credits 3

Study of application of knowledge about instructional strategies, adolescent development, and models of teaching to the middle school context. Students design lessons appropriate for middle-level learners and examine literature on interdisciplinary teaching and middle-level learners. **Prerequisites:** CIS 710

**CIS 612 - Curriculum Development Middle School Education**

Credits 3

Studies application of curriculum development theory to middle school context. Emphasis on middle-level teacher's role in curriculum development. Students



examine and develop interdisciplinary teaching units.  
**Prerequisites:** CIE 685 or CIS 684 or CIS 686

**CIS 613 - Contemporary Middle School Research**  
Credits 3

Assessment of research practices and trends in middle schools. Emphasis on application of research findings to school classroom. Proposals for action research projects in middle school learning environment required. **Prerequisites:** Three hours course work in research; six hours in middle school education.

**CIS 617 - Topics Secondary Education**

Credits 1 – 3

Examines specific topics and issues related to content in secondary subjects. **Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 618 - Instructional Methods Secondary School**

Credits 3

Study of research-based practice and methods related to curricular content in specific secondary subjects.

**Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 620 - Topics Secondary School Mathematics**

Credits 1 - 3

Examines specific topics and issues related to content and pedagogy in secondary mathematics education.

**Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Secondary mathematics undergraduate methods course and current teaching certificate.

**CIS 622 - Instructional Middle School Mathematics Education**

Credits 3

Study of research-based practice and methods in middle school mathematics education. **Prerequisites:** EDEL 433 or EDMS 453 or EDSC 453 or consent of instructor.

**CIS 624 - Instruction Secondary Mathematics Education**

Credits 3

Study of research-based practice and methods in secondary school mathematics education.

**Prerequisites:** EDMS 453 or EDSC 453 or consent of instructor.

**CIS 628 - Technology Application in Secondary Mathematics Education**

Credits 3

Study and development of research-based practices and methods of using computer-based technology to teach mathematics in secondary schools.

**Prerequisites:** CIS 622 or CIS 624 or consent of instructor.

**CIS 629 - Curriculum Development Secondary Mathematics Education**

Credits 3

Examines research and curriculum studies related to content and procedures within secondary school mathematics programs. **Prerequisites:** CIS 622 or CIS 624 or consent of instructor.

**CIS 630 - Topics Secondary School Science**

Credits 1 - 3

Examines specific topics and issues related to content and pedagogy in secondary science education. **Notes:** Maximum of six credits accepted toward a degree.

**Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 634 - Instruction Secondary Science Education**

Credits 3

Study of research-based practice and methods in secondary school science education. **Prerequisites:** EDSC 463 or EDSC 563 and current teaching certificate or consent of instructor.

**CIS 638 - Technology Applications in Secondary Science Education**

Credits 3

Study and development of research-based practices and methods of using computer-based technology to teach science in secondary schools. **Prerequisites:** CIS 632 or CIS 634 or consent of instructor.

**CIS 639 - Curriculum Development Secondary Science Education**

Credits 3

Examines research and curriculum studies related to content and procedures within secondary school science programs. **Prerequisites:** CIS 632 or CIS 634 or consent of instructor.

**CIS 640 - Topics Secondary Social Studies Education**

Credits 1 - 3

Examines specific topics and issues related to content and pedagogy in secondary social studies education.

**Notes:** Maximum of six credits accepted toward a degree. **Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 644 - Instruction Secondary Social Studies Education**

Credits 3

Study of research-based practice and methods in secondary school social studies education.

**Prerequisites:** EDSC 473 or EDSC 573 and current teaching certificate consent of instructor.

**CIS 649 - Curriculum Development Secondary Social Studies Education**

Credits 3

Examines research and curriculum studies related to content and procedures within secondary school social studies programs. **Prerequisites:** CIS 644 or consent of instructor.

**CIS 682 - Secondary School Instruction**

Credits 3

Examines effective teaching practices derived from classroom-based research. Includes instructional planning, instructional strategies, motivational techniques, teaching models, and the teacher-as-researcher. **Prerequisites:** EDSC 481 or consent of instructor.

**CIS 684 - Secondary Education Curriculum**

Credits 3

Examines the major input variables to curriculum decision-making at the secondary level. Emphasis on the levels of curriculum decision-making, decision implementations, and curriculum evaluation.

**Prerequisites:** EDSC 481 or consent of instructor.

**CIS 686 - Curriculum Development Secondary Education**

Credits 3

Introduces problem of conducting systematic inquiry in the curriculum field related to a subject area discipline, including generation of practical programs, curriculum research and theory, innovative proposals, and critical analysis. Current status of field, literature sources, and work of leading scholars.

**Prerequisites:** CIS 618 or CIS 684

**CIT 600 - Topics in Educational Technology:**

Credits 1 - 6

Specialized course that explores current educational technology topics.

**CIT 601 - Technology Applications Elementary Curriculum**

Credits 3

Study of issues and applications of digital technologies in elementary schools. Students will explore appropriate uses of technology and gain

hands-on experience in developing instructional activities using technology applications.

**CIT 602 - Technology Applications Secondary Curriculum**

Credits 3

Study of issues and applications of digital technologies in secondary schools. Students will explore appropriate uses of technology and gain hands-on experience in developing instructional activities using technology applications.

**CIT 604 - Nevada Technology Leadership Conference**

Credits 1

Annual conference to bring together educators interested in enhancing teaching and learning with computer-based technology. Presentations of timely topics, new techniques and strategies, and the latest hardware and software applications. **Notes:** Maximum of three credits accepted toward a degree. **Prerequisites:** Course work or experience in computing.

**CIT 607 - Technology as Educational Mindtools**

Credits 3

Examines current technologies as examples of mindtools, research-based devices used to help students think and learn. Explores mindtools as a cognitive model and uses technology as a mindtool while providing students with the requisite skills to implement these tools in a classroom setting.

**CIT 608 - Integrating Technology in Teaching and Learning**

Credits 3

Study of research-based practices and methods of integrating technology to promote thinking and learning. Students actively explore contemporary technologies and environments for the production and consumption of information. **Prerequisites:** Coursework in educational technology or consent of instructor.

**CIT 609 - Internet for Learning**

Credits 3

Examines the potential of the Internet to impact education and learning. Explores a wide range of online resources and how they can be integrated into instruction.

**CIT 611 - Digital Publishing for Educators**

Credits 3

Hands-on tutorials and design assignments for using page layout and graphics software to create well designed, effective publications for professional and

instructional purposes. Topics include: design principles, layout techniques, graphics and type manipulation, importing media, and desktop publishing projects for the classroom. **Prerequisites:** Coursework in educational technology or consent of instructor.

### **CIT 622 - Microcomputer Technology for Educators**

Credits 3

In-depth look at how personal computers work. Microprocessors, printed circuit boards, bus structures, storage devices, and display options examined from the perspective of how they impact educational applications, purchasing decisions, and planning. **Prerequisites:** Coursework in educational technology or consent of instructor.

### **CIT 643 - Designing Digital Materials for Education**

Credits 3

Examines instructional design principles and applies them to the design of instructional software. Explores various theories of learning as they apply to courseware. **Prerequisites:** CIT 608 or consent of instructor.

### **CIT 647 - Creating Online Learning Environments**

Credits 3

Educational Web site development using contemporary tools and contexts. Emphasis on web-based programming and user interface design. **Prerequisites:** CIT 609 or consent of instructor.

### **CIT 648 - Issues and Methods in Online Learning**

Credits 3

Addresses the theory and practice for online teaching and learning. Participants explore a range of resources and extend skills in creating and implementing digital learning activities. Emphasis is on pedagogical issues and trends in virtual schooling and distance education. **Prerequisites:** CIT 609 or consent of instructor.

### **CIT 649 - Instructional Methods Computer Applications**

Credits 3

Study of research-based practices and methods for teaching computer applications. Emphasis on developing project-based instructional activities for teaching digital technologies in the elementary/secondary classroom or professional development settings. **Prerequisites:** Coursework in educational technology or consent of instructor.

### **CIT 651 - Instructional Methods Computer Science**

Credits 3

Study of research-based practices and methods in the teaching of computer science topics including algorithmic processes and their principles, object orientation and programming, elements of software design and usability, data abstraction and logic structures, and interface design. Emphasis is on project-based learning (PBL) strategies in a web-based development environment. **Prerequisites:** Consent of instructor.

### **CIT 653 - Creating Digital Materials for Education**

Credits 3

Focus on current application programming interfaces for developing digital educational materials. **Prerequisites:** CIT 643 or consent of instructor.

### **CIT 667 - Technology and Educational Change**

Credits 3

Examines issues and trends pertaining to the implementation of technology-based innovations. Includes a review of research on past and current change efforts. Topics covered include professional development, assessment, strategies for technology coordinators, grant writing, and long-range planning for effective change. **Prerequisites:** CIT 608 or consent of instructor.

### **CIT 669 - Advanced Web Design and Development for Educators**

Credits 3

Advanced educational web site development with emphasis on web-based programming and user interface design. Development environments such as JavaScript, Perl/ CGI, and brief introduction to Java explored. **Prerequisites:** CIT 647 or consent of instructor.

### **CIT 673 - Digital Materials Studio**

Credits 3

Project-based course emphasizing problem definition, instructional design, and product development. Students work individually and collaboratively on a set of relevant technical and pedagogical competencies. **Prerequisites:** CIT 643 or consent of instructor.

### **CIT 676 - Management of Educational Technology Facilities and Resources**

Credits 3

Advanced course focusing on problems and issues in procurement and management of educational computing applications, desktop workstations,

computer laboratories, local and wide area networks, and support services. Consideration given to hardware and software interoperability; security for hardware, software and information; legal issues; health and safety factors; budgeting. **Prerequisites:** CIT 622

**CIT 700 - Advanced Topics in Educational Technology**

Credits 1 – 6

Specialized course that explores current educational technology topics and issues.

**CIT 770 - Advanced Seminar in Educational Technology Research**

Credits 3

Emphasis is on critical review and analysis of educational technology research from multiple theoretical and methodological perspectives.

**Prerequisites:** Doctoral status or consent of instructor.

**CIT 772 - Technology in Teacher Education**

Credits 3

Examines issues and research on preparing teachers to enhance learning with technology. Topics include ISTE's National Educational Technology Standards (NETS) for Students and Teachers, technology integration in methods courses and field experiences, electronic portfolio assessment, one-to-one laptop projects, and online learning in teacher preparation and professional development. **Prerequisites:**

Doctoral status or consent of instructor.

**CIT 778 - Instructional Design**

Credits 3

Trends, issues, and research findings on effective instructional planning, presentation, and evaluation.

**Prerequisites:** Doctoral status or consent of instructor.

**CIT 780 - Multimedia Learning Studio**

Credits 3

Examines the latest research regarding multimedia learning. Research supported principles will be applied in the development of multimedia instructional materials. This course can be taken up to 3 times for a total of 9 credit hours. **Prerequisites:** CIT 778 or consent of Instructor.

**CIT 782 - Distance Education Issues and Trends**

Credits 3

Study of issues, and trends in Distance Education. Examines distance education history, research, practice, and program/course development.

**Prerequisites:** Doctoral status or consent of instructor.

**ESP 723 - Learning Strategies Instruction**

Credits 3

Theoretical and practical aspects of implementing a learning strategy curriculum within elementary and secondary school environments. Class participants analyze, synthesize, and modify instructional strategies to meet the needs of students with disabilities. **Prerequisites:** ESP 701

**ECIS 533 - Teaching Secondary English**

Credits 3

This course is designed for preservice teachers planning to teach high school English. Course topics include methods, materials, teaching techniques, and strategies unique to the English classroom, as well as curriculum design, lesson planning, assessment, and current issues in the teaching of English. **Notes:** Credit at the 500 level normally requires additional work. **Corequisite:** CIS 702