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.

Kim K. Metcalf, Ph.D., Dean, College of Education

Cyndi Giorgis, Ph.D., Associate Dean

Gregory Schraw, Ph.D., Associate Dean
Educational Psychology and Higher Education

The Department of Educational Psychology and Higher Education is dedicated to the advancement and application of knowledge about human behavior with an emphasis on educational settings. This dedication is reflected in our 2006 ranking in the top 20 among specialty programs in educational psychology by U.S. News & World Report. We focus on the educational process as it occurs at every level from home and nursery school through graduate school to business, industry and the military.

LeAnn G. Putney, Chair
Doris L. Watson, Graduate Coordinator
Vicki Rosser, Graduate Coordinator

Chair

Putney, LeAnn G. - Full Graduate Faculty
Professor; B.A., Indiana State University; M.S., California State University; Ph.D., University of California, Santa Barbara. Rebel since 1997.

Graduate Coordinator

Watson, Doris L. - Full Graduate Faculty
Professor; B.A., Adams State College; M.S., Colorado State University; M.A., Adams State College; Ph.D., University of New Mexico. Rebel since 2005.

Graduate Faculty

Bendixen, Lisa - Full Graduate Faculty
Associate Professor; B.A., Creighton University; M.A., Ph.D., University of Nebraska-Lincoln. Rebel since 1999.

Corkill, Alice Jane - Full Graduate Faculty
Associate Professor; B.A., M.A., Ph.D., University of Nebraska. Rebel since 1992.

Crank, Joe - Full Graduate Faculty
Associate Professor; B.A., Southern Illinois University at Carbondale; M.S., Illinois State University; Ph.D., University of Kansas. Rebel since 1989.

Hong, Eunsook - Full Graduate Faculty
Professor; B.A., Hansung University (Seoul); M.S., Ph.D., University of Southern California. Rebel since 1990.

Jones, W. Paul - Full Graduate Faculty
Professor; B.A., M.A., Eastern New Mexico University; Ed.D., New Mexico State University. Rebel since 1987.

Kardash, CarolAnne M. - Full Graduate Faculty
Professor; B.A., Le Moyne College; M.S., College of St. Rose; Ph.D., Arizona State University. Rebel since 2001.

Loe, Scott A. - Full Graduate Faculty
Associate Professor; B.S., Arizona State University; M.A., Ph.D., The Ohio State University. Rebel since 2003.

Lough, Nancy L. - Full Graduate Faculty
Professor; B.A., Adams State College; M.Ed., Stephen F. Austin State University; Ed.D., University of Northern Colorado. Rebel since 2006.
Marchand, Gwen - Full Graduate Faculty  
Assistant Professor; B.A., Rockhurst University; M.S., Ph.D., Portland State University. Rebel since 2008.

Martinez, Mario - Full Graduate Faculty  
Professor; B.S., New Mexico State University; MBA, University of Texas, Austin; Ph.D., Arizona State University. Rebel since 2003.

McCafferty, Steven - Full Graduate Faculty  
Professor; B.A., California State University; M.A., University of Hawaii; Ph.D., University of New Mexico. Rebel since 1995.

Nathanson, Rebecca - Full Graduate Faculty  
Associate Professor; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Santa Barbara. Rebel since 2000.

Nussbaum, E. Michael - Full Graduate Faculty  
Professor; B.A., Pitzer College; M.P.P., University of California, Berkeley; Ph.D., Stanford University. Rebel since 1999.

Olafson, Lori - Full Graduate Faculty  
Professor; B.A., University of Saskatchewan; B.Ed., M.A., Ph.D., University of Calgary. Rebel since 1999.

Raines, C. Tara - Full Graduate Faculty  
Assistant Professor; B.A., M.A., The Florida State University; M.S., Psy.S., Nova Southereastern University; Ph.D., Georgia State University. Rebel since 2012.

Rosser, Vicki J. - Full Graduate Faculty  
Professor; B.A., University of Hawai‘i, West O’ahu; M.Ed., Ph.D., University of Hawai‘i, Manoa. Rebel since 2006.

Schraw, Gregory - Full Graduate Faculty  
Professor; B.A., University of Illinois; M.S., Ph.D., University of Utah. Rebel since 2000.

Educational Psychology and Higher Education Plans

Graduate Certificate in Higher Education

The graduate certificate in Higher Education targets full or part-time graduate students who may not have studied higher education through any formal degree program but wish to develop a deeper understanding of higher education. In particular doctoral students enrolled in other disciplines who plan to enter the academy as tenure track faculty members, as well as current administrative professionals who already possess an undergraduate degree and have 2-3 years full-time experience in higher education, may also benefit from this experience. Hours earned for the certificate may be applied to a degree program in higher education at the masters or doctoral levels. Hours earned in the masters or doctorate programs in higher education may NOT be used toward the certificate.

Plan Admission Requirements

A qualified student, who wishes to enter UNLV to obtain the graduate certificate in higher education without being enrolled in a degree program, may apply for graduate admission to the Graduate College via the ApplyYourself
(AY) system. All minimum Graduate College requirements MUST be met. Once accepted to UNLV, students must also complete and submit the Graduate Certificate in Higher Education application.

Doctoral and masters level students who are admitted to and pursuing other disciplines are eligible for the certificate program in higher education. Students must complete and submit the Graduate Certificate in Higher Education application.

Enrollment may be limited based on class size. Students must earn a B or better in all courses. Certificates will be awarded upon the student’s successful completion of the certificate requirements.

Application may be submitted at any time during an academic term. Accepted students can begin taking classes the following term of acceptance.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 15

Course Requirements

- Foundations Course – Credits: 3
  - Complete one of the following courses:
    - EDH 703 - History of American Higher Education
    - EDH 733 - The Professorate
    - EDH 742 - Academic Governance in Higher Education

- Student Development Course – Credits: 3
  - Complete one of the following courses:
    - EDH 609 - Leading Diverse Organizations
    - EDH 627 - Student Learning and Development

- Policy Course – Credits: 3
  - Complete one of the following courses:
    - EDH 710 - Finance and Budgeting in Higher Education
    - EDH 738 - Public Policy in Higher and Post-Secondary Education

- Leadership Course – Credits: 3
  - Complete one of the following courses:
    - EDH 607 - Leadership Development Seminar
    - EDH 715 - Theory of Educational Organizations

- Electives Course – Credits: 3
  - Complete one of the following courses:
    - EDH 603 - Role of Intercollegiate Athletics in Higher Ed
    - EDH 705 - HE Law-Doctoral
    - EDH 708 - The American Community College
    - EDH 780 - Seminar: Teaching in Higher Education

Certificate Requirements

Student must complete a minimum of 15 credit hours with a minimum GPA of 3.00.

Plan Certificate Completion Requirements
The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.

**Education Specialist - Educational Psychology**

Educational Psychology Ed.S. 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 bachelor’s 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.

**Learning Outcomes**

www.unlv.edu/degree/eds-school-psychology

**Plan Admission Requirements**

Students are admitted each spring to begin the following fall. Applicants must have a 2.75 undergraduate GPA with the last two years GPA of 3.0. The GRE must also be taken, with preference given to applicants who score at or above the 50% percentile on both the verbal and quantitative scores on the GRE. The admission process begins with applications submitted to the Graduate College and to the program.

Admission is based on the following criteria:

- Graduate College online application
- Department application
- Preference is given to students whose scores relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE)
- Three letters of recommendation from former instructors, employers, or other professionals who can evaluate the potential to complete graduate study
- One-page career goals statement which also serves as a sample of the applicant’s writing skills
- Transcripts from all colleges and universities attended

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

Total Credits Required: 67

**Course Requirements**

- Psychology/Educational Foundations Courses – Credits: 16
  - EPY 701 - Proseminar in Educational Psychology
  - EPY 711 - Human Growth and Development
- EPY 712 - Foundations of Learning and Cognition
- ESP 701 - Introduction to Special Education and Legal Issues
- EPY 788 - Seminar in EPY
- EPP 760 - Psychoeducational Issues of Diverse Learners

- Assessment & Intervention Courses – Credits: 22
  - EPY 705 - Child Counseling
  - EPP 710 - Assessment of Intelligence by School Psychologists
  - EPY 786 - Applied Assessment in Educational and School Psychology
  - EPP 715 - Projective, Personality, and Behavioral Assessment by School Psychologists
  - CED 733 - Introduction to Group Counseling
  - EPP 767 - School-Based Neuropsychological Assessment
  - EPP 763 - Psychoeducational Academic and Diagnostic Assessment
  - ESP 733 - Management and Modification of Students with Special Needs

- Research Courses – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPP 750 - Advanced Test Analysis in School Psychology

- Professional School Psychology Courses – Credits: 6

- Complete 3 credits in each of the following two courses:
  - EPP 761 - Role and Function of the School Psychologist
  - EPP 764 - School Psychology Seminar

- School Psychology Course – Credits: 6
  - EPP 762 - School Psychology Intervention with Practicum

- Internship Course – Credits: 6
  - EPP 769 - Internship in School Psychology

- Professional Paper – Credits: 2
  - EPP 766 - School Psychology Professional Paper

**Degree Requirements**

- Student must complete a minimum of 67 credit hours with a minimum GPA of 3.00.
- Course substitutions may be allowed with advisor and/or program faculty approval.
- Following the first year of the required prescribed Ed.S. program courses (minimum of 34 credits) and successful completion of the comprehensive examination, students are eligible to receive an M.S. degree in Educational Psychology.
- The culminating experience for the School Psychology Ed.S. is the completion of a two-semester (minimum of 1200 clock hour) internship in a school setting. This is typically a full-time assignment, completed at the end of the program. During this time students will also enroll in EPP 766 and complete a portfolio with results of a national exam and examples of work product. The portfolio will serve as the final examination for the Ed.S. degree.
- Students will typically have completed all other coursework prior to being approved for internship. Students must have successfully completed the primary assessment courses (EPP 710, EPP 715, EPP 763) and the practica to be eligible for internship placement.

**Plan Graduation Requirements**

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees (where applicable) up to two semesters prior to completing his/her degree requirements.
- The student must successfully complete the professional paper.

**Master of Science - Educational Psychology**
The Master of Science - 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.

Learning Outcomes

www.unlv.edu/degree/ms-educational-psychology

Plan 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:

- Department application
- 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)
- Three letters of recommendation
- One writing sample
- Transcripts from all colleges and universities attended
- Graduate College application is available online

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Thesis Track

Total Credits Required: 34

Course Requirements

- Required Courses – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology
- Learning and Development Courses – Credits: 6
  - EPY 711 - Human Growth and Development
  - EPY 712 - Foundations of Learning and Cognition
- Research Courses – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 723 - Theory and Practice of Human Measurement I
- Elective Courses – Credits: 12
  - Students must complete a minimum 12 credit hours of advisor-approved electives.
- Thesis – Credits: 3
• EPY 749 - Thesis

Degree Requirements

• 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.
• Students who choose to complete a thesis will select a Graduate Faculty member to serve as chair. The chair and the student will select the other committee members. Each committee must have three members. Committee members must be named by the time the student submits their Program of Study to the Graduate College. The student must defend a thesis proposal before data to be used in the thesis are collected. The committee will meet and determine whether to accept or reject the proposal. A proposal can be accepted provisionally given that the student follows the committee’s suggestions for revision. Upon completion of the thesis, an oral defense will be scheduled. This defense will be scheduled and conducted in accordance with the Graduate College’s policies for thesis and dissertation completion.

Graduation Requirements

• The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
• Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 2 Requirements: Non-Thesis Track

Total Credits Required: 34

Course Requirements

• Required Courses – Credits: 1
  o EPY 701 - Proseminar in Educational Psychology
• Learning and Development Courses – Credits: 6
  o EPY 711 - Human Growth and Development
  o EPY 712 - Foundations of Learning and Cognition
• Research Courses – Credits: 9
  o EPY 702 - Research Methods
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction
  o EPY 723 - Theory and Practice of Human Measurement I
• Elective Courses – Credits: 15
  o Students must complete a minimum of 15 credit hours of electives. Students electing to complete the professional paper must complete EPY 782 - Independent Study as part of their elective credits.
• Internship – Credits: 3
  o EPY 794 - Internship

Degree Requirements
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 completion of an internship with either a written comprehensive examination or a professional paper.

Students will be asked to complete either a Comprehensive Examination or a Professional Paper.

The professional paper is an in-depth exploration of a topic agreed upon by the student and adviser. In general, it is not original research but explores constructs from Educational Psychology and is related to the student’s internship experience. The Professional Paper is evaluated by the adviser and approved by the department before the degree is granted.

The comprehensive exam option for the culminating experience is comprised of questions reflective of the core areas (learning and development, research and measurement), and the specialty. All students who take the comprehensive exam in a given semester will respond to items from a set selected for that semester. In consultation with the Comprehensive Examination Evaluation Committee, the student’s adviser/committee chair may create an additional item to reflect the student’s internship experience. Students will have 15 days to complete the examination. A department Comprehensive Examination Evaluation Committee will evaluate the responses for each examinee. Each student’s adviser/committee chair will also evaluate his/her student’s responses to the selected items.

Students completing the comprehensive exam may opt to take additional elective courses in place of the internship in order to satisfy the required minimum of 34 credit hours.

Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.

- The student must successfully complete a culminating experience.

Plan Graduation Requirements

Refer to your subplan for Graduation Requirements.

- Subplan 1: Thesis Track
- Subplan 2: Non-Thesis Track

Master of Science - Educational Psychology

The Master of Science - 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.

Learning Outcomes

www.unlv.edu/degree/ms-educational-psychology

Plan 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:

- Department application
- 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)
- Three letters of recommendation
- One writing sample
- Transcripts from all colleges and universities attended
- Graduate College application is available online

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

See Subplan Requirements below.

**Subplan 1 Requirements: Thesis Track**

Total Credits Required: 34

**Course Requirements**

- Required Courses – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology
- Learning and Development Courses – Credits: 6
  - EPY 711 - Human Growth and Development
  - EPY 712 - Foundations of Learning and Cognition
- Research Courses – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 723 - Theory and Practice of Human Measurement I
- Elective Courses – Credits: 12
  - Students must complete a minimum 12 credit hours of advisor-approved electives.
- Thesis – Credits: 3
  - EPY 749 - Thesis

**Degree Requirements**

- 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.
- Students who choose to complete a thesis will select a Graduate Faculty member to serve as chair. The chair and the student will select the other committee members. Each committee must have three members. Committee members must be named by the time the student submits their Program of Study to the Graduate College. The student must defend a thesis proposal before data to be used in the thesis are collected. The committee will meet and determine whether to accept or reject the proposal. A proposal can
be accepted provisionally given that the student follows the committee’s suggestions for revision. Upon completion of the thesis, an oral defense will be scheduled. This defense will be scheduled and conducted in accordance with the Graduate College’s policies for thesis and dissertation completion.

Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 2 Requirements: Non-Thesis Track

Total Credits Required: 34

Course Requirements

- Required Courses – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology
- Learning and Development Courses – Credits: 6
  - EPY 711 - Human Growth and Development
  - EPY 712 - Foundations of Learning and Cognition
- Research Courses – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 723 - Theory and Practice of Human Measurement I
- Elective Courses – Credits: 15
  - Students must complete a minimum of 15 credit hours of electives. Students electing to complete the professional paper must complete EPY 782 - Independent Study as part of their elective credits.
- Internship – Credits: 3
  - EPY 794 - Internship

Degree Requirements

- 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 completion of an internship with either a written comprehensive examination or a professional paper.
- Students will be asked to complete either a Comprehensive Examination or a Professional Paper.
- The professional paper is an in-depth exploration of a topic agreed upon by the student and adviser. In general, it is not original research but explores constructs from Educational Psychology and is related to the student’s internship experience. The Professional Paper is evaluated by the adviser and approved by the department before the degree is granted.
- The comprehensive exam option for the culminating experience is comprised of questions reflective of the core areas (learning and development, research and measurement), and the specialty. All students who take the comprehensive exam in a given semester will respond to items from a set selected for that semester. In consultation with the Comprehensive Examination Evaluation Committee, the student’s adviser/committee chair may create an additional item to reflect the student’s internship experience. Students will have 15 days to complete the examination. A department Comprehensive Examination Evaluation Committee will
evaluate the responses for each examinee. Each student’s adviser/committee chair will also evaluate his/her student’s responses to the selected items.

- Students completing the comprehensive exam may opt to take additional elective courses in place of the internship in order to satisfy the required minimum of 34 credit hours.

**Graduation Requirements**

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
- The student must successfully complete a culminating experience.

**Plan Graduation Requirements**

Refer to your subplan for Graduation Requirements.

- Subplan 1: Thesis Track
- Subplan 2: Non-Thesis Track

**Master of Science - Educational Psychology**

The Master of Science - 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.

**Learning Outcomes**

www.unlv.edu/degree/ms-educational-psychology

**Plan 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:

- Department application
- 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)
- Three letters of recommendation
- One writing sample
- Transcripts from all colleges and universities attended
- Graduate College application is available online
All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

See Subplan Requirements below.

**Subplan 1 Requirements: Thesis Track**

Total Credits Required: 34

**Course Requirements**

- **Required Courses** – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology
- **Learning and Development Courses** – Credits: 6
  - EPY 711 - Human Growth and Development
  - EPY 712 - Foundations of Learning and Cognition
- **Research Courses** – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 723 - Theory and Practice of Human Measurement I
- **Elective Courses** – Credits: 12
  - Students must complete a minimum 12 credit hours of advisor-approved electives.
- **Thesis** – Credits: 3
  - EPY 749 - Thesis

**Degree Requirements**

- 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.
- Students who choose to complete a thesis will select a Graduate Faculty member to serve as chair. The chair and the student will select the other committee members. Each committee must have three members. Committee members must be named by the time the student submits their Program of Study to the Graduate College. The student must defend a thesis proposal before data to be used in the thesis are collected. The committee will meet and determine whether to accept or reject the proposal. A proposal can be accepted provisionally given that the student follows the committee’s suggestions for revision. Upon completion of the thesis, an oral defense will be scheduled. This defense will be scheduled and conducted in accordance with the Graduate College’s policies for thesis and dissertation completion.

**Graduation Requirements**

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

**Subplan 2 Requirements: Non-Thesis Track**
Total Credits Required: 34

Course Requirements

- Required Courses – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology
- Learning and Development Courses – Credits: 6
  - EPY 711 - Human Growth and Development
  - EPY 712 - Foundations of Learning and Cognition
- Research Courses – Credits: 9
  - EPY 702 - Research Methods
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 723 - Theory and Practice of Human Measurement I
- Elective Courses – Credits: 15
  - Students must complete a minimum of 15 credit hours of electives. Students electing to complete the professional paper must complete EPY 782 - Independent Study as part of their elective credits.
- Internship – Credits: 3
  - EPY 794 - Internship

Degree Requirements

- 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 completion of an internship with either a written comprehensive examination or a professional paper.
- Students will be asked to complete either a Comprehensive Examination or a Professional Paper.
- The professional paper is an in-depth exploration of a topic agreed upon by the student and adviser. In general, it is not original research but explores constructs from Educational Psychology and is related to the student’s internship experience. The Professional Paper is evaluated by the adviser and approved by the department before the degree is granted.
- The comprehensive exam option for the culminating experience is comprised of questions reflective of the core areas (learning and development, research and measurement), and the specialty. All students who take the comprehensive exam in a given semester will respond to items from a set selected for that semester. In consultation with the Comprehensive Examination Evaluation Committee, the student’s adviser/committee chair may create an additional item to reflect the student’s internship experience. Students will have 15 days to complete the examination. A department Comprehensive Examination Evaluation Committee will evaluate the responses for each examinee. Each student’s adviser/committee chair will also evaluate his/her student’s responses to the selected items.
- Students completing the comprehensive exam may opt to take additional elective courses in place of the internship in order to satisfy the required minimum of 34 credit hours.

Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
- The student must successfully complete a culminating experience.

Plan Graduation Requirements

Refer to your subplan for Graduation Requirements.

- Subplan 1: Thesis Track
• Subplan 2: Non-Thesis Track

Master of Education - Higher Education

The Master of Education – 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.

Learning Outcomes

www.unlv.edu/degree/med-higher-education

Plan Admission Requirements

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

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 37

Course Requirements

• Required Courses – Credits: 12
  o EDH 604 - Management Communications
  o EDH 607 - Leadership Development Seminar
  o EDH 609 - Leading Diverse Organizations
  o EDH 703 - History of American Higher Education
• Core Research Course – Credits: 3
  o EPY 702 - Research Methods
• Additional Research Course – Credits: 3
  o Select one of the following:
  o EPY 716 - Evaluation Research Methods
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction
• Internship – Credits: 3
  o EDH 690 - Masters Internship
• Elective Courses – Credits: 15
  o Complete 15 credits of advisor-approved elective course work. Courses may be selected from but are not limited to, the following three emphasis areas.
    • Student Affairs Emphasis
- EDH 626 - College Student Personnel Services
- EDH 627 - Student Learning and Development
- EDH 624 - Readings in Student Personnel Issues
- Intercollegiate Athletics Emphasis
  - EDH 603 - Role of Intercollegiate Athletics in Higher Ed
  - EDH 606 – Intercollegiate Athletic Administration
  - EDH 611 - Marketing Institutions of Higher Education

Higher Education Organizational Emphasis
- EDH 708 - The American Community College
- EDH 742 - Academic Governance in Higher Education
- EDH 750 - Special Topics in Higher Education

Capstone Course – Credits: 1
- EDH 610 - Master’s Capstone Experience

Degree Requirements
- Student must complete a minimum of 37 credit hours with a minimum GPA of 3.00.
- All courses in the program must be at the 600- or 700-level.
- The Master of Education (M.Ed.) – Higher Education is a non-thesis program, which requires the successful completion of a capstone project taken during the final semester.

Plan Graduation Requirements
- The student must submit all required forms to the Graduate College and then apply for graduation from both degrees up to two semesters prior to completing his/her degree requirements.
- The student must successfully complete the capstone course.

Doctor of Philosophy - Educational Psychology

The Educational Psychology Ph.D. 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.

**Learning Outcomes**

www.unlv.edu/degree/phd-educational-psychology

**Plan Admission Requirements**

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

- An undergraduate grade point average of 3.00 or above.
- If graduate course work has been completed, a graduate grade point average of 3.00 or above.
- Preference given to scores that relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE).
- 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.
- Three letters of reference from university faculty or other individuals qualified to judge the applicant’s academic potential.
- The applicant’s statement of professional interests and goals.
- A scholarly or professional writing sample.
- Graduate College application is available online. Applications for admission will be considered once a year. The deadline for the receipt of applications is February.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

*Foundations Track*

Students must have a master’s equivalent degree to be considered for admission.

*School Counselor Track*

Students must have 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.

*School Psychology Track*

Students must have a bachelor’s degree. 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.

**Plan Requirements**

See Subplan Requirements Below.

**Subplan 1 Requirements: Foundations Track**

Total Credits Required: 67
Course Requirements

- Proseminar Course – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology

- Research Methods Courses – Credits: 12
  - EPY 718 - Qualitative Research Methodologies
  - EPY 722 - Inferential Statistics and Experimental Design
  - EPY 723 - Theory and Practice of Human Measurement I
  - EPY 730 - Advanced Research Methods

- Additional Research Methods Course – Credits: 3
  - Complete one of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 719 - Advanced Qualitative Research
    - EPY 724 - Theory and Practice of Human Measurement II
    - EPY 733 - Multivariate Statistics
    - EPY 787 - Individual Research (3 credits)
    - EPY 790 - Research Seminar in EPY (3 credits)

- Learning Theory Courses – Credits: 9
  - EPY 757 - Theory and Philosophy of Educational Psychology
  - EPY 767 - Human Learning and Cognition
  - EPY 777 - Cognitive Development

- Specialization Courses – Credits: 18
  - Complete 18 credits of advisor-approved coursework within your specified area of focus.

- Emphasis Area Courses – Credits: 12
  - Complete 12 credits of advisor-approves coursework within an area of emphasis.

- Dissertation – Credits: 12
  - EPY 799 - Dissertation

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: School Counselor Track

Total Credits Required: 67

Course Requirements

- Proseminar Course – Credits: 1
  - EPY 701 - Proseminar in Educational Psychology

- Research Methods Courses – Credits: 12
  - EPY 718 - Qualitative Research Methodologies
  - EPY 722 - Inferential Statistics and Experimental Design
  - EPY 723 - Theory and Practice of Human Measurement I
  - EPY 730 - Advanced Research Methods

- Additional Research Methods Course – Credits: 3
  - Complete one of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 719 - Advanced Qualitative Research
    - EPY 724 - Theory and Practice of Human Measurement II
• EPY 733 - Multivariate Statistics
• EPY 787 - Individual Research (3 credits)
• EPY 790 - Research Seminar in EPY (3 credits)
• Learning Theory Courses – Credits: 9
  • EPY 757 - Theory and Philosophy of Educational Psychology
  • EPY 767 - Human Learning and Cognition
  • EPY 777 - Cognitive Development
• Specialization Courses – Credits: 18
  • Complete 18 credits of advisor-approved coursework within your specified area of focus.
• Emphasis Area Courses – Credits: 12
  Complete 12 credits of advisor-approves coursework within an area of emphasis.
• Dissertation – Credits: 12
  • EPY 799 - Dissertation

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: School Psychology Track

Total Credits Required: 67

Course Requirements

• Proseminar Course – Credits: 1
  • EPY 701 - Proseminar in Educational Psychology
• Research Methods Courses – Credits: 12
  • EPY 718 - Qualitative Research Methodologies
  • EPY 722 - Inferential Statistics and Experimental Design
  • EPY 723 - Theory and Practice of Human Measurement I
  • EPY 730 - Advanced Research Methods
• Additional Research Methods Course – Credits: 3
  • Complete one of the following courses:
    • EPY 716 - Evaluation Research Methods
    • EPY 719 - Advanced Qualitative Research
    • EPY 724 - Theory and Practice of Human Measurement II
    • EPY 733 - Multivariate Statistics
    • EPY 787 - Individual Research (3 credits)
    • EPY 790 - Research Seminar in EPY (3 credits)
• Learning Theory Courses – Credits: 9
  • EPY 757 - Theory and Philosophy of Educational Psychology
  • EPY 767 - Human Learning and Cognition
  • EPY 777 - Cognitive Development
• Specialization Courses – Credits: 18
  • Complete 18 credits of advisor-approved coursework within your specified area of focus.
• Emphasis Area Courses – Credits: 12
  • Complete 12 credits of advisor-approves coursework within an area of emphasis.
• Dissertation – Credits: 12
  • EPY 799 - Dissertation
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

- Student must successfully complete a minimum of 67 credit hours while maintaining a grade point average of 3.00 or better in the program and a grade of B or better in core course work.
- Of the 67 credits, 18 must be in coursework tailored for the area of focus in the strand.
- Of the 67 credits, 25 are in courses shared with other doctoral programs in the department.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Specific specialization courses in the assessment, program evaluation, research, and learning in school domains strands are determined by the student in consultation with her or his committee.
- In addition to the required specialization courses, each student, in consultation with advisor and doctoral committee, selects an individual emphasis area and determines the specific courses to be completed.
- 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 acknowledgment, and (c) a completed Review I form from the supervising faculty member.
- 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.
- 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.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
The student must submit his/her approved, properly formatted hard-copy document to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Doctor of Philosophy - Higher Education

The Doctor of Philosophy – 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:

- Prepare students for administrative positions in community colleges, four year colleges, universities, and other public and private learning and policy environments;
- Prepare individuals for faculty positions in higher education; and
- 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.

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 Outcomes

www.unlv.edu/degree/phd-higher-education

Plan 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:

- Completed application for admission and the nonrefundable application fee;
- 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:

- Personal Statement of Professional Aspirations;
- A professional résumé or vita;
- Verification of experience in higher education or related field;
- 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 five years old;
- Two letters of nomination/professional reference;
- 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.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 72

Course Requirements

- Required Core Courses – Credits: 15
  - EDH 703 - History of American Higher Education
  - EDH 710 - Finance and Budgeting in Higher Education
  - EDH 715 - Theory of Educational Organizations
  - EDH 738 - Public Policy in Higher and Post-Secondary Education
  - EDH 705 - HE Law-Doctoral
  - Or
  - EDH 742 - Academic Governance in Higher Education

- Required Research Courses – Credits: 12
  - EDH 707 - Designing & Critiquing Research In Education
  - EPY 716 - Evaluation Research Methods
  - EPY 722 - Inferential Statistics and Experimental Design
  - EPY 718 - Qualitative Research Methodologies

- Research Elective Courses – Credits: 6
  - Complete two of the following courses in consultation with your program of study chair.
  - EPY 719 - Advanced Qualitative Research
  - EPY 729 - Qualitative Case Study Research
  - EPY 732 - Multiple Regression and Path Analysis
  - EPY 733 - Multivariate Statistics

- Specialization Courses – Credits: 21
  - Complete 21 credits from the following courses in consultation with your program of study chair.
  - EDH 607 - Leadership Development Seminar
  - EDH 609 - Leading Diverse Organizations
  - EDH 618 - Facilities Management and Campus Planning
  - EDH 619 - Institutional Advancement
  - EDH 624 - Readings in Student Personnel Issues
  - EDH 706 - Current Issues in Higher Ed
  - EDH 708 - The American Community College
  - EDH 732 - Readings in Administration of Higher Education
  - EDH 733 - The Professorate
  - EDH 737 - Ethical Dimensions of Higher Education Leadership
  - EDH 739 - Organization Change & Innovation in Higher Education
  - EDH 740 - Comparative and International Higher Education
• Internship Course – Credits: 3
  o EDH 790 - Doctoral Internship
• Prospectus Course – Credits: 3
  o EDH 796 - Dissertation Proposal Preparation
• Dissertation – Credits: 12
  o EDH 799 - Dissertation

Degree Requirements

• Students must complete a minimum of 72 credit hours of approved course work with a minimum GPA of 3.00.
• Students without a background in statistics may take EPY 721 – Descriptive/Inferential Statistics, but the course will not count as credits toward the doctoral program.
• In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
• The doctoral comprehensive examination consists of two parts: A core examination and an individualized examination. Part I: Core examination:
  • The core examination is offered twice a year (usually September and February). Students should take this examination as early in their programs as possible. Students are eligible to the Comprehensive Examinations if they have passed all core courses with a “B-” or better. No student with anything less than a “B-” in any core course will be allowed to take the Comprehensive Examination. A core course may be repeated, allowing the student an opportunity to earn a “B-” or better.
  • To be eligible to sit for this examination, students must have completed the required core courses, the required research courses, and the methodology course.
  • Each section of the comprehensive examination is taken over a two week period.
  • Section One: Covers research design. It draws heavily on EDH 707 and the research core. Students are encouraged to integrate information from other methods courses into their answers. Information about this question is provided to students prior to the examination.
  • Section Two: Affords student the opportunity to integrate basic historical, organizational, financial/economic, policy, and legal perspectives into a discussion of one or more current issues. Faculty members will meet with students prior to distributing this question to talk about specific, appropriate issues that may be addressed in this section of the exam.
  • The evaluation rubric is available for download from the department website. Students who do not pass a section of the comprehensive exams meet with their current advisor to discuss options and potential remedies.
  • The purpose of the individualized examination is to help students fill in gaps in their knowledge base and to help them move forward into the dissertation stage of the program.
  • All students are required to engage in an internship experience. Each internship is an individually designed, semester-long experience that can be repeated for credit for up to a maximum of 6 hours. Ordinarily, the internship is completed after the student has successfully passed the core comprehensive examination. There are three types of internships for doctoral students: Administrative, Teaching, and Research.
  • Administrative internships enable students to apply theory to practice. Internship placements are available in a variety of professional settings including UNLV, the Community College of Southern Nevada, Nevada State College, the Nevada System of Higher Education administrative departments, as well as in neighboring institutions of higher education and government policy and business environments. These are challenging experiences in which students are expected to make meaningful contributions that advance the goals of the host site.
Teaching internships are done under the aegis of a faculty member. Doctoral teaching assistants may team with a faculty member in a Master’s course or teach undergraduate courses.

Research internships are usually done with the student’s doctoral chair. These internships allow students to team with a faculty member on a research-based project, which may entail design, data collection, analysis, or writing.

Students must complete the residency requirement. Residency requirements are met following the completion of 42 credit hours, the comprehensive examinations, 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.
- Completion of a national presentation and/or a manuscript submitted for publication consideration.
- Students may use three credits of dissertation hours (EDH 799) towards their residency.
- 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.

Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.

The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.

The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Doctor of Philosophy - Learning & Technology

The Learning and Technology Ph.D. 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).

Learning Outcomes

www.unlv.edu/degree/phd-learning-technology

Plan Admission Requirements

Admission will be limited to the most qualified applicants based on a combination of the following:
• An undergraduate grade point average of 3.00 or above.
• If graduate course work has been completed, a graduate grade point average of 3.00 or above.
• 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).
• 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.
• Three letters of reference from university faculty or other individuals qualified to judge the applicant’s academic potential.
• The applicant’s statement of professional interests and goals.
• Graduate College application is available online.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 67

Course Requirements

• Required Courses – Credits: 4
  o EPY 701 - Proseminar in Educational Psychology
  o CIT 778 - Instructional Design
• Core Research Courses – Credits: 12
  o EPY 718 - Qualitative Research Methodologies
  o EPY 722 - Inferential Statistics and Experimental Design
  o EPY 723 - Theory and Practice of Human Measurement I
  o EPY 732 - Multiple Regression and Path Analysis
• Additional Research Course – Credits: 3
  o Complete one of the following courses:
    o EPY 716 - Evaluation Research Methods
    o EPY 719 - Advanced Qualitative Research
    o EPY 724 - Theory and Practice of Human Measurement II
    o EPY 726 - Advanced Evaluation Research Methods
    o EPY 729 - Qualitative Case Study Research
    o EPY 733 - Multivariate Statistics
    o EPY 738 - Interpretive Analysis of Text and Discourse
    o EPY 745 - Categorical/Nonparametric Data Analysis
    o EPY 746 - Multilevel Statistical Models: Theory and Application
    o EPY 747 - Large Scale Secondary Data Analysis
• Learning Courses – Credits: 9
  o EPY 757 - Theory and Philosophy of Educational Psychology
  o EPY 767 - Human Learning and Cognition
  o EPY 777 - Cognitive Development
• Technology Course – Credits: 3
  o CIT 770 - Advanced Seminar in Educational Technology Research
• Multimedia Course – Credits: 6
  o CIT 780 - Multimedia Learning Studio
• Elective Courses – Credits: 18
  o Student must take a minimum of 18 credit hours of learning and/or technology elective courses from the following list of courses, or other advisor-approved courses.
• Illustrative learning elective courses include but are not limited to:
  o EPY 768 - Problem Solving, Reasoning, and Expertise
  o EPY 770 - Cognition and Instruction
  o EPY 787 - Individual Research (1-3 credits)
- EPY 789 - Seminar in Learning and Cognition
- EPY 791 - Special Topics in Educational Psychology
- PSY 703 - Cognitive Psychology (3 credits)
- Illustrative technology elective courses include but are not limited to:
  - CIT 608 - Integrating Technology in Teaching and Learning
  - CIT 643 - Designing Digital Materials for Education
  - CIT 647 - Creating Online Learning Environments
  - CIT 648 - Issues and Methods in Online Learning
  - CIT 653 - Creating Digital Materials for Education
  - CIT 667 - Technology and Educational Change
  - CIT 669 - Advanced Web Design and Development for Educators
  - CIT 772 - Technology in Teacher Education
  - CIT 782 - Distance Education Issues and Trends
- Dissertation – Credits: 12
  - EPY 799 - Dissertation

**Degree Requirements**

- Students must maintain a GPA of 3.00 or higher for all course work taken at the doctoral level.
- Residence Credit Requirement: A minimum of 50 percent of the total credits required to complete the doctoral degree not including transferred and dissertation credits must be earned at UNLV after admission to the doctoral degree program.
- 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 acknowledgment, and (c) a completed Review I form from the supervising faculty member.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- 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.
- 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.

**Plan Graduation Requirement**

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
• The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

**Dual Degree: Doctor of Philosophy - Special Education & Juris Doctor**

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.

Pursued individually, the J.D. degree requires the completion of 89 credit hours and the Ph.D. degree requires the completion of a minimum of 72 credit hours. The J.D./Ph.D. degree would require the completion of 80 law credit hours and a minimum of 63 education credit hours, as 9 hours of education courses are accepted toward the J.D. degree and 9 hours of law courses are accepted toward the Ph.D. degree.

**Learning Outcomes**

www.unlv.edu/degree/dual-jd-phd-special-education

**Plan Admission Requirement**

Applicants to the J.D./Ph.D. program must submit formal applications for admission to both the William S. Boyd School of Law and to the Graduate College. Students must meet the requirements for admission to both programs. Admission requirements are the same as those stated under the regular J.D. and Special Education Ph.D. programs.

A dual program candidate must complete the Graduate College, Law School and Special Education Ph.D. 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. A law school student may be admitted to the dual program by gaining admission to the Special Education Ph.D. program after successful completion of the first year of law school with the consent of both programs.

Students interested in the dual program should alert Graduate College admission personnel when commencing the admission process. Students interested in the Dual Degree Program should alert the Special Education Ph.D. Admissions Coordinator so that consultation on the admissions process can be initiated.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirement**

Total Credits Required: 14

**Course Requirements**

• Total Credits Required for the Doctor of Philosophy – Special Education: 63
• Required Courses – Credits: 21
  • 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

Research Courses – Credits: 6
- EPY 721 - Descriptive and Inferential Statistics: An Introduction
- ESP 791 - Proposal Design and Analysis

Statistics Course – Credits: 3
- Complete one of the following courses, or another advisor-approved equivalent course.
- EPY 722 - Inferential Statistics and Experimental Design
- KIN 751 - Selected Application of Statistical Techniques I

Additional Research Courses – Credits: 6
- Complete 6 credits from the following list of courses, or other advisor-approved courses.
- 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

Internship Course – Credits: 6
- ESP 794 A-C - Internship in Special Education

Leadership & Exceptionality Courses – Credits: 6
- Complete 6 credits of advisor-approved leadership and exceptionality courses 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.
- Complete credits in specialty areas from the following list: Autism, Learning Disabilities, Emotional Disturbance, Mental Retardation, Gifted and Talented Education, Developmental Disabilities/Children at Risk.

Prospectus Course – Credits: 3
- Complete the following course as an independent study supervised by the advisor.

ESP 796 - Dissertation Prospectus

Dissertation – Credits: 12
- ESP 799 - Dissertation

Total Credits Required for the Juris Doctor: 80
- Required Courses – Credits: 44
- Directed Electives – Credits: 9
- Free Electives – Credits: 27

Degree Requirements

- Students must be admitted to both the J.D. and Ph.D. programs with graduate standing. The candidates must successfully complete the 80 credit hours of Law course work and 63 credit hours of the Ph.D. required course work.
- William S. Boyd School of Law cannot award credit for any class taken before matriculation. J.D./Ph.D. candidates are required to enroll at the Boyd School of Law and complete one year of study before taking any Ph.D. courses.
- The Ph.D. program of study requires a minimum of 63 semester hours. Only credits that meet the following criteria may be included on the formal Program of Study:
  - Those not previously used to fulfill requirements for another degree;
  - Those taken while enrolled at an accredited graduate degree-granting institution in a degree-granting program;
Those taken as a non-degree seeking student (not to exceed 15 total semester hours); and
Those for which a grade of B or higher was earned.
Students in the J.D./Ph.D. program must remain in good standing in both J.D. and Ph.D. programs.
Doctoral students must earn a grade of B or higher in all core curriculum courses.
Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722/KIN 751.
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.

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 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. Students who fail the comprehensive examination will be placed on probation and must wait 4 months from the date of the failed examination to re-write their exam. However, under no circumstances may the reexamination be later than the semester following the failed examination. Students not passing the comprehensive examination on the re-write will be “excused” from the program.

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, one law school faculty member, 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. The Dual Degree Program Coordinator will sit on all dissertation committees. 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.

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.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
- The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Educational Psychology and Higher Education Courses

**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.  
Formerly: EDH 702  
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.  
Formerly: EDH 704  
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.  
Formerly: EDH 728

**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. Formerly: EDH 751 Notes: (Master’s Program)

EDH 609 - Leading Diverse 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. Formerly: EDH 761

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. Formerly: EDH 798 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. Formerly: EDH 712

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. Formerly: EDH 718

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. Formerly: EDH 734. 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. Formerly: EDH 762

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. Formerly: EDH 764

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. Formerly: EDH 752. Prerequisites: Consent of instructor.

EDH 706 - Current Issues in Higher Ed  
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. 

**Formerly**: EDH 784. **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 - The Professorate**  
**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. **Formerly**: EDH 760.  
**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. **Formerly**: EDH 792. **Prerequisites**: Master’s consent of instructor.

**EDH 739 - Organization Change & Innovation in Higher 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. **Formerly**: EDH 787. **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.

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. **Formerly:** (EPC 723). **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.

**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: Ep7 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-bases 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 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. Formerly: (EPC 760). 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

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.
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, early childhood education, and counselor education. All graduate programs are designed to provide the professional experiences required by teachers, specialists, administrators, and future professors of special education, early childhood education, and counselor education.

Tom Pierce, Ph.D., Chair
Kyle Higgins, Ph.D., Graduate Coordinator
Cori More, Ph.D., Graduate Coordinator

Chair

Pierce, Thomas B. - Full Graduate Faculty
Professor; B.S., State University of New York, Fredonia; Ph.D., University of New Mexico. Rebel since 1990

Graduate Coordinators

Higgins, Kyle - Full Graduate Faculty
Professor; B.A., M.A., Ph.D., University of New Mexico. Rebel since 1991.

More, Cori - Full Graduate Faculty
Assistant Professor; B.A., University of Montana; M.Ed., Western New Mexico University; Ph.D., University of Nevada Las Vegas. Rebel since 2013.

Graduate Faculty

Astromovich, Randall - Full Graduate Faculty
Associate Professor; B.A., M.Ed., Ph.D., University of North Texas Ph.D. Rebel since 2002.

Baker, Joshua - Full Graduate Faculty
Assistant Professor; B.A., M.A., Marshall University; Ph.D. University of North Carolina, Charlotte. Rebel since 2012.

Brinson, Jesse A. - Full Graduate Faculty
Full Professor; B.A., Clark College; M.A., University of the District of Columbia; Ed.D., Western Michigan University. Rebel since 1989.

Brown, Nancy - Associate Graduate Faculty
Faculty in Residence; B.S., M.Ed., Utah State University. Rebel since 1992.

Carruthers, Cynthia - Full Graduate Faculty
Professor; B.S., M.S., Ph.D., University of Illinois. Rebel since 1990.

Gelfer, Jeffrey - Full Graduate Faculty
Professor; B.A., Wilmington College; M.S., University of Oregon; Ph.D., Florida State University. Rebel since 1989.

Filler, John - Full Graduate Faculty
Professor; B.A., Randolph Macon College; M.A., Wake Forest University; Ph.D., Vanderbilt University. Rebel since 1989.

Harris, Katrina - Associate Graduate Faculty

Hoskins, Wendy - Full Graduate Faculty
Associate Professor; B.A., William Penn College M.A., Truman State University; Ph.D., Idaho State University. Rebel since 2003.

Lau, Jared - Full Graduate Faculty
Assistant Professor; B.S., University of Hawaii at Manoa; M.S., University of San Diego; Ph.D., University of North Carolina at Charlotte. Rebel since 2013.

Lyons, Catherine - Full Graduate Faculty
Assistant Professor; B.S., St. Francis College; M.Ed., Ph.D., University of Nevada, Las Vegas. Rebel since 2007.

McKay, Terri-Lynn
Visiting Assistant Research Professor; Ph.D., University of Calgary. Rebel since 2013.

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

Ramirez, Maria G. - Full Graduate Faculty
Associate Professor; B.S., M.A., Texas A&I University; Ph.D., University of Kansas. Rebel since 1989.

Smith, Shannon - Full Graduate Faculty
Associate Professor; B.A., Eastern Bible College M.A., Ashland College; Ph.D., Oregon State University. Rebel since 2003.

Spies, Tracy - Full Graduate Faculty
Assistant Professor; B.S., University of Houston; M.S., Sam Houston State University; Ph.D., Texas A & M University. Rebel since 2012.

Strawser, Sherri - Full Graduate Faculty
Associate Professor; B.S., Indiana University; M.S., Saint Francis College; Ph.D., University of Utah. Rebel since 1991.

West, Glenn - Full Graduate Faculty
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. Rebel since 2009.

Educational and Clinical Studies Plans

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:

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

**Learning Outcomes**

**Advanced Graduate Certificate in Addiction Studies**

**Plan Admission Requirements**

Students must already be holding a master’s degree in counseling, or be currently admitted to the Clinical and Mental Health Counseling M.S. program at UNLV.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

See Subplan Requirements below.

**Subplan 1 Requirements: Con-Current Master's Track**

Total Credits Required: 12

**Course Requirements**

- Required Courses – Credits: 9
  - Complete 9 credits of advisor-approved coursework.
- Final Project – Credits: 3
  - CED 787 - Individual Research

**Certificate Requirements**

- Completion of a minimum of 12 credit hours with a minimum GPA of 3.00.
- Students who receive an F or more than two C grades will be separated from the program.
- A minimum of six semester hours of credit must be taken each semester, including summer.
The courses listed above may only be taken after the core degree requirements for the Clinical and Mental Health Counseling Program are met.

Certificate Completion Requirements

See Plan Certificate Completion Requirements below.

Subplan 2 Requirements: Post-Master's Track

Total Credits Required: 24

Course Requirements

- Required Courses – Credits: 21
  - Complete 21 credits of advisor-approved coursework.
- Final Project – Credits: 3
  - CED 787 - Individual Research

Certificate Requirements

- Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
- Students who receive an F or more than two C grades will be separated from the program.
- A minimum of six semester hours of credit must be taken each semester, including summer.

Certificate Completion Requirements

See Plan Certificate Completion Requirements below.

Plan Certificate Completion Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.
- The student must successfully complete the final project.

Advanced Graduate Certificate in Clinical 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:

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

The certificate consists of 12-24 credits, based on the student’s master’s degree training.

**Learning Outcomes**

Advanced Graduate Certificate in Clinical Mental Health Counseling

**Plan Admission 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).

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

See Subplan Requirements below.

**Subplan 1 Requirements: Post CACREP Community Counseling Master's Track**

Total Credits Required: 12

**Course Requirements**

• Required Courses – Credits: 12
  ○ Complete 12 credits of advisor-approved coursework.

**Certificate Requirements**

• Completion of a minimum of 12 credit hours with a minimum GPA of 3.00.
• Students who receive an F or more than two C grades will be separated from the program.
• A minimum of six semester hours of credit must be taken each semester, including summer.

**Certificate Completion Requirements**

See Plan Certificate Completion Requirements below.

**Subplan 2 Requirements: Con-Current School Counseling Master's Track**

Total Credits Required: 12-24

**Course Requirements**

• Required Courses – Credits: 12-24
  ○ Complete 12-24 credits of advisor-approved coursework.

**Certificate Requirements**
• Completion of a minimum of 12-24 credit hours with a minimum GPA of 3.00.
• Students who receive an F or more than two C grades will be separated from the program.
• A minimum of six semester hours of credit must be taken each semester, including summer.

Certificate Completion Requirements

See Plan Certificate Completion Requirements below.

Subplan 3 Requirements: Non-CACREP Community Counseling Master's Track

Total Credits Required: 24

Course Requirements

• Required Courses – Credits: 24
  o Complete 24 credits of advisor-approved coursework.

Certificate Requirements

• Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
• Students who receive an F or more than two C grades will be separated from the program.
• A minimum of six semester hours of credit must be taken each semester, including summer.

Certificate Completion Requirements

See Plan Certificate Completion Requirements below.

Subplan 4 Requirements: Post Counseling Related Master's Track

Total Credits Required: 24

Course Requirements

• Required Courses – Credits: 24
  o Complete 24 credits of advisor-approved coursework.

Certificate Requirements

• Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
• Students who receive an F or more than two C grades will be separated from the program.
• A minimum of six semester hours of credit must be taken each semester, including summer.

Certificate Completion Requirements

See Plan Certificate Completion Requirements below.

Plan Certificate Completion Requirements

The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.
Master of Education - School Counseling

The Department of Educational and Clinical Studies offers a 48 credit Master of Education (M.Ed.) – 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 of Education – School Counseling degree 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:

- Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for students to succeed academically;
- Address the academic, career, and personal/social needs of all students in the school;
- Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress;
- Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success; and
- Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

Learning Outcomes

www.unlv.edu/degree/med-school-counseling

Plan Admission Requirements

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.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 48

Course Requirements

- Required Courses – Credits: 48
  o CED 701 - Introduction to Counseling
  o CED 703 - Counseling with Expressive Arts and Activities
  o CED 711 - Counseling Appraisal and Inquiry
  o CED 713 - Introduction to School Counseling
  o CED 715 - Counseling and Consultation Theories
  o CED 721 - Career Theories and Practices
  o CED 727 - Counseling Process and Procedures
o CED 731 - Social Justice and Advocacy in Counseling
o CED 733 - Introduction to Group Counseling
o CED 735 - Substance Abuse Prevention and Treatment
o CED 741 - Practicum
o CED 743 - Ethical and Legal Issues in Counseling
o CED 750 - Advanced Seminars in School Counseling
o CED 751 - Internship in Counseling I
o CED 752 - Internship in Counseling II
o CED 753 - Internship in Counseling III
o EPY 702 - Research Methods
o EPY 711 - Human Growth and Development

Degree Requirements

- 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 and 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 will be placed on probation and 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, 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.
- Students must successfully complete and pass the final comprehensive exam.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements for the program.
- The student must successfully complete and pass the final comprehensive exam.

Master of Education - Special Education

The M.Ed. program is 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 special education, with or without licensure. Students are expected to develop a plan of study that is most relevant to their educational purposes. 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, Learning Disabilities, Generalist-Mild Disabilities, Gifted and Talented, Emotional Behavioral Disorders, Intellectual Disabilities, Applied Behavioral Analysis (BCBA), or other professional areas. The Master of Education – Special Education program requires 36 credits of graduate-level coursework. Additional credits may be required for endorsement or licensure purposes.

Learning Outcomes: Autism Spectrum Disorders

www.unlv.edu/degree/med-special-ed-emphasis-autism-spectrum-disorders

Learning Outcomes: Early Childhood Education
Plan 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:

- 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
- 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).

Applicants should log back into their online applications to monitor the status of the application. Official decision letters will be posted in the online application once a decision has been made. Hard-copy letters are not issued. The online decision letter will include the name of the student’s advisor. Students are responsible for contacting their advisors.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Applied Behavioral Analysis Track

Total Credits Required: 36
Course Requirements

- Required Courses – Credits: 6
  - EPY 702 - Research Methods
  - ESP 722 - Multicultural Perspectives in Special Education

- Special Education Courses – Credits: 15
  - Complete 15 credits of advisor-approved course work.
  - ESP 712 - Applied Behavior Analysis
  - ESP 733 - Management and Modification of Students with Special Needs
  - ESP 735 - Advanced Behavior Management
  - ESP 736 – Single Subject Design
  - ESP 739 - Advanced Educational Strategies for Students with Autism Spectrum Disorders

- Elective Courses – Credits: 15
  - Complete 15 credits of advisor-approved course work.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Autism Track

Total Credits Required: 36

Course Requirements

- Required Courses – Credits: 6
  - EPY 702 - Research Methods
  - ESP 722 - Multicultural Perspectives in Special Education

- Special Education Courses – Credits: 30
  - Complete 30 credits from the following list of courses, or other advisor-approved courses.
    - ESP 701 - Introduction to Special Education and Legal Issues
    - ESP 709 - Diagnostic and Prescriptive Assessment for Diverse Learners
    - ESP 715 - Communication Programming for Persons with Severe Disabilities
    - ESP 719A - Advanced Oral and Written Language Instruction for Students with Disabilities
    - ESP 724 - Math Methods in Special Education
    - ESP 729 - Characteristics of Students with Autism Spectrum Disorders
    - ESP 730 - Parent Involvement in Special and General Education
    - ESP 733 - Management and Modification of Students with Special Needs
    - ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition
    - ESP 735 - Advanced Behavior Management
    - ESP 739 - Advanced Educational Strategies for Students with Autism Spectrum Disorders
    - ESP 740 - Speech and Hearing Therapy for Classroom Teachers

- Licensure Fieldwork Courses – Credits: 8 (Optional)
  - Students requiring Nevada state licensure must complete 8 credits of fieldwork.
    - ESP 720 - Field Experience in Special Education

Degree Requirements
See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 3 Requirements: Early Childhood Special Education Track**

Total Credits Required: 36

**Course Requirements**

- **Required Courses – Credits: 30**
  - EPY 702 - Research Methods
  - ESP 722 - Multicultural Perspectives in Special Education
  - ESP 711 - Perspectives on Early Childhood Special Education
  - ESP 772 - Family Education in Early Childhood Special Education
  - ESP 773 - Assessment for Young Children with Disabilities
  - ESP 774 - Seminar in Curriculum Development in Early Childhood Special Education
  - ESP 775 - Strategies for Early Childhood Special Education
  - ESP 776 - Strategies for Working with Infants and Toddlers in Early Childhood Special Education
  - ESP 778 - Behavior Management for Early Childhood
  - ESP 779 - Early Intervention Service Coordination

- **Licensure Fieldwork Courses – Credits: 6**
  - Complete a minimum of 3 credits in each of the following two courses. Students requiring Nevada state licensure must complete a total of 8 credits of fieldwork.
    - ESP 780 - Field Experience in Early Childhood Special Education
    - ESP 781 - Field Experience in Early Childhood Special Education

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 4 Requirements: Emotional Disturbance Track**

Total Credits Required: 36

**Course Requirements**

- **Required Courses – Credits: 30**
  - EPY 702 - Research Methods
  - ESP 701 - Introduction to Special Education and Legal Issues
  - ESP 705 - Psychological and Sociological Problems of Students with Emotional Disabilities
  - ESP 706 - Advanced Educational Strategies for Students with Emotional Disabilities
  - ESP 708 - Advanced Education Strategies for Students with Disabilities
  - ESP 713 - Affective Assessment Models
  - ESP 722 - Multicultural Perspectives in Special Education
  - ESP 730 - Parent Involvement in Special and General Education
  - ESP 733 - Management and Modification of Students with Special Needs
  - ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition
- Elective Courses – Credits: 6
  - Complete six credits of advisor-approved ESP 700-level courses.
- Fieldwork Courses – Credits: 8 (Optional)
  - Students requiring Nevada state licensure must complete 8 credits of fieldwork from one of the following courses:
    - ESP 720 - Field Experience in Special Education
    - ESP 737B - Emotional Disturbance

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Generalist - Mild Disabilities Track

Total Credits Required: 36

Course Requirements

- Required Courses – Credits: 33
  - EPY 702 - Research Methods
  - ESP 701 - Introduction to Special Education and Legal Issues
  - ESP 708 - Advanced Education Strategies for Students with Disabilities
  - ESP 709 - Diagnostic and Prescriptive Assessment for Diverse Learners
  - ESP 719A - Advanced Oral and Written Language Instruction for Students with Disabilities
  - ESP 722 - Multicultural Perspectives in Special Education
  - ESP 724 - Math Methods in Special Education
  - ESP 730 - Parent Involvement in Special and General Education
  - ESP 733 - Management and Modification of Students with Special Needs
  - ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition
  - ESP 737I - Resource Room
- Elective Courses – Credits: 3
  - Complete three credits of advisor-approved ESP 700-level courses.
- Licensure Fieldwork Courses – Credits: 8 (Optional)
  - Students requiring Nevada state licensure must complete 8 credits of fieldwork.
    - ESP 720 - Field Experience in Special Education

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Gifted and Talented Track

Total Credits Required: 36

Course Requirements

- Required Courses – Credits: 36
- CIT 601 - Technology Applications Elementary Curriculum
- EPY 702 - Research Methods
- ESP 701 - Introduction to Special Education and Legal Issues
- ESP 717 G - Seminar in Advanced Curriculum Development
- ESP 722 - Multicultural Perspectives in Special Education
- ESP 741 - Introduction to Gifted Education
- ESP 742 - Dimensions of Giftedness
- ESP 743 - Teaching Models in Gifted Education
- ESP 745 - Experiential Learning in Gifted Education
- ESP 746 - Creativity in Gifted Education
- ESP 747 - Contemporary Considerations Gifted Education
- ESP 745 - Experiential Learning in Gifted Education
- ESP 763Q - Data-Based Decision Making and Growth Models
- **Licensure Fieldwork Courses – Credits: 8 (Optional)**
  - ESP 720 - Field Experience in Special Education

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 7 Requirements: Intellectual Disabilities Track**

Total Credits Required: 36

**Course Requirements**

- **Required Courses – Credits: 36**
  - EPY 702 - Research Methods
  - ESP 701 - Introduction to Special Education and Legal Issues
  - ESP 702 - Psychological and Social Problems in Intellectual Disabilities
  - ESP 704 - Adaptive Curricular Programming for Persons with Intellectual Disabilities
  - ESP 715 - Communication Programming for Persons with Severe Disabilities
  - ESP 718 - Assessment of Persons with Severe Intellectual Disabilities
  - ESP 722 - Multicultural Perspectives in Special Education
  - ESP 755 A - Medically Related Aspects of Disabilities
  - ESP 763Q - Data-Based Decision Making and Growth Models
- **Licensure Fieldwork Courses – Credits: 8 (Optional)**
  - ESP 720 - Field Experience in Special Education

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 8 Requirements: Learning Disabilities Track**

Total Credits Required: 36
Course Requirements

- **Required Courses** – Credits: 6
  - EPY 702 - Research Methods
  - ESP 722 - Multicultural Perspectives in Special Education

Special Education Courses – Credits: 30

- Complete 30 credits from the following list of courses, or other advisor-approved courses. Courses marked with an asterisk (*) are required for Nevada state licensure.
  - EPY 708 - Human Learning and Development
  - ESP 701 - Introduction to Special Education and Legal Issues
  - ESP 707 - Theories of Learning Disabilities
  - ESP 708 - Advanced Education Strategies for Students with Disabilities
  - ESP 709 - Diagnostic and Prescriptive Assessment for Diverse Learners
  - ESP 717 C - Seminar in Advanced Curriculum Development
  - ESP 719A - Advanced Oral and Written Language Instruction for Students with Disabilities
  - ESP 724 - Math Methods in Special Education
  - ESP 727 - Technology in Special Education
  - ESP 730 - Parent Involvement in Special and General Education
  - ESP 733 - Management and Modification of Students with Special Needs
  - ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition
  - ESP 755 A - Medically Related Aspects of Disabilities

- **Licensure Fieldwork Courses** – Credits: 8 (Optional)
  - Students requiring Nevada state licensure must complete 8 credits of fieldwork from one of the following courses:
    - ESP 720 - Field Experience in Special Education
    - ESP 737C - Learning Disabilities

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 9 Requirements: Other Professional Areas Track

Total Credits Required: 36

Course Requirements

- **Required Courses** – Credits: 6
  - EPY 702 - Research Methods
  - ESP 722 - Multicultural Perspectives in Special Education

- **Special Education Courses** – Credits: 15
  - Complete 15 credits of advisor-approved course work.

- **Elective Courses** – Credits: 15
  - Complete 15 credits of advisor-approved course work.
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

- 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.
- For Nevada state licensure, students must complete a total of 8 credits of fieldwork; any additional credits will not count towards the degree program.
- In order to be endorsed in Teaching English as a Second Language (TESL) the following four courses must be completed in addition to the courses required as part of the degree program:
  - TESL 651 – Theories of second language acquisition
  - TESL 652 – TESL Methods and Materials
  - TESL 653 – TESL curriculum
  - TESL 654 – TESL Assessment Procedures
- Students must successfully 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.
  - If a student does not pass their comprehensive examination on the first attempt, they must wait 30 days after written notification from the department to reschedule the exam. This will be done in consultation with the student’s advisor.
  - A student may retake their comprehensive examination once.
- 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.

Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements for the program.

Master of Science - Clinical Mental Health Counseling

The Department of Educational and Clinical Studies offers a 60 credit Master of Science (M.S.) – Clinical Mental Health Counseling. The master’s 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.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:

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

Learning Outcomes

www.unlv.edu/degree/ms-clinical-mental-health-counseling

Plan Admission Requirements

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.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

Total Credits Required: 60

Course Requirements

- Required Courses – Credits: 60
  - CED 701 - Introduction to Counseling
  - CED 703 - Counseling with Expressive Arts and Activities
  - CED 710 - Relationships Through the Lifespan
  - CED 711 - Counseling Appraisal and Inquiry
  - CED 715 - Counseling and Consultation Theories
  - CED 721 - Career Theories and Practices
  - CED 727 - Counseling Process and Procedures
  - CED 731 - Social Justice and Advocacy in Counseling
  - CED 732 - Advanced Multicultural Counseling
Degree Requirements

- 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 and 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 will be placed on probation and 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, 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.
- Students must successfully complete and pass the final comprehensive exam.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements for the program.
- The student must successfully complete and pass the final comprehensive exam.

Doctor of Philosophy - Special Education

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.

Learning Outcomes

www.unlv.edu/degree/phd-special-education

Plan Admission Requirements

Applicants to the Special Education Ph.D. program 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.

- 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;
- 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;
- Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study;
- 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);
- 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 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 online the Graduate Assistant Application for the Department of Educational and Clinical Studies.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

**Plan Requirements**

Total Credits Required: 72

**Course Requirements**

- Required Courses – Credits: 21
  - 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 - Philosphical Perspectives in Special Education
Esp 788 - Single Subject Methods in Special Education
Esp 789 - Grant Writing for Human Services
Research Courses – Credits: 6
  o Esp 721 - Descriptive and Inferential Statistics: An Introduction
  o Esp 791 - Proposal Design and Analysis
Statistics Course – Credits: 3
  o Complete one of the following courses, or another advisor-approved equivalent course.
    ▪ EpY 722 - Inferential Statistics and Experimental Design
    ▪ KIN 751 - Selected Application of Statistical Techniques I
Additional Research Courses – Credits: 6
  o Complete 6 credits from the following list of courses, or other advisor-approved courses.
    ▪ 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
Internship Course – Credits: 6
  o Esp 794 A-C - Internship in Special Education
  o Esp 794 A-C - Internship in Special Education
Leadership & Exceptionality Courses – Credits: 15
  o Complete 15 credits of advisor-approved leadership and exceptionality courses 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.
  o Complete credits in two specialty areas from the following list: Autism, Learning Disabilities, Emotional Disturbance, Mental Retardation, Gifted and Talented Education, Developmental Disabilities/Children at Risk.
Prospectus Course – Credits: 3
  o Complete the following course as an independent study supervised by the advisor.
    ▪ Esp 796 - Dissertation Prospectus
Dissertation – Credits: 12
  o Esp 799 – Dissertation

Degree Requirements

  o 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:
      o Those not previously used to fulfill requirements for another degree;
      o Those taken while enrolled at an accredited graduate degree-granting institution in a degree-
        granting program;
      o Those taken as a non-degree seeking student (not to exceed 15 total semester hours); and
      o Those for which a grade of B or higher was earned.
  o Doctoral students must earn a grade of B or higher in all core curriculum courses.
  o Doctoral Students must earn a grade of B or higher in EpY 721 and EpY 722/KIN 751.
  o 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.

- 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 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.

- 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. Students who fail the comprehensive examination will be placed on probation and must wait 4 months from the date of the failed examination to re-write their exam. However, under no circumstances may the reexamination be later than the semester following the failed examination. Students not passing the comprehensive examination on the re-write will be “excused” from the program.

- 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.

- 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.

**Plan Graduation Requirements**

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
- The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

**Educational and Clinical Studies Courses**

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. **Formerly:** COU 743 **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. **Formerly:** COU 741 **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. Same as: EPY 754. 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. Formerly: COU 751. 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. Formerly: CIL 720. Same as: EDRL 443. Prerequisites: CIL 542. Corequisites: Concurrent enrollment in a practicum.

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.

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.

**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.
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 737B - Emotional Disturbance  
Credits 1-9  
EMOTIONAL DISTURBANCE

ESP 737C - Learning Disabilities  
Credits 1-9  
LEARNING DISABILITIES

ESP 737I - Resource Room  
Credits 1-9  
RESOURCE ROOM

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 ans 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: ESP 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, q) data-based decision making and growth models. 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 7 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 7 Preschool/Kindergarten
Credits 8
Intensive 15-week full- or part-time supervised teaching experience with young children with disabilities and their families. Experience includes working with children three to six years of age in individual, small and large group activities, planning and implementing Individualized Program Plans, and exploring community resources. Prerequisites: Consent of instructor.

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.

**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. **Formerly:** CIL 650.

**TESL 651 - Theories of Second Language Acquisition**  
Credits 3  
Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences. **Formerly:** CIL 651.

**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. **Formerly:** CIL 652. **Prerequisites:** TESL 650, TESL 651

**TESL 653 - TESL Curriculum**  
Credits 3  
Principles of curriculum organization, development and adaptation of TESL curriculum. **Formerly:** CIL 653. **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. **Formerly**: CIL 654. **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. **Formerly**: CIL 655R. **Prerequisites**: TESL 652, TESL 653

**TESL 656 - Technology Assisted English Language Learning**  
**Credits 3**  
Application software for ESL learning, including evaluation of software. **Formerly**: CIL 756. **Prerequisites**: TESL 654, TESL 655.

**TESL 67 - English Language Acquisition Practicum**  
**Credits 2**  
Supervised field experience in an ESL setting with application of TESL methods, materials, and assessment procedures. **Formerly**: CIL 657. **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. **Formerly**: CIL 659. **Prerequisites**: 15 graduate credits of ELA coursework.

**TESL 770 - TESL Culminating Experience**  
**Credits 1-3**  
TESL Culminating Experience. **Prerequisites**: 33 Graduate credits.

**TESL 772 - Individual Instruction in Teaching English as a Second Language**  
**Credits 1-9**  
Individual study in the analysis, synthesis, evaluation, and application or learning of issues and selected topics in teaching English as a second language. **Notes**: Maximum of 9 credits toward degree. Must be approved prior to registration. **Prerequisites**: Masters’ student status.
Teaching and Learning

The Department of Teaching and Learning offers graduate degrees in education at the master, specialist, and doctoral levels. All Teaching and Learning 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.

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:

- Children's and Young Adult Literature
- Elementary Education
- English Education
- Literacy Education
- Mathematics Education
- Multicultural Education
- Reading Specialist
- Science Education
- Social Studies Education
- Secondary Education
- Educational Technology

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.

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;

A separate and unique 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.

Randall Boone, PhD, Chair
P.G. Schrader, Ph.D, Graduate Coordinator
Neal Strudler, Ph.D., Graduate Coordinator
Lindsay Diamond, Graduate Coordinator

Chair

Boone, Randall A. - Full Graduate Faculty
Professor; B.S., M.S., University of Central Arkansas; Ph.D., University of Oregon. Rebel since 1991.

Graduate Coordinators

Schrader, Peter - Full Graduate Faculty
Associate Professor; B.S., M.A., Ph.D., University of Connecticut. Rebel since 2003.

Strudler, Neal - Full Graduate Faculty
Professor; B.A., State University of New York at Albany; M.A., George Peabody College for Teachers; M.A., Ph.D., University of Oregon. Rebel since 1989.

Graduate Faculty

Clark, Christine - Full Graduate Faculty
Professor; B.A., Franklin and Marshall College; M.Ed., Ed.D., University of Massachusetts, Amherst. Rebel since 2007.

Deniz, Hasan - Full Graduate Faculty
Associate Professor; B.S., Dokuz Eylul University in Turkey; M.S., Ph.D., Indiana University. Rebel since 2007.

Garcia, Jesus - Full Graduate Faculty
Professor; B.A., San Francisco State University; M.S., Ph.D., University of California. Rebel since 2004.

Giorgis, Cynthia - Full Graduate Faculty
Professor; B.S., Chadron State College; MLS, Ph.D., University of Arizona. Rebel since 1995.

Grove, Karen - Associate Graduate Faculty
Associate Faculty in Residence; B.A.E., Wayne State College; M.S., Ph.D., University of Nevada Las Vegas. Rebel since 2006.

Grubaugh, Steven J. - Full Graduate Faculty
Professor; B.A., California State University, Sonoma; M.A., Ed.D., University of Northern Colorado. Rebel since 1991.

Gordon, Howard R. - Full Graduate Faculty
Professor; Diploma, School of Agriculture, Jamaica, West Indies; B.S. and M.S., Tuskegee University; Ed.D., Virginia Polytechnic Institute and State University. Rebel since 2008.

Hartley, Kendall - Full Graduate Faculty
Associate Professor; B.S., Ph.D., University of Nebraska-Lincoln; M.S., University of Iowa. Rebel since 1999.
Levitt, Gregory A. - Full Graduate Faculty
Professor; B.A., Capitol University; M.A., Ohio State University; Ph.D., Ohio State University. Rebel since 2001.

Lin, Emily Shu-Ying - Full Graduate Faculty
Associate Professor; B.Ed, M.A., University of British Columbia; Ph.D., University of Toronto. Rebel since 2002.

McCarthy, Jane - Full Graduate Faculty
Professor; B.A., Douglass College-Rutgers; M.S., Florida State University, Tallahassee; Ed.D., University of Houston. Rebel since 1991.

McKinney, Marilyn M. - Full Graduate Faculty
Professor; B.A., Mary Washington College; M.S., Ed.D., Northwest Missouri State University; Ph.D., University of Iowa. Rebel since 1988.

McClain, Clifford R. - Full Graduate Faculty
Associate Professor; B.S., M.S., University of Idaho; Ph.D., University of Nebraska. Rebel since 1988.

Olson, Travis A. - Full Graduate Faculty
Assistant Professor; B.S., Western Illinois University; M.S., Western Illinois University; Ph.D. candidate, University of Missouri. Rebel since 2009.

Quinn, Linda - Full Graduate Faculty
Professor; B.S., Portland State University; Ed.D., University of Houston. Rebel since 1999.

Shih, Jeffrey - Full Graduate Faculty
Associate Professor; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles. Rebel since 1999.

Spalding, Mary Elizabeth - Full Graduate Faculty
Professor; B.A., M.A., University of West Virginia; Ph.D., Indiana State University. Rebel since 2004.

Stohlmann, Micah - Full Graduate Faculty
Assistant Professor; B.A., Concordia University; M.Ed., Ph.D., University of Minnesota. Rebel since 2012.

Wang, Jian - Full Graduate Faculty
Professor; B.A., Nanchang Technical and Vocational Teacher's College; M.A., Northeast Normal University; Ph.D., Michigan State University. Rebel since 1998.

Zhang, Shaoan - Full Graduate Faculty
Associate Professor; B.A., M.A., Hebei Normal University; Ph.D., Old Dominion University. Rebel since 2007.

Teaching and Learning Plans

Doctor of Philosophy - Curriculum & Instruction

This course of study is 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 particularly enable individuals to become skilled researchers as members of university faculties.

Upon completion of the program, graduates will:
Have an understanding of the theoretical and historical foundations of education.

Demonstrate knowledge and synthesis of major research in teaching and schooling.

Demonstrate knowledge and research application in the area of emphasis: cultural and international studies in education, instructional technology, literacy, mathematics education, science education, teacher education, and teaching English as a second language (TESL).

Demonstrate college-level teaching experience.

Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.

Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of research emphasis include:

**Career & Technical and Postsecondary Education**

The Doctor of Philosophy (Ph.D.) in Curriculum and Instruction with a Concentration in Career & Technical and Postsecondary Education (CTPE) is a research and professional leadership degree. It is designed to develop future leaders/educators who will make well-informed, theory-based, research supported, and data driven decisions related to planning, organizing, delivering and evaluating the many components and systems connecting education, work, and economic development. Program graduates typically seek research and teaching faculty positions in universities; administrative and policy positions in local, state and national education and other governmental agencies; instructional/curricular leadership positions within school districts; leadership and teaching positions in secondary, community and technical colleges, and training positions in a variety of adult education and training environments. Graduates will be prepared to assume leadership positions in Southern Nevada and throughout Nevada and the Nation.

**Cultural Studies, International Education, and Multicultural Education**

Cultural Studies is a highly interdisciplinary field, drawing on philosophy, literature, the arts, sociology, psychology, political science, technology, and media. Cultural Studies connects those scholars interested in examining and challenging relationships of power, culture, and knowledge. International Education is an umbrella term encompassing comparative education, transnational education, and pan-global indigenous studies. Included in these studies are a series of large-scale, cross-national comparisons in student achievement, teaching practice, curriculum, and educational policy. Multicultural Education is an instructional and pedagogical paradigm that integrates the history, cultural traditions, social norms, life experiences, and learned contributions that members of non-dominant groups have made to all aspects of local and global society, especially those aspects that are typically codified in PK-12 and higher education courses of study in the United States.

**Educational Technology**

The goal of our program is to enable students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology. The focus of the program is on content, pedagogy, technology, and a wide range of associated issues. Students will develop expertise in critical analysis, deconstruction, and research on educational technology. The program will prepare students for a variety of professional careers related to teaching and learning in both academic and non-academic settings, such as K-12 schools, community colleges, universities, state and federal agencies, and private organizations.
Literacy Education

Doctoral students in Literacy Education will be engaged in exploring relationships among language, literacy, culture and social justice. They will develop expertise in critical analysis and methodological approaches for conducting research on literacy teaching and learning (e.g., curriculum design; assessment; policy; new literacies; issues related to gender, race, and class; and attention to comparative, international, and cross-cultural studies in education). Students will have opportunities for clinical and field-based work in conjunction with our teacher education program, the Gayle A. Zeiter Literacy Development Center, the Southern Nevada Writing Project, and other community organizations. Through an emphasis on the integration of theory, research and practice, students will demonstrate a well-grounded understanding of the literacy content, pedagogy, technology, and issues associated with teaching and learning in literacy education.

Mathematics Education

The purpose of the Ph.D. Program in Mathematics Education is to prepare individuals for research and teacher education careers in higher education and for leadership positions in educational settings. The program is designed to develop expertise in conceptualizing, conducting and reporting research in mathematics education and to improve student knowledge about the field of mathematics education. Students choosing this area of study will find themselves challenged with the latest ideas and theories in the field. The program is consistent with other top graduate programs and is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching.

Science Education

Doctoral students electing this Ph.D./Ed.D. area of study will be engaged in developing expertise in critical analysis, deconstruction, and research on teaching and learning science including, but not limited to: curriculum design, assessment, scientific literacy, policy, media, popular culture, issues related to race, gender, class, and attention to comparative, international, and cross-cultural studies in education. In essence, the development and offering of this Ph.D./Ed.D. emphasis is consistent with offerings at other top graduate schools of education including Penn State and The Ontario Institute for Studies in Education where these programs currently flourish. Indeed, this goal is consistent with UNLV planning documents designed to advance the research functions of UNLV while maintaining high quality teaching.

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. This teacher education emphasis is one of the emphasis are in Curriculum and Instruction Ph.D. and Ed.D. programs. By completing this emphasis and their program, graduates will be able to conduct scholarly research to advance knowledge in specific areas in the field of teaching and teacher education and be well prepared for an academic or professional career position that demands a strong commitment to teaching and research in teacher education. This emphasis is designed in consistence with top doctorate programs in teacher education in research institutions, such as Michigan State University, University of Wisconsin, and University of Georgia and with UNLV strategic goals to advance its research functions while maintaining high quality teaching.

Learning Outcomes

http://www.unlv.edu/degree/phd-curriculum-instruction

Plan 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 online application process. Deadline for completed and submitted applications is March 1.

Specific admission criteria for the PhD in Curriculum and Instruction include:

- All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

- 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.

- 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.

- Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.

- 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.

- 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.

- 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.

- Submit a Personal Statement via the Graduate College online application that addresses in detail:
  - Emphasis area of study
  - Reasons for pursuing a doctorate in education
  - Expectations concerning the doctoral program
  - Potential areas of study
  - The name of a faculty member in the department with whom you would like to work [optional]

- Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document.

- 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.
Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 72

Course Requirements

- Required Courses, Â½ Credits: 6
  - Complete two of the following courses:
    - CIG 761 - Theoretical Foundations of Education
    - CIG 768 - Advanced Curriculum Studies
    - CIG 780 - Research on Teaching and Schooling

- CTPE Required Courses, Â½ Credits: 18
  - Complete 18 credits from the following courses:
    - 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
    - EDW 765 - Fiscal Management and Administration of Workforce Programs

- Cognate Courses, Â½ Credits: 12
  - Complete 12 credit hours of advisor-approved cognate coursework related to the area of emphasis.

- Research Courses, Â½ Credits: 9
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - CIG 790 - Doctoral Research Seminar

- Elective Research Courses, Â½ Credits: 6
  - Complete 6 credits of advisor-approved additional research courses.

- Internship Courses, Â½ Credits: 6
  - Complete six credits of a combination of a research internship and/or a college teaching internship
  - EDW 735 - Practicum in Workforce Education

- Dissertation, Â½ Credits: 15
  - CIG 799 – Dissertation

Degree Requirements

- Complete a minimum of 72 credit hours beyond the masterÂ’s degree.
- All coursework must be approved by the doctoral studentÂ’s advisor.
- Maintain an overall GPA of 3.00 or higher for all coursework taken at the doctoral level;
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and departmentÂ’s discretion. Please see Graduate College policy for committee appointment guidelines.
• Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
• Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Cultural Studies, International Education, and Multicultural Education Track

Total Credits Required: 72

Course Requirements

• Required Courses, Â¡Credits: 15
  • CIG 662 - Theory and Research Multicultural Education
  • CIG 768 - Advanced Curriculum Studies
  • CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
  • CIG 772 - Introduction to Cultural Studies in Education
  • CIG 773 - Critical Literacies/Critical Pedagogies
• Area of Emphasis Elective Courses, Â¡Credits: 12
  • Complete 12 credits of advisor-approved emphasis-area courses within and/or outside the department.
• Cognate Courses, Â¡Credits: 9
  • Complete 9 credit hours of advisor-approved cognate coursework outside the department related to the area of emphasis.
• Research Required Course, Â¡Credits: 3
  • CIG 790 - Doctoral Research Seminar
• Research Elective Courses, Â¡Credits: 12
  • Complete 12 credits from the following list of courses, or any 600- or 700-level advisor-approved research elective course within and/or outside the department. Students should check with relevant department to ensure they meet any admission and/or prerequisite requirements.
    • CIG 690 - Teachers as Action Researchers
    • EPY 718 - Qualitative Research Methodologies
    • EPY 719 - Advanced Qualitative Research
    • EPY 720 - Research Design in Education
    • EPY 721 - Descriptive and Inferential Statistics: An Introduction
    • EPY 729 - Qualitative Case Study Research
    • EPY 730 - Advanced Research Methods
    • EPY 738 - Interpretive Analysis of Text and Discourse
• Internship Course, Â¡Credits: 6
  • CIG 791 - Internship in Curriculum and Instruction
• Dissertation, Â¡Credits: 15
  • CIG 799 – Dissertation

Degree Requirements

• Complete a minimum of 72 credit hours beyond the master’s degree.
• Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
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.

Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.

Each student must satisfy a scholarly publication requirement. This requirement can be met in one of two ways: students may submit a research study to a refereed journal; or submit a proposal for refereed presentation at an annual conference of a national organization (e.g., the Association for Cultural Studies Conference, the Comparative and International Education Conference, etc.).

Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Educational Technology Track

Total Credits Required: 72

Course Requirements

- Required Courses, Ã­ Credits: 12
  - CIT 770 - Advanced Seminar in Educational Technology Research
  - CIT 778 - Instructional Design
  - CIT 780 - Multimedia Learning Studio
  - CIT 782 - Distance Education Issues and Trends
- Area of Emphasis Elective Courses, Ã­ Credits: 15
  - Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department.
- Cognate Courses, Ã­ Credits: 9
  - Complete 9 credit hours of advisor-approved cognate coursework related to the area of emphasis.
- Research Required Courses, Ã­ Credits: 9
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
- Research Elective Courses, Ã­ Credits: 6
  - Complete two of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 722 - Inferential Statistics and Experimental Design
    - EPY 726 - Advanced Evaluation Research Methods
    - EPY 730 - Advanced Research Methods
    - EPY 733 - Multivariate Statistics
- Internship Course, Ã­ Credits: 6
  - CIG 791 - Internship in Curriculum and Instruction
- Dissertation, Ã­ Credits: 15
  - CIG 799 – Dissertation
Degree Requirements

- Complete a minimum of 72 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department,Â’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
- Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 4 Requirements: Literacy Education Track

Total Credits Required: 72

Course Requirements

- Required Courses,Â’s Credits: 12
  - CIG 761 - Theoretical Foundations of Education
  - CIG 772 - Introduction to Cultural Studies in Education
  - CIL 774 - Historical Foundations of Literacy Research and Instruction
  - CIL 776 - Social and Political Issues in Literacy
  - CIG 780 - Research on Teaching and Schooling
- Area of Emphasis Elective Courses,Â’s Credits: 15
  - Complete 15 credits from the following list of courses, or any 600- or 700-level advisor-approved courses in the English Department. Students should check with relevant department to ensure they meet any admission and/or prerequisite requirements.
    - CIG 773 - Critical Literacies/Critical Pedagogies
    - CIL 688 - Historical Development of Literature
    - CIL 747 - Literary Theories and Children,Â’s Literature
    - CIL 784 - Theory and Research in Literacy
    - CIL 782 - Theory and Research in the English/Language Arts
- Cognate Courses,Â’s Credits: 9
  - Complete 9 credits of advisor-approved cognate coursework related to the area of emphasis.
- Research Required Courses,Â’s Credits: 9
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
- Research Elective Courses,Â’s Credits: 6
  - Complete two of the following courses, or other research courses from within the College of Education or from departments across campus.
    - EPY 716 - Evaluation Research Methods
- EPY 722 - Inferential Statistics and Experimental Design
- EPY 729 - Qualitative Case Study Research
- EPY 730 - Advanced Research Methods
- EPY 733 - Multivariate Statistics
- EPY 738 - Interpretive Analysis of Text and Discourse

- Internship Course, 6 Credits: 6
  - Complete 6 credits of internship. This can include a combination of a research internship and/or a college teaching internship.
  - CIG 791 - Internship in Curriculum and Instruction

- Dissertation, 15 Credits: 15
  - CIG 799 – Dissertation

**Degree Requirements**

- Complete a minimum of 72 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department, at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
- Submit an article for publication in a national refereed journal.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 5 Requirements: Mathematics Education Track**

Total Credits Required: 72

**Course Requirements**

- Required Courses, 15 Credits: 15
  - CIG 761 - Theoretical Foundations of Education
  - CIG 620 - Principles of Learning Mathematics
  - CIG 780 - Research on Teaching and Schooling
  - CIG 783 - Theory and Research in School Mathematics
  - CIG 787 - Individual Instruction in Mathematics Education

- Area of Emphasis Elective Courses, 12 Credits: 12
  - Complete 12 of electives within your area of emphasis, or any 600- or 700-level advisor-approved course with a MAT, CIG, CIE, or CIS prefix. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.

- Cognate Courses, 9 Credits: 9
  - Complete 9 credit hours of advisor-approved cognate coursework relating to the area of emphasis.
• Research Required Courses, Åi Credits: 9
  o CIG 790 - Doctoral Research Seminar
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction
• Research Elective Courses, Åi Credits: 3
  o Complete one of the following courses:
    ▪ EPY 716 - Evaluation Research Methods
    ▪ EPY 722 - Inferential Statistics and Experimental Design
    ▪ EPY 726 - Advanced Evaluation Research Methods
    ▪ EPY 730 - Advanced Research Methods
    ▪ EPY 733 - Multivariate Statistics
• Internship Course, Åi Credits: 6
  o CIG 791 - Internship in Curriculum and Instruction
• Dissertation, Åi Credits: 15
  o CIG 799 - Dissertation

Degree Requirements

• Complete a minimum of 72 credit hours beyond the master’s degree.
• Maintain an overall GPA of 3.00 or higher for all coursework taken at the doctoral level.
• 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.
• Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
• In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
• Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
• Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Science Education Track

Total Credits Required: 72

Course Requirements

• Required Courses, Åi Credits: 12
  o CIG 761 - Theoretical Foundations of Education
  o CIG 777 - Principles of Learning Science
  o CIG 780 - Research on Teaching and Schooling
  o CIG 784 - Theory and Research in School Science
• Area of Emphasis Elective Courses, Åi Credits: 15
Complete 15 credits of electives within your area of emphasis. Courses can be selected from the following list, or any 600- or 700-level advisor-approved course with a BIOL, CHE, PHY, ENV, GEO, GEY, ENG, AST or SCI prefix. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.

- CIG 775 - Theoretical Frameworks for Science Education
- CIG 776 - Philosophical Foundations of Science Education
- CIG 788 - Individual Instruction in Science Education

- Cognate Courses, 9 credits
  Complete 9 credit hours of advisor-approved cognate coursework relating to the area of emphasis.

- Research Required Courses, 9 credits
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction

- Research Elective Courses, 6 credits
  Complete two of the following courses:
  - EPY 716 - Evaluation Research Methods
  - EPY 722 - Inferential Statistics and Experimental Design
  - EPY 726 - Advanced Evaluation Research Methods
  - EPY 730 - Advanced Research Methods
  - EPY 733 - Multivariate Statistics

- Internship Course, 6 credits
  - CIG 791 - Internship in Curriculum and Instruction

- Dissertation, 15 credits
  - CIG 799 - Dissertation

Degree Requirements

- Complete a minimum of 72 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all coursework taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
- Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 7 Requirements: Teacher Education Track

Total Credits Required: 72

Course Requirements
• Required Courses, 6 Credits:
  o Complete two of the following courses:
    - CIG 761 - Theoretical Foundations of Education
    - CIG 768 - Advanced Curriculum Studies
    - CIG 780 - Research on Teaching and Schooling

• Area of Emphasis Required Courses, 9 Credits:
  o Complete three of the following courses:
    - CIG 706 - Mentoring Strategies to Improve Teaching
    - CIG 760R - Inquiry into Teacher Education
    - CIG 762 - Instructional Strategies and Learning to Teach in Higher Education
    - CIG 763 - Teaching and Learning to Teach

• Area of Emphasis Elective Courses, 12 Credits:
  o Complete four of the following courses, or other 700-level advisor-approved courses within and/or outside the department.
    - CIG 764 - Models of Teaching
    - CIG 766 - Evaluation of Teaching
    - CIG 767 - Human Relations for the Teacher Educator
    - CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
    - CIG 781 - Theories and Research in Classroom Management
    - CIT 772 - Technology in Teacher Education

• Cognate Courses, 9 Credits:
  o Complete 9 credits of advisor-approved cognate coursework within the area of emphasis.

• Research Required Courses, 9 Credits:
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction
  o CIG 790 - Doctoral Research Seminar

• Research Elective Courses, 6 Credits:
  o Complete two of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 722 - Inferential Statistics and Experimental Design
    - EPY 726 - Advanced Evaluation Research Methods
    - EPY 730 - Advanced Research Methods
    - EPY 733 - Multivariate Statistics

• Internship Course, 6 Credits:
  o CIG 791 - Internship in Curriculum and Instruction

• Dissertation, 15 Credits:
  o CIG 799 – Dissertation

Degree Requirements

• Complete a minimum of 72 credit hours beyond the master's degree.
• All coursework must be approved by the doctoral student's advisor.
• Maintain an overall GPA of 3.00 or higher for all coursework taken at the doctoral level.
• 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.
• Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
• In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
• Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).
Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
- The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.
- The student must also file a copy of the dissertation with the Teaching and Learning Department.

Doctor of Philosophy - Teacher Education

The Ph.D. in Teacher Education in the Department of Teaching & Learning is projected 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.

Upon completion of this program, graduates will be able to:

- Demonstrate college-level teaching experience;
- Connect theory and research related to teaching and learning to the practice of teaching in schools and to the practice of teaching university courses;
- Design and conduct research using quantitative and qualitative methodologies with particular emphasis on applied research in the context of diverse schools.

Learning Outcomes

www.unlv.edu/degree/phd-teacher-education

Plan Admission Requirements

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

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.
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.

Have satisfactory teaching experience, preferably licensed.

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.

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.

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.

Submit a Personal Statement via the Graduate College online application that addresses in detail:

Reasons for pursuing a doctorate in teacher education

Expectations concerning the doctoral program

Potential areas of study within teacher education

The name of a faculty member in the department with whom you would like to work [optional]

Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an “Other Required Document.”

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.

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 post the decision letter to the student’s online application. Only complete applications will be considered.

Plan Requirements

Total Credits Required: 63

Course Requirements

- Required Courses: 9
  - EPY 767 - Human Learning and Cognition
  - CIG 762 - Instructional Strategies and Learning to Teach in Higher Education
  - CIG 763 - Teaching and Learning to Teach
• Teaching Course, 3 Credits: 3
  o Complete one of the following courses:
    ▪ CIG 760R - Inquiry into Teacher Education
    ▪ CIG 780 - Research on Teaching and Schooling

• Education Course, 3 Credits: 3
  o Complete one of the following courses:
    ▪ CIG 761 - Theoretical Foundations of Education
    ▪ CIG 768 - Advanced Curriculum Studies

• Research Courses, 6 Credits: 6
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction

• Internship Course, 9 Credits: 9
  o Complete 9 credits of internship. This must include a combination of 3 credits of school-based internship and 6 credits of teaching internship.
  o CIG 791 - Internship in Curriculum and Instruction

• Additional Research Course, 3 Credits: 3
  o Complete one of the following courses:
    ▪ EPY 716 - Evaluation Research Methods
    ▪ EPY 719 - Advanced Qualitative Research
    ▪ EPY 722 - Inferential Statistics and Experimental Design
    ▪ EPY 720 - Research Design in Education
    ▪ SOC 705 - Qualitative Methods
    ▪ SOC 774 - Seminar in Feminist Theories and Research
    ▪ PSY 707 - Research Methods
    ▪ PSY 708 - Statistics for Psychologists I
    ▪ PSY 709 - Statistics for Psychologists II
    ▪ SOC 705 - Qualitative Methods
    ▪ SOC 774 - Seminar in Feminist Theories and Research

• Technology Course, 3 Credits: 3
  o CIT 772 - Technology in Teacher Education

• Elective Courses, 9 Credits: 9
  o Complete three of the following courses:
    ▪ CIE 685 - Elementary Education Curriculum
    ▪ CIG 603 - Urban Education
    ▪ CIG 661 - Topics Multicultural Education
    ▪ CIG 706 - Mentoring Strategies to Improve Teaching
    ▪ CIG 764 - Models of Teaching
    ▪ CIG 765 - Instructional Design
    ▪ CIG 766 - Evaluation of Teaching
    ▪ CIG 769 - Advanced Curriculum Evaluation in Education
    ▪ CIG 770 - Current Trends and Issues in Education
    ▪ CIG 780 - Research on Teaching and Schooling
    ▪ CIG 782 - School Climate
    ▪ CIL 772 - Cognitive Foundations of Literacy
    ▪ CIS 618 - Instructional Methods Secondary School
    ▪ CIT 667 - Technology and Educational Change
    ▪ EDA 782 - Seminar in Teacher Education

• Research Seminar Course, 3 Credits: 3
  o CIG 790 - Doctoral Research Seminar

• Dissertation, 15 Credits: 15
  o CIG 799 – Dissertation

Degree Requirements

• Complete a minimum of 63 hours of study beyond the master’s degree.
• Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
For the teaching internship course, three credit hours will involve shadowing a faculty member teaching a university course and the other three credits will include teaching a university course under the supervision and mentoring of a faculty member. Co-enrollment with CIG 762 is required.

For the school-based internship, students will complete an internship in Millennium Schools, Paradise Professional Development School, or other Professional Practice Schools. Co-enrollment in CIG 763 is required.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

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, Aôs 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).

Attend the T & L Doctoral Colloquium held periodically throughout the years of study.

Pass a written comprehensive examination taken before commencing with the dissertation.

Plan Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
- The student must submit his/her approved, properly formatted hard-copy document to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.
- The student must also file a copy of the dissertation with the Teaching and Learning Department.

Doctor of Education - Curriculum & Instruction

This program 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 faculties but particularly suited for positions as leaders in school districts and community agencies.

Upon completion of the program, graduates will:

- Have an understanding of the theoretical and historical foundations of education.
- Demonstrate knowledge and synthesis of major research in teaching and schooling.
- Demonstrate knowledge and research application in the area of emphasis: cultural and international studies in education, instructional technology, literacy, mathematics education, science education, teacher education, or teaching English as a second language (TESL).
- Demonstrate knowledge and skill in staff development theory, research, and practice.
- Understand and apply the major tenets of research design and analysis spanning quantitative, qualitative, and evaluation research methods.
Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of emphasis include:

**Career & Technical and Postsecondary Education**

The Doctor of Philosophy (Ph.D.) in Curriculum and Instruction with a Concentration in Career & Technical and Postsecondary Education (CTPE) is a research and professional leadership degree. It is designed to develop future leaders/educators who will make well-informed, theory-based, research supported, and data driven decisions related to planning, organizing, delivering and evaluating the many components and systems connecting education, work, and economic development. Program graduates typically seek research and teaching faculty positions in universities; administrative and policy positions in local, state and national education and other governmental agencies; instructional/curricular leadership positions within school districts; leadership and teaching positions in secondary, community and technical colleges, and training positions in a variety of adult education and training environments. Graduates will be prepared to assume leadership positions in Southern Nevada and throughout Nevada and the Nation.

**Cultural Studies, International Education, and Multicultural Education**

Cultural Studies is a highly interdisciplinary field, drawing on philosophy, literature, the arts, sociology, psychology, political science, technology, and media. Cultural Studies connects those scholars interested in examining and challenging relationships of power, culture, and knowledge. International Education is an umbrella term encompassing comparative education, transnational education, and pan-global indigenous studies. Included in these studies are a series of large-scale, cross-national comparisons in student achievement, teaching practice, curriculum, and educational policy. Multicultural Education is an instructional and pedagogical paradigm that integrates the history, cultural traditions, social norms, life experiences, and learned contributions that members of non-dominant groups have made to all aspects of local and global society, especially those aspects that are typically codified in PK-12 and higher education courses of study in the United States.

**Educational Technology**

The goal of our program is to enable students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology. The focus of the program is on content, pedagogy, technology, and a wide range of associated issues. Students will develop expertise in critical analysis, deconstruction, and research on educational technology. The program will prepare students for a variety of professional careers related to teaching and learning in both academic and non-academic settings, such as K-12 schools, community colleges, universities, state and federal agencies, and private organizations.

**Literacy Education**

Doctoral students in Literacy Education will be engaged in exploring relationships among language, literacy, culture and social justice. They will develop expertise in critical analysis and methodological approaches for conducting research on literacy teaching and learning (e.g., curriculum design; assessment; policy; new literacies; issues related to gender, race, and class; and attention to comparative, international, and cross-cultural studies in education). Students will have opportunities for clinical and field-based work in conjunction with our teacher education program, the Gayle A. Zeiter Literacy Development Center, the Southern Nevada Writing Project, and other community organizations. Through an emphasis on the integration of theory, research and practice, students will demonstrate a well-grounded understanding of the literacy content, pedagogy, technology, and issues associated with teaching and learning in literacy education.

**Mathematics Education**
The purpose of the Ph.D. Program in Mathematics Education is to prepare individuals for research and teacher education careers in higher education and for leadership positions in educational settings. The program is designed to develop expertise in conceptualizing, conducting and reporting research in mathematics education and to improve student knowledge about the field of mathematics education. Students choosing this area of study will find themselves challenged with the latest ideas and theories in the field. The program is consistent with other top graduate programs and is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching.

**Science Education**

Doctoral students electing this Ph.D./Ed.D. area of study will be engaged in developing expertise in critical analysis, deconstruction, and research on teaching and learning science including, but not limited to: curriculum design, assessment, scientific literacy, policy, media, popular culture, issues related to race, gender, class, and attention to comparative, international, and cross-cultural studies in education. In essence, the development and offering of this Ph.D./Ed.D. emphasis is consistent with offerings at other top graduate schools of education including Penn State and The Ontario Institute for Studies in Education where these programs currently flourish. Indeed, this goal is consistent with UNLV planning documents designed to advance the research functions of UNLV while maintaining high quality teaching.

**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. This teacher education emphasis is one of the emphasis are in Curriculum and Instruction Ph.D. and Ed.D. programs. By completing this emphasis and their program, graduates will be able to conduct scholarly research to advance knowledge in specific areas in the field of teaching and teacher education and be well prepared for an academic or professional career position that demands a strong commitment to teaching and research in teacher education. This emphasis is designed in consistence with top doctorate programs in teacher education in research institutions, such as Michigan State University, University of Wisconsin, and University of Georgia and with UNLV strategic goals to advance its research functions while maintaining high quality teaching.

**Learning Outcomes**

www.unlv.edu/degree/edd-curriculum-instruction

**Plan Admission Requirements**

Application for the Curriculum and Instruction Ed.D. 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. Curriculum and Instruction include:

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

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.

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.

Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
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.

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.

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.

Submit a Personal Statement via the Graduate College online application that addresses in detail:

- Emphasis area of study
- Reasons for pursuing a doctorate in education
- Expectations concerning the doctoral program
- Potential areas of study
- The name of a faculty member in the department with whom you would like to work [optional]

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.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 69

Course Requirements

- Required Courses, 6 Credits:
  - Complete two of the following courses:
    - CIG 761 - Theoretical Foundations of Education
    - CIG 768 - Advanced Curriculum Studies
    - CIG 780 - Research on Teaching and Schooling
- CTPE Required Courses, 18 Credits:
  - Complete 18 credits from the following courses:
    - 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
- EDW 765 - Fiscal Management and Administration of Workforce Programs

- Cognate Courses, 12 Credits: Complete 12 credit hours of advisor-approved cognate coursework related to the area of emphasis.
- Research Courses, 9 Credits:
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - CIG 790 - Doctoral Research Seminar
- Research Elective Courses, 3 Credits: Complete 3 credits of advisor-approved additional research courses.
- Internship Courses, 6 Credits:
  - EDW 735 - Practicum in Workforce Education
- Dissertation, 15 Credits: Complete a dissertation.

**Degree Requirements**

- Complete a minimum of 69 credit hours beyond the master's degree.
- All coursework must be approved by the doctoral student's advisor.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 2 Requirements: Cultural and International Studies in Education Track**

Total Credits Required: 69

**Course Requirements**

- Required Courses, 15 Credits:
  - CIG 662 - Theory and Research Multicultural Education
  - CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
  - CIG 772 - Introduction to Cultural Studies in Education
  - CIG 773 - Critical Literacies/Critical Pedagogies
Area of Emphasis Elective Courses - Credits: 12
- Complete 12 credits of advisor-approved emphasis-area courses within and/or outside the department.

Cognate Courses - Credits: 9
- Complete 9 credit hours of advisor-approved cognate coursework outside the department related to the area of emphasis.

Research Required Course - Credits: 3
- CIG 790 - Doctoral Research Seminar

Research Elective Courses - Credits: 9
- Complete three of the following courses, or any 600- or 700-level advisor-approved research elective course within and/or outside the department. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.
  - CIG 690 - Teachers as Action Researchers
  - EPY 718 - Qualitative Research Methodologies
  - EPY 719 - Advanced Qualitative Research
  - EPY 720 - Research Design in Education
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
  - EPY 729 - Qualitative Case Study Research
  - EPY 730 - Advanced Research Methods
  - EPY 738 - Interpretive Analysis of Text and Discourse

Internship Course - Credits: 6
- Complete 6 credits of internship. This can include a combination of a research internship and/or a college teaching internship.
- CIG 791 - Internship in Curriculum and Instruction

Dissertation - Credits: 15
- CIG 799 – Dissertation

Degree Requirements
- Complete a minimum of 69 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
- Twelve credit hours (drawn from electives, cognate, and/or research courses) must be taken outside the Department of Teaching and Learning.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination taken before commencing with the dissertation. Following completion of the course of study, the student will complete a comprehensive examination centered on three areas: (a) Emphasis area; (b) Cognate; and (c) Research, with a particular focus on developing the dissertation proposal. (See the Doctoral Handbook for more detailed information on this process.)

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Educational Technology Track
Total Credits Required: 69

Course Requirements

- **Required Courses**, Â½ Credits: 12
  - CIT 770 - Advanced Seminar in Educational Technology Research
  - CIT 778 - Instructional Design
  - CIT 780 - Multimedia Learning Studio
  - CIT 782 - Distance Education Issues and Trends

- **Area of Emphasis Elective Courses**, Â½ Credits: 15
  - Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department.

- **Cognate Courses**, Â½ Credits: 9
  - Complete 9 credits of advisor-approved cognate coursework relating to the area of interest.

- **Research Required Courses**, Â½ Credits: 9
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction

- **Research Elective Course**, Â½ Credits: 3
  - Complete one of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 722 - Inferential Statistics and Experimental Design
    - EPY 726 - Advanced Evaluation Research Methods
    - EPY 730 - Advanced Research Methods
    - EPY 733 - Multivariate Statistics

- **Internship Course**, Â½ Credits: 6
  - CIG 791 - Internship in Curriculum and Instruction

- **Dissertation**, Â½ Credits: 15
  - CIG 799 - Dissertation

Degree Requirements

- Complete a minimum of 69 credit hours beyond the master's degree.
- Maintain an overall GPA of 3.00 or higher for all coursework taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination taken before commencing with the dissertation. Following completion of the course of study, the student will complete a comprehensive examination centered on three areas: (a) Emphasis area; (b) Cognate; and (c) Research, with a particular focus on developing the dissertation proposal. (See the Doctoral Handbook for more detailed information on this process.)

Graduation Requirements
See Plan Graduation Requirements below.

**Subplan 4 Requirements: Literacy Education Track**

Total Credits Required: 69

**Course Requirements**

- **Required Courses**, 12 credits:
  - CIG 761 - Theoretical Foundations of Education
  - CIG 772 - Introduction to Cultural Studies in Education
  - CIL 774 - Historical Foundations of Literacy Research and Instruction
  - CIL 776 - Social and Political Issues in Literacy
  - CIG 780 - Research on Teaching and Schooling

- **Area of Emphasis Elective Courses**, 15 credits:
  - Complete 15 credits from the following list of courses, or any 600- or 700-level advisor-approved courses in the English Department. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.
    - CIL 784 - Theory and Research in Literacy
    - CIL 782 - Theory and Research in the English/Language Arts
    - CIL 688 - Historical Development of Literature
    - CIL 747 - Literary Theories and Children’s Literature
    - CIG 773 - Critical Literacies/Critical Pedagogies

- **Cognate Courses**, 9 credits:
  - Complete 9 credits of advisor-approved cognate coursework relating to and broadening the area of interest.

- **Research Required Courses**, 9 credits:
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction

- **Research Elective Courses**, 3 credits:
  - Complete one of the following courses, or another research course from within the College of Education or from one of the departments across campus.
    - EPY 729 - Qualitative Case Study Research
    - EPY 738 - Interpretive Analysis of Text and Discourse
    - EPY 716 - Evaluation Research Methods
    - EPY 722 - Inferential Statistics and Experimental Design
    - EPY 730 - Advanced Research Methods
    - EPY 733 - Multivariate Statistics

- **Internship Course**, 6 credits:
  - Complete 6 credits of internship. This can include a combination of a research internship and/or a college teaching internship.
    - CIG 791 - Internship in Curriculum and Instruction

- **Dissertation**, 15 credits:
  - CIG 799 – Dissertation

**Degree Requirements**

- Complete a minimum of 69 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
• 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.
• Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
• In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
• Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Mathematics Education Track

Total Credits Required: 69

Course Requirements

• Required Courses, 15 credits:
  o CIG 761 - Theoretical Foundations of Education
  o CIG 620 - Principles of Learning Mathematics
  o CIG 780 - Research on Teaching and Schooling
  o CIG 783 - Theory and Research in School Mathematics
  o CIG 787 - Individual Instruction in Mathematics Education

• Area of Emphasis Elective Courses, 12 credits:
  o Complete 12 of electives within your area of emphasis, or any 600- or 700-level advisor-approved course with a MAT, CIG, CIE, or CIS prefix. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.

• Cognate Courses, 9 credits:
  o Complete 9 credit hours of advisor-approved cognate coursework relating to the area of interest.

• Research Required Courses, 9 credits:
  o CIG 790 - Doctoral Research Seminar
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction

• Research Elective Courses, 3 credits:
  o Complete one of the following courses:
    ▪ EPY 716 - Evaluation Research Methods
    ▪ EPY 722 - Inferential Statistics and Experimental Design
    ▪ EPY 726 - Advanced Evaluation Research Methods
    ▪ EPY 730 - Advanced Research Methods
    ▪ EPY 733 - Multivariate Statistics

• Internship Course, 6 credits:
  o CIG 791 - Internship in Curriculum and Instruction

• Dissertation, 15 credits:
  o CIG 799 - Dissertation

Degree Requirements
Complete a minimum of 69 credit hours beyond the master’s degree.
Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
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.
Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Science Education Track

Total Credits Required: 69

Course Requirements

- Required Courses, Åi Credits: 12
  - CIG 761 - Theoretical Foundations of Education
  - CIG 777 - Principles of Learning Science
  - CIG 780 - Research on Teaching and Schooling
  - CIG 784 - Theory and Research in School Science
- Area of Emphasis Elective Courses, Åi Credits: 15
  - Complete 15 credits of electives within your area of emphasis, or any 600- or 700-level advisor-approved course with a BIOL, CHE, PHY, ENV, GEO, GEY, ENG, AST or SCI prefix. Students should check with the relevant department to ensure they meet any admission and/or prerequisite requirements.
    - CIG 775 - Theoretical Frameworks for Science Education
    - CIG 776 - Philosophical Foundations of Science Education
    - CIG 788 - Individual Instruction in Science Education
- Cognate Courses, Åi Credits: 9
  - Complete 9 credits of advisor-approved cognate coursework relating to the area of interest.
- Research Required Courses, Åi Credits: 9
  - CIG 790 - Doctoral Research Seminar
  - EPY 718 - Qualitative Research Methodologies
  - EPY 721 - Descriptive and Inferential Statistics: An Introduction
- Research Elective Course, Åi Credits: 3
  - Complete one of the following courses:
    - EPY 716 - Evaluation Research Methods
    - EPY 722 - Inferential Statistics and Experimental Design
    - EPY 726 - Advanced Evaluation Research Methods
    - EPY 730 - Advanced Research Methods
    - EPY 733 - Multivariate Statistics
- Internship Course, Åi Credits: 6
  - CIG 791 - Internship in Curriculum and Instruction
- Dissertation, Åi Credits: 15
Degree Requirements

- Complete a minimum of 69 credit hours beyond the master’s degree.
- Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
- 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.
- Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
- In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
- Pass a written comprehensive examination taken before commencing with the dissertation. Following completion of the course of study, the student will complete a comprehensive examination centered on three areas: (a) Emphasis area; (b) Cognate; and (c) Research, with a particular focus on developing the dissertation proposal. (See the Doctoral Handbook for more detailed information on this process.)

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 7 Requirements: Teacher Education Track

Total Credits Required: 69

Course Requirements

- Required Courses, Ai Credits: 6
  - Complete two of the following courses:
    - CIG 761 - Theoretical Foundations of Education
    - CIG 768 - Advanced Curriculum Studies
    - CIG 780 - Research on Teaching and Schooling

- Area of Emphasis Required Courses, Ai Credits: 9
  - Complete three of the following courses:
    - CIG 706 - Mentoring Strategies to Improve Teaching
    - CIG 760R - Inquiry into Teacher Education
    - CIG 762 - Instructional Strategies and Learning to Teach in Higher Education
    - CIG 763 - Teaching and Learning to Teach

- Area of Emphasis Elective Courses, Ai Credits: 12
  - Complete four of the following courses, or other 700-level advisor-approved courses within and/or outside the department.
    - CIG 764 - Models of Teaching
    - CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
    - CIG 767 - Human Relations for the Teacher Educator
    - CIG 781 - Theories and Research in Classroom Management
    - CIG 766 - Evaluation of Teaching
    - CIT 772 - Technology in Teacher Education

- Cognate Courses, Ai Credits: 9
  - Complete 9 credits of advisor-approved cognate coursework within the area of emphasis.
• Research Required Courses, 9 credits:
  o EPY 718 - Qualitative Research Methodologies
  o EPY 721 - Descriptive and Inferential Statistics: An Introduction
  o CIG 790 - Doctoral Research Seminar
• Research Elective Courses, 3 credits:
  o Complete one of the following courses:
    ▪ EPY 716 - Evaluation Research Methods
    ▪ EPY 722 - Inferential Statistics and Experimental Design
    ▪ EPY 726 - Advanced Evaluation Research Methods
    ▪ EPY 730 - Advanced Research Methods
    ▪ EPY 733 - Multivariate Statistics
• Internship Course, 6 credits:
  o CIG 791 - Internship in Curriculum and Instruction
• Dissertation, 15 credits:
  o CIG 799 - Dissertation

Degree Requirements

• Complete a minimum of 69 credit hours beyond the master’s degree.
• Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
• 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.
• Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
• In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
• Pass a written comprehensive examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Plan Graduation Requirements

• The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.
• The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.
• The student must also file a copy of the dissertation with the Teaching and Learning Department, College of Education.

Master of Education - Curriculum & Instruction
The Department holds as its central mission the preparation and development of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

The program offers a wide variety of sub-plans to accommodate educators of all levels and content areas. The Graduate Licensure Program (GLP) subplans are designed to assist the student in earning a Master's degree while also completing some of the requirements necessary to become licensed teacher. Subplans are also available for students who have been admitted into the Teach For America (TFA) program. Students can also earn a Master's degree in some content areas through a partnership with the Regional Professional Development Program (RPDP).

**Elementary**
- Elementary Education
- Elementary Education Endorsement
- Elementary Education GLP
- Elementary Education TFA
- Elementary Mathematics Education (K-8)
- Elementary Science Education (K-8)
- Elementary Social Studies Education (K-8)

**Secondary**
- Middle School Mathematics Education RPDP (6-8)
- Middle School Science Education RPDP (6-8)
- Secondary Education
- Secondary Education GLP
- Secondary English Language Arts Education (7-12)
- Secondary English Language Arts Education TFA
- Secondary Mathematics Education (7-12)
- Secondary Mathematics Education RPDP (7-12)
- Secondary Science Education
- Secondary Science Education RPDP (7-12)
Secondary Science Education TFA
Secondary Social Studies Education (7-12)
Secondary Social Studies Education TFA

Specialty
Career & Technical and Postsecondary Education
Children's and Young Adult Literature (K-12)
Educational Technology
Educational Technology RPDP
Literacy Education (K-12)
Multicultural Education (PK12, Higher Ed, or Community-Based Ed Focus)
Reading Specialist (K-12)

Learning Outcomes: Children's and Young Adult Literature
www.unlv.edu/degree/med-curriculum-instruction-childrens-young-adult-lit

Learning Outcomes: Literacy Education
www.unlv.edu/degree/med-curriculum-instruction-literacy-education

Learning Outcomes: Multicultural Education
www.unlv.edu/degree/med-curriculum-instruction-multicultural-education

Learning Outcomes: Career & Technical
www.unlv.edu/degree/med-ms-curriculum-instruction-career-technical

Learning Outcomes: Elementary Education
www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-education

Learning Outcomes: Elementary Mathematics
www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-mathematics

Learning Outcomes: Elementary Science
Plan Admission Requirements

In addition to meeting the admission requirements of the Graduate College, applicants must also meet the requirements established by the Department of Teaching and Learning. They are:

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.

A completed on-line application for admission submitted to the Graduate College.

The online application must include a one- to two-page statement of professional goals. The names with contact information of two professional references and intended emphasis area should be included in the statement.
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.

For Graduate Licensure Program (GLP), must submit PPST/Praxis I passing scores and the supplemental application directly to the T&L Department (see tl.unlv.edu/glp for details).

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, their 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 tlgrad@unlv.edu or call (702) 895-1986 for assistance.

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 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/.

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Elementary Education Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits:
  - CIE 685 - Elementary Education Curriculum

- Pedagogy Course, 3 credits:
  - CIE 683 - Elementary Classroom Management
• Instruction Course, 3 credits:
  o Complete one of the following courses:
    ▪ CIE 681 - Elementary School Instruction
    ▪ CIG 602 - Differentiated Curriculum and Instruction

• Curricular Courses, 18 credits:
  o Complete 9 credits from each of two curricular areas below:
    • Mathematics Education
      o Complete one of the following courses:
        ▪ CIE 623 - Instruction Primary Elementary Mathematics Education
        ▪ CIE 625 - Instruction Intermediate Elementary Mathematics Education
        ▪ CIS 622 - Instructional Middle School Mathematics Education
        ▪ Complete two of the following courses (excluding the course taken above):
          ▪ CIE 620 - Topics Elementary School Mathematics
          ▪ CIE 623 - Instruction Primary Elementary Mathematics Education
          ▪ CIE 625 - Instruction Intermediate Elementary Mathematics Education
          ▪ CIE 627 - Technology Applications K-8 Mathematics Education
          ▪ CIE 629 - Curriculum Development in Elementary School Mathematics
          ▪ CIG 620 - Principles of Learning Mathematics
          ▪ CIS 622 - Instructional Middle School Mathematics Education
    • Science Education
      o Complete the following course:
        ▪ CIE 635 - Instruction Elementary Science Education
      o Complete two of the following courses:
        ▪ CIE 630 - Topics Elementary School Science
        ▪ CIE 637 - Technology Applications K-8 Science Education
        ▪ CIE 639 - Curriculum Development Elementary Science Education
    • Social Studies Education
      ▪ CIE 640 - Topics Elementary School Social Studies
      ▪ CIE 645 - Instruction Elementary Social Studies Education
      ▪ CIE 649 - Curriculum Development Elementary Social Studies Education
    • Literacy Education
      o Complete three of the following courses:
        ▪ CIL 601 - Foundations of Literacy Learning
        ▪ CIL 604 - Literacy Instruction for Young Children
        ▪ CIL 607 - Comprehensive Reading Instruction
        ▪ CIL 610 - Content Area Literacy
        ▪ CIL 616 - Teaching Writing
        ▪ CIL 621 - Assessment in Literacy
        ▪ CIL 680 - Contemporary Literature Children and Young Adults
    • Multicultural Education
      o Complete three of the following courses:
        ▪ CIG 660 - Multicultural Education
        ▪ CIG 662 - Theory and Research Multicultural Education
        ▪ CIG 661 - Topics Multicultural Education
        ▪ CIL 693 - Literacy for a Diverse Society
        ▪ CIL 684 - Multicultural Literature
    • Educational Technology
      o Complete three of the following courses:
        ▪ CIT 601 - Technology Applications Elementary Curriculum
        ▪ CIT 608 - Integrating Technology in Teaching and Learning
        ▪ CIT 609 - Internet for Learning
        ▪ CIT 611 - Digital Publishing for Educators
        ▪ CIT 649 - Instructional Methods Computer Applications
  o Teaching English as a Second Language
• Complete three of the following courses:
  o TESL 650 - TESL Linguistic Theory
  o TESL 651 - Theories of Second Language Acquisition
  o TESL 652 - TESL Methods and Materials
  o TESL 653 - TESL Curriculum
  o TESL 654 - TESL Assessment Procedures
• Elective Course, Â£ Credits: 3
  o Complete 3 credits advisor-approved elective courses.
• Culminating Experience, Â£ Credits: 1
  o CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIE 685 must be completed within final 30-36 hours of study and required before enrollment in CIG 697.

CIG 660 cannot satisfy requirements in more than one category.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Elementary Education Endorsement Track

Total Credits Required: 37

Course Requirements

• Research Course, Â£ Credits: 3
  o Complete one of the following courses:
    ▪ CIG 690 - Teachers as Action Researchers
    ▪ EPY 702 - Research Methods
    ▪ EPY 703 - Teachers as Producers and Consumers of Educational Research
• Foundations Course, Â£ Credits: 3
  o Complete one of the following courses:
    ▪ 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**
• Curriculum and Instruction Course, Â£ Credits: 3
  o Complete the following course within last 30-36 semester hours of coursework; preferably the semester before CIG 697.
    ▪ CIE 685 - Elementary Education Curriculum
• Pedagogy Course, Â£ Credits: 3
  o CIE 683 - Elementary Classroom Management**
• Additional Pedagogy Course, Â£ Credits: 3
  o Complete one of the following courses:
- CIE 681 - Elementary School Instruction
- CIG 602 - Differentiated Curriculum and Instruction

- Literacy Courses, 6 credits
  - CIL 621 - Assessment in Literacy*
  - CIL 680 - Contemporary Literature Children and Young Adults*

- Additional Literacy Course, 3 credits
  - Complete one of the following courses:
    - CIL 604 - Literacy Instruction for Young Children*
    - CIL 607 - Comprehensive Reading Instruction*

- Methods Courses, 6 credits
  - CIE 635 - Instruction Elementary Science Education*
  - CIE 645 - Instruction Elementary Social Studies Education*

- Additional Methods Course, 3 credits
  - Complete one of the following courses:
    - CIE 623 - Instruction Primary Elementary Mathematics Education*
    - CIE 625 - Instruction Intermediate Elementary Mathematics Education*

- Professional Education Course, 3 credits
  - Complete one of the following courses, or another advisor-approved course given the Professional Education licensure requirements are satisfied.
    - CIT 601 - Technology Applications Elementary Curriculum**
    - ESP 701 - Introduction to Special Education and Legal Issues**
    - TESL 652 - TESL Methods and Materials**

- Culminating Experience, 1 credit
  - CIG 697 - Curriculum and Instruction Culminating Experience

(Prerequisite: CIE 685 the semester prior to enrollment)

Subplan Notes

Student must hold a secondary or special (art, music, health, physical education, special education, etc.) license, plus three years of successful teaching experience in the initial licensed area to obtain a regular Elementary Education endorsement added to a license. If the license is 7-12 secondary or the specialty teaching experience is in a K-8 setting, then student teaching may be waived given Nevada Department of Education approval.

*Methods courses (9 semester hours of literacy and 9 semester hours of mathematics, science and social studies) required for the regular Elementary Education license. Depending on student's academic background, 500-level courses may be substituted for 600-level methods courses given instructor, advisor, and/or Graduate Coordinator approval.

**Meets the six semester hours of Professional Education coursework required for the regular Elementary Education license. Although selected courses are required for the master's degree program, previous courses taken in two of the following areas are acceptable for the Nevada Department of Education regular Elementary Education license.

- Classroom management;
- English as a second language;
- Technology;
- Evaluation of pupils;
- Child development;
Special education; or
Social and cultural issues.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Elementary Education GLP Track

Total Credits Required: 37

Course Requirements

- Research Course, Âi Credits: 3
  - CIG 690 - Teachers as Action Researchers
  - EPY 702 - Research Methods
  - EPY 703 - Teachers as Producers and Consumers of Educational Research
- Foundations Course, Âi Credits: 3
  - CIG 660 - Multicultural Education
- Curriculum & Instruction Course, Âi Credits: 3
  - CIE 685 - Elementary Education Curriculum
- Pedagogy Courses, Âi Credits: 15
  - CIE 601 - Elementary Teacher Development Seminar
  - CIT 601 - Technology Applications Elementary Curriculum
  - EPY 708 - Human Learning and Development
  - EPY 709 - Classroom Assessment
  - ESP 701 - Introduction to Special Education and Legal Issues
- Elementary Methods Courses, Âi Credits: 12
  - Complete four of the following courses:
    - CIE 533 - Teaching Elementary School Mathematics
    - CIE 543 - Teaching Elementary School Science
    - CIE 553 - Teaching Elementary School Social Studies
    - CIE 508 - Classroom Management Elementary Education
    - CIL 501 - Children, Âos Literature Elementary School Curriculum
    - CIL 542 - Literacy Instruction I
    - CIL 543 - Literacy Instruction II: Clinic-based
- Culminating Experience, Âi Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
These courses are only for the M.Ed portion of the Graduate Licensure program. Additional requirements exist that do not count towards the master's degree. Students should reference the Graduate Licensure page for complete details and information about the required sequence in which these courses must be taken.

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 4 Requirements: Elementary Education TFA Track**

Total Credits Required: 37

**Course Requirements**

- **Required Courses**, Åi Credits: 36
  - Complete six of the following courses:
    - CIE 533 - Teaching Elementary School Mathematics
    - CIE 543 - Teaching Elementary School Science
    - CIE 553 - Teaching Elementary School Social Studies
    - CIE 681 - Elementary School Instruction
    - CIG 660 - Multicultural Education (formerly CIG 750)
    - CIL 542 - Literacy Instruction I
    - CIL 621 - Assessment in Literacy
    - CIL 680 - Contemporary Literature Children and Young Adults
    - CIE 685 - Elementary Education Curriculum
    - EPY 702 - Research Methods
    - ESP 701 - Introduction to Special Education and Legal Issues
    - TESL 652 - TESL Methods and Materials

- **Culminating Experience**, Åi Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

**Subplan Notes**

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 5 Requirements: Elementary Mathematics Education (K-8) Track**
Total Credits Required: 37

Course Requirements

- Research Course, Â¬ Credits: 3
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research
- Foundations Course, Â¬ Credits: 3
  - Complete one of the following courses:
    - 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
- Curriculum and Instruction Course, Â¬ Credits: 3
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
- Methods Courses, Â¬ Credits: 6
  - Complete two of the following courses:
    - CIE 623 - Instruction Primary Elementary Mathematics Education
    - CIE 625 - Instruction Intermediate Elementary Mathematics Education
    - CIS 622 - Instructional Middle School Mathematics Education
- Core Courses, Â¬ Credits: 9
  - Complete 6 credits of advisor approved cognate coursework.
  - Possible cognates include, but are not limited to, educational technology and teaching English as a second language.
- Education Course, Â¬ Credits: 3
  - Complete one of the following courses:
    - CIE 629 - Curriculum Development in Elementary School Mathematics
    - CIG 621 - Diagnostic Assessment School Mathematics
- Cognate Courses, Â¬ Credits: 6
  - Complete 6 credits of advisor approved cognate coursework.
  - Possible cognates include, but are not limited to, educational technology and teaching English as a second language.
- Seminar Course, Â¬ Credits: 3
  - CIG 689 - Curriculum and Instruction Seminar
- Culminating Experience, Â¬ Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIG 689 must be taken prior to enrollment in CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements
See Plan Graduation Requirements below.

Subplan 6 Requirements: Elementary Science Education (K-8) Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits:
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction

- Core Courses, 12 credits:
  - CIE 630 - Topics Elementary School Science
  - CIE 635 - Instruction Elementary Science Education
  - CIE 637 - Technology Applications K-8 Science Education
  - CIE 639 - Curriculum Development Elementary Science Education

- Elective Courses, 6 credits:
  - Complete 6 credits of 600 or 700-level advisor-approved Science courses from the College of Sciences or SCI 630 courses via RPDP.

- Cognate Courses, 6 credits:
  - Complete 6 credits of cognate coursework. Possible cognates include, but are not limited to, educational technology and teaching English as a second language.

- Seminar Course, 3 credits:
  - CIG 639 - Science Education Seminar

- Culminating Experience, 1 credit:
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIG 639 must be completed prior to enrollment in CIG 697.

Degree Requirements

See Plan Degree Requirements below.
Graduation Requirements

See Plan Graduation Requirements below.

Subplan 7 Requirements: Elementary Social Studies Education (K-8) Track

Total Credits Required: 37

Course Requirements

- Research Course, Â¿ Credits: 3
- Complete one of the following courses:
  - CIG 690 - Teachers as Action Researchers
  - EPY 702 - Research Methods
  - EPY 703 - Teachers as Producers and Consumers of Educational Research
- Foundations Course, Â¿ Credits: 3
  - Complete one of the following courses:
    - 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
- Curriculum and Instruction Course, Â¿ Credits: 3
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
- Core Courses, Â¿ Credits: 9
  - CIE 640 - Topics Elementary School Social Studies
  - CIE 645 - Instruction Elementary Social Studies Education
  - CIE 649 - Curriculum Development Elementary Social Studies Education
- Integration Course, Â¿ Credits: 3
  - Complete one of the following courses:
    - CIT 608 - Integrating Technology in Teaching and Learning
    - CIT 609 - Internet for Learning
- Elective Courses, Â¿ Credits: 12
  - Complete three 600-level advisor-approved social science courses from Liberal Arts.
- Seminar Course, Â¿ Credits: 3
  - CIG 689 - Curriculum and Instruction Seminar
- Culminating Experience, Â¿ Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIG 689 must be completed prior to enrollment in CIG 697.

Degree Requirements

See Plan Degree Requirements below.
Graduation Requirements

See Plan Graduation Requirements below.

Subplan 8 Requirements: Middle School Mathematics Education RPDP Track

Total Credits Required: 37

Course Requirements

- Research Course, Āi Credits: 3
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, Āi Credits: 3
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, Āi Credits: 3
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Content Courses, Āi Credits: 15
  - Complete 15 credits of SCI 620 courses via RPDP from UNLV, Āōs College of Sciences.

- Core Courses, Āi Credits: 9
  - Complete 15 credits of SCI 620 courses via RPDP from UNLV, Āōs College of Sciences.
    - CIE 627 - Technology Applications K-8 Mathematics Education
    - CIG 620 - Principles of Learning Mathematics
    - CIS 622 - Instructional Middle School Mathematics Education

- Elective Course, Āi Credits: 3
  - Complete one of the following courses:
    - CIE 629 - Curriculum Development in Elementary School Mathematics
    - CIG 629 - Mathematics Education Seminar
    - CIG 621 - Diagnostic Assessment School Mathematics
    - CIS 620 - Topics Secondary School Mathematics
    - CIS 629 - Curriculum Development Secondary Mathematics Education

- Culminating Experience, Āi Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 620 is limited to 3 total credit hours.

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 9 Requirements: Middle School Science Education RPDP Track

Total Credits Required: 37

Course Requirements

Research Course, Â³ Credits: 3
  o Complete one of the following courses:
    § CIG 690 - Teachers as Action Researchers
    § EPY 702 - Research Methods
    § EPY 703 - Teachers as Producers and Consumers of Educational Research

Foundations Course, Â³ Credits: 3
  o Complete one of the following courses:
    § 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

Curriculum and Instruction Course, Â³ Credits: 3
  o Complete one of the following courses:
    § CIG 602 - Differentiated Curriculum and Instruction
    § CIS 682 - Secondary School Instruction
    § CIS 684 - Secondary Education Curriculum

Content Courses, Â³ Credits: 15
  o Complete 15 credits of SCI 630 courses via RPDP with credit through UNLV, Â³s College of Sciences.

Core Courses, Â³ Credits: 6
  o CIE 637 - Technology Applications K-8 Science Education
  o CIS 632 - Instruction Middle School Science Education

Elective Courses, Â³ Credits: 6
  o Complete one of the following courses:
    § CIG 639 - Science Education Seminar
    § CIS 630 - Topics Secondary School Science
    § CIS 639 - Curriculum Development Secondary Science Education

Culminating Experience, Â³ Credits: 1
  o CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

Admission to UNLV, Â³s Graduate College is required PRIOR to the completion of 15 credit hours. Students who have already begun the RPDP Certificate Program are encouraged to apply to UNLV as soon as possible.

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
Degree Requirements
See Plan Degree Requirements below.

Graduation Requirements
See Plan Graduation Requirements below.

Subplan 10 Requirements: Secondary Education Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits
  - Complete one of the following courses:
    - CIG 660 - Multicultural Education
    - EPY 707 - Adolescent Development
    - EPY 711 - Human Growth and Development
    - EPY 712 - Foundations of Learning and Cognition

- Curriculum and Instruction Course, 3 credits
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction

- Pedagogy Courses, 6 credits
  - CIS 684 - Secondary Education Curriculum
  - CIG 603 - Urban Education

- Elective Courses, 9 credits
  - Complete three courses from one of the subject areas below. One of the courses must be a methods** course.
    - English Education
      - Complete the following course:
        - CIL 642 - Instruction English Education**
      - Complete two of the following courses, or any 600- or 700-level course(s) in English:
        - CIL 610 - Content Area Literacy
        - CIL 643 - Curriculum Development English Education
        - CIL 616 - Teaching Writing
    - Mathematics Education
      - Complete one of the following courses:
        - CIS 622 - Instructional Middle School Mathematics Education**
        - CIS 624 - Instruction Secondary Mathematics Education**
      - Complete two of the following courses (excluding the course taken above), or any 600-or 700-level course(s) in Mathematics:
        - CIG 621 - Diagnostic Assessment School Mathematics
        - CIS 620 - Topics Secondary School Mathematics
        - CIS 622 - Instructional Middle School Mathematics Education
• CIS 624 - Instruction Secondary Mathematics Education  
• CIS 628 - Technology Application in Secondary Mathematics Education  

**Science Education**

• Complete one of the following courses:
  
  o CIS 632 - Instruction Middle School Science Education**  
  o CIS 634 - Instruction Secondary Science Education**  

• Complete two of the following courses (excluding the course taken above), or any 600-or 700-level course(s) in Biology, Chemistry, Geosciences, and/or Physics:
  
  o CIS 630 - Topics Secondary School Science  
  o CIS 632 - Instruction Middle School Science Education  
  o CIS 634 - Instruction Secondary Science Education  
  o CIS 639 - Curriculum Development Secondary Science Education  
  o CIS 638 - Technology Applications in Secondary Science Education  

**Social Studies**

• Complete the following course:
  
  o CIS 644 - Instruction Secondary Social Studies Education**  

• Complete the following courses, or any 600-or 700-level course(s) in Anthropology, Economics, Geography, History, Political Science, Psychology and/or Sociology:
  
  o CIS 640 - Topics Secondary Social Studies Education  
  o CIS 649 - Curriculum Development Secondary Social Studies Education  

• Cognate Courses, 9 Credits:  
  
  Complete 3 advisor-approved courses from one of the cognate areas below. Other cognate areas may be selected with advisor approval.
  
• Multicultural Education
  
  o CIG 660 - Multicultural Education  
  o CIG 661 - Topics Multicultural Education  
  o CIG 662 - Theory and Research Multicultural Education  
  o CIL 684 - Multicultural Literature  
  o CIL 693 - Literacy for a Diverse Society  

• Teaching English as a Second Language
  
  o TESL 650 - TESL Linguistic Theory  
  o TESL 651 - Theories of Second Language Acquisition  
  o TESL 652 - TESL Methods and Materials  
  o TESL 653 - TESL Curriculum  
  o TESL 654 - TESL Assessment Procedures  

• Educational Technology
  
  o CIT 601 - Technology Applications Elementary Curriculum  
  o CIT 608 - Integrating Technology in Teaching and Learning  
  o CIT 609 - Internet for Learning  
  o CIT 611 - Digital Publishing for Educators  
  o CIT 649 - Instructional Methods Computer Application  

• Elective Course, 3 Credits:  
  
  Complete 3 credits of an advisor-approved elective course.  

• Culminating Experience, 1 Credit:  
  
  o CIG 697 - Curriculum and Instruction Culminating Experience  

**Subplan Notes**

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
CIG 660 cannot satisfy requirements in more than one category.

Each topic course (CIS 620, CIS 630, CIS 640, and CIG 661) is limited to 3 total credit hours.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 11 Requirements: Secondary Education GLP Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits:
  - CIG 660 - Multicultural Education

- Curriculum & Instruction Course, 3 credits:
  - CIS 684 - Secondary Education Curriculum

- Pedagogy Courses, 24 credits:
  - CIS 601 - Secondary Teacher Development Seminar
  - CIS 602 - Secondary School Practicum
  - CIS 603 - Secondary Process and Instruction
  - CIS 604 - Secondary Classroom Management
  - CIT 602 - Technology Applications Secondary Curriculum
  - EPY 707 - Adolescent Development
  - EPY 709 - Classroom Assessment
  - ESP 701 - Introduction to Special Education and Legal Issues

- Teaching Field Methods Course, 3 credits:
  - Complete one of the following courses:
    - CIS 533 - Teaching Secondary English
    - CIS 553S - Teaching Secondary Mathematics
    - CIS 563 - Teaching Secondary Science
    - CIS 573 - Teaching Secondary Social Studies

- Culminating Experience, 1 credit:
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.

Note: These courses are only for the M.Ed portion of the Graduate Licensure program. Additional requirements exist that do not count towards the masters degree. Students should reference the Graduate Licensure page.
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 12 Requirements: Secondary English Language Arts Education (7-12) Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum
    - Core Courses, 12 credits
    - CIL 610 - Content Area Literacy
    - CIL 642 - Instruction English Education
    - CIL 643 - Curriculum Development English Education
    - CIL 616 - Teaching Writing

- Literacy Topics Course, credits:
  - Complete one of the following courses:
    - CIL 600 - Topics Literacy Education
    - CIL 680 - Contemporary Literature Children and Young Adults

- Cognate Courses, 6 credits
  - Complete two courses from one of the following areas of emphasis: English. Advisor-approved
  - 600-level courses in the Department of English.
    - Literacy
      - CIL 601 - Foundations of Literacy Learning
      - CIL 621 - Assessment in Literacy
      - CIL 693 - Literacy for a Diverse Society
      - Other CIL literacy courses selected with advisor approval
- **TESL**
  - TESL 650 - TESL Linguistic Theory
  - TESL 651 - Theories of Second Language Acquisition
  - TESL 652 - TESL Methods and Materials
  - TESL 653 - TESL Curriculum
  - TESL 654 - TESL Assessment Procedures
- Elective Course, 3 credits: Complete 3 credits of an advisor-approved elective course.
- Seminar Course, 3 credits: CIL 699 - Literacy Research Seminar
- Culminating Experience, 1 credit: CIG 697 - Curriculum and Instruction Culminating Experience

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 13 Requirements: Secondary English Language Arts Education TFA Track**

Total Credits Required: 37

**Course Requirements**

- Required Courses, 36 credits:
  - Complete six of the following courses:
    - CIG 660 - Multicultural Education
    - CIL 610 - Content Area Literacy
    - CIL 616 - Teaching Writing
    - CIL 642 - Instruction English Education
    - CIL 643 - Curriculum Development English Education
    - CIS 684 - Secondary Education Curriculum
    - CIS 682 - Secondary School Instruction
    - EPY 702 - Research Methods
    - ESP 701 - Introduction to Special Education and Legal Issues
    - TESL 651 - Theories of Second Language Acquisition
    - TESL 652 - TESL Methods and Materials
    - TESL 653 - TESL Curriculum
- Culminating Experience, 1 credit: CIG 697 - Curriculum and Instruction Culminating Experience

**Subplan Notes**

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.

**Degree Requirements**
Subplan 14 Requirements: Secondary Mathematics Education (7-12) Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 Credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 Credits:
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 Credits:
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Methods Course, 3 Credits:
  - Complete one of the following courses:
    - CIS 622 - Instructional Middle School Mathematics Education
    - CIS 624 - Instructional Secondary Mathematics Education

- Mathematics Education Courses, 6 Credits:
  - CIG 620 - Principles of Learning Mathematics
  - CIS 628 - Technology Application in Secondary Mathematics Education

- Mathematics Elective Course, 3 Credits:
  - Complete one of the following courses:
    - CIG 621 - Diagnostic Assessment School Mathematics
    - CIS 686 - Curriculum Development Secondary Education

- Mathematics Content Courses, 9 Credits:
  - Complete three of the following courses, or other 600-700 level MAT courses:
    - CIS 620 - Topics Secondary School Mathematics
    - MAT 711 - Survey of Mathematical Problems I
    - MAT 712 - Survey of Mathematical Problems II
    - MAT 714 - History of Mathematics
    - SCI 620 - Middle School Mathematics Content:
    - SCI 640 - High School Mathematics Content:

- Elective Course, 3 Credits:
  - Complete 3 credits of an advisor-approved elective course.

- Seminar Course, 3 Credits:
  - Complete 3 credits of an advisor-approved elective course.

- CIG 689 - Curriculum and Instruction Seminar
• Culminating Experience, 1 Credit: 1
  o CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIG 689 must be completed before enrollment in CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 15 Requirements: Secondary Mathematics Education RPDP (7-12) Track

Total Credits Required: 37

Course Requirements

• Research Course, 3 Credits: 3
  o Complete one of the following courses:
    • CIG 690 - Teachers as Action Researchers
    • EPY 702 - Research Methods
    • EPY 703 - Teachers as Producers and Consumers of Educational Research

• Foundations Course, 3 Credits: 3
  o Complete one of the following courses:
    • 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

• Curriculum and Instruction Course, 3 Credits: 3
  o Complete one of the following courses:
    • CIG 602 - Differentiated Curriculum and Instruction
    • CIS 682 - Secondary School Instruction
    • CIS 684 - Secondary Education Curriculum

• Content Courses, 15 Credits: 15
  o Complete 15 credits of SCI 640 courses via RPDP from UNLV, Aós College of Sciences.

• Instruction Course, 3 Credits: 3
  o Complete one of the following courses:
    • CIS 622 - Instructional Middle School Mathematics Education
    • CIS 624 - Instruction Secondary Mathematics Education

• Education Courses, 6 Credits: 6
  o CIG 620 - Principles of Learning Mathematics
  o CIS 628 - Technology Application in Secondary Mathematics Education

• Elective Course, 3 Credits: 3
  o Complete one of the following courses:
    • CIG 629 - Mathematics Education Seminar
    • CIG 621 - Diagnostic Assessment School Mathematics
- CIS 620 - Topics Secondary School Mathematics
- CIS 629 - Curriculum Development Secondary Mathematics Education
- Culminating Experience, Âi Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 620 is limited to 3 total credit hours.

CIS 624 and CIS 628 require secondary mathematics content background.

Students must successfully complete a culminating experience. CIG 697 involves the development of an e-portfolio. It is recommended that you keep copies of your work from all classes in your program in preparation for this course.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 16 Requirements: Secondary Mathematics Education TFA Track

Total Credits Required: 37

Course Requirements

- Required Courses, Âi Credits: 36
  - Complete six of the following courses:
    - CIG 620 - Principles of Learning Mathematics
    - CIG 660 - Multicultural Education
    - CIL 610 - Content Area Literacy
    - CIS 624 - Instruction Secondary Mathematics Education
    - CIS 628 - Technology Application in Secondary Mathematics Education
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum
    - EPY 702 - Research Methods
    - ESP 701 - Introduction to Special Education and Legal Issues
    - TESL 651 - Theories of Second Language Acquisition
    - TESL 652 - TESL Methods and Materials
    - TESL 653 - TESL Curriculum
  - Culminating Experience, Âi Credits: 1
    - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 17 Requirements: Secondary Science Education Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Core Courses, 12 credits
  - CIS 630 - Topics Secondary School Science
  - CIS 634 - Instruction Secondary Science Education
  - CIS 638 - Technology Applications in Secondary Science Education
  - CIS 639 - Curriculum Development Secondary Science Education

- Elective Courses, 6 credits
  - Complete 6 credits of 600- or 700-level advisor-approved courses from the College of Sciences or SCI 650 courses via RPDP.

- Cognate Courses, 6 credits
  - Complete 6 credits of advisor-approved cognate coursework.

- Seminar Course, 3 credits
  - CIS 639 - Science Education Seminar

- Culminating Experience, 1 credit
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIG 639 must be completed prior to enrollment in CIG 697.

Degree Requirements
See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 18 Requirements: Secondary Science Education RPDP Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits:
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Content Courses, 15 credits:
  - Complete 15 credits of SCI 650 courses via RPDP through UNLV's College of Sciences.

- Core Courses, 6 credits:
  - CIS 634 - Instruction Secondary Science Education
  - CIS 638 - Technology Applications in Secondary Science Education

- Elective Courses, 6 credits:
  - Complete two of the following courses:
    - CIG 639 - Science Education Seminar
    - CIS 630 - Topics Secondary School Science
    - CIS 639 - Curriculum Development Secondary Science Education

- Culminating Experience, 1 credit:
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

Admission to UNLV's Graduate College is required PRIOR to the completion of 15 credit hours. Students who have already begun the RPDP Certificate Program are encouraged to apply to UNLV as soon as possible.

Degree Requirements

See Plan Degree Requirements below.
Graduation Requirements

See Plan Graduation Requirements below.

Subplan 19 Requirements: Secondary Science Education TFA Track

Total Credits Required: 37

Course Requirements

- Required Courses, 36 Credits:
  - Complete six of the following courses:
    - EPY 702 - Research Methods
    - CIG 660 - Multicultural Education (formerly CIG 750)
    - CIL 610 - Content Area Literacy
    - CIS 634 - Instruction Secondary Science Education
    - CIS 638 - Technology Applications in Secondary Science Education
    - CIS 639 - Curriculum Development Secondary Science Education
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum (formerly CIS 705)
    - ESP 701 - Introduction to Special Education and Legal Issues
    - TESL 651 - Theories of Second Language Acquisition
    - TESL 652 - TESL Methods and Materials
    - TESL 653 - TESL Curriculum
- Culminating Experience, 1 Credit:
  - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 20 Requirements: Secondary Social Studies Education (7-12) Track

Total Credits Required: 37

Course Requirements

- Research Course, 3 Credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
- EPY 702 - Research Methods
- EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, 3 credits
  - Complete one of the following courses:
    - 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

- Curriculum and Instruction Course, 3 credits
  - Complete one of the following courses:
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Core Courses, 12 credits
  - CIS 640 - Topics Secondary Social Studies Education
  - CIS 644 - Instruction Secondary Social Studies Education
  - CIS 649 - Curriculum Development Secondary Social Studies Education

- Content Course, 3 credits
  - Complete one of the following courses:
    - CIT 609 - Internet for Learning
    - CIT 608 - Integrating Technology in Teaching and Learning

- Elective Courses, 9 credits
  - Complete 9 credits of 600-level social science courses from Liberal Arts.

- Seminar Course, 3 credits
  - Complete one of the following courses:
    - CIG 649 - Social Studies Education Seminar

- Culminating Experience, 1 credit
  - Complete one of the following courses:
    - CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

CIS 640 is limited to 3 total credit hours.

CIG 649 must be completed prior to CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 21 Requirements: Secondary Social Studies Education TFA Track

Total Credits Required: 37

Course Requirements

- Required Courses, 36 credits
  - Complete six of the following courses:
- CIG 660 - Multicultural Education
- CIL 610 - Content Area Literacy
- CIS 640 - Topics Secondary Social Studies Education
- CIS 649 - Curriculum Development Secondary Social Studies Education
- CIS 644 - Instruction Secondary Social Studies Education
- CIS 682 - Secondary School Instruction
- CIS 684 - Secondary Education Curriculum
- EPY 702 - Research Methods
- ESP 701 - Introduction to Special Education and Legal Issues
- TESL 651 - Theories of Second Language Acquisition
- TESL 652 - TESL Methods and Materials
- TESL 653 - TESL Curriculum
- TESL 654 - TESL Assessment Procedures
- Culminating Experience, Æî Credits: 1
  - CIG 697 - Curriculum and Instruction Culminating Experience

**Subplan Notes**

CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 22 Requirements: Career & Technical and Postsecondary Education Track**

Total Credits Required: 37

**Course Requirements**

- Research Course, Æî Credits: 3
  - Complete one of the following courses:
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research
- Foundations Course, Æî Credits: 3
- Complete one of the following courses:
  - 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
- Curriculum & Instruction Course, Æî Credits: 3
- Complete one of the following courses:
  - CIG 602 - Differentiated Curriculum and Instruction
  - CIS 682 - Secondary School Instruction
  - CIS 684 - Secondary Education Curriculum
- Concentration Courses, Æî Credits: 15
Core Course, Â³ Credits: 3
  o Complete one of the following courses:
    • EDW 571 - Advising Career and Technical Student Organizations (CTSO)
    • EDW 745 - Theories of Adult Learning

Cognate Courses, Â³ Credits: 6
  o Complete 6 credits of advisor-approval cognate coursework within a particular area of study.

Applied Concepts Course, Â³ Credits: 3
  o Complete one of the following courses:
    • EDW 530 - Tools for Success in Secondary Workforce Education
    • EDW 748 - Internship in Workforce Education

Culminating Experience, Â³ Credits: 1
  o CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 23 Requirements: Children's and Young Adult Literature (K-12) Track

Total Credits Required: 37

Course Requirements

  • Curriculum and Instruction Course, Â³ Credits: 3
    o Complete one of the following courses:
      • CIE 681 - Elementary School Instruction
      • CIE 683 - Elementary Classroom Management
      • CIE 685 - Elementary Education Curriculum
      • CIG 602 - Differentiated Curriculum and Instruction
      • CIS 682 - Secondary School Instruction
      • CIS 684 - Secondary Education Curriculum

  • Research Course, Â³ Credits: 3
    o Complete one of the following courses:
      • CIG 690 - Teachers as Action Researchers
      • EPY 702 - Research Methods
      • EPY 703 - Teachers as Producers and Consumers of Educational Research

  • Foundations Course, Â³ Credits: 3
    o Complete one of the following courses:
      • 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

  • Literacy Learning Course, Â³ Credits: 3
    o CIL 601 - Foundations of Literacy Learning
• Literacy Topics Course, 3 credits: 
  o Complete one of the following courses:
    ▪ CIL 600 - Topics Literacy Education
    ▪ CIL 680 - Contemporary Literature Children and Young Adults
• Elective Courses, 12 credits: 
  o Complete four of the following courses, or other advisor-approved CIL 600-level courses:
    ▪ CIL 600 - Topics Literacy Education
    ▪ CIL 604 - Literacy Instruction for Young Children
    ▪ CIL 607 - Comprehensive Reading Instruction
    ▪ CIL 680 - Contemporary Literature Children and Young Adults
    ▪ CIL 684 - Multicultural Literature
    ▪ CIL 687 - Literature-Based Instruction
    ▪ CIL 688 - Historical Development of Literature
    ▪ CIL 747 - Literary Theories and Children's Literature
• Cognate Course, 6 credits: 
  o Complete 6 credits of advisor-approved cognate coursework within a particular area of study.
• Culminating Experience, 3 credits: 
  o CIL 699 - Literacy Research Seminar
• Culminating Experience, 1 credit: 
  o CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

A maximum of 6 semester hours of CIL 602 topics classes accepted toward a degree.

CIL 699 must be taken the semester prior to CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 24 Requirements: Education Technology Track

Total Credits Required: 37

Course Requirements

• Research Course, 3 credits: 
  o Complete one of the following courses:
    ▪ CIG 690 - Teachers as Action Researchers
    ▪ EPY 702 - Research Methods
    ▪ EPY 703 - Teachers as Producers and Consumers of Educational Research
• Foundations Course, 3 credits: 
  o Complete one of the following courses:
    ▪ 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
- Curriculum and Instruction Course, 3 credits:
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum
- Core Courses, 18 credits:
  - CIT 608 - Integrating Technology in Teaching and Learning
  - CIT 609 - Internet for Learning
  - CIT 643 - Designing Digital Materials for Education
  - CIT 648 - Issues and Methods in Online Learning
  - CIT 667 - Technology and Educational Change
  - CIT 673 - Digital Materials Studio
- Elective Courses, 9 credits:
  - Complete 9 credits of electives from the following list, or other advisor-approved content:
    - CIT 600 - Topics in Educational Technology
    - CIT 611 - Digital Publishing for Educators
    - CIT 647 - Creating Online Learning Environments
    - CIT 649 - Instructional Methods Computer Applications
    - CIT 651 - Instructional Methods Computer Science
    - CIT 653 - Creating Digital Materials for Education
    - CIT 676 - Management of Educational Technology Facilities and Resources
    - Culminating Experience, 1 credit:
    - CIG 697 - Curriculum and Instruction Culminating Experience

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 25 Requirements: Educational Technology RPDP Track**

Total Credits Required: 37

**Course Requirements**

- Research Course, 3 credits:
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research
- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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
- Curriculum and Instruction Course, 3 credits
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum
- Technology Integration Courses, 24 credits
  - Complete one of the following courses:
    - CIT 643 - Designing Digital Materials for Education
    - CIT 667 - Technology and Educational Change
    - CIT 673 - Digital Materials Studio
    - CIT 608 - Integrating Technology in Teaching and Learning
    - CIT 609 - Internet for Learning
    - CIT 611 - Digital Publishing for Educators
    - CIT 622 - Microcomputer Technology for Educators
    - CIT 647 - Creating Online Learning Environments
- Electives Course, 3 credits
  - Complete one of the following courses:
    - CIE 637 - Technology Applications K-8 Science Education
    - CIE 627 - Technology Applications K-8 Mathematics Education
    - TESL 656 - Technology Assisted English Language Learning
    - CIS 628 - Technology Application in Secondary Mathematics Education
    - CIS 638 - Technology Applications in Secondary Science Education
    - CIT 600 - Topics in Educational Technology:
    - CIT 648 - Issues and Methods in Online Learning
    - CIT 649 - Instructional Methods Computer Applications
    - CIT 651 - Instructional Methods Computer Science
    - CIT 653 - Creating Digital Materials for Education
- Culminating Experience, 1 credit
  - CIG 697 - Curriculum and Instruction Culminating Experience

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Subplan 26 Requirements: Literacy Education (K-12) Track**

Total Credits Required: 37

**Course Requirements**

- Research Course, 3 credits
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
- EPY 702 - Research Methods
- EPY 703 - Teachers as Producers and Consumers of Educational Research

- **Foundations Course**, 3 credits:
  - Complete one of the following courses:
    - 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

- **Curriculum and Instruction Course**, 3 credits:
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- **Learning Course**, 3 credits:
  - CIL 601 - Foundations of Literacy Learning

- **Literacy Course**, 3 credits:
  - Complete one of the following courses:
    - CIL 600 - Topics Literacy Education
    - CIL 680 - Contemporary Literature Children and Young Adults

- **Elective Courses**, 12 credits:
  - Complete 12 credits from the following list of courses, or other advisor-approved CIL 600-level courses:
    - CIL 600 - Topics Literacy Education
    - CIL 604 - Literacy Instruction for Young Children
    - CIL 607 - Comprehensive Reading Instruction
    - CIL 610 - Content Area Literacy
    - CIL 616 - Teaching Writing
    - CIL 617 - Southern Nevada Writing Project: Invitational Institute (6 semester hours)
    - CIL 621 - Assessment in Literacy
    - CIL 622 - Practicum Literacy Diagnosis and Instruction
    - CIL 691 - Organization and Supervision Literacy Programs
    - CIL 693 - Literacy for a Diverse Society
    - CIL 680 - Contemporary Literature Children and Young Adults
    - CIL 684 - Multicultural Literature
    - CIL 687 - Literature-Based Instruction
    - CIL 688 - Historical Development of Literature
    - CIL 747 - Literary Theories and Children, Adolescents Literature

- **Cognate Courses**, 6 credits:
  - Complete 6 credits of advisor-approved cognate coursework.

- **Seminar Course**, 3 credits:
  - CIL 699 - Literacy Research Seminar

- **Culminating Experience**, 3 credits:
  - CIG 697 - Curriculum and Instruction Culminating Experience

**Subplan Notes**

A maximum of 6 semester hours of CIL 602 topics classes accepted toward a degree.

CIL 699 must be taken the semester prior to Culminating Experience.
Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 27 Requirements: Multicultural Education (PK12, Higher Ed, or Community-Based Ed Focus) Track

Total Credits Required: 37

Course Requirements

- Research Course, Âí Credits: 3
  - Complete one of the following courses:
    - CIG 690 - Teachers as Action Researchers
    - EPY 702 - Research Methods
    - EPY 703 - Teachers as Producers and Consumers of Educational Research

- Foundations Course, Âí Credits: 3
  - Complete one of the following courses:
    - CIG 603 - Urban Education
    - EPY 707 - Adolescent Development
    - EPY 711 - Human Growth and Development
    - EPY 712 - Foundations of Learning and Cognition

- Curriculum and Instruction Course, Âí Credits: 3
  - Complete one of the following courses:
    - CIE 681 - Elementary School Instruction
    - CIE 683 - Elementary Classroom Management
    - CIE 685 - Elementary Education Curriculum
    - CIG 602 - Differentiated Curriculum and Instruction
    - CIS 682 - Secondary School Instruction
    - CIS 684 - Secondary Education Curriculum

- Core Course, Âí Credits: 3
  - CIG 660 - Multicultural Education

- Education Courses, Âí Credits: 9
  - Complete three of the following courses:
    - CIG 661 - Topics Multicultural Education
    - CIG 662 - Theory and Research Multicultural Education
    - CIL 693 - Literacy for a Diverse Society
    - CIL 684 - Multicultural Literature

- TESL Core Course, Âí Credits: 3
  - TESL 651 - Theories of Second Language Acquisition

- TESL Elective Courses, Âí Credits: 6
  - Complete two of the following courses:
    - TESL 650 - TESL Linguistic Theory
    - TESL 651 - Theories of Second Language Acquisition
    - TESL 652 - TESL Methods and Materials
• TESL 653 - TESL Curriculum
• TESL 654 - TESL Assessment Procedures
• Cognate Courses, 6 credits: Complete 6 credits of advisor-approved cognate coursework.
• Culminating Experience, 1 credit: CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 28 Requirements: Reading Specialist Track

Total Credits Required: 37

Course Requirements

• Research Course, 3 credits: Complete one of the following courses:
  ▪ CIG 690 - Teachers as Action Researchers
  ▪ EPY 702 - Research Methods
  ▪ EPY 703 - Teachers as Producers and Consumers of Educational Research

• Foundations Course, 3 credits: Complete one of the following courses:
  ▪ 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

• Curriculum and Instruction Course, 3 credits: Complete one of the following courses:
  ▪ CIE 681 - Elementary School Instruction
  ▪ CIE 683 - Elementary Classroom Management
  ▪ CIE 685 - Elementary Education Curriculum
  ▪ CIG 602 - Differentiated Curriculum and Instruction
  ▪ CIS 682 - Secondary School Instruction
  ▪ CIS 684 - Secondary Education Curriculum

• Foundations Course, 3 credits: CIL 601 - Foundations of Literacy Learning

• Additional Foundations Course, 3 credits: Complete one of the following courses:
  ▪ CIL 600 - Topics Literacy Education
  ▪ CIL 680 - Contemporary Literature Children and Young Adults

• Reading Specialist Course, 12 credits: Complete one of the following courses:
  ▪ CIL 610 - Content Area Literacy
  ▪ CIL 621 - Assessment in Literacy
- CIL 622 - Practicum Literacy Diagnosis and Instruction
- CIL 691 - Organization and Supervision Literacy Programs

- Literacy Programs Course, 3 Credits
  - Complete one of the following courses:
    - CIL 604 - Literacy Instruction for Young Children
    - CIL 607 - Comprehensive Reading Instruction

- Reading Specialist Elective Course, 3 Credits
  - Complete one of the following courses, or other advisor-approved CIL 600-level courses:
    - CIL 616 - Teaching Writing
    - CIL 617 - Southern Nevada Writing Project: Invitational Institute (6 semester hours)
    - TESL 650 - TESL Linguistic Theory
    - CIL 684 - Multicultural Literature
    - CIL 687 - Literature-Based Instruction
    - CIL 688 - Historical Development of Literature
    - CIL 693 - Literacy for a Diverse Society
    - CIL 747 - Literary Theories and Children, World Literature
    - TESL 651 - Theories of Second Language Acquisition

- Seminar Course, 3 Credits
  - CIL 699 - Literacy Research Seminar

- Culminating Experience, 1 Credit
  - CIG 697 - Curriculum and Instruction Culminating Experience

**Subplan Notes**

CIL 699 must be taken the semester prior to Culminating Experience.

**Degree Requirements**

See Plan Degree Requirements below.

**Graduation Requirements**

See Plan Graduation Requirements below.

**Plan Degree Requirements**

Students must complete a minimum of 37 credit hours with a minimum GPA of 3.00.

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.

Students must successfully complete a culminating experience, CIG 697 under the direction of an advisor.

Registration for the culminating experience, CIG 697, is restricted to students who have 6 credits or less remaining in their program of study.

CIG 697 involves the development of an e-portfolio. It is recommended that you keep copies of your work from all classes in your program in preparation for this course.

Per graduate college requirements, students must be enrolled in at least 3 credits in the term they will graduate.
Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.

The student must successfully complete the culminating experience.

Master of Science - Curriculum & Instruction

The Department holds as its central mission the preparation and development of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

Learning Outcomes:

Career & Technical

www.unlv.edu/degree/med-ms-curriculum-instruction-career-technical

Elementary Education

www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-education

Elementary Mathematics

www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-mathematics

Elementary Science

www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-science

Elementary Social Studies

www.unlv.edu/degree/med-ms-curriculum-instruction-elementary-social-studies

English Education

www.unlv.edu/degree/med-ms-curriculum-instruction-english-education

Library Science

www.unlv.edu/degree/med-ms-curriculum-instruction-library-science

Reading Specialist

www.unlv.edu/degree/med-ms-curriculum-instruction-reading-specialist
Plan Admission Requirements

In addition to meeting the admission requirements of the Graduate College, applicants must also meet the requirements established by the Department of Teaching and Learning. They are:

- 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.
- A completed on-line application for admission submitted to the Graduate College.
- The online application must include a one- to two-page statement of professional goals. The names with contact information of two professional references and intended emphasis area should be included in the statement.
- 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.
- 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, A&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 tlgrad@unlv.edu or call (702) 895-1986 for assistance.
- 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 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/.
• All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 39

Course Requirements

• Required Course, 3 credits:
  o EPY 702 - Research Methods

• Methods Course, 3 credits:
  o Complete one of the following courses:
    ▪ EPY 718 - Qualitative Research Methodologies
    ▪ EPY 721 - Descriptive and Inferential Statistics: An Introduction

• Foundations Course, 3 credits:
  o Complete one of the following courses:
    ▪ 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

• Instruction Course, 3 credits:
  o Complete one of the following courses:
    ▪ CIG 602 - Differentiated Curriculum and Instruction
    ▪ CIS 682 - Secondary School Instruction
    ▪ CIS 684 - Secondary Education Curriculum
    ▪ EDW 745 - Theories of Adult Learning

• Core Courses, 15 credits:
  o EDW 755 - Professional Seminar in Workforce Education
  o EDW 539 - Methods of Teaching in Workforce Education
  o EDW 575 - Performance-Based Education
  o EDW 733 - Workforce Education Curriculum and Program Development
  o EDW 768 - Grantsmanship in Education

• Additional Core Course, 3 credits:
  o Complete one of the following courses:
    ▪ EDW 571 - Advising Career and Technical Student Organizations (CTSO)
    ▪ EDW 745 - Theories of Adult Learning

• Seminar Course, 3 credits:
  o EDW 772 - Seminar in Workforce Education

• Thesis, 6 credits:
  o CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

• Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
• EPY 702 must be taken prior to EPY 718 or EPY 721.
• CIG 649 must be taken prior to CIG 699.
• In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
• Complete and defend a thesis.
• Students must be enrolled in thesis credits the semester of graduation.
• A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, "Prospectus Approval Form," must be completed by the student, signed by the student's advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

Graduation Requirements

• The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.

Subplan 2 Requirements: English Language Arts Education Track

Total Credits Required: 39

Course Requirements

• Required Course, 3 Credits: 3
  o EPY 702 - Research Methods
• Methods Course, 3 Credits: 3
  o Complete one of the following courses:
    • EPY 718 - Qualitative Research Methodologies
    • EPY 721 - Descriptive and Inferential Statistics: An Introduction
• Foundations Course, 3 Credits: 3
  o Complete one of the following courses:
    • 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
• Core Courses, 12 Credits:
  o CIL 610 - Content Area Literacy
  o CIL 642 - Instruction English Education
  o CIL 643 - Curriculum Development English Education
  o CIL 616 - Teaching Writing
• Literacy Topics Course, 3 Credits:
  o Complete one of the following courses:
    • CIL 600 - Topics Literacy Education
    • CIL 680 - Contemporary Literature Children and Young Adults
• Cognate Courses, 6 Credits:
  o Complete two courses from one of the following areas of emphasis: English. Classes must be 600-level, advisor approved courses in the Department of English.
- Literacy
- CIL 601 - Foundations of Literacy Learning
- CIL 621 - Assessment in Literacy
- CIL 693 - Literacy for a Diverse Society
- Other CIL literacy courses selected with advisor approval.
- TESL
- TESL 650 - TESL Linguistic Theory
- TESL 651 - Theories of Second Language Acquisition
- TESL 652 - TESL Methods and Materials
- TESL 653 - TESL Curriculum
- TESL 654 - TESL Assessment Procedures
- Seminar Course, 3 credits:
  - CIL 699 - Literacy Research Seminar
- Thesis, 6 credits:
  - CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

- Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
- EPY 702 must be taken prior to EPY 718 or EPY 721.
- CIG 649 must be taken prior to CIG 699.
- In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
- Complete and defend a thesis.
- Students must be enrolled in thesis credits the semester of graduation.
- A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, "Prospectus Approval Form," must be completed by the student, signed by the student, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 3 Requirements: Elementary Mathematics Education Track

Total Credits Required: 39

Course Requirements
• Required Course, 3 credits:
  o EPY 702 - Research Methods
• Methods Course, 3 credits:
  o Complete one of the following courses:
    ▪ EPY 718 - Qualitative Research Methodologies
    ▪ EPY 721 - Descriptive and Inferential Statistics: An Introduction
• Foundations Course, 3 credits:
  o Complete one of the following courses:
    ▪ 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
• Methods Courses, 6 credits:
  o Complete two of the following courses:
    ▪ CIE 623 - Instruction Primary Elementary Mathematics Education
    ▪ CIE 625 - Instruction Intermediate Elementary Mathematics Education
    ▪ CIS 622 - Instructional Middle School Mathematics Education
• Core Courses, 9 credits:
  o CIE 620 - Topics Elementary School Mathematics
  o CIE 627 - Technology Applications K-8 Mathematics Education
  o CIG 620 - Principles of Learning Mathematics
• Education Course, 3 credits:
  o Complete one of the following courses:
    ▪ CIE 629 - Curriculum Development in Elementary School Mathematics
    ▪ CIG 621 - Diagnostic Assessment School Mathematics
• Elective Course, 6 credits:
  o Complete 6 credits of advisor-approved elective courses.
• Culminating Experience, 6 credits:
  o CIG 689 - Curriculum and Instruction Seminar
  o CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

• Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
• EPY 702 must be taken prior to EPY 718 or EPY 721.
• Complete the culminating experience.

Graduation Requirements

• The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must complete the culminating experience.

Subplan 4 Requirements: Secondary Mathematics Education Track

Total Credits Required: 39

Course Requirements
• Required Course, 3
  o EPY 702 - Research Methods

• Methods Course, 3
  o Complete one of the following courses:
    ▪ EPY 718 - Qualitative Research Methodologies
    ▪ EPY 721 - Descriptive and Inferential Statistics: An Introduction

• Foundations Course, 3
  o Complete one of the following courses:
    ▪ 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

• Mathematics Education Courses, 12
  o CIS 622 - Instructional Middle School Mathematics Education
  o CIS 624 - Instruction Secondary Mathematics Education
  o CIG 620 - Principles of Learning Mathematics
  o CIS 628 - Technology Application in Secondary Mathematics Education

• Mathematics Elective Course, 3
  o Complete one of the following courses:
    ▪ CIG 621 - Diagnostic Assessment School Mathematics
    ▪ CIS 686 - Curriculum Development Secondary Education

• Mathematics Content Courses, 6
  o Complete two of the following courses:
    ▪ CIS 620 - Topics Secondary School Mathematics
    ▪ MAT 711 - Survey of Mathematical Problems I
    ▪ MAT 712 - Survey of Mathematical Problems II
    ▪ MAT 714 - History of Mathematics
    ▪ SCI 620 - Middle School Mathematics Content:
    ▪ SCI 640 - High School Mathematics Content:

• Seminar Course, 3
  o CIG 689 - Curriculum and Instruction Seminar

• Thesis, 6
  o CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

• Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
• EPY 702 must be taken prior to EPY 718 or EPY 721.
• CIG 649 must be taken prior to CIG 699.
• In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
• Complete and defend a thesis.
• Students must be enrolled in thesis credits the semester of graduation.
• A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, Â”Prospectus Approval Form, Â“ must be completed by the student, signed by the student, Â”s advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.
Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 5 Requirements: Elementary Science Education Track

Total Credits Required: 39

Course Requirements

- Required Course, 3 credits: EPY 702 - Research Methods
- Methods Course, 3 credits:
  - Complete one of the following courses:
    - EPY 718 - Qualitative Research Methodologies
    - EPY 721 - Descriptive and Inferential Statistics: An Introduction
- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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
- Core Courses, 12 credits:
  - CIE 630 - Topics Elementary School Science
  - CIE 635 - Instruction Elementary Science Education
  - CIE 637 - Technology Applications K-8 Science Education
  - CIE 639 - Curriculum Development Elementary Science Education
- Science Courses, 6 credits:
  - Complete 6 credits of 600 or 700-level Science courses from the College of Sciences of SCI 630 courses via RPDP.
- Elective Course, 3 credits:
  - Complete 3 credits of electives.
- Seminar Course, 3 credits:
  - CIG 639 - Science Education Seminar
- Thesis, 6 credits:
  - CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

- Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
- EPY 702 must be taken prior to EPY 718 or EPY 721.
- CIG 649 must be taken prior to CIG 699.
- In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate
College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.

- Complete and defend a thesis.
- Students must be enrolled in thesis credits the semester of graduation.
- A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, “Prospectus Approval Form”, must be completed by the student, signed by the student’s advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

**Graduation Requirements**

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

**Subplan 6 Requirements: Secondary Science Education Track**

Total Credits Required: 39

**Course Requirements**

- **Required Course**, 3 credits:
  - EPY 702 - Research Methods
- **Methods Course**, 3 credits:
  - Complete one of the following courses:
    - EPY 718 - Qualitative Research Methodologies
    - EPY 721 - Descriptive and Inferential Statistics: An Introduction
- **Foundations Course**, 3 credits:
  - Complete one of the following courses:
    - 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
- **Core Courses**, 12 credits:
  - CIS 630 - Topics Secondary School Science
  - CIS 634 - Instruction Secondary Science Education
  - CIS 638 - Technology Applications in Secondary Science Education
  - CIS 639 - Curriculum Development Secondary Science Education
- **Science Courses**, 6 credits:
  - Complete 6 credits of 600 or 700-level courses from the College of Sciences or SCI 650 courses via RPDP.
- **Elective Course**, 3 credits:
  - Complete 3 credits of an advisor approved elective.
- **Seminar Course**, 3 credits:
  - CIG 639 - Science Education Seminar
• Thesis, C&I Credits: 6
  o CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

• Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
• EPY 702 must be taken prior to EPY 718 or EPY 721.
• CIG 649 must be taken prior to CIG 699.
• In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department’s discretion. Please see Graduate College policy for committee appointment guidelines.
• Complete and defend a thesis.
• Students must be enrolled in thesis credits the semester of graduation.
• A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, “Prospectus Approval Form,” must be completed by the student, signed by the student, A&O advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

Graduation Requirements

• The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
• Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 7 Requirements: Elementary Social Science Education Track

Total Credits Required: 39

Course Requirements

• Required Course, A&O Credits: 3
  o EPY 702 - Research Methods
• Methods Course, A&O Credits: 3
  o Complete one of the following courses:
    ▪ EPY 718 - Qualitative Research Methodologies
    ▪ EPY 721 - Descriptive and Inferential Statistics: An Introduction
• Foundations Course, A&O Credits: 3
  o Complete one of the following courses:
    ▪ 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
• Core Courses, A&O Credits: 9
  o CIE 640 - Topics Elementary School Social Studies
• Integration Course, 3 Credits:
  o Complete one of the following courses:
    ▪ CIT 609 - Internet for Learning
    ▪ CIT 608 - Integrating Technology in Teaching and Learning
• Elective Courses, 9 Credits:
• Complete four 600-level social science courses from History, Sociology or Political Science.
• Seminar Course, 3 Credits:
  o CIG 649 - Social Studies Education Seminar
• Thesis, 6 Credits:
  o CIG 699 - Curriculum and Instruction Thesis

Degree Requirements
• Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
• EPY 702 must be taken prior to EPY 718 or EPY 721.
• CIG 649 must be taken prior to CIG 699.
• In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
• Complete and defend a thesis.
• Students must be enrolled in thesis credits the semester of graduation.
• A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, "Prospectus Approval Form," must be completed by the student, signed by the student’s advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699 C&I Thesis. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

Graduation Requirements
• The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
• The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
• Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 8 Requirements: Secondary Social Studies Education Track

Total Credits Required: 39

Course Requirements
• Required Course, 3 Credits:
  o EPY 702 - Research Methods
• Methods Course, 3 Credits:
  o Complete one of the following courses:
    ▪ EPY 718 - Qualitative Research Methodologies
- EPY 721 - Descriptive and Inferential Statistics: An Introduction
- Foundations Course, 3 credits:
  - Complete one of the following courses:
    - 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
- Core Courses, 9 credits:
  - CIS 640 - Topics Secondary Social Studies Education
  - CIS 644 - Instruction Secondary Social Studies Education
  - CIS 649 - Curriculum Development Secondary Social Studies Education
- Content Course, 3 credits:
  - Complete one of the following courses:
    - CIT 609 - Internet for Learning
    - CIT 608 - Integrating Technology in Teaching and Learning
- Elective Courses, 9 credits:
  - Complete 9 credit hours of 600 or 700-level social science courses from History, Sociology or Political Science.
- Seminar Course, 3 credits:
  - CIS 649 - Social Studies Education Seminar
- Thesis, 6 credits:
  - CIS 699 - Curriculum and Instruction Thesis

Degree Requirements

- Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
- EPY 702 must be taken prior to EPY 718 or EPY 721.
- CIS 649 must be taken prior to CIS 699.
- In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
- Complete and defend a thesis.
- Students must be enrolled in thesis credits the semester of graduation.
- A thesis prospectus must be filed with the C&I Department and the Graduate College the semester prior to registering for thesis hours. The form, "Prospectus Approval Form", must be completed by the student, signed by the student's advisor, and returned to the T&L Department Graduate Studies Office (CEB 368A) three (3) weeks prior to the last day of instruction the semester before enrolling in six (6) semester hours of CIG 699. The T&L Graduate Studies Office will obtain signatures from committee members and graduate coordinator before forwarding the form to the Graduate College.

Graduation Requirements

- The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
- The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
- Student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.
Plan Graduation Requirements

Refer to your subplan for Graduation Requirements.

- Subplan 1: Career & Technical and Postsecondary Education Track
- Subplan 2: English Language Arts Education Track
- Subplan 3: Elementary Mathematics Education Track
- Subplan 4: Secondary Mathematics Education Track
- Subplan 5: Elementary Science Education Track
- Subplan 6: Secondary Science Education Track
- Subplan 7: Elementary Social Studies Education Track
- Subplan 8: Secondary Social Studies Education

Teaching and Learning Courses

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. Formerly: CIE 659, Same as: EDEL 408.
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. Formerly: CIE 652, Same as: EDEL 433.
Notes: Credit at the 500 level normally requires additional work. Prerequisites: PPST, MAT H 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. Formerly: CIE 655, Same as: EDEL 443.
Notes: Credit at the 500 level normally requires additional work. Prerequisites: PPST, BIOL 100, GEOG 101 and 103, CHEM 105 and 106 or 110 or PHYS 108 and 108L. 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. Formerly: CIE 658, Same as: EDEL 463.
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. Formerly: CIE 701. Same as:CIS 601.
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. **Formerly:** CIE 720. **Same as:** CIS 620. **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. **Formerly:** CIE 723. **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. **Formerly:** CIE 725. **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. **Formerly:** CIE 727. **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. **Formerly:** CIE 729. **Same as:** CIS 629. **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. **Formerly:** CIE 730. **Same as:** CIS 630. **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. **Formerly:** CIE 735. **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. **Formerly:** CIE 737. **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. **Formerly:** CIE 739. **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. **Formerly:** CIE 740. **Same as:** CIS 640. **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. **Formerly:** CIE 745. **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. Formerly: CIE 749. Same as: CIS 649. 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. Formerly: CIE 701. 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. Formerly: CIE 702. 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. Formerly: CIE 703. 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. Formerly: CIE 704. 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. Formerly: CIG 600. 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. Formerly: CIG 700. 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. Formerly: CIG 701

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. Formerly: CIG 702. 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. Formerly: CIG 703. 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. Formerly: CIG 720.
Prerequisites: One 600-level course in mathematics instruction or consent of instructor.

CIG 621 - Diagnostic Assessment School Mathematics
Credits 3
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 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.

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.

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. Formerly: CIG 710

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. Formerly: CIG 711

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. Formerly: CIG 712

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. Formerly: CIG 713

CIG 660 - Multicultural Education
Credits 3
Introduces students to topics, issues, research, and practices associated with teaching in a diverse society. Formerly: CIG 750. Prerequisites: Graduate standing.

CIG 661 - Topics Multicultural Education
Credits 3
Examines specific topics and issues in multicultural education. Formerly: CIG 751. 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. Formerly: CIG 752. 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. Formerly: CIG 704

CIG 689 - Curriculum and Instruction Seminar
Credits 1 - 3
Examination of seminal and current mathematics education research through readings, writings, discussions and presentations. Formerly: CIG 717. 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. Formerly: CIG 705

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. Formerly: CIG 715. 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 issue applicable to a professional setting and conduct in-depth study or action research concerning the issue. Formerly: CIG 718. 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. Formerly: CIG 719. 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.

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. Formerly: CIL 615. Same as: EDRL 401.
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. Formerly: CIL 655. Same as: EDRL 442.
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. Formerly: CIL 702. 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. Formerly: CIL 701
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. Formerly: CIL 604. 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. Formerly: CIL 710

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. Formerly: CIL 716

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. Formerly: CIL 717. 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. Formerly: CIL 721. 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. Formerly: CIL 722. 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. Formerly: CIL 711. 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. Formerly: CIL 712
CIL 643 - Curriculum Development English Education  
Credits 3  
Emphasizes research and curriculum studies dealing with content and procedures in the English/language arts.  
**Formerly:** CIL 713

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.  
**Formerly:** CIL 764.  
**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.  
**Formerly:** CIL 762.  
**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.  
**Formerly:** CIL 731

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.  
**Formerly:** CIL 732

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.  
**Formerly:** CIL 733

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.  
**Formerly:** CIL 734.  
**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.  
**Formerly:** CIL 735.  
**Prerequisites:** CIL 674

CIL 676 - Supervised Practicum School Library  
Credits 3  
Supervised library practicum under the direction of professional librarians in school settings.  
**Formerly:** CIL 736.  
**Prerequisites:** CIL 674.  
**Corequisite:** Concurrent or prerequisite CIL 675.
CIL 680 - Contemporary Literature Children and Young Adults
Credits 3
Formerly: CIL 740. Notes: May be repeated after a six-year period.

CIL 684 - Multicultural Literature
Credits 3
Study and critical evaluation of multicultural and multiethnic literature and media for children and young adults.
Formerly: CIL 741

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. Formerly: CIL 742. 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. Formerly: CIL 743. 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. Formerly: CIL 726. 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. Formerly: CIL 728. 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. Formerly: CIG 717. 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.

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 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

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. **Same as:** EDMS 453. **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. Same as: EDSC 453. 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. Same as: EDSC 46. Notes: Credit at the 500 level normally requires additional work. Prerequisites: PPST. Corequisite: Concurrent enrollment in a practicum.

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. Formerly: CIS 701. Same as: CIE 601. 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. Formerly: CIS 702. 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. Formerly: CIS 703. 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. Formerly: CIS 711. 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. Formerly: CIS 716

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. Formerly: CIS 717. 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. Formerly: CIS 718. 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. Formerly: CIS 719. 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. Formerly: CIS 707. 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. Formerly: CIS 708. 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. Same as: CIE 620. 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. Formerly: CIS 724. 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. Formerly: CIS 728. Prerequisites: CIS 622 or CIS 624 or consent of instructor.

CIS 629 - Curriculum Development Secondary Mathematics Education
Credits 3
Examiners research and curriculum studies related to content and procedures within secondary school mathematics programs. Same as: CIE 629. 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. Same as: CIS 630. Notes: Maximum of six credits accepted toward a degree. Prerequisites: Current teaching certificate or consent of instructor.

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.

CIS 634 - Instruction Secondary Science Education
Credits 3
Study off 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. **Formerly:** CIS 738. **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. **Same as:** CIE 639. **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. **Same as:** CIE 640. **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. **Same as:** CIE 649. **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. **Formerly:** CIS 704. **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. **Formerly:** CIS 705. **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.  
Formerly: CIT 701. Same as: CIT 602

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.  
Formerly: CIT 702. Same as: CIT 601

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. Formerly: CIT 704. 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. Formerly: CIT 707

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. Formerly: CIT 720 and CIT 620. 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. Formerly: CIT 709

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. Formerly: CIT 711. 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. Formerly: CIT 722. 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. Formerly: CIT 743. 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. Formerly: CIT 747. 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. Formerly: CIT 768, CIT 668. 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. Formerly: CIT 749. 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. Formerly: CIT 751. Prerequisites: Consent of instructor.

CIT 653 - Creating Digital Materials for Education
Credits 3
Focus on current application programming interfaces for developing digital educational materials. Formerly: CIT 753. 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. Formerly: CIT 767. 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. Formerly: CIT 769. Prerequisites: CIT 647 or consent of instructor.

CIT 673 - Digital Materials Studio
Credits 3
Project-based course emphasizing problem definition in, instructional design, and product development. Students work individually and collaboratively on a set of relevant technical and pedagogical competencies. Formerly: CIT 763. 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. Formerly: CIT 766. 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