

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

Steven McCafferty, Graduate Coordinator

Educational Psychology and Higher Education Faculty

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

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.*

Graduate Faculty

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

Bernacki, Matthew - *Full Graduate Faculty*
Assistant Prof; M.A Temple University, M.A St Josephs University, Ph.D. Temple University. *Rebel since 2013*

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

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.*

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.*

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

Relles, Stefani - *Full Graduate Faculty*
Assistant Professor; B.A. Northwestern University, M.Ed. University of New Hampshire, Ph.D. University of Southern California. *Rebel since 2013*

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.*

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.*

Director of the Center for Research, Cognition, and Assessment

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

Graduate Certificate in Higher Education

Plan Description

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

Applications available on the UNLV Graduate College website.

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 follow term of acceptance

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

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 15

Course Requirements

Core – Credits: 12

Complete 12 hours from the following courses:

EDH 607 - Leadership Development Seminar
EDH 609 - Leading Diverse Organizations
EDH 627 - Student Learning and Development
EDH 703 - History of American Higher Education
EDH 710 - Finance and Budgeting in Higher Education
EDH 715 - Theory of Educational Organizations
EDH 733 - The Professorate
EDH 738 - Public Policy in Higher and Post-Secondary Education
EDH 742 - Academic Governance in Higher Education
EDH 780 - Seminar: Teaching in Higher Education

Electives Course – Credits: 3

Complete a minimum of 3 hours from the following courses:

EDH 603 - Sport in Higher Education
EDH 705 - HE Law-Doctoral
EDH 708 - The American Community College
EDH 750 - Special Topics 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

Doctor of Philosophy - Educational Psychology

Plan Description

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.

For more information about your program, including your graduate program handbook and

learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

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

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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: 15

EPY 718 - Qualitative Research Methodologies

EPY 719 - Advanced Qualitative Research

EPY 722 - Inferential Statistics and Experimental Design

EPY 723 - Theory and Practice of Human Measurement I

EPY 732 - Multiple Regression and Path Analysis

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

EPY 733 - Multivariate Statistics

and

One of the following 3 courses

EPY 728 - Applied Classroom Research

EPY 729 - Qualitative Case Study Research

EPY 738 - Discourse Analysis

and

Complete 12 credits of advisor-approved coursework within your specified area of focus.

Emphasis Area Courses – Credits: 12

Complete 12 credits of advisor-approved 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-approved 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-approved 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

1. 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.

2. Of the 67 credits, 18 must be in coursework tailored for the area of focus in the strand.
3. Of the 67 credits, 25 are in courses shared with other doctoral programs in the department.
4. 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.
5. 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.
6. 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.
7. 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.

8. 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.
9. 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

1. 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.
2. 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.

3. 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

Plan Description

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:

1. Prepare students for administrative positions in community colleges, four year colleges, universities, and other public and private learning and policy environments;
2. Prepare individuals for faculty positions in higher education; and
3. Assist doctoral students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership roles as faculty or administrators in higher and postsecondary education.

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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

Minimum admission requirements for UNLV's Graduate College include:

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

More information is available on the Graduate College website .

Additional materials each candidate must also upload with the application:

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

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

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

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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
 EDH 742 - Academic Governance in Higher Education
 EDH 745 - Institutional Planning in Higher Education
 EDH 750 - Special Topics in Higher Education
 EDH 780 - Seminar: Teaching in Higher Education
 EDH 791 - Doctoral Independent Study

Internship Course – Credits: 3

EDH 790 - Doctoral Internship

Prospectus Course – Credits: 3

EDH 796 - Dissertation Proposal Preparation

Dissertation – Credits: 12

EDH 799 - Dissertation

Degree Requirements

1. Students must complete a minimum of 72 credit hours of approved course work with a minimum GPA of 3.00.
2. 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.
3. 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.

4. The doctoral comprehensive examination consists of two parts: A core examination and an individualized examination. Part I: Core examination:
 - a. 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.
 - b. To be eligible to sit for this examination, students must have completed the required core courses, the required research courses, and the methodology course.
 - c. Each section of the comprehensive examination is taken over a two week period.
 - d. 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.
 - e. 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.
- f. 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.
 - g. 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.
5. 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.
 - a. 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.
 - b. 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.
 - c. 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.
 6. 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:
 - a. Completion of remaining course work, including research courses and electives.
 - b. Combination of doctoral internships and/or independent studies, as advised by student's doctoral advisor.
 - c. Successful completion of EDH 790 – Doctoral Internship and EDH 796 –Dissertation Proposal Preparation.
 - d. Completion of a national presentation and/or a manuscript submitted for publication consideration.
 7. Students may use three credits of dissertation hours (EDH 799) towards their residency.
 8. 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

1. 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.
2. 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.

3. 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

Plan Description

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).

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

1. An undergraduate grade point average of 3.00 or above.
2. If graduate course work has been completed, a graduate grade point average of 3.00 or above.
3. Preference given to students whose scores relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE).

4. A score of 600 or above on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their first language.
5. Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.
6. The applicant's statement of professional interests and goals.
7. Graduate College application is available online.

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 67
Course Requirements

Required Courses – Credits: 4

EPY 701 - Proseminar in Educational Psychology
CIT 778 - Instructional Design

Core Research 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 732 - Multiple Regression and Path Analysis

Additional Research 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 726 - Advanced Evaluation Research Methods
EPY 729 - Qualitative Case Study Research

EPY 733 - Multivariate Statistics
EPY 738 - Interpretive Analysis of Text and Discourse
EPY 745 - Categorical/Nonparametric Data Analysis
EPY 746 - Multilevel Statistical Models: Theory and Application
EPY 747 - Large Scale Secondary Data Analysis

Learning Courses – Credits: 9

EPY 757 - Theory and Philosophy of Educational Psychology
EPY 767 - Human Learning and Cognition
EPY 777 - Cognitive Development

Technology Course – Credits: 3

CIT 770 - Advanced Seminar in Educational Technology Research

Multimedia Course – Credits: 6

CIT 780 - Multimedia Learning Studio

Elective Courses – Credits: 18

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:

EPY 768 - Problem Solving, Reasoning, and Expertise
EPY 770 - Cognition and Instruction
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

1. Students must maintain a GPA of 3.00 or higher for all course work taken at the doctoral level.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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 Requirements

1. 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.
2. 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.
3. 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 - Educational Psychology & Juris Doctor

Plan Description

The Educational Psychology Program in coordination with the UNLV Boyd School of Law offers a dual JD/Ph.D. degree. The Educational Psychology Ph.D. is designed to provide advanced studies in educational psychology with two primary strands: 1) Educational psychology with specialty area emphases in educational assessment, program evaluation, research, and learning in school domains, and 2) 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 two 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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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 Educational Psychology Ph.D. programs. Current are posted on the website.

A dual program candidate must complete the Graduate College, Law School and Educational Psychology Program admission processes in order to matriculate. Successful completion of the first year of law school is a precondition to commencement of work on the Ph.D. program and waives the Master's Degree prerequisite for entry to the program. A law school student may be admitted to the dual program by gaining admission to the Educational Psychology Ph.D. program after successful completion of the first year of law school with the consent of both programs.

Under the terms and conditions of the program the Law School has agreed to accept 9 credits of course work from the Educational Psychology Program toward the J.D. degree. The Educational Psychology Ph.D. Program has agreed to accept 12 credits of course work from the Law School toward the Ph.D. degree.

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 Dual Degree Program Coordinator, Dr. Rebecca Nathanson, 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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements Below.

Subplan 1 Requirements: Foundations Track

Total Credits Required: 135

Course Requirements

Total Credits Required for the Doctor of Philosophy – Educational Psychology: 55

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
EPY 730 - Advanced Research Methods

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.

Dissertation – Credits: 12

EPY 799 - Dissertation

Total Credits Required for the Juris Doctor: 80

Required Courses – Credits: 44

Directed Electives – Credits: 9

Free Electives – Credits: 27

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: School Psychology Track

Total Credits Required: 135

Course Requirements

Total Credits Required for the Doctor of Philosophy – Educational Psychology: 55

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
EPY 790 - Research Seminar in EPY

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.

Dissertation – Credits: 12

EPY 799 - Dissertation

Total Credits Required for the Juris Doctor: 80

Required Courses – Credits: 44

Directed Electives – Credits: 9

Free Electives – Credits: 27

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

1. 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 55 credit hours of the Ph.D. required course work.
2. 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.

3. Students in the J.D./Ph.D. program must remain in good standing in both J.D. and Ph.D. programs.
4. 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.
5. Of the 55 credits, 18 must be in coursework tailored for the area of focus in the strand.
6. Of the 55 credits, 25 are in courses shared with other doctoral programs in the department.
7. In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members and one law school representative. In addition, a fifth member from outside the department, known as the Graduate College Representative, must be appointed. The Dual Degree Program Coordinator will sit on all dissertation committees. Please see Graduate College policy for committee appointment guidelines.
8. 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.
9. 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.
10. 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.

11. 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.
12. 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.

1. Students cannot graduate from one portion of the dual degree until the requirements for both are met. Students must apply to graduate from both programs for the same semester.
2. 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.
3. 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.
4. 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.

Plan Graduation Requirements

Dual Degree: Doctor of Philosophy - Higher Education & Juris Doctor

Plan Description

The Higher Education Program in coordination with the UNLV Boyd School of law offers a dual J.D./Ph.D. degree. 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:

1. Prepare students for administrative positions in community colleges, four year colleges, universities, and other public and private learning and policy environments;
2. Prepare individuals for faculty positions in higher education; and
3. Assist doctoral students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership roles as faculty or administrators in higher and postsecondary education.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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 Higher Education Ph.D. programs. Current are posted on the website.

A dual program candidate must complete the Graduate College, Law School and Higher Education Program admission processes in order to matriculate. Successful completion of the first year of law school is a precondition to commencement of work on the Ph.D. program and waives the Master's Degree prerequisite for entry to the program. A law school student may be admitted to the dual program by gaining admission to the Higher Education Ph.D. program after successful completion of the first year of law school with the consent of both programs.

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

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

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.

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 134

Course Requirements

Total Credits Required for the Doctor of Philosophy
– Higher Education: 54

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: 3

Select one 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: 9

Complete 9 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
EDH 742 - Academic Governance in Higher Education
EDH 745 - Institutional Planning in Higher Education
EDH 750 - Special Topics in Higher Education
EDH 780 - Seminar: Teaching in Higher Education
EDH 791 - Doctoral Independent Study

Prospectus Course – Credits: 3

EDH 796 - Dissertation Proposal Preparation

Dissertation – Credits: 12

EDH 799 - Dissertation

Total Credits Required for the Juris Doctor: 80

Required Courses – Credits: 44

Directed Electives – Credits: 9

Free Electives – Credits: 27

Degree Requirements

1. 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 54 credit hours of the Ph.D. required course work.
2. 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.
3. 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.
4. In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental

members and one law school representative. In addition, a fifth member from outside the department, known as the Graduate College Representative, must be appointed. The Dual Degree Program Coordinator will sit on all dissertation committees. Please see Graduate College policy for committee appointment guidelines.

5. Students in the J.D./Ph.D. program must remain in good standing in both J.D. and Ph.D. programs.
6. The doctoral comprehensive examination consists of two parts: A core examination and an individualized examination. Part I: Core examination:
 - a. 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.
 - b. To be eligible to sit for this examination, students must have completed the required core courses, the required research courses, and the methodology course.
 - c. Each section of the comprehensive examination is taken over a two week period.
 - d. Section One: Covers research design. It draws heavily on the research core courses. 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.
 - e. 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.
- f. 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.
- g. 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.
7. 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.
 - a. 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.

- b. 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.
 - c. 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.
 - 8. 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:
 - a. Completion of remaining course work, including research courses and electives.
 - b. Combination of doctoral internships and/or independent studies, as advised by student's doctoral advisor.
 - c. Successful completion of EDH 790 – Doctoral Internship and EDH 796 –Dissertation Proposal Preparation.
 - d. Completion of a national presentation and/or a manuscript submitted for publication consideration.
 - 9. Students may use three credits of dissertation hours (EDH 799) towards their residency.
 - 10. 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.
- graduate from both programs for the same semester.
 - 2. 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.
 - 3. 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.
 - 4. 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.

Plan Graduation Requirements

- 1. Students cannot graduate from one portion of the dual degree until the requirements for both are met. Students must apply to

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

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 143

Course Requirements

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

Required Courses – Credits: 21

ESP 782R - Professional Seminar in Special Education

ESP 783R - 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 794A - Internship in Special Education Research

ESP 794A - Internship in Special Education Research

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**

1. 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.
2. 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.
3. 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:
 - a. Those not previously used to fulfill requirements for another degree;
 - b. Those taken while enrolled at an accredited graduate degree-granting institution in a degree-granting program;
 - c. Those taken as a non-degree seeking student (not to exceed 15 total semester hours); and
 - d. Those for which a grade of B or higher was earned.
4. Students in the J.D./Ph.D. program must remain in good standing in both J.D. and Ph.D. programs.
5. Doctoral students must earn a grade of B or higher in all core curriculum courses.

6. Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722/KIN 751.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.

12. 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

1. 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.
2. 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.
3. 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.

Master of Education - Higher Education

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within

the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 37

Course Requirements

Required Courses – Credits: 12

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

Core Research Course – Credits: 3

EPY 702 - Research Methods

Additional Research Course – Credits: 3

Select one of the following:

EPY 716 - Evaluation Research Methods
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Internship – Credits: 3

EDH 690 - Masters Internship

Elective Courses – Credits: 15

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 - Sport in Higher Education
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

1. Student must complete a minimum of 37 credit hours with a minimum GPA of 3.00.
2. All courses in the program must be at the 600- or 700-level.
3. 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

1. 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.
2. The student must successfully complete the capstone course.

Master of Science - Educational Psychology

Plan Description

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.

For more information about your program including your graduate program handbook and learning outcomes please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

Admission to the Master of Science degree program in Educational Psychology is based on the following criteria:

1. Department application
2. Preference given to students whose scores relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE)
3. Three letters of recommendation
4. One writing sample

5. Transcripts from all colleges and universities attended
6. Graduate College application is available online

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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: 6

EPY 749 - Thesis

Degree Requirements

1. 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.
2. The culminating experience for the M.S. degree is the defense of the students' master's thesis.
3. 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

1. 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.
2. 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.
3. 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: 18

Students must complete a minimum of 18 credit hours of electives.

Degree Requirements

1. 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.
2. The culminating experience for the M.S. degree is the completion of a written comprehensive examination.
3. The comprehensive exam 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 will create an additional item to reflect the student's elective courses/speciality. 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.

Graduation Requirements

1. 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.
2. The student must successfully complete a culminating experience.

Plan Graduation Requirements

Refer to your subplan for Graduation Requirements.

Education Specialist - Educational Psychology

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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:

1. Graduate College online application
2. Department application
3. 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)
4. Three letters of recommendation from former instructors, employers, or other professionals who can evaluate the potential to complete graduate study
5. One-page career goals statement which also serves as a sample of the applicant's writing skills
6. Transcripts from all colleges and universities attended

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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

1. Student must complete a minimum of 67 credit hours with a minimum GPA of 3.00.
2. Course substitutions may be allowed with advisor and/or program faculty approval.
3. 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.

4. 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.
5. 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

1. 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.
2. The student must successfully complete the professional paper.

Educational Psychology and Higher Education Courses

EPY 699 - Special Topics

Specialized instruction in counseling and human development services concerned with specific problem areas or specific approaches to counseling and delivery systems. Specific topics designed to help students develop in-depth understanding of particular topic or issue.

Notes This course is crosslisted with EPY 499. Credit at the 600 level 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 or EDH 707 ; EPY 721

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 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 726 - Advanced Evaluation Research Methods

Credits 3

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

Prerequisites EPY 716

EPY 728 - Applied Classroom Research

Credits 3

Provides students with basic knowledge and skills necessary to conduct research within a classroom.

Introduces elements required to begin and conduct an action research project, including purpose/rationale, literature review, data collection, analysis and interpretation, and communicating results.

Prerequisites EPY 702 or EPY 703 and EPY 718

EPY 729 - Qualitative Case Study Research

Credits 3

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

Prerequisites EPY 702 and EPY 718

EPY 730 - Advanced Research Methods

Credits 3

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

Prerequisites EPY 702, EPY 721 and EPY 722.

EPY 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 - Discourse Analysis

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 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

Selected basic problems related to the field of counseling services. a) Testing. b) Curriculum. c) Supervision. d) Counseling. e) Area Problems. f) Research.

Notes May be repeated to a maximum of 12 credits.

EPY 781 - Research in Educational Psychology

Credits 3

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

Notes May be repeated to a maximum of 12 credits.

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

EPY 782 - Independent Study

Credits 3

Independent study of a selected topic in educational psychology under the direction/supervision of a faculty member.

Notes May be repeated to a maximum of 12 credits.

EPY 783 - Directed Readings in Educational Psychology

Credits 3

In-depth study of a topic through selected readings under the direction of a faculty member.

Notes May be repeated to a maximum of six credits.

Prerequisites EPY 767

EPY 784 - Teaching Practicum

Credits 3

Individual study under the direction of a faculty member focusing on preparing to teach at the college level.

Prerequisites EPY 723 or EPY 767 and consent of instructor.

EPY 786 - Applied Assessment in Educational and School Psychology

Credits 1 – 4

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

EPY 787 - Individual Research
Credits 1 – 7

Selected basic problems in personnel services.
Prerequisites EPY 702

EPY 788 - Seminar in EPY
Credits 1 – 6

Selected topics in counseling and human development services. a) Principles and practices. b) Individual analysis. c) Occupational information. d) Placement. e) Follow-up evaluation. f) Research.
Notes May be repeated to a maximum of six credits.
Prerequisites Consent of instructor.

EPY 789 - Seminar in Learning and Cognition
Credits 3 – 12

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

EPY 790 - Research Seminar in EPY
Credits 1 – 3

Seminar for the advanced candidate stressing the exploration of current literature and research projects.
Prerequisites Consent of advisor and instructor.

EPY 791 - Special Topics in Educational Psychology
Credits 3

In-depth study of special topics in educational psychology stressing the exploration of cutting-edge research on the topic. Topics may include, but are not limited to: false memory, goal theory, self-regulated learning, web-based data collection, discourse analysis.

Notes May be repeated to a maximum of twelve credits.

Prerequisites Consent of instructor.

EPY 793 - Advanced Doctoral Practicum
Credits 3 – 6

Advanced practice supervised experience for doctoral students in school psychology and counseling.

Notes May be repeated to a total of six credits.

Prerequisites Consent of instructor.

EPY 794 - Internship

Credits 3 – 6

Final activity intended to provide on-the-job experience in developing related competencies.

Notes May be repeated to a maximum of six credits.

Prerequisites Consent of instructor.

EPY 799 - Dissertation

Credits 3–24

Culminating experience that may be: a) traditional, original research, b) field oriented and problem solving, or c) exploratory or generative research. Limited to doctoral candidates. 3-24 credits in increments of three.

Notes May be repeated but only a maximum of 24 credits may be applied towards degree.

Grading S/F grading only.

Educational Psychology/School Psychology

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.

Higher Education Leadership

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 - Sport in Higher Education
Credits 3

Examine the role athletics and recreational sport 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 606 - Intercollegiate Athletic Administration
Credits 3

This course provides students with an understanding of governance and policy development relevant to higher education, intercollegiate athletics. Through analysis of relevant scholarly literature, national governing body policies and institutional policies, students experience expectations placed on administrators responsible for oversight of intercollegiate athletics.

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 623 - Women in Higher Education
Credits 3

Women's experiences with higher education structures and policies are studied. We explore intersections of race, gender, socio-economic status and identity development in college women, while considering intersections of feminist theory and historical, social, professional and institutional contexts to shed light on the educational process and how women frequently experience discrimination.

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, teaching, or administrative work in a unique area of interest in the field of higher education. All work conducted in cooperation with instructor/advisor.

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.

Educational and Clinical Studies

The Department of Educational and Clinical Studies offers graduate degree programs at the master's level (Early Childhood, Special Education, Early Childhood Special Education, School Counseling, English Language Learning, and Clinical Mental Health). The doctoral level in special education is designed for future professors or educational leaders in special education (Autism, Learning Disabilities, Emotional/Behavioral Disabilities, Gifted, Intellectual Disabilities, Early Childhood Special Education) or early childhood education.

Cynthia Carruthers, Ph.D., Acting Chair
Cori More, Ph.D., Graduate Coordinator
Kyle Higgins, Ph.D., Doctoral Coordinator

Educational and Clinical Studies Faculty

Chair

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

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 Associate Professor; B.A., Clark College; M.A., University of the District of Columbia; Ed.D., Western Michigan University. Rebel since 1989.*

Brown, Monica
Professor; B.A., University of Arkansas; M.Ed., Ph.D., University of Nevada Las Vegas. *Rebel since 2014.*

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

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

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

Harris, Katrina - *Full Graduate Faculty*
Faculty in Residence; B.A., Stephens College; M.Ed.,
Ph.D., University of Nevada, Las Vegas. *Rebel since*
2010.

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.*

Huerta, Margarita
Assistant Professor; B.A., Rice University; M.A.,
University of Texas at Austin; M.Ed., Texas State
University; Ph.D., Texas A&M University. *Rebel*
since 2014

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.

Menda, Ana Maria
Assistant Professor; B.A., University of Connecticut;
M.A., University of Connecticut; Ph.D., University
of Miami. *Rebel since 2014.*

Morgan, Joseph - *Full Graduate Faculty*
Assistant Professor; B.A., University of Illinois at
Chicago; M.Ed., Ph.D. University of Nevada, Las
Vegas. *Rebel since 2012.*

Smith, Shannon - *Full Graduate Faculty*
Assistant 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.*

Advanced Graduate Certificate in Addiction Studies

Plan Description

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

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

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

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

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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

1. Completion of a minimum of 12 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. A minimum of six semester hours of credit must be taken each semester, including summer.
4. 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

1. Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. 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

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

Advanced Graduate Certificate in Mental Health Counseling

Plan Description

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

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

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

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

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

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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

1. Completion of a minimum of 12 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. 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

1. Completion of a minimum of 12-24 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. 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

Complete 24 credits of advisor-approved coursework.

Certificate Requirements

1. Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. 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

Complete 24 credits of advisor-approved coursework.

Certificate Requirements

1. Completion of a minimum of 24 credit hours with a minimum GPA of 3.00.
2. Students who receive an F or more than two C grades will be separated from the program.
3. 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.

Doctor of Philosophy - Special Education

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

1. A letter of application that clearly articulates professional and research goals that are related to the focus of the Ph.D. degree program in Special Education;
2. Three letters of recommendation – at least one from an individual familiar with the applicant's academic performance and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant's quality of work experience;

3. Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study;
4. A resume of professional preparation and experience (a minimum of two to three years of professional experience in special education, general education or other relevant field as a teacher, administrator or related service provider for children and adults with disabilities and/or giftedness is preferred);
5. Scores from the verbal, quantitative and analytical sections of the Graduate Record Examination (GRE) (taken within five years from the date of application for admission). Applicants should arrange to have official notification of GRE scores sent to the Department of Educational and Clinical Studies. The department does not impose minimum GRE scores.

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

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

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

After Admission Committee review, the Doctoral Program Coordinator may recommend to the department faculty that the applicant be: 1) admitted fully to the Ph.D. program in special education, 2) admitted provisionally to the Ph.D. program or 3) denied admission to the Ph.D. program in special education. A recommendation for provisional admission may occur when an applicant has not met the criteria or prerequisites to do advanced graduate level work. Provisional admission requires the

satisfactory completion (e.g., with a minimum 3.50 grade-point average) of nine or more hours in regularly scheduled graduate courses approved by the student's advisor and departmental faculty. After completion of the provisional program, the Doctoral Coordinator and Department Chair recommend to the Graduate College that the student either be transferred to regular status or dropped from the program.

Note: To apply for a Graduate Assistantship, applicants must complete 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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 72

Course Requirements

Required Courses – Credits: 21

ESP 782R - Professional Seminar in Special Education
ESP 783R - 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 794A - Internship in Special Education Research

ESP 794A - Internship in Special Education Research

Leadership & Exceptionality Courses – Credits: 15

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.

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

Complete the following course as an independent study supervised by the advisor.

Dissertation – Credits: 12

Degree Requirements

1. 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:
 - a. Those not previously used to fulfill requirements for another degree;
 - b. Those taken while enrolled at an accredited graduate degree-granting institution in a degree-granting program;
 - c. Those taken as a non-degree seeking student (not to exceed 15 total semester hours); and
 - d. Those for which a grade of B or higher was earned.
2. Doctoral students must earn a grade of B or higher in all core curriculum courses.
3. Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722/KIN 751.
4. 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.
5. 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.
6. 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.
 7. 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.

version to ProQuest by the posted deadline.

8. 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.
9. 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

1. 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.
2. 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.
3. The student must submit his/her approved, properly formatted hard-copy dissertation to the Graduate College, and submit the approved electronic

Master of Education - Early Childhood Education

Plan Description

The Master of Education – Early Childhood Education is designed to provide a comprehensive contemporary program of teacher preparation and education for early childhood settings (e.g., day care, preschool education, hospitals, community education, early intervention programs, agencies, infant/toddler education and prek-2nd grade teaching license. In addition, the program provides course work beyond and above the requirements of the State of Nevada's Licensure requirements). Students will learn about the typically developing children and children with special needs and participate in field work. The program has two tracks, birth through 3 years and birth through 8 years. In the Early Childhood Education Program, students gain knowledge and skills for a variety of careers in educational and intervention programs for young children.

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

1. A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work; and
2. A letter of application/intent.

Applications are processed when all credentials required by both the Graduate College and the Department of Educational and Clinical Studies have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's

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

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Early Childhood Track

Total Credits Required: 36
Course Requirements

Required Courses – Credits: 6

EPY 702 - Research Methods
ESP 722 - Multicultural Perspectives in Special Education

Early Childhood Education Courses – Credits: 18

Complete 18 credits from the following list of courses:

ECE 706 - Planning Curriculum for Young Children
ECE 707 - Programs in Early Childhood Education
ECE 709 - Investigations in Early Childhood Education
ECE 711 - Science and Math for Young Children
ESP 719B - Advanced Oral and Written Instruction Early Childhood
ECE 722 - Theoretical Bases for Early Childhood Education
ECE 726 - Early Education for Infants and Toddlers
OR
ESP 728 - Theory of Play Development

Early Childhood Special Education Courses – Credits: 9

ESP 772 - Family Education in Early Childhood Special Education
ESP 773 - Assessment for Young Children with Disabilities
ESP 775 - Strategies for Early Childhood Special Education

Field Experience Course – Credits: 3

ECE 781 - Early Childhood Education Field Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Early Childhood Special Education Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 - Research Methods
ESP 722 - Multicultural Perspectives in Special Education

Early Childhood Special Education Courses – Credits: 18

Complete 18 credits from the following list of courses:

ESP 771 - 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

OR

ESP 776 - Strategies for Working with Infants and Toddlers in Early Childhood Special Education
ESP 775 - Strategies for Early Childhood Special Education

OR

ESP 776 - Strategies for Working with Infants and Toddlers in Early Childhood Special Education
ESP 778 - Behavior Management for Early Childhood

OR

ESP 779 - Early Intervention Service Coordination

Elective Courses – Credits: 12

Complete twelve credits of advisor-approved ESP 700-level courses.

Infancy Field Experience Course – Credits: 9 (Optional)

ESP 780 - Field Experience in Early Childhood Special Education $\bar{7}$ Infancy

Preschool/Kindergarten Field Experience Course – Credits: 9 (Optional)

ESP 781 - Field Experience in Early Childhood Special Education $\bar{7}$ Preschool/Kindergarten

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

1. Students must complete a minimum of 36 credit hours with a minimum GPA of 3.00.
2. For Nevada state licensure, students must complete a total of 8 credits of fieldwork; these additional credits will not count towards the degree program.
3. 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.
4. 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

5. Students must successfully complete and pass a comprehensive examination.
 - a. 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 student(s) do not pass the exam they will receive only one additional opportunity to take a 2nd comprehensive examination. 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.

- b. Students must apply to take comprehensive examinations. Specificare available in the Department of Educational and Clinical Studies.
6. 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 Education - English Language Learning

Plan Description

The M.Ed. English Language Learning program is designed for individuals who hold a baccalaureate degree in elementary, secondary, or special education and seek to earn a master's degree in English Language Learning, with a focus in either English Language Learning or Bilingual Education. Admitted students are required to develop a plan of study relevant to their focus area of study.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

Admission to the Master's degree program in English Language Learning requires a minimum grade point average of 2.75 for all undergraduate work or a 3.00 for the last two years of undergraduate work. All applicants are evaluated on their scholastic record, professional accomplishments, and potential for advanced studies.

1. Completed admission application and fee
2. Set of official transcripts from all previously attended colleges and universities
3. A one-page (350 to 400 words) letter of intent should include (1) the English Language Learning or Bilingual Education focus area of interest, (2) professional and academic goals, and (3) discussion of experiences relative to the focus area of study. The letter should be uploaded on-line with the application forms through the Graduate College Apply Yourself application system.

Assistantship applications are submitted to the department through the Apply Yourself application system. International students should check with the Graduate College for current deadlines and procedures.

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1: English Language Learning Track

Subplan 2: Bilingual Education Track

Subplan 1 Requirements: English Language Learning Track

Total Credits Required: 37

Course Requirements

Required Courses - Credits: 6

EPY 702 - Research Methods
ESP 722 - Multicultural Perspectives in Special Education

English Language Learning Courses - Credits: 26

TESL 750 - TESL Linguistic Theory
TESL 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum
TESL 754 - TESL Assessment Procedures
TESL 755 - Language Acquisition and Development
TESL 756 - Technology Assisted English Language Learning
TESL 757 - English Language Acquisition Practicum
TESL 759 - English Language Acquisition Seminar

Elective Course - Credits: 3

Complete one of the following courses:

CIS 684 - Secondary Education Curriculum
CIG 602 - Differentiated Curriculum and Instruction
CIE 685 - Elementary Education Curriculum

Culminating Experience - Credits: 2

TESL 770 - TESL Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Bilingual Education Track

Total Credits Required: 37

Course Requirements

Required Courses - Credits: 6

EPY 702 - Research Methods

ESP 722 - Multicultural Perspectives in Special Education

English Language Learning Courses - Credits: 26

TESL 750 - TESL Linguistic Theory

TESL 751 - Theories of Second Language Acquisition

TESL 752 - TESL Methods and Materials

TESL 761 - Literacy Development Bilingual Classroom

TESL 764 - Assessment Bilingual Classroom

TESL 765 - Curriculum Development Bilingual Classroom

TESL 755 - Language Acquisition and Development

TESL 756 - Technology Assisted English Language Learning

TESL 759 - English Language Acquisition Seminar

Elective Course - Credits: 3

Complete one of the following courses:

CIS 684 - Secondary Education Curriculum

CIG 602 - Differentiated Curriculum and Instruction

CIE 685 - Elementary Education Curriculum

Culminating Experience - Credits: 2

TESL 770 - TESL Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

1. The master's degree program requires a minimum of 37 semester hours of approved studies and an overall cumulative GPA of 3.00 in all courses counted toward the degree. Six of these semester hours are in research (3) and multicultural perspectives (3).
2. All graduate students are held responsible for the requirements and academic policies established by the Graduate College and outlined in the front of the graduate catalog. In addition, the Department of Educational & Clinical Studies has established requirements. While these requirements may be obtained from an academic advisor, they are briefly outlined here.
3. 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.
4. The M.Ed. degree requires students to complete a minimum of 27 credit hours with the TESL prefix, EPY 702, ESP 722, either a CIE or CIS prefix course, and complete an electronic portfolio (e-portfolio) related to the focus area's professional standards.
5. The e-portfolio must contain the primary assignments and grading rubrics from all courses on the student's program of study. It is each student's responsibility to collect and retain the assignments and graded rubrics at the end of each semester. Students must earn a "B" or better on the primary assignment in order for it to be included in the e-portfolio.
6. In addition, the e-portfolio must include a matrix of the appropriate TESOL Standards linked to the primary assignments from each

- course. Further, the e-portfolio must include a table of contents and a one-page reflection for each TESOL standard. Each academic advisor will provide additional information and guidelines on the e-portfolios.
7. The e-portfolio must be completed and turned in for evaluation by each student to the academic advisor during the student's last semester of coursework or in the semester immediately following the student's last semester of required coursework.
 8. The e-portfolio will be evaluated across six academic standards and 4 performance levels:
 - a. Academic Standards:
 - i. Theory into Practice
 - ii. Professional Philosophy
 - iii. Conduct and/or Evaluate Research
 - iv. Content and Pedagogical Knowledge
 - v. Professional Standard Knowledge
 - vi. Presentation and Format
 - b. Performance Levels: (with corresponding rubrics)
 - i. Distinguished (3)
 - a. exceeds expectations
 - b. provides multiple layers of connected and convincing evidence
 - c. demonstrates exceptional performance
 - d. communicates distinctively and authoritatively
 - e. proposes original and creative solutions
 - ii. Proficient (2)
 - a. meets expectations
 - b. provides multiple sources of clear evidence
 - c. demonstrates satisfactory performance
 - d. communicates accurately
 - e. presents a clear and convincing argument
- iii. Marginal (1)
 - a. meets minimum expectations
 - b. provides some evidence
 - c. demonstrates limited performance
 - d. exhibits limited ability to communicate ideas
 - e. presents partial or faulty argument
 - iv. Unacceptable (0)
 - a. fails to meet expectations
 - b. provides little or no evidence
 - c. demonstrates insufficient or incomplete performance
 - d. exhibits lack of ability to communicate ideas
 - e. presents unsupported or incoherent argument
9. The e-portfolio will be graded Satisfactory or Unsatisfactory. A total score of 12 or greater must be attained to earn Satisfactory, and each Academic Standard must receive no less than 2 points each. Unsatisfactory completion will require re-enrolling in the

Culminating Experience. An Incomplete is not given for the Culminating Experience.

Plan Graduation Requirements

1. 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.
2. The student must successfully complete and submit an e-portfolio.

Master of Education - School Counseling

Plan Description

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:

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

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 48

Course Requirements

Required Courses – Credits: 48

CED 701 - Introduction to Counseling
CED 703 - Counseling with Expressive Arts and Activities
CED 711 - Counseling Appraisal and Inquiry
CED 713 - Introduction to School Counseling
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 733 - Introduction to Group Counseling
CED 735 - Substance Abuse Prevention and

Treatment

CED 741 - Practicum
CED 743 - Ethical and Legal Issues in Counseling
CED 750 - Advanced Seminars in School Counseling
CED 751 - Internship in Counseling I
CED 752 - Internship in Counseling II
CED 753 - Internship in Counseling III
EPY 702 - Research Methods
EPY 711 - Human Growth and Development

Degree Requirements

1. 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.
2. 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.
3. 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.
4. 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.
5. Students must successfully complete and pass the final comprehensive exam.

Plan Graduation Requirements

1. 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.
2. The student must successfully complete and pass the final comprehensive exam.

Master of Education - Special Education

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Learning outcomes for specific subplan tracks can be found below:

- Master of Education - Special Education; Emphasis in Generalist (K-12)
- Master of Education - Special Education; Emphasis in Gifted Education
- Master of Education - Special Education; Emphasis in Intellectual Disabilities
- Master of Education - Special Education; Teaching English as a Second Language

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

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

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

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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 771 - 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 – Infancy
ESP 781 - Field Experience in Early Childhood Special Education – Preschool/Kindergarten

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 763Q - Data-Based Decision Making and Growth Models

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 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)

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 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

1. 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.
2. For Nevada state licensure, students must complete a total of 8 credits of fieldwork; any additional credits will not count towards the degree program.
3. 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
4. Students must successfully complete and pass a comprehensive examination.
 - a. 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.

- b. Students must apply to take comprehensive examinations. Specificare available in the Department of Educational and Clinical Studies.
 - c. 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.
 - d. A student may retake their comprehensive examination once.
5. 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

Plan Description

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:

1. Serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities with a particular emphasis on helping underserved and oppressed client populations;
2. Address developmental, academic, career, mental health, socio-cultural, and wellness needs of clients seeking counseling;
3. Help individuals, groups and communities strive to find meaning, involvement, worth, and dignity in their lives;

4. Engage in action research and program evaluations to further the knowledge base and best practice initiatives of the counseling profession; and
5. Advocate with local, state, and national organizations to promote client and societal wellbeing.

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

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
 CED 733 - Introduction to Group Counseling
 CED 735 - Substance Abuse Prevention and Treatment
 CED 738 - Introduction to Community Mental Health Counseling
 CED 741 - Practicum
 CED 743 - Ethical and Legal Issues in Counseling
 CED 751 - Internship in Counseling I
 CED 752 - Internship in Counseling II
 CED 753 - Internship in Counseling III
 CED 766 - Psychopathology and Wellness Models in Counseling
 CED 772 - Counseling and Spirituality
 CED 775 - Advanced Internship in Counseling
 EPY 702 - Research Methods
 EPY 711 - Human Growth and Development

Degree Requirements

1. 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.
2. 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.

3. 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.
4. 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.
5. Students must successfully complete and pass the final comprehensive exam.

Plan Graduation Requirements

1. 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.
2. The student must successfully complete and pass the final comprehensive exam.

Educational and Clinical Studies Courses

COU 610 - Eating Disorders: Etiology and Treatment
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. Variety of prevention and intervention strategies explored.

Notes This course is crosslisted with CED 410. Credit at the 600-level requires additional work.
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.

Notes This course is crosslisted with CED 408. Credit at the 600-level requires additional work.

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
Credits 3

Orients students to the history, etiology and prevalence of compulsive gambling. Provides students with the knowledge of assessment tools and counseling skills. Characteristics of compulsive gambling behavior, stages of progression, distinctions and connections to other addictions, effects on

families, finances and legal issues.

Notes This course is crosslisted with CED 439.
Credit at the 600-level requires additional work.

CED 640 - Problem Gambling Counseling II
Credits 3

Provides students with a thorough understanding of client-oriented counseling modalities and strategies. Provides skills to utilize and interpret assessment tools and provide treatment planning. Practical applications and clinical skills.

Notes This course is crosslisted with CED 440.
Credit at the 600 level requires additional work.

Prerequisites CED 639

CED 645 - Trauma and Addiction
Credits 3

Designed to provide a working knowledge of the various ways that substance abuse and personal trauma impact each other. Emphasis on identifying signs and symptoms. Diagnostic criteria for various trauma categories and counseling approaches explored.

Notes This course is crosslisted with CED 445.
Credit at the 600-level requires additional work.

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.

Notes This course is crosslisted with CED 446.
Credit at the 600-level requires additional work.

CED 661 - Use and Application of Technology in Counseling
Credits 3

CED 699 - Special Topics
Credits 1-3

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 - 3

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 - Advanced Internship in Counseling

Credits 3

Supervised counseling practice in a professional setting with an emphasis on developing advanced level counseling skills.

Notes Students will complete a minimum of 300 hours, with 150 of the hours being direct contact hours.

Course may be repeated to a maximum of twelve credits.

Prerequisites CED 751

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

Notes This course is crosslisted with EDRL 443. Credit at the 500-level requires additional work.

Prerequisites CIL 542

Corequisite Concurrent enrollment in a practicum.

TESL 750 - 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 TESL 650

TESL 751 - Theories of Second Language Acquisition
Credits 3

Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences.

Formerly TESL 651

TESL 752 - 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 TESL 652.

Prerequisites TESL 750, TESL 751

TESL 753 - TESL Curriculum
Credits 3

Principles of curriculum organization, development and adaptation of TESL curriculum.

Formerly TESL 653.

Prerequisites TESL 750, TESL 751.

TESL 754 - TESL Assessment Procedures
Credits 3

Assessment of ESL students; selection of appropriate ESL assessment instruments, their administration, scoring, and interpretation.

Formerly TESL 654.

Prerequisites TESL 752, TESL 753

TESL 755 - 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 TESL 655.

Prerequisites TESL 752, TESL 753

TESL 756 - Technology Assisted English Language Learning
Credits 3

Application software for ESL learning, including evaluation of software.

Formerly TESL 656.

Prerequisites TESL 754, TESL 755.

TESL 757 - English Language Acquisition Practicum
Credits 2

Supervised field experience in an ESL setting with application of TESL methods, materials, and assessment procedures.

Formerly TESL 657.

Prerequisites TESL 754, TESL 755.

TESL 759 - English Language Acquisition Seminar
Credits 3

Examination of seminal and current English language acquisition research through readings, writings, discussions and presentations.

Formerly TESL 659.

Prerequisites 15 graduate credits of ELA coursework.

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.

Early Childhood Education

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.

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 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 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 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 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 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 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 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 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 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 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 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 and systems (e.g., classrooms and schools).

ESP 752 - Consultative Techniques in Special Education
Credits 3

In-depth emphasis on the differing roles of the special education consultant. Attention given to acquiring practical skills in interviewing parents and teachers of exceptional children.

ESP 753 - Administration and Supervision of Special Education Programs

Credits 3

Investigation of existing special education administrative units, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models.

Prerequisites Consent of area coordinator.

ESP 755 A - Medically Related Aspects of Disabilities

Credits 3

Course emphasizes medical bases of typical and atypical development for individuals across the lifespan. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions, treatment strategies, resources, transition/vocational implications are addressed.

ESP 755 B - Medically Related Aspects of Disabilities

Credits 3

Course emphasizes medical bases of typical and atypical development for young children birth to eight with developmental delays. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions, treatment strategies, resources, transition/vocational implications are addressed.

ESP 757 - Assistive Technology Assessment

Credits 3

Presents variety of procedures for gathering data to identify assistive technology needs. Role of team decision making in the assessment process to determine appropriate assistive technology solutions described. Integration of assistive and educational technologies also investigated.

Prerequisites 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 ̄ 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 ̄ 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 782R - Professional Seminar in Special
Education
Credits 3

Perceptions of exceptionality by a variety of interdisciplinary personnel.

Prerequisites Doctoral status or consent of instructor.

ESP 783R - 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.

Prerequisites ESP 782R

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 782R

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 782R

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 782R

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 782R 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 782R

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 782R, EPY 721, ESP 788, ESP 794A, 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 794A - Internship in Special Education Research
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 ESP 782R, EPY 721, ESP 788, and EPY 722 or KIN 751 or consent of instructor.

ESP 794B - Internship in Special Education Teaching
Credits 3

Structured internship experiences related to teaching university courses within the Department of Special Education.

Prerequisites ESP 782R, ESP 785 or consent of instructor.

ESP 796 - Dissertation Prospectus
Credits 3

Development of appropriate field-relevant topics as a preface to dissertation writing.

Prerequisites ESP 782R, EPY 721, KIN 751, ESP 791, ESP 788

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 770 - TESL Culminating Experience
Credits 1-3

TESL Culminating Experience

Prerequisites 33 Graduate credits.

TESLR 621 - Theories of Second Language Acquisition
Credits 3

Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences.

TESLR 652 - TESL Methods and Materials
Credits 3

Methods and materials for teaching English as a second language (ESL). Design, implement, prepare, and evaluate ESL materials.

Prerequisites TESL 751.

TESLR 653 - TESL Curriculum
Credits 3

Principles of curriculum organization, development, and adaptation of TESL curriculum.

Prerequisites TESL 752 or concurrent enrollment, consent of instructor.

TESLR 654 - TESL Assessment Procedures
Credits 3

Assessment of ESL students; selection of appropriate ESL assessment instruments, their administration, scoring, and interpretation.

Prerequisites TESL 752 or concurrent enrollment, consent of instructor.

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 one-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 six 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:

- Career & Technical and Postsecondary Education
- Educational Technology
- English Language Arts Education
- Elementary Education
- Literacy Education
- Mathematics Education
- Multicultural Education
- Science Education
- Social Studies Education
- Secondary Education

The Alternative Route to Licensure (ARL)-Graduate Licensure Program (GLP) is a graduate program in the Department of Teaching & Learning leading to an elementary or secondary teaching license with the option for a Master of Education (M.Ed.) degree. The ARL-GLP program is designed for individuals who hold a bachelor's degree in a field other than education and aspire to become elementary or secondary teachers.

The Educational Specialist in Curriculum and Instruction (Ed.S.) degree program is designed for

advanced graduate work beyond the master's degree. The Ed.S. requires 33 semester hours of study including a three-credit professional paper/project. The completion of this degree will enable educators to pursue careers as curriculum developers, staff development specialists, school district administrators, and educational consultants.

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 professors and 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. Cultural Studies, International Education, Multicultural Education (CSIEME);
2. Educational Technology;
3. Literacy Education;
4. Mathematics Education;
5. 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.

Emily Lin, Ph.D., Chair

P.G. Schrader, Ph.D, Co-Coordinator of Doctoral Programs

Hasan Deniz, Ph.D. Co-Coordinator of Doctoral Programs

Travis Olson, Ph.D., Graduate Coordinator

Teaching and Learning Faculty

Chair

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

Doctoral Coordinators

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

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

Graduate Coordinator

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

Graduate Faculty

Beck, Jori - *Full Graduate Faculty Assistant Professor, B.A., Susquehanna University; M.A., Seton Hall University; Ph.D., George Mason University. Rebel since 2014.*

Bickmore, Steven T. - *Full Graduate Faculty Associate Professor; B.A., Brigham Young University; M.A., University of Utah; Ph.D., University of Georgia. Rebel since 2015.*

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

Brown, Danielle B. - *Full Graduate Faculty Assistant Professor, B.S., M.Ed., Ph.D. Texas A&M University. Rebel since 2013.*

Clark, Christine - *Full Graduate Faculty Professor; B.A., Franklin and Marshall College;*

M.Ed., Ed.D., University of Massachusetts, Amherst. *Rebel since 2007.*

Davila, Denise - *Full Graduate Faculty*
Assistant Professor; B.A., M.S., California State University, East Bay; MFA, The Union Institute & University at Vermont College; Ph.D., The Ohio State University. *Rebel since 2016.*

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.*

Liu, Katrina Yan - *Full Graduate Faculty*
Assistant Professor; B.S., Hunan Normal University; M.Ed., Beijing Normal University; Ph.D., University of Wisconsin-Madison. *Rebel since 2015.*

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.*

McCreery, Michael P. - *Full Graduate Faculty*
Assistant Professor; B.S., M.S., Portland State University; Ph.D., University of Nevada, Las Vegas. *Rebel since 2014.*

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

Scott, Chyllis E. - *Full Graduate Faculty*
Assistant Professor; B.A., Fresno Pacific University; M.Ed., California State University, Stanislaus; Ph.D., Texas A&M University. *Rebel since 2013.*

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

Speer, William R. - *Full Graduate Faculty*
Professor; B.S., M.Ed., Northern Illinois University; Ph.D., Kent State University. *Rebel since 1996.*

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

Tettegah, Sharon Y. - *Full Graduate Faculty*
Professor; B.A., M.A., University of California, Davis; Ph.D., University of California, Santa Barbara. *Rebel since 2015.*

Vallett, David B. - *Full Graduate Faculty*
Assistant Professor; B.A., M.A., University of North Carolina Wilmington; Ph.D., George Mason University. *Rebel since 2013.*

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

Doctor of Education - Curriculum & Instruction

Plan Description

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:
- Career & Technical and Postsecondary Education
- Cultural Studies, International Education, and Multicultural Education
- Educational Technology
- Literacy Education
- Mathematics Education
- Science Education
- Teacher Education
- 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.

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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:

1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 or higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.

8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
 1. Emphasis area of study
 2. Reasons for pursuing a doctorate in education
 3. Expectations concerning the doctoral program
 4. Potential areas of study
 5. The name of a faculty member in the department with whom you would like to work [optional]
9. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 69
Course Requirements

Required Courses – 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 – 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 – Credits: 12

Complete 12 credit hours of advisor-approved cognate coursework related to the area of emphasis.

Research Courses – Credits: 9

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction
CIG 790 - Doctoral Research Seminar

Research Elective Courses – Credits: 3

Complete 3 credits of advisor-approved additional research courses.

Internship Courses – 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 – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. All coursework must be approved by the doctoral student's advisor.
3. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
4. 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.

5. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
 6. 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.
 7. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
- 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 – Credits: 15

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
CIG 768 - Advanced Curriculum Studies

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 721 - Descriptive and Inferential Statistics: An Introduction
EPY 729 - Qualitative Case Study Research
EPY 730 - Advanced Research Methods
EPY 738 - Discourse Analysis

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

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Twelve credit hours (drawn from electives, cognate, and/or research courses) must be taken outside the Department of Teaching and Learning.

4. 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.
5. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
6. 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.
7. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval. The qualifying examination will center 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 – Credits: 12

CIT 770 - Foundations in Technology & Learning
CIT 778 - Instructional Design
CIT 780 - Educational Technology Research and

Practice
CIT 782 - Distance Education Issues and Trends

Area of Emphasis Elective Courses – Credits: 15

Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department.

Cognate Courses – Credits: 9

Complete 9 credits of advisor-approved cognate coursework relating to the area of interest.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Course – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.

4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval. The qualifying examination will center 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 – Credits: 15

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 – Credits: 12

Complete 12 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 – Credits: 9

Complete 9 credits of advisor-approved cognate coursework relating to and broadening the area of interest.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – Credits: 3

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 - Discourse Analysis
EPY 716 - Evaluation Research Methods
EPY 722 - Inferential Statistics and Experimental Design
EPY 730 - Advanced Research Methods
EPY 733 - Multivariate Statistics

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

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Mathematics Education Track

Total Credits Required: 69

Course Requirements

Required Courses – 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 – 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 – Credits: 9

Complete 9 credit hours of advisor-approved cognate coursework relating to the area of interest.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Science Education Track

Total Credits Required: 69

Course Requirements

Required Courses – 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 – 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 – Credits: 9

Complete 9 credits of advisor-approved cognate coursework relating to the area of interest.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Course – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval. The qualifying examination will center 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 – 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 – 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 – 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 – Credits: 9

Complete 9 credits of advisor-approved cognate coursework within the area of emphasis.

Research Required Courses – Credits: 9

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction
CIG 790 - Doctoral Research Seminar

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation –Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 69 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Graduation Requirements

1. 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.
2. 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.
3. 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.
4. The student must also file a copy of the dissertation with the Teaching and Learning Department, College of Education

Doctor of Philosophy - Curriculum & Instruction

Plan Description

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:

1. Have an understanding of the theoretical and historical foundations of education.
2. Demonstrate knowledge and synthesis of major research in teaching and schooling.
3. Demonstrate knowledge and research application in the area of emphasis:
4. Demonstrate knowledge and research application in the area of emphasis:
 - Cultural Studies, International Education, and Multicultural Education
 - Educational Technology
 - Literacy Education
 - Mathematics Education
 - Science Education
 - Teacher Education
 - Career & Technical and Postsecondary Education
5. Demonstrate college-level teaching experience.
6. Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
7. 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

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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.

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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.

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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.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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

1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 or higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
 1. Emphasis area of study

2. Reasons for pursuing a doctorate in education
 3. Expectations concerning the doctoral program
 4. Potential areas of study
 5. The name of a faculty member in the department with whom you would like to work [optional]
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document."
 10. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 72
Course Requirements

Required Courses – 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 – 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 – Credits: 12

Complete 12 credit hours of advisor-approved cognate coursework related to the area of emphasis.

Research Courses – Credits: 9

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

CIG 790 - Doctoral Research Seminar

Elective Research Courses – Credits: 6

Complete 6 credits of advisor-approved additional research courses.

Internship Courses – 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 – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 72 credit hours beyond the master's degree.
2. All coursework must be approved by the doctoral student's advisor.
3. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;

4. 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.
5. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
6. 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.
7. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
8. 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 – 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 – 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: 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 721 - Descriptive and Inferential Statistics: An Introduction

EPY 729 - Qualitative Case Study Research

EPY 730 - Advanced Research Methods

EPY 738 - Discourse Analysis

Internship Course – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

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

3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. 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.).
7. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Educational Technology Track

Total Credits Required: 72

Course Requirements

Required Courses – Credits: 12

CIT 770 - Foundations in Technology & Learning
 CIT 778 - Instructional Design
 CIT 780 - Educational Technology Research and Practice
 CIT 782 - Distance Education Issues and Trends

Area of Emphasis Elective Courses – Credits: 15

Complete 15 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 related to the area of emphasis.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
 EPY 718 - Qualitative Research Methodologies
 EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 72 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options

available as described in the current Doctoral Studies Guide on the department Web site.

4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
7. 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 – Credits: 15

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 – Credits: 12

Complete 12 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's Literature

CIL 784 - Theory and Research in Literacy

CIL 782 - Theory and Research in the English/Language Arts

Cognate Courses – Credits: 9

Complete 9 credits of advisor-approved cognate coursework related to the area of emphasis.

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – 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 - Discourse Analysis

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

1. Complete a minimum of 72 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
7. 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 – 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 – 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 – Credits: 9

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

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 72 credit hours beyond the master's degree.

2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
7. 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 – 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 – 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 – Credits: 9

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

Research Required Courses – Credits: 9

CIG 790 - Doctoral Research Seminar
EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 72 credit hours beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site.
4. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
5. 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.
6. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
7. 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 – 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 – 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 – 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 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 – Credits: 9

Complete 9 credits of advisor-approved cognate coursework within the area of emphasis.

Research Required Courses – Credits: 9

EPY 718 - Qualitative Research Methodologies
 EPY 721 - Descriptive and Inferential Statistics: An Introduction
 CIG 790 - Doctoral Research Seminar

Research Elective Courses – 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 – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Dissertation –Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 72 credit hours beyond the master's degree.
2. All coursework must be approved by the doctoral student's advisor.
3. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
4. 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.
5. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study.
6. 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.
7. Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.
8. Submit an article for publication in a national refereed journal.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Graduation Requirements

1. 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.
2. 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.
3. 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.
4. The student must also file a copy of the dissertation with the Teaching and Learning Department.

Doctor of Philosophy - Teacher Education

Plan Description

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:

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

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 or higher in all graduate level coursework. *Please

note that one third of the total program hours may be transferred from another accredited doctoral program.

4. Have satisfactory teaching experience, preferably licensed.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Teaching and Learning. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
 1. Reasons for pursuing a doctorate in teacher education
 2. Expectations concerning the doctoral program
 3. Potential areas of study within teacher education
 4. The name of a faculty member in the department with whom you would like to work [optional]
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College

online application in the Supplementary Information section as an "Other Required Document."

10. Demonstrate oral communication skills through an interview conducted by members of the T & L graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 63

Course Requirements

Required Courses – Credits: 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 – Credits: 3

Complete one of the following courses:

CIG 760R - Inquiry into Teacher Education
CIG 780 - Research on Teaching and Schooling

Education Course – Credits: 3

Complete one of the following courses:

CIG 761 - Theoretical Foundations of Education
CIG 768 - Advanced Curriculum Studies

Research Courses – Credits: 6

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Internship Course – Credits: 9

Complete 9 credits of internship. This must include a combination of 3 credits of school-based internship and 6 credits of teaching internship.

CIG 791 - Internship in Curriculum and Instruction

Additional Research Course – Credits: 3

Complete one of the following courses:

EPY 716 - Evaluation Research Methods
EPY 719 - Advanced Qualitative Research
EPY 722 - Inferential Statistics and Experimental Design
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

Technology Course – Credits: 3

CIT 772 - Technology in Teacher Education

Elective Courses – Credits: 9

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 – Credits: 3

CIG 790 - Doctoral Research Seminar

Dissertation – Credits: 15

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 63 hours of study beyond the master's degree.
2. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
3. 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 required.
4. 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.
5. 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.
6. Complete the residency requirement for the degree. The residency experience incorporates, to the greatest extent possible, a spirit of full-time attention from students to their studies during the residency period. Selection of the criteria for fulfilling the residency requirement is under the auspices

of the student's committee with oversight of the Doctoral Studies Coordinator and Doctoral Studies Committee. A formal proposal for the residency period is required from the student. The PhD residency experience will incorporate a focus on activities associated with success in academe (e.g., scholarly writing, classroom and online university teaching, research methods and opportunities, and external funding). The residency period will encompass at least two consecutive terms (may include one summer term).

7. Attend the T & L Doctoral Colloquium held periodically throughout the years of study.
8. Pass a written comprehensive examination taken before commencing with the dissertation.

Plan Graduation Requirements

1. 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.
2. 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.
3. 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.
4. The student must also file a copy of the dissertation with the Teaching and Learning Department.

Master of Education - Curriculum & Instruction

Plan Description

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 Mathematics Education TFA
- 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) ****ON HOLD****
- Educational Technology
- Educational Technology RPDP
- Literacy Education (K-12)
- Multicultural Education (PK12, Higher Ed, or Community-Based Ed Focus)
- Reading Specialist (K-12) ****ON HOLD****

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Learning outcomes for specific subplan tracks can be found below:

- Master of Education - Curriculum & Instruction; Career & Technical
- Master of Education - Curriculum & Instruction; Children's and Young Adult Literature
- Master of Education - Curriculum & Instruction; Elementary Education
- Master of Education - Curriculum & Instruction; Elementary Mathematics
- Master of Education - Curriculum & Instruction; Elementary Science
- Master of Education - Curriculum & Instruction; Elementary Social Studies
- Master of Education - Curriculum & Instruction; English Education
- Master of Education - Curriculum & Instruction; Library Science
- Master of Education - Curriculum & Instruction; Literacy Education

- Master of Education - Curriculum & Instruction; Multicultural Education
- Master of Education - Curriculum & Instruction; Reading Specialist
- Master of Education- Curriculum & Instruction; Secondary Education
- Master of Education - Curriculum & Instruction; Secondary Mathematics
- Master of Education- Curriculum & Instruction; Secondary Science
- Master of Education - Curriculum & Instruction; Secondary Social Studies
- Master of Education- Curriculum & Instruction; Technology Integration
- Master of Education - Curriculum & Instruction; Technology Leadership

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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:

1. An overall undergraduate grade point average (GPA) of 3.00 is required for admission. Students with a GPA of less than 3.00 but greater or equal to 2.75 may be admitted to the graduate program upon review of the Admissions Committee.
2. A completed on-line application for admission submitted to the Graduate College.
3. 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.
4. 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.

5. For Graduate Licensure Program (GLP), must submit Praxis Core 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'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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Elementary Education Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – Credits: 3

- CIE 685 - Elementary Education Curriculum

Pedagogy Course – Credits: 3

- CIE 683 - Elementary Classroom Management

Instruction Course – Credits: 3

Complete one of the following courses:

- CIE 681 - Elementary School Instruction
- CIG 602 - Differentiated Curriculum and Instruction

Curricular Courses – Credits: 18

Complete 9 credits from each of two curricular areas below:

Mathematics Education

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

Complete the following course:

- CIE 635 - Instruction Elementary Science Education
- 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

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

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

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

Teaching English as a Second Language

Complete three of the following courses:

TESL 750 - TESL Linguistic Theory
TESL 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum
TESL 754 - TESL Assessment Procedures

Elective Course – Credits: 3

Complete 3 credits advisor-approved elective courses.

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIE 685 must be completed within final 30-36 hours of study and required before enrollment in CIG 697.
2. 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 – 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 – 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 – Credits: 3

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 – Credits: 3

CIE 683 - Elementary Classroom Management**

Additional Pedagogy Course – Credits: 3

Complete one of the following courses:

CIE 681 - Elementary School Instruction
CIG 602 - Differentiated Curriculum and Instruction

Literacy Courses – Credits: 6

CIL 621 - Assessment in Literacy*
CIL 680 - Contemporary Literature Children and Young Adults*

Additional Literacy Course – Credits: 3

Complete one of the following courses:

CIL 604 - Literacy Instruction for Young Children*
CIL 607 - Comprehensive Reading Instruction*

Methods Courses – Credits: 6

CIE 635 - Instruction Elementary Science Education*
CIE 645 - Instruction Elementary Social Studies Education*

Additional Methods Course – Credits: 3

Complete one of the following courses:

CIE 623 - Instruction Primary Elementary Mathematics Education*
CIE 625 - Instruction Intermediate Elementary Mathematics Education*

Professional Education Course – Credits: 3

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 752 - TESL Methods and Materials**

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

(Prerequisite: CIE 685 the semester prior to enrollment)

Subplan Notes

1. 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.
2. *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.
3. **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.
 - a. Classroom management;
 - b. English as a second language;
 - c. Technology;
 - d. Evaluation of pupils;
 - e. Child development;
 - f. Special education; or
 - g. 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 – Credits: 3

CIG 690 - Teachers as Action Researchers
EPY 702 - Research Methods
EPY 703 - Teachers as Producers and Consumers of Educational Research

Foundations Course – Credits: 3

CIG 660 - Multicultural Education

Curriculum & Instruction Course – Credits: 3

CIE 685 - Elementary Education Curriculum

Pedagogy Courses – Credits: 15

CIE 601 - Elementary Teacher Development Seminar
CIT 601 - Technology Applications Elementary Curriculum
EPY 709 - Classroom Assessment
ESP 701 - Introduction to Special Education and Legal Issues
TESL 752 - TESL Methods and Materials

Elementary Methods Courses – 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's Literature Elementary School Curriculum
CIL 542 - Literacy Instruction I
CIL 543 - Literacy Instruction II: Clinic-based
ESP 730 - Parent Involvement in Special and General Education

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

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

Complete these 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 752 - TESL Methods and Materials

Culminating Experience – 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 – 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 – 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 – 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 – 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 – Credits: 9

- CIE 620 - Topics Elementary School Mathematics
- CIE 627 - Technology Applications K-8 Mathematics Education
- CIG 620 - Principles of Learning Mathematics

Education Course – Credits: 3

Complete one of the following courses:

- CIE 629 - Curriculum Development in Elementary School Mathematics
- CIG 621 - Diagnostic Assessment School Mathematics

Cognate Courses – 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 – Credits: 3

- CIG 689 - Curriculum and Instruction Seminar

Culminating Experience – 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 – 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 – 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 –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 – Credits: 12

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 – Credits: 6

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 – Credits: 6

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 – Credits: 3

CIG 639 - Science Education Seminar

Culminating Experience – Credits: 1

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 – 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 – 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 – 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 – 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 – Credits: 3

Complete one of the following courses:

CIT 608 - Integrating Technology in Teaching and
Learning
CIT 609 - Internet for Learning

Elective Courses – Credits: 12

Complete three 600-level advisor-approved social
science courses from Liberal Arts.

Seminar Course – Credits: 3

CIG 689 - Curriculum and Instruction Seminar

Culminating Experience – 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 – 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 – 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 – 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 – Credits: 15

Complete 15 credits of SCI 620 courses via RPDP
from UNLV's College of Sciences.

Core Courses – Credits: 9

CIE 627 - Technology Applications K-8 Mathematics
Education
CIG 620 - Principles of Learning Mathematics
CIS 622 - Instructional Middle School Mathematics
Education

Elective Course – 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 – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 620 is limited to 3 total credit hours.
2. 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 – 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 – 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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction

CIS 682 - Secondary School Instruction

CIS 684 - Secondary Education Curriculum

Content Courses – Credits: 15

Complete 15 credits of SCI 630 courses via RPDP with credit through UNLV's College of Sciences.

Core Courses – Credits: 6

CIE 637 - Technology Applications K-8 Science Education

CIS 632 - Instruction Middle School Science Education

Elective Courses – Credits: 6

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 – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. 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.
2. 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 – 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 – Credits: 3

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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
CIS 682 - Secondary School Instruction

Pedagogy Courses – Credits: 6

CIS 684 - Secondary Education Curriculum
CIG 603 - Urban Education

Elective Courses – Credits: 9

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:

CIS 632 - Instruction Middle School Science Education**
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:

CIS 630 - Topics Secondary School Science
CIS 632 - Instruction Middle School Science Education
CIS 634 - Instruction Secondary Science Education
CIS 639 - Curriculum Development Secondary Science Education

CIS 638 - Technology Applications in Secondary Science Education

Social Studies

Complete the following course:

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:

CIS 640 - Topics Secondary Social Studies Education

CIS 649 - Curriculum Development Secondary Social Studies Education

Cognate Courses – Credits: 9

Complete 3 advisor-approved courses from one of the cognate areas below. Other cognate areas may be selected with advisor approval.

Multicultural Education

CIG 660 - Multicultural Education

CIG 661 - Topics Multicultural Education

CIG 662 - Theory and Research Multicultural Education

CIL 684 - Multicultural Literature

CIL 693 - Literacy for a Diverse Society

Teaching English as a Second Language

TESL 750 - TESL Linguistic Theory

TESL 751 - Theories of Second Language Acquisition

TESL 752 - TESL Methods and Materials

TESL 753 - TESL Curriculum

TESL 754 - TESL Assessment Procedures

Educational Technology

CIT 602 - Technology Applications Secondary 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

Elective Course – Credits: 3

Complete 3 credits of an advisor-approved elective course.

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

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

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

Complete one of the following courses:

CIG 690 - Teachers as Action Researchers

EPY 702 - Research Methods

Foundations Course – Credits: 3

CIG 660 - Multicultural Education

Curriculum & Instruction Course – Credits: 3

CIS 684 - Secondary Education Curriculum

Pedagogy Courses – Credits: 18

CIS 602 - Secondary School Practicum
 CIS 603 - Secondary Process and Instruction
 CIS 604 - Secondary Classroom Management
 ESP 701 - Introduction to Special Education and Legal Issues
 ESP 730 - Parent Involvement in Special and General Education
 TESL 752 - TESL Methods and Materials

Methods and Assessment – Credits: 6

CIS 533 - Teaching Secondary English
 CIL 621 - Assessment in Literacy

Optional Course – Credits: 3

Complete one of the following courses:

CIL 616 - Teaching Writing
 CIT 602 - Technology Applications Secondary Curriculum
 EPY 707 - Adolescent Development
 TESL 753 - TESL Curriculum

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
2. 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 (tl.unlv.edu/glp) 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 12 Requirements: Secondary Math Education ARL Track

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

Complete one of the following courses:

CIG 690 - Teachers as Action Researchers
 EPY 702 - Research Methods

Foundations Course – Credits: 3

CIG 660 - Multicultural Education

Curriculum & Instruction Course – Credits: 3

CIS 684 - Secondary Education Curriculum

Pedagogy Courses – Credits: 18

CIS 602 - Secondary School Practicum
 CIS 603 - Secondary Process and Instruction
 CIS 604 - Secondary Classroom Management
 ESP 701 - Introduction to Special Education and Legal Issues
 ESP 730 - Parent Involvement in Special and General Education
 TESL 752 - TESL Methods and Materials

Methods and Assessment – Credits: 6

CIS 553S - Teaching Secondary Mathematics
 CIG 621 - Diagnostic Assessment School Mathematics

Optional Course – Credits: 3

Complete one of the courses listed:

CIG 620 - Principles of Learning Mathematics
 CIT 602 - Technology Applications Secondary Curriculum
 EPY 707 - Adolescent Development
 TESL 753 - TESL Curriculum

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
2. 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 (tl.unlv.edu/glp) 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 13 Requirements: Secondary Science Education ARL Track

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

Complete one of the following courses:

CIG 690 - Teachers as Action Researchers
EPY 702 - Research Methods

Foundations Course – Credits: 3

CIG 660 - Multicultural Education

Curriculum & Instruction Course – Credits: 3

CIS 684 - Secondary Education Curriculum

Pedagogy Courses – Credits: 18

CIS 602 - Secondary School Practicum
CIS 603 - Secondary Process and Instruction
CIS 604 - Secondary Classroom Management
ESP 701 - Introduction to Special Education and Legal Issues
ESP 730 - Parent Involvement in Special and General

Education

TESL 752 - TESL Methods and Materials

Methods and Assessment – Credits: 6

CIS 563 - Teaching Secondary Science
EPY 709 - Classroom Assessment

Optional Course – Credits: 3

Complete one of the following courses:

CIS 638 - Technology Applications in Secondary Science Education
CIT 602 - Technology Applications Secondary Curriculum
EPY 707 - Adolescent Development
TESL 753 - TESL Curriculum

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 684 must be completed within final 30-36 hours of study and before enrollment in CIG 697.
2. 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 (tl.unlv.edu/glp) 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 14 Requirements: Secondary Social Studies Education ARL Track

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

Complete one of the following courses:

CIG 690 - Teachers as Action Researchers
 EPY 702 - Research Methods

Foundations Course – Credits: 3

CIG 660 - Multicultural Education

Curriculum & Instruction Course – Credits: 3

CIS 684 - Secondary Education Curriculum

Pedagogy Courses – Credits: 18

CIS 602 - Secondary School Practicum
 CIS 603 - Secondary Process and Instruction
 CIS 604 - Secondary Classroom Management
 ESP 701 - Introduction to Special Education and
 Legal Issues
 ESP 730 - Parent Involvement in Special and General
 Education
 TESL 752 - TESL Methods and Materials

Methods and Assessment – Credits: 6

CIS 573 - Teaching Secondary Social Studies
 EPY 709 - Classroom Assessment

Optional Course – Credits: 3

Complete one of the following courses:

CIS 649 - Curriculum Development Secondary
 Social Studies Education
 CIT 602 - Technology Applications Secondary
 Curriculum
 EPY 707 - Adolescent Development
 TESL 753 - TESL Curriculum

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating
 Experience

Subplan Notes

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

2. 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 (tl.unlv.edu/glp) 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 15 Requirements: Secondary English Language Arts Education (7-12) Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
 CIS 682 - Secondary School Instruction
 CIS 684 - Secondary Education Curriculum

Core Courses – Credits: 12

CIL 610 - Content Area Literacy
CIL 642 - Instruction English Education
CIL 643 - Curriculum Development English Education
CIL 616 - Teaching Writing

Literacy Topics Course – Credits: 3

Complete one of the following courses:

CIL 600 - Topics Literacy Education
CIL 680 - Contemporary Literature Children and Young Adults

Cognate Courses – Credits: 6

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 750 - TESL Linguistic Theory
TESL 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum
TESL 754 - TESL Assessment Procedures

Elective Course – Credits: 3

Complete 3 credits of an advisor-approved elective course.

Seminar Course – Credits: 3

CIL 699 - Literacy Research Seminar

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 16 Requirements: Secondary English Language Arts Education TFA Track

Total Credits Required: 37

Course Requirements

Required Courses – Credits: 36

Complete these 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 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum

Culminating Experience – 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 Mathematics Education (7-12) Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
CIS 682 - Secondary School Instruction
CIS 684 - Secondary Education Curriculum

Methods Course – Credits: 3

Complete one of the following courses:

CIS 622 - Instructional Middle School Mathematics Education
CIS 624 - Instruction Secondary Mathematics Education

Mathematics Education Courses – Credits: 6

CIG 620 - Principles of Learning Mathematics
CIS 628 - Technology Application in Secondary Mathematics Education

Mathematics Elective Course – Credits: 3

Complete one of the following courses:

CIG 621 - Diagnostic Assessment School Mathematics
CIS 686 - Curriculum Development Secondary Education

Mathematics Content Courses – Credits: 9

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 – Credits: 3

Complete 3 credits of an advisor-approved elective course.

Seminar Course – Credits: 3

CIG 689 - Curriculum and Instruction Seminar

Culminating Experience – Credits: 1

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

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
CIS 682 - Secondary School Instruction
CIS 684 - Secondary Education Curriculum

Content Courses – Credits: 15

Complete 15 credits of SCI 640 courses via RPD from UNLV's College of Sciences.

Instruction Course – Credits: 3

Complete one of the following courses:

CIS 622 - Instructional Middle School Mathematics Education
CIS 624 - Instruction Secondary Mathematics Education

Education Courses – Credits: 6

CIG 620 - Principles of Learning Mathematics
CIS 628 - Technology Application in Secondary Mathematics Education

Elective Course – Credits: 3

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 – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 620 is limited to 3 total credit hours.
2. CIS 624 and CIS 628 require secondary mathematics content background.
3. 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 19 Requirements: Secondary Mathematics Education TFA Track

Total Credits Required: 37

Course Requirements

Required Courses – Credits: 36

Complete these 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 751 - Theories of Second Language
Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum

Culminating Experience – 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 20 Requirements: Secondary Science Education Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 –Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
CIS 682 - Secondary School Instruction
CIS 684 - Secondary Education Curriculum

Core Courses – Credits: 12

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 – Credits: 6

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

Cognate Courses – Credits: 6

Complete 6 credits of advisor-approved cognate
coursework.

Seminar Course – Credits: 3

CIG 639 - Science Education Seminar

Culminating Experience – Credits: 1

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 21 Requirements: Secondary Science Education RPDP Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – Credits: 3

Complete one of the following courses:

CIG 602 - Differentiated Curriculum and Instruction
CIS 682 - Secondary School Instruction
CIS 684 - Secondary Education Curriculum

Content Courses – Credits: 15

Complete 15 credits of SCI 650 courses via RPDP through UNLV's College of Sciences.

Core Courses – Credits: 6

CIS 634 - Instruction Secondary Science Education
CIS 638 - Technology Applications in Secondary Science Education

Elective Courses – Credits: 6

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 – Credits: 1

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 22 Requirements: Secondary Science Education TFA Track

Total Credits Required: 37

Course Requirements

Required Courses – Credits: 36

Complete these 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 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum

Culminating Experience – 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 23 Requirements: Secondary Social Studies Education (7-12) Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 –Credits: 3

Complete one of the following courses:

- CIG 602 - Differentiated Curriculum and Instruction
- CIS 682 - Secondary School Instruction
- CIS 684 - Secondary Education Curriculum

Core Courses – Credits: 12

CIS 640 - Topics Secondary Social Studies Education

CIS 644 - Instruction Secondary Social Studies Education

CIS 649 - Curriculum Development Secondary Social Studies Education

Content Course – Credits: 3

Complete one of the following courses:

- CIT 609 - Internet for Learning
- CIT 608 - Integrating Technology in Teaching and Learning

Elective Courses – Credits: 9

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

Seminar Course – Credits: 3

CIG 649 - Social Studies Education Seminar

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. CIS 640 is limited to 3 total credit hours.
2. CIS 649 must be completed prior to CIG 697.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 24 Requirements: Secondary Social Studies Education TFA Track

Total Credits Required: 37

Course Requirements

Required Courses – Credits: 36

Complete these 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 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum
TESL 754 - TESL Assessment Procedures

Culminating Experience – 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 25 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods
EPY 703 - Teachers as Producers and Consumers of Educational Research

Foundations Course – 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 – 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 – Credits: 15

EDW 755 - Professional Seminar in Workforce Education
EDW 539 - Methods of Teaching in Workforce Education
EDW 575 - Performance-Based Education
EDW 733 - Workforce Education Curriculum and Program Development
EDW 768 - Grantsmanship in Education

Core Course – Credits: 3

Complete one of the following courses:

EDW 571 - Advising Career and Technical Student Organizations (CTSO)
EDW 745 - Theories of Adult Learning

Cognate Courses – Credits: 6

Complete 6 credits of advisor-approval cognate coursework within a particular area of study.

Applied Concepts Course – Credits: 3

Complete one of the following courses:

EDW 530 - Tools for Success in Secondary Workforce Education
EDW 748 - Internship in Workforce Education

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 26 Requirements: Children's and Young Adult Literature (K-12) Track **ON HOLD**

Total Credits Required: 37

This subplan is currently on hold and unavailable to new students.

Course Requirements

Curriculum and Instruction Course – 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

Research Course – 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 – 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

Literacy Learning Course – Credits: 3

CIL 601 - Foundations of Literacy Learning

Literacy Topics Course – Credits: 3

Complete one of the following courses:

- CIL 600 - Topics Literacy Education
- CIL 680 - Contemporary Literature Children and Young Adults

Elective Courses – Credits: 12

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 – Credits: 6

Complete 6 credits of advisor-approved cognate coursework within a particular area of study.

Seminar Course – Credits: 3

CIL 699 - Literacy Research Seminar

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. A maximum of 6 semester hours of CIL 602 topics classes accepted toward a degree.
2. 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 27 Requirements: Education Technology Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – 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 Courses – Credits: 18

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 – Credits: 9

Complete 9 credits of electives from the following list, or other advisor-approved content area methods courses:

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 – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 28 Requirements: Educational Technology RPDP Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – 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

Technology Integration Courses – Credits: 24

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 – Credits: 3

Complete one of the following courses:

CIE 637 - Technology Applications K-8 Science Education
CIE 627 - Technology Applications K-8 Mathematics Education
TESL 756 - 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 – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 29 Requirements: Literacy Education (K-12) Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – 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

Learning Course – Credits: 3

CIL 601 - Foundations of Literacy Learning

Literacy Course – Credits: 3

Complete one of the following courses:

CIL 600 - Topics Literacy Education
CIL 680 - Contemporary Literature Children and Young Adults

Elective Courses – Credits: 12

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's
Literature

Cognate Courses – Credits: 6

Complete 6 credits of advisor-approved cognate coursework.

Seminar Course – Credits: 3

CIL 699 - Literacy Research Seminar

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. A maximum of 6 semester hours of CIL 602 topics classes accepted toward a degree.
2. 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 30 Requirements: Multicultural Education (PK12, Higher Ed, or Community-Based Ed Focus) Track

Total Credits Required: 37

Course Requirements

Research Course – 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 – 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 – 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

Multicultural Core Courses – Credits: 3

CIG 660 - Multicultural Education

Multicultural Education Courses – 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 – Credits: 3

TESL 751 - Theories of Second Language Acquisition

TESL Elective Courses – Credits: 6

Complete two of the following courses:

TESL 750 - TESL Linguistic Theory
TESL 751 - Theories of Second Language Acquisition
TESL 752 - TESL Methods and Materials
TESL 753 - TESL Curriculum
TESL 754 - TESL Assessment Procedures

Cognate Courses – Credits: 6

Complete 6 credits of advisor-approved cognate coursework.

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 31 Requirements: Reading Specialist Track **ON HOLD**

Total Credits Required: 37

This subplan is currently on hold and unavailable to new students.

Course Requirements

Research Course – 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 – 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 – 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

Learning Course – Credits: 3

CIL 601 - Foundations of Literacy Learning

Additional Foundations Course – Credits: 3

Complete one of the following courses:

CIL 600 - Topics Literacy Education
CIL 680 - Contemporary Literature Children and Young Adults

Reading Specialist Courses – Credits: 12

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 – Credits: 3

Complete one of the following courses:

CIL 604 - Literacy Instruction for Young Children
CIL 607 - Comprehensive Reading Instruction

Reading Specialist Elective Course – Credits: 3

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 750 - 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's
Literature
TESL 751 - Theories of Second Language
Acquisition

Seminar Course – Credits: 3

CIL 699 - Literacy Research Seminar

Culminating Experience – Credits: 1

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

1. Students must complete a minimum of 37 credit hours with a minimum GPA of 3.00.
2. 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.
3. Students must successfully complete a culminating experience, CIG 697 under the direction of an advisor.
 - a. Registration for the culminating experience, CIG 697, is restricted to students who have 6 credits or less remaining in their program of study.

- b. 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.
4. Per graduate college requirements, students must be enrolled in at least 3 credits in the term they will graduate.

Plan Graduation Requirements

1. 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.
2. The student must successfully complete the culminating experience.

Master of Science - Curriculum & Instruction

Plan Description

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.

For more information about your program, including your graduate program handbook and learning outcomes please visit the Degree Directory.

Learning outcomes for specific subplan tracks can be found below:

- Master of Science - Curriculum & Instruction; Career & Technical
- Master of Science - Curriculum & Instruction; Elementary Education
- Master of Science - Curriculum & Instruction; Elementary Mathematics
- Master of Science - Curriculum & Instruction; Elementary Science
- Master of Science - Curriculum & Instruction; Elementary Social Studies
- Master of Science - Curriculum & Instruction; English Education
- Master of Science - Curriculum & Instruction; Library Science
- Master of Science - Curriculum & Instruction; Reading Specialist
- Master of Science - Curriculum & Instruction; Secondary Education
- Master of Science - Curriculum & Instruction; Secondary Mathematics
- Master of Science - Curriculum & Instruction; Secondary Science
- Master of Science - Curriculum & Instruction; Secondary Social Studies
- Master of Science - Curriculum & Instruction; Technology Integration

- Master of Science - Curriculum & Instruction; Technology Leadership

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

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:

1. An overall undergraduate grade point average (GPA) of 3.00 is required for admission. Students with a GPA of less than 3.00 but greater or equal to 2.75 may be admitted to the graduate program upon review of the Admissions Committee.
2. A completed on-line application for admission submitted to the Graduate College.
3. 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.
4. 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'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.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1 Requirements: Career & Technical and Postsecondary Education Track

Total Credits Required: 39

Course Requirements

Required Course – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Instruction Course – Credits: 3

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 – Credits: 15

EDW 755 - Professional Seminar in Workforce Education
EDW 539 - Methods of Teaching in Workforce Education
EDW 575 - Performance-Based Education
EDW 733 - Workforce Education Curriculum and Program Development
EDW 768 - Grantsmanship in Education

Additional Core Course – Credits: 3

Complete one of the following courses:

EDW 571 - Advising Career and Technical Student Organizations (CTSO)
EDW 745 - Theories of Adult Learning

Seminar Course – Credits: 3

EDW 772 - Seminar in Workforce Education

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.

4. 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.
5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
 EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Core Courses – Credits: 12

CIL 610 - Content Area Literacy
 CIL 642 - Instruction English Education
 CIL 643 - Curriculum Development English Education
 CIL 616 - Teaching Writing

Literacy Topics Course – Credits: 3

Complete one of the following courses:

CIL 600 - Topics Literacy Education
 CIL 680 - Contemporary Literature Children and Young Adults

Cognate Courses – Credits: 6

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 750 - TESL Linguistic Theory

TESL 751 - Theories of Second Language Acquisition

TESL 752 - TESL Methods and Materials

TESL 753 - TESL Curriculum

TESL 754 - TESL Assessment Procedures

Seminar Course – Credits: 3

CIL 699 - Literacy Research Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.
5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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.
3. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Methods Courses – 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 – Credits: 9

CIE 620 - Topics Elementary School Mathematics
 CIE 627 - Technology Applications K-8 Mathematics Education
 CIG 620 - Principles of Learning Mathematics

Education Course – Credits: 3

Complete one of the following courses:

CIE 629 - Curriculum Development in Elementary School Mathematics
 CIG 621 - Diagnostic Assessment School Mathematics

Elective Course – Credits: 6

Complete 6 credits of advisor-approved elective courses.

Culminating Experience – Credits: 6

CIG 689 - Curriculum and Instruction Seminar
 CIG 697 - Curriculum and Instruction Culminating Experience

Degree Requirements

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

Graduation Requirements

1. 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.

2. The student must complete the culminating experience.

Subplan 4 Requirements: Secondary Mathematics Education Track

Total Credits Required: 39

Course Requirements**Required Course – Credits: 3**

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
 EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Mathematics Education Courses – Credits: 12

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

Mathematics Elective Course – Credits: 3

Complete one of the following courses:

CIG 621 - Diagnostic Assessment School Mathematics
 CIS 686 - Curriculum Development Secondary Education

Mathematics Content Courses – Credits: 6

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 – Credits: 3

CIG 689 - Curriculum and Instruction Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.
5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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.
3. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Core Courses – Credits: 12

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 – Credits: 6

Complete 6 credits of 600 or 700-level Science courses from the College of Sciences of SCI 630 courses via RPDP.

Elective Course – Credits: 3

Complete 3 credits of electives.

Seminar Course – Credits: 3

CIG 639 - Science Education Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.
5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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.
3. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Core Courses – Credits: 12

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 – Credits: 6

Complete 6 credits of 600 or 700-level courses from the College of Sciences or SCI 650 courses via RPDP.

Elective Course – Credits: 3

Complete 3 credits of an advisor approved elective.

Seminar Course – Credits: 3

CIG 639 - Science Education Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.
5. Complete and defend a thesis.

- a. Students must be enrolled in thesis credits the semester of graduation.
- b. 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

1. 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.
2. 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.
3. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies
EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Core Courses – 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 – Credits: 3

Complete one of the following courses:

CIT 609 - Internet for Learning
CIT 608 - Integrating Technology in Teaching and Learning

Elective Courses – Credits: 9

Complete four 600-level social science courses from History, Sociology or Political Science.

Seminar Course – Credits: 3

CIG 649 - Social Studies Education Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.

5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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.
3. 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 – Credits: 3

EPY 702 - Research Methods

Methods Course – Credits: 3

Complete one of the following courses:

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Foundations Course – 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

Core Courses – Credits: 9

CIS 640 - Topics Secondary Social Studies Education

CIS 644 - Instruction Secondary Social Studies Education

CIS 649 - Curriculum Development Secondary Social Studies Education

Content Course – Credits: 3

Complete one of the following courses:

CIT 609 - Internet for Learning

CIT 608 - Integrating Technology in Teaching and Learning

Elective Courses – Credits: 9

Complete 9 credit hours of 600 or 700-level social science courses from History, Sociology or Political Science.

Seminar Course – Credits: 3

CIG 649 - Social Studies Education Seminar

Thesis – Credits: 6

CIG 699 - Curriculum and Instruction Thesis

Degree Requirements

1. Students must complete a minimum of 39 credit hours with a minimum GPA of 3.00.
2. EPY 702 must be taken prior to EPY 718 or EPY 721.
3. CIG 649 must be taken prior to CIG 699.
4. 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.
5. Complete and defend a thesis.
 - a. Students must be enrolled in thesis credits the semester of graduation.
 - b. 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

1. 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.
2. 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.

3. 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.

Education Specialist - Curriculum & Instruction

Plan Description

The Ed.S. degree program is designed for individuals who possess the ability and desire to pursue advanced graduate work beyond the master's level.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Applications available on the UNLV Graduate College website.

In addition to the credentials required by the Graduate College, admission to the Ed.S. program in Curriculum and Instruction also requires the students:

1. Hold a master's degree in education or in a field related to education.
2. Present evidence of a minimum of two years of professional experience appropriate to the selected concentration.
3. Have a minimum GPA of 3.00 in all graduate-level course work.
4. Submit an on-line application to the Graduate College.
5. Submit satisfactory test results from the Graduate Record Exam (GRE General Exam) to the C&I Department.
6. 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.
7. 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.

Applicants will be evaluated on scholastic record, professional accomplishments, and potential for

advanced studies. Applicants may be asked to meet with a Graduate Admissions Committee for a formal interview.

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

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

Total Credits Required: 33

Course Requirements

Research Required Courses – Credits: 6

Complete two of the following courses:

CIG 790 - Doctoral Research Seminar

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Area of Emphasis Courses – Credits: 15

Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department. Students may fulfill these credits via directed study.

Cognate Courses – Credits: 9

Complete 9 credits of advisor-approved courses in an area of study which enhances the major area of emphasis. Cognate courses may be taken in the Department of Teaching and Learning or other departments at UNLV.

Culminating Experience – Credits: 3

CIG 698 - Curriculum and Instruction Professional Paper/Project

Degree Requirements

1. Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00.

2. Students must complete a written comprehensive examination and/or oral presentation of a special project or professional paper.

Plan Graduation Requirements

1. 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.
2. The student must successfully complete a culminating experience.

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

Current methods and materials for teaching elementary school mathematics including review of content, objectives, curriculum, and assessment for developmentally appropriate instructional practices.

Formerly CIE 652

Notes This course is crosslisted with EDEL 433.

Credit at the 500 level requires additional work.

Prerequisites PPST, MATH 122 and MATH 123 or EDEL 431 or consent of instructor.

Corequisite Enrollment in a practicum.

CIE 543 - Teaching Elementary School Science

Credits 3

Current methods and materials for teaching life, physical, and earth sciences using process skills, guided discovery activities, and curriculum integration techniques.

Formerly CIE 655

Notes This course is crosslisted with EDEL 443.

Credit at the 500-level 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

Current methods and materials for teaching social studies.

Formerly CIE 658

Notes This course is crosslisted with EDEL 453.

Credit at the 500-level 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

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

Study of the causes and effects of mathematics learning difficulties, methods and instruments useful in diagnosis and treatment. Evaluation of materials for the correction of mathematics learning problems.

Formerly CIG 721

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 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 issues 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.

Curriculum and Instruction – Literacy (K-12)

CIL 501 - Children's Literature Elementary School
Curriculum
Credits 3

Exposes teacher candidates to a wide range of children's literature and develops knowledge for selecting and sharing quality children's literature in the elementary classroom. Focuses on the role that children's literature plays in the elementary curriculum.

Formerly CIL 615

Notes This course is crosslisted with EDRL 401. Credit at the 500-level 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

Methods of instruction and assessment for primary 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.

Formerly CIL 655

Notes This course is crosslisted with EDRL 442. Credit at the 500-level 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 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

Designed for teachers and librarians. Evaluation, selection, and use of recent literature for children and young adults.

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.

TESL 761 - 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.

TESL 764 - 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 664.

Prerequisites TESL 752

TESL 765 - Curriculum Development Bilingual Classroom

Credits 3

Principles of curriculum organization, development, adaptation, and implementation of a bilingual (Spanish-English) curriculum.

Formerly CIL 665.

Prerequisites TESL 752

CIG 649 - Social Studies Education Seminar

Credits 3

Examination of seminal and current social studies education research through readings, writings, discussions and presentations.

Prerequisites Fifteen hours of graduate coursework or consent of instructor.

CIS 513A - Teaching Secondary Art

Credits 3

Provides an overview of methods and materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching secondary school art. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in art.

Corequisite CIS 602, CIS 603

CIS 543 - Teaching Secondary Foreign/Second Language

Credits 3

Provides an overview of theories, methods, materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching Languages Other Than English (LOTE) at the secondary school level. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in LOTE.

Prerequisites 20-24 semester credit hours of LOTE.

Corequisite CIS 602, CIS 603

CIS 553M - Teaching Middle School Mathematics

Credits 3

Explore mathematics and its relation to education in grades 6 through 9. The focus is to develop skills in planning and teaching mathematics. Lessons incorporate use of technology, cooperative learning, and manipulatives while providing an environment to construct knowledge about arithmetic, algebra, geometry, probability, and statistics. Evaluation using formative and summative strategies.

Notes This course is crosslisted with EDMS 453.

Credit at the 500-level requires additional work.

Prerequisites PPST

Corequisite Concurrent enrollment in a practicum

CIS 553S - Teaching Secondary Mathematics
Credits 3

The focus is on developing skills in planning and teaching mathematics for grades 9–12 that are consistent with Mathematics Standards. Students explore instructional strategies to develop understanding of concepts in the topic areas of arithmetic, algebra, geometry, trigonometry, calculus, probability, and statistics. Evaluation procedures use formative and summative strategies.

Notes This course is crosslisted with EDSC 453.
Credit at the 500-level requires additional work.

Prerequisites PPST

Corequisite Concurrent enrollment in a practicum.

CIS 563 - Teaching Secondary Science
Credits 3

This course is designed for candidates intending to teach high school science. Course topics include: assessing knowledge before instruction, designing curriculum, planning lessons, promoting inquiry-oriented teaching, teaching about evolution and nature of science, scientific literacy, laboratory safety, national and state standards, using technology, and assessing student learning.

Notes This course is crosslisted with EDSC 463.
Credit at the 500-level requires additional work.

Prerequisites PPST

Corequisite Enrollment in a practicum and CIS 702.

CIS 573 - Teaching Secondary Social Studies
Credits 3

Teaching Secondary Social Studies

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

Examines 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 CIE 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 of research-based practice and methods in secondary school science education.

Prerequisites EDSC 463 or EDSC 563 and current teaching certificate or consent of instructor.

CIS 638 - Technology Applications in Secondary Science Education

Credits 3

Study and development of research-based practices and methods of using computer-based technology to teach science in secondary schools.

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 or 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, 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 - Foundations in Technology & Learning

Credits 3

Emphasis is on critical review and analysis of computer-mediated communications, human-computer interaction, and human factors design research for learning contexts.

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 - Educational Technology Research and Practice

Credits 3

Examines the latest research regarding learning and educational technology. Research supported principles will be applied in the development of instructional materials. This course can be taken up to

3 times for a total of 9 credit hours.

Prerequisites CIT 770 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

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 This course is crosslisted with EDSC 433.

Credit at the 500 level requires additional work.

Corequisite CIS 702