

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
Danica G. Hays, Ph.D., Executive Associate Dean, College of Education
Doris Watson, Ph.D., Associate Dean for Academic and Professional Programs
Sharon Tettegah, Ph.D., Associate Dean for Research and Sponsored Projects

Educational Psychology and Higher Education

The Department of Educational Psychology & Higher Education provides instruction in, and the delivery of innovative research, to inform the educational process from early childhood through higher education. Our mission is accomplished through:

- Preparing graduates for leadership positions in diverse settings and roles, including faculty in colleges and universities, student services in higher education, measurement and evaluation specialists in public and private settings, school psychology practitioners at local, state, national, and international levels, and licensed administrators for PK-12 schools.
- Providing foundational support for programs across the university including core content in the psychology of learning, motivation, cognition, problem solving, instruction, human development, and psychological and educational measurement, statistics, evaluation, and research methodology.
- Investigating educational policy and informing practice in PK-12 and higher education institutions.

Alice J. Corkill, Chair

Steven McCafferty, Graduate Coordinator

Educational Psychology and Higher Education Faculty Chair

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

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 Professor; M.A., Temple University; M.A., St Joseph's University; Ph.D. Temple University. Rebel since 2013.

Bickmore, Dana L. - Full Graduate Faculty Associate Professor; B.A., M.A., University of Utah; Ph.D., University of Georgia. Rebel since 2015.

Garza, Tiberio - Associate Graduate Faculty Research Assistant Professor; B.A., M.Ed., Ph.D., Texas A&M University. Rebel since 2015.

Hall, Gene - Full Graduate Faculty Professor; B.S., Castleton State College; M.S., Ph.D., Syracuse University. Rebel since 1999.

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.

Lee, Katherine S. - Associate Graduate Faculty Assistant Faculty in Residence; B.A., Princeton University; Ed.M., M.Phil., Ph.D., Columbia University. Rebel since 2015.

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.

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.

Nehls, Kimberly - Associate Graduate Faculty Visiting Assistant Professor; B.A., University of Illinois at Urbana-Champaign; M.A., Ph.D., University of Nevada, Las Vegas. Rebel since 2008.

Perera, Harsha N. - Full Graduate Faculty Assistant Professor; B.Ed., University of Sydney; Ph.D., University of Technology, Sydney. Rebel since 2016.

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.

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.

Scott, Chad - Associate Graduate Faculty Visting Assistant Professor; B.A., California State University, Stanislaus; M.A., California State University; Ph.D. Texas A&M University. Rebel since 2015.

Slife, Nathan M. - Associate Graduate Faculty Assistant Faculty in Residence; B.A., University of Nevada, Las Vegas, M.A., University of Maryland, College Park, Ph.D., University of Nevada, Las Vegas. Rebel since 2015.

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.

Directors of the Center for Research, Evaluation, and Assessment

Marchand, Gwen - Full Graduate Faculty Associate Professor; B.A., Rockhurst University; M.S., Ph.D., Portland State University. Rebel since 2008.

Graduate Certificate in Chief Diversity Officer in Higher Education

Plan Description

The Graduate Certificate in Chief Diversity Officer in Higher Education (CDOHE) targets full- or part-time graduate students who seek professional preparation commensurate with the Standards of Professional Practice for Chief Diversity Officers (CDO) established by the National Association of Diversity Officers in Higher Education (NADOHE) in 2014. Hours earned in a degree program in either higher education or multicultural education cannot be used for the graduate certificate in CDOHE. The nature of the certificate allows students to tailor their course work based on their professional goals.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website.

Applications available on the UNLV Graduate College website.

Qualified students must apply for admission to the Graduate College via the online application. All minimum Graduate College requirements **MUST** be met. Once accepted to UNLV, students must also complete and submit the Graduate Certificate in CDOHE application materials.

Graduate degree-seeking students who are admitted to and pursuing degrees in other disciplines (outside higher education and multicultural education) are eligible to apply for the graduate certificate in CDOHE.

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

Students are accepted into a certificate 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: 18

Course Requirements

Required Courses – Credits: 9

Complete the following courses:

CIG 660 - Multicultural Education

EDH 705 - HE Law-Doctoral

EDH 742 - Academic Governance in Higher Education

Core Course – Credits: 3

Complete one of the following courses:

CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum

CIG 772 - Introduction to Cultural Studies in Education

CIG 773 - Critical Literacies/Critical Pedagogies

Multicultural Education Elective Course – Credits: 3

Complete one of the following courses:

CIG 661 - Topics Multicultural Education

CIG 662 - Theory and Research Multicultural Education

Higher Education Elective Course – Credits: 3

Complete one of the following courses:

EDH 627 - Student Learning and Development

EDH 714 - Understanding Minority Serving Institutions

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

Certificate Requirements

Accepted students must earn a B or better in all courses.

Plan Certificate Completion 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.

Graduate Certificate in College Sport Leadership

Plan Description

The Graduate Certificate in College Sport Leadership targets full or part-time graduate students who may not have studied intercollegiate athletic / college sport leadership (specific to higher education) through any formal degree program but wish to develop a deeper understanding of college sport leadership and career options available in the field of intercollegiate athletics. Current graduate students and administrative professionals who already possess an undergraduate degree and have an interest in intercollegiate athletics / college sport leadership, may benefit from this experience. Hours earned for the certificate may be applied to the degree program in Higher Education at the masters or doctoral levels upon formal admission to the program. Hours earned in the masters or doctorate programs in Higher Education may NOT be used toward the certificate.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website.

Applications available on the UNLV Graduate College website.

CERTIFICATE SEEKING

- A qualified student, who wishes to enter UNLV to obtain the Graduate Certificate in College Sport Leadership without being enrolled in a degree program, may apply for graduate admission to the Graduate College via the Grad Rebel Gateway. All minimum Graduate College requirements MUST be met. Once accepted to UNLV, students must also complete and submit the Graduate Certificate in College Sport Leadership application.

DEGREE SEEKING

- Doctoral and masters level students who are admitted to and pursuing other disciplines are eligible for the certificate program in college sport leadership. Students must complete and submit an application through the Grad Rebel Gateway along with the Graduate Certificate in College Sport Leadership application materials. Enrollment may be limited based on class size. Applications may be submitted at any time during an academic term. Accepted students can begin taking classes the term following acceptance.

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

Students are accepted into a certificate 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

Required Courses – Credits: 6

EDH 603 - Sport in Higher Education

EDH 606 - Intercollegiate Athletic Administration

Electives – Credits: 6

Complete a minimum of 6 credits from the following list of courses:

- EDH 604 - Management Communications
- EDH 607 - Leadership Development Seminar
- EDH 609 - Leading Diverse Organizations
- EDH 711 - Marketing Institutions of Higher Education
- EDH 719 - Institutional Advancement
- EDH 626 - College Student Personnel Services
- EDH 627 - Student Learning and Development
- EDH 703 - History of American Higher Education

Internship Course – Credits: 3

EDH 690 - Masters Internship

Certificate Requirements

1. Completion of a minimum of 15 credit hours, including 3 hours of internship in an intercollegiate athletic department as a culminating experience.
2. Students must earn a B or better in all courses.

Plan Certificate Completion Requirements

1. Certificates will be awarded upon the student's successful completion of all certificate requirements.
2. The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.

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.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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 Grad Rebel Gateway. 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 applicants must review and follow the Graduate College Admission and Registration Requirements.

Students are accepted into a certificate 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

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 - Educational Psychology

Plan Description

The Educational Psychology Ph.D. is designed to provide advanced studies in educational psychology with four primary strands: 1) Educational Psychology Foundations with specialty area emphases in educational assessment, program evaluation, research, and learning in school and related domains, 2) Post-Bachelors Educational Psychology Foundations, 3) School Psychology, and 4) School Counselor Education. 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 four 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. Students in the Post-Bachelor Foundation strand will be eligible to earn a Master of Science in Educational Psychology. 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

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

Admission to the Foundations Post-Master's, School Psychology, and School Counselor Tracks 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.

Foundations Post-Master's Track

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

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.

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.

Admission to the Foundations Post-Bachelor's Track will be limited to the most qualified applicants who also aim to pursue a research program based on a combination of the following:

1. An undergraduate grade-point average of 3.25 or above.
2. If graduate coursework has been completed, a graduate, grade-point average of 3.25 or above.
3. Students must score at or above the 50th percentile 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 must submit a statement of professional interests and goals which explicitly indicates both a potential area of research and names a faculty mentor.

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 2: Foundations Post-Bachelor's Track

Subplan 1 Requirements: Foundations Post-Master's 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 research area of focus.

Emphasis Area Courses – Credits: 12

Complete 12 credits of advisor-approved coursework within a disciplinary content area of emphasis.

Dissertation – Credits: 12

- EPY 799 - Dissertation

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.

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.

Subplan 2 Requirements: Foundations Post-Bachelor’s Track

Total Credits Required: 97

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

After successfully completing the requirements above, students are eligible to earn the Master of Science - 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 732 - Multiple Regression and Path Analysis
- EPY 733 - Multivariate Statistics

Learning Theory Courses – Credits: 9

- EPY 757 - Theory and Philosophy of Educational Psychology

- EPY 767 - Human Learning and Cognition
- EPY 777 - Cognitive Development

Specialization Elective Course – Credits: 3

Complete one of the following courses:

- EPY 728 - Applied Classroom Research
- EPY 729 - Qualitative Case Study Research
- EPY 738 - Discourse Analysis

Specialization Focus Courses – Credits: 12

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

Emphasis Area Courses – Credits: 12

Complete 12 credits of advisor-approved coursework within a disciplinary content area of emphasis.

Dissertation – Credits: 12

- EPY 799 - Dissertation

Degree Requirements

1. Student must successfully complete a minimum of 99 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. 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.
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. 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.
5. 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.
6. Each student must satisfy a scholarly paper requirement by the time he or she has completed 36 credits beyond the MS degree 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.

7. 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.
8. 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.

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 after 27 credits of initial coursework and a minimum of 6 credits of thesis coursework to be completed by the posted deadline to be eligible to earn the Master of Science - Educational Psychology. 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 submit and successfully defend his/her dissertation after a minimum of 87 credits of initial coursework and a minimum of 12 credits of dissertation coursework and have it completed by the posted deadline to be eligible to earn the Doctor of Philosophy - Educational Psychology. The defense must be advertised and is open to the public.
5. 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.

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
- 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 research area of focus.

Emphasis Area Courses – Credits: 12

Complete 12 credits of advisor-approved coursework within a disciplinary content area of emphasis.

Dissertation – Credits: 12

- EPY 799 - Dissertation

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.

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.

Subplan 4 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
- 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 research area of focus.

Emphasis Area Courses – Credits: 12

Complete 12 credits of advisor-approved coursework within a disciplinary content area of emphasis.

Dissertation – Credits: 12

- EPY 799 - Dissertation

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.

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.

Plan Graduation Requirements

Refer to your subplan for Graduation Requirements.

Subplan 1 Requirements: Foundations Post-Master's Track

Subplan 2 Requirements: Foundations Post-Bachelor's Track

Subplan 3: School Psychology Track

Subplan 4: School Counselor Track

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

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

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

Minimum admission requirements for UNLV's Graduate College include:

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

More information is available on the Graduate College website.

Additional materials each candidate must also upload with the application:

1. Personal Statement of Professional Aspirations;
2. A professional 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: 66

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: 15

Complete 15 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 719 - 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 66 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 Sciences

Plan Description

The Learning Science Ph.D. is an academic program with an emphasis on the design and evaluation of learning environments, including but not limited to technology-rich environments. Students take core courses in: 1) the learning sciences, 2) research methods and statistics, and 3) advanced studies in a specialization area. The specialization areas are: (a) learning technology, (b) educational data science and statistics, (c) learning policy and organizational change, and (d) cognitive and developmental sciences. 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 and learning in both academic and nonacademic settings. Graduates of the program will be prepared for a variety of professional positions (e.g., university and community college faculty, curriculum specialists, learning and technology specialists, employee training specialists, program evaluators, and instructional technology coordinators).

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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

Proseminar Course - Credits: 1

- EPY 701 - Proseminar in Educational Psychology

Learning Sciences Core – Credits: 15

- EPY 690 - Introduction to the Learning Sciences
- EPY 717 - Analysis of Applied Learning Principles and Educational Media
- CIT 778 - Instructional Design
- EPY 767 - Human Learning and Cognition
- EPY 770 - Cognition and Instruction

Core Research Courses – Credits: 15

- 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
- EPY 732 - Multiple Regression and Path Analysis

Additional Research Courses – Credits: 6

Complete two 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 731 - Mixed Methods Research
- EPY 733 - Multivariate Statistics
- EPY 734 - Latent Variable Models: Factor Analysis and SEM
- EPY 738 - Discourse Analysis
- EPY 745 - Categorical/Nonparametric Data Analysis
- EPY 746 - Multilevel Statistical Models: Theory and Application

Specialization Courses – Credits: 9

Complete 9 credits of advisor-approved coursework within one of the following specialization areas: (a) Learning Technologies, (b) Educational Data Science and Statistics, (c) Learning Policy and Organizational Change, or (d) Cognitive and Developmental Sciences.

Illustrative learning technology courses include, but are not limited to:

- CS 620 - Human-Computer Interaction
- CIT 770 - Foundations in Technology & Learning
- CIT 773 - Interaction Design
- CIT 774 - Behavioral Sciences & Technology
- CIT 775 - Affect & Technology
- CIT 776 - Emerging Technologies for Learning
- CIT 780 - Educational Technology Research and Practice
- MIS 746 - Information Systems Project Management
- MIS 764 - Electronic Commerce

Illustrative data science and statistics courses include, but are not limited to:

- EPY 734 - Latent Variable Models: Factor Analysis and SEM
- PSY 712 - Psychometrics
- ITE 651 - Managing Big Data and Web Databases
- MIS 776 - Business Intelligence

Illustrative learning policy and organizational change courses include, but are not limited to:

- EPL 731 - Leadership in a Digital Age
- EPL 732 - School and Community Leadership
- EPL 737 - Systematic Professional Development and Instructional Supervision
- EPY 742 - Language Diversity, Educational Policy & Equity
- EDH 738 - Public Policy in Higher and Post-Secondary Education
- EDH 739 - Organization Change & Innovation in Higher Education
- PSC 723 - Policy Analysis

Illustrative cognitive and developmental sciences courses include, but are not limited to:

- EPY 777 - Cognitive Development
- EPY 768 - Problem Solving and Reasoning
- PSY 718 - Cognitive Science
- PSY 721 - Developmental Science
- COM 781 - Seminar in Argumentation
- PHIL 634 - Philosophy Cognitive Science
- PHIL 640 - Theory of Knowledge

Elective Courses – Credits: 6

Student must take a minimum of 6 credit hours of advisor-approved elective courses that fall within any of the other program specialization areas or their own specialization courses.

Internship – Credits: 3

- EPY 794 - Internship
- (See Degree Requirement #4 below)

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: (a) a copy of the paper, (b) a submission acknowledgment, and (c) a completed Review I form from the supervising faculty member.
4. Students must complete a one-semester or summer internship (EPY 794) with an employer. The purpose

of the internship is to provide students with real-world experience in designing, implementing, or evaluating a learning environment, so as to augment students' depth of knowledge and skills as Learning Scientists. The internship is also intended to enhance students' employability. The internship, which may be paid or unpaid, must be with an employer (for example, text book publisher, school district, U.S. military, hotel/casino, museum); these may include appropriate units at UNLV outside of academic departments. The internship may, however, also be part of an academic research partnership involving these entities. The student is responsible for securing an internship opportunity. The internship may be completed at any point in the program prior to advancement to candidacy.

5. The internship must result in an academic research product (paper or report) that is partially or fully authored by the student. Proposals for internships that specify the employer, end product, and nature of the work must be approved by the student's advisor before the internship commences.
6. In consultation with his/her advisor, a student will organize a dissertation committee of at least three program members. In addition, a fourth member from outside the program, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. The committee must be chaired by a program faculty member with a primary affiliation with the Department of Educational Psychology and Higher Education or co-chaired by such a faculty member and a program faculty member with a primary affiliation in another department. Please see Graduate College policy for committee appointment guidelines.
7. 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.
8. 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

Application deadlines available on the UNLV Graduate College website. 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 application deadlines 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.

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 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.

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

Application deadlines available on the UNLV Graduate College website. 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 application deadlines 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 719 - 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.

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 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.

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

Application deadlines available on the UNLV Graduate College website. 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 794 - Internship in Special Education

ESP 794 - Internship in Special Education

Leadership & Exceptionality Courses – Credits: 6

Complete 6 credits of advisor-approved leadership and exceptionality courses from one or more of the following leadership concentrations: Parenting, Administration, Research, Diagnosis/Assessment, Transition, Early Childhood Special Education, Early Childhood Education, Higher Education, Technology, Consultation, or Curriculum.

Complete credits in specialty areas from the following list: Autism, Learning Disabilities, Emotional Disturbance, Mental Retardation, Gifted and Talented Education, Developmental Disabilities/Children at Risk.

Prospectus Course – Credits: 3

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

ESP 796 - Dissertation Prospectus

Dissertation – Credits: 12

ESP 799 - Dissertation

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

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 - Educational Policy and Leadership

Plan Description

The primary purpose of the Educational Policy and Leadership program is to prepare educational leaders for leadership and administrative roles in K-12 schools in response to 21st century challenges. Particular attention will be paid to engaging pre-service principal interns in community-building efforts with for-profit and non-profit businesses, social service agencies, and university entities. This program will encourage systematic research-based practices and evidence-based decision making, particularly focused on urban populations, and guided by state and national educational standards.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

1. An earned bachelor's degree in an acceptable field of undergraduate study;
2. A GPA of at least 2.75 overall or 3.00 in the last 60 semester hours of undergraduate study;
3. At least 3 years of professional experience

Individuals seeking a Nevada endorsement as an administrator of a school must hold a valid elementary, middle school/junior high, or secondary or special teaching license.

In addition to the application and transcripts required by the Graduate College, applicants must submit the following documents to the program uploaded as part of the online application:

1. Score Report from Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT). GRE is preferred.
2. Two letters of recommendation (one must be from current principal or district supervisor).
3. A resume indicating educational and professional experience.
4. Leadership statement.
5. Summary of leadership experiences.
6. Statement of support from applicant's current principal or district supervisor.
7. A valid elementary, middle school/junior high, or secondary or special teaching license.

All applicants will be interviewed as part of the application process.

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: 36

Course Requirements

Required Courses – Credits: 14

EPL 720 - Introduction to Leadership and Organizations

EPL 737 - Systematic Professional Development and Instructional Supervision

EPL 751 - Educational Law & Policy: Student Issues

EPL 753 - Human and Fiscal Resource Management

EPL 755 - Law for Exceptional Students

EPL 757 - Education Law and Public Policy: Teacher/Staff Evaluation

EPL 758 - Financial Entrepreneurship & Educational Innovation

Research Core Courses – Credits: 6

EPL 722 - Educational Research Methods

EPL 735 - Leadership for School Improvement

Internship and Capstone Courses – Credits: 8

EPL 742 - Leadership Field Experience

EPL 780 - Capstone Seminar: Educational Leadership

Elective Courses – Credits: 8

EPL 700 - Special Topics

EPL 731 - Leadership in a Digital Age

EPL 732 - School and Community Leadership

EPL 740 - Educational Systems

Degree Requirements

1. Students must complete 36 credit hours of approved coursework:
2. Students will meet with an academic advisor and complete a formal degree plan.
3. Students must obtain a 3.0 GPA in order to graduate. A student can have no more than one grade less than B-.

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 project.

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

Application deadlines available on the UNLV Graduate College website. 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 711 - 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

Application deadlines available on the UNLV Graduate College website. 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

Elective Courses – Credits: 15

Students must complete a minimum of 15 credit hours of electives.

Culminating Experience - Credits: 3

EPY 748 - Capstone Seminar

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. program is based upon standards set forth by Nevada state and national accreditation organizations and is a nationally approved program by the National Association of School Psychologist (NASP). Students pursuing school psychology studies meet credential standards by completing at least 66 semester hours beyond the bachelor's degree of required and elective graduate-level course work including a 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 as a Nationally Certified School Psychologist (NCSP).

The program adopts a Cultural Ecological framework of school psychology and the scientist/practitioner model of training. 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 (a) promote healthy development in school and (b) ameliorate various cognitive, academic and psychosocial challenges for all children, families, schools, and communities in an increasingly diverse and global society.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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: 66

Course Requirements

Psychology/Educational Foundations Courses – Credits: 12

EPY 711 - Human Growth and Development

EPY 712 - Foundations of Learning and Cognition

ESP 701 - Introduction to Special Education and Legal Issues

EPP 760 - Psychoeducational Issues of Diverse Learners

Psychology/Educational Foundations Elective Course – Credits: 3

An elective may be taken in research (EPY) and is highly recommended for those students who want to earn their M.S. in Educational Psychology and/or for those students seeking doctoral studies in the future. Elective may also be taken in EPP, CED, ESP, or other course approved by the academic advisor.

Assessment & Intervention Courses – Credits: 26

EPP 735 - Evidence Based Interventions to Promote Mental Health

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 727 - Counseling Process and Procedures

EPP 730 Consultation Theory and Skills

EPP 763 - Psychoeducational Academic and Diagnostic Assessment

ESP 733 - Management and Modification of Students with Special Needs

EPP 770 Systems Change, Leadership, & Advocacy in Schools

Research Course – Credits: 3

EPY 702 - Research Methods

Professional School Psychology Courses – Credits: 10

EPP 761 - Role and Function of the School Psychologist

EPP 764 - School Psychology Seminar

EPP 745 Legal Clinic on Law, Ethics, & Advocacy

School Psychology Course – Credits: 6

EPP 762 - School Psychology Intervention with Practicum

Internship Course – Credits: 6

EPP 769 - Internship in School Psychology

Degree Requirements

1. Student must complete a minimum of 66 credit hours with a minimum GPA of 3.00.
2. Course substitutions may be allowed with advisor and/or program faculty approval.
* An elective may be taken in research (EPY) and is highly recommended for those students who want to earn their M.S. in Educational Psychology (see below) and/or for those students seeking doctoral studies in the future. Elective may also be taken in EPP, CED, ESP, or other course approved by the academic advisor.
3. Following the first year of the required prescribed Ed.S. program courses (minimum of 34 credits) and successful completion of EPY 721 Descriptive and Inferential Statistics and 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 769 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.

EDH 714 - Understanding Minority Serving Institutions Credits 3

The course seeks to examine the emergence of the use of MSI as a Federal designation in higher education and consider the impact that may have at the institutional level with respect to students, faculty, and staff as it relates to campus climate, student learning, and engagement.

EPL 700 - Special Topics Credits (1-3)

Topics related to current issues in educational leadership and policy. May be repeated with new content. Maximum credit 6 units. Note(s): May be repeated with new content to a maximum of 6 credits.

EPL 705 - Independent Study Credits (1-3)

Independent study of a topic in educational leadership and policy under the direction/supervision of a faculty member. Note(s): May be repeated to a maximum of 6 credits. Prerequisite(s): Permission of instructor.

EPL 720 - Introduction to Leadership and Organizations Credits 3

Introduction to general theories of educational leadership and organizational systems.

EPL 722 - Educational Research Methods Credits 3

Introduction to research for school leaders, including an overview of quantitative and qualitative research methods. The role of research in organizational change and strategic planning will be emphasized. Specific applications of research in terms of school improvement and student achievement will be addressed.

EPL 731 - Leadership in a Digital Age Credits 3

The role of educational leaders in creating and sustaining systems and processes to align curriculum, instruction, and assessment with 21st century skills for college and career readiness, including the use of appropriate digital technologies to support learning and organizational goals.

EPL 732 - School and Community Leadership Credits 2

How to work effectively with diverse families and community members by assessing and responding to diverse community interests and needs; sharing leadership with stakeholders; motivating and mobilizing community resources; and examining relationships between schools and communities from demographic and political perspectives, all to promote student achievement.

EPL 735 - Leadership for School Improvement Credits 3

Application of evidence-based decision-making methods aimed at creating a culture of continuous school improvement including: 1) the collection, analysis, and interpretation of multiple measures, 2) the inter-relationships between evidence-based interventions and educational outcomes, 3) commonly used analytic strategies and processes, and (4) a step-by-step approach to evidence-based decisions.

EPL 737 - Systematic Professional Development and Instructional Supervision Credits 3

The practice of teacher supervision with emphases on instructional leadership and professional development. The course addresses coaching, adult learning, and distributive leadership to support the culture of learning and equity in the organization.

EPL 740 - Educational Systems Credits 1

Seminar emphasizing the development of systems to guide instructional supervision through the use of research-based instructional frameworks.

EPL 742 - Leadership Field Experience Credits 3

Supervised field experience in PK-12 schools. Note(s): May be repeated to a maximum of 6 credits. Prerequisite(s): Permission of program.

EPL 751 - Educational Law & Policy: Student Issues Credits 1

Applicable federal, state, and local requirements and public policy related to student rights and responsibilities through case studies intended to develop the student's capacity to create a safe and productive school culture. Emphasis is placed on legal protections and due process relative to student discipline issues.

EPL 753 - Human and Fiscal Resource Management Credits 2

The management of fiscal and human resources in PK-12 schools in order to achieve greater student performance. Case studies and simulations will be employed to develop the necessary resource management knowledge and skills.

EPL 755 - Law for Exceptional Students Credits 1

Seminar addressing applicable federal, state, and local requirements and public policy for providing services to exceptional and at-risk student populations through study of contemporary case law, case study analysis, and evidence-based program design and supervision.

EPL 757 - Education Law and Public Policy: Teacher/Staff Evaluation Credits 1

Introduction of applicable federal, state, and local requirements and public policy for high stakes assessment of teachers emphasizing continuous improvement through carefully designed personnel supervision and evaluation. Contract management, employee discipline and recognition, and procedural expectations for insuring fairness and equity will be addressed.

EPL 758 - Financial Entrepreneurship & Educational Innovation Credits 3

Exploration of educational leaders' roles as entrepreneurs within existing organizational structures as well as how educational leaders can develop partnerships with various community, government, and business entities to augment financial and human resources toward increasing student learning.

EPL 780 - Capstone Seminar: Educational Leadership Credits 2

The capstone seminar provides students with the opportunity to synthesize core and major coursework completed during the program of graduate study culminating in a portfolio or poster presentation demonstrating competencies in educational leadership as evidenced by field-based experiences. Prerequisite(s): Permission of program.

EPY 690 - Introduction to the Learning Sciences Credits 3

The learning sciences are concerned with designing effective learning innovations and environments. Field is rooted in educational psychology, cognitive science, anthropology, applied linguistics, educational technology, and computer science. Course surveys major aspects of the learning sciences, including research methodologies, learning technologies, collaborative learning, disciplinary learning, teacher learning, policy design. Note(s): This course is crosslisted with EPY 490. Credit at the 600-level requires additional work.

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. Note(s): 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. Note(s): 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. Note(s): May be repeated to a maximum of two credits. Prerequisite(s): 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 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): EPY 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. Note(s): Students are strongly encouraged to complete EPY 711 prior to enrolling in this course. Prerequisite(s): 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. Note(s): Field work using qualitative methods required. Prerequisite(s): 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. Note(s): Field work using qualitative methods may be required. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): EPY 721, EPY 722, EPY 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-bases curriculum in order to provide in-depth examination of essential elements of the evaluation process. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): EPY 702, EPY 721 and EPY 722.

EPY 731 - Mixed Methods Research Credits 3

This seminar provides an overview and introduction to mixed methods research designs including paradigmatic, practical, and methodological issues associated with the use of mixed methods in educational research. Prerequisite(s): EPY 702 , EPY 718 , and EPY 721. Or, permission of instructor.

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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): EPY 721, EPY 732 or consent of instructor.

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. Prerequisite(s): EPY 702 or EPY 703 and EPY 718, or equivalent.

EPY 742 - Language Diversity, Educational Policy & Equity Credits 3

The course surveys language equity in the context of educational policies. Coursework surveys the challenges of developing and implementing equitable policies to address the learning needs of students from diverse linguistic backgrounds.

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. Note(s): Project involving analysis of the student's own research data may be required. Prerequisite(s): EPY 721, EPY 722

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. Prerequisite(s): 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. Note(s): Practical skill development emphasized. Prerequisite(s): EPY 721, EPY 722 and EPY 732

EPY 748 - Capstone Seminar Credits 3

A final seminar for students who have selected the comprehensive examination as the culminating experience. Students will prepare for and complete the comprehensive examination in this seminar. Note(s): May be repeated to a maximum of 6 credits. Prerequisite(s): Completion of 28 of 34 credits required for EPY MS.

EPY 749 - Thesis Credits 3 – 6

Professional paper preparation, including review of literature or similar research effort. Note(s): May be repeated but only six credits applied to the student's program. Grading: S/F grading only. Prerequisite(s): EPY 702

EPY 751 - Motivation Theories and Applications in Education Credits 3

Dominant motivational theories in education and focuses on motivational processes associated with human learning. Role of social context in motivational development and predictors and outcomes of motivational constructs. Prerequisite(s): EPY 702 and EPY 721

EPY 752 - Self-Regulated Learning, Metacognition, and Motivation Credits 3

Theories of self-regulated learning with a focus on cognitive, metacognitive, and motivational processes, their interactions, and their measurement in classroom- and technology-enhanced contexts. Theoretical expertise and knowledge of research examining SRL across ages, domains, and instructional contexts. Prerequisite(s): EPY 702 or EDH 707, and EPY 721

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. Prerequisite(s): Doctoral 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) Prerequisite(s): 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. Prerequisite(s): Graduate standing.

EPY 768 - Problem Solving and Reasoning Credits 3

Acquisition of reasoning and problem solving expertise. Emphasis on information-processing models, critical thinking, creativity, rational decision making skills, reasoning biases, scientific and probabilistic reasoning, and evaluation of the extent people are capable of rational thinking and discussion. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): 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. Note(s): May be repeated to a maximum of 12 credits. Prerequisite(s): EPY 702, EPY 721, EPY 722

EPY 782 - Independent Study Credits 3

Independent study of a selected topic in educational psychology under the direction/supervision of a faculty member. Note(s): 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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): May be repeated to a maximum of four credits.

EPY 787 - Individual Research Credits 1 – 7

Selected basic problems in personnel services. Prerequisite(s): 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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): May be repeated to a maximum of twelve credits. Prerequisite(s): Consent of instructor.

EPY 793 - Advanced Doctoral Practicum Credits 3 – 6

Advanced practice supervised experience for doctoral students in school psychology and counseling. Note(s): May be repeated to a total of six credits. Prerequisite(s): Consent of instructor.

EPY 794 - Internship Credits 3 – 6

Final activity intended to provide on-the-job experience in developing related competencies. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): 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. Note(s): May be repeated but only a maximum of 24 credits may be applied towards degree. Grading: S/F grading only.

EPP 710 - Assessment of Intelligence by School Psychologists Credits 3

Theory and practice in the use of assessment measures for evaluating intellectual abilities of children, youth, and adults. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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) Prerequisite(s): Admission to doctoral program or consent of instructor.

EPP 730 - Consultation Theory & Skills

An overview of the foundations of collaboration models, research-based interventions, and skills for use in culturally diverse schools and communities.

EPP 735 - Evidence Based Interventions to Promote Mental Health

Empirically supported counseling interventions to promote mental health and address psychosocial issues that may impede school functioning. Prerequisite(s): CED 727

EPP 745 - Legal Clinic on Law, Ethics, & Advocacy Credits 3

Collaborative interdisciplinary experiences advocating for the educational rights of children and youth who are involved in the legal system. Substantive areas of law, psychology, educational advocacy; ethics, consultation, collaboration, and professionalism.

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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Consent of instructor.

EPP 762 - School Psychology Intervention with Practicum Credits 3

Supervised practice with children in school and clinic settings with intervention recommendations. Note(s): May be repeated up to a maximum of nine credits. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): May be repeated to a maximum of four credits. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): EPP 761 (may be taken concurrently).

EPP 770 - Systems Change, Leadership, & Advocacy in Schools Credits 3

Overview of models for systems change in schools and skills in research-based interventions, organizational consultation, leadership, and advocacy.

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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): Consent of instructor.

EDH 602 - Research Based Decision Making Credits 3

This master's level course assists students in how to integrate information from reports, research, surveys, and other forms of data into effective leadership and management decision making processes. The methods and processes for deciphering information will help students detail the strengths and weaknesses of informational sources that administrators commonly encounter. *Formerly* EDH 702 Note(s): (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 Note(s): (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. Note(s): 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 Note(s): (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 Note(s): Only one credit may count toward degree plan. Grading: S/F grading. (Master's Program)

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 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 Prerequisite(s): 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 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. Note(s): 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. Note(s): Repeatable to six credits. Corequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 711 - 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 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 719 - 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 723 - 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 730 - Institutional Assessment Credits 3

The course provides students with sufficient understanding of assessment practices to conduct or supervise effective, efficient, and useful assessment projects to meet the assessment requirements of accreditation agencies, legislatures, review boards, and other external audiences to improve their institutions, departments, and programs.

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 Prerequisite(s): 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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): 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 Prerequisite(s): Masters consent of instructor.

EDH 735 - Law and the Professorate Credits 3

Legal aspects of the relationship between university faculty and the institution. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): Repeatable to six credits. Grading: S/F grading. Prerequisite(s): 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. Note(s): Repeatable to six credits. Prerequisite(s): 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. Prerequisite(s): Successful completion of comprehensive examination.

EDH 799 - Dissertation Credits 1 - 3

Culminate research analysis and writing toward completion of dissertation and subsequent defense. Prerequisite(s): 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 and doctoral levels. Master's level programs are designed for applied practice in educational (i.e., early childhood, early childhood special education, English language learning, school counseling, special education) and clinical settings (i.e., clinical/mental health counseling). Many of the master's level programs are aligned to educational licensure and/or endorsement requirements in the state of Nevada. The doctoral program in special education is designed for future professors or educational leaders in special education (i.e., autism, learning disabilities, emotional/behavioral disabilities, gifted, intellectual disabilities, early childhood special education) or early childhood education.

Monica Brown, Ph.D., Chair

Joseph Morgan, Ph.D., Graduate Coordinator (Early Childhood, English Language Learning, Special Education)

Chris Wood, Ph.D., Graduate Coordinator (Counselor Education)

Josh Baker, Ph.D., Doctoral Coordinator

Educational and Clinical Studies Faculty

Chair

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

Graduate Coordinators

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

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.

Wood, Christopher- Full Graduate Faculty Associate Professor; B.A. Gonzaga University; M.S., Eastern Washington University; Ph.D., Oregon State University. Rebel since 2015.

Graduate Faculty

Bengochea, Alain - Full Graduate Faculty Assistant Professor; B.A., University of Florida; M.S.Ed., Fordham University; Ph.D., University of Miami. Rebel since 2016.

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

Chen, Ching-Chen (Jen) - Full Graduate Faculty Assistant Professor; B.Ed., M.S., National Dong Hwa University; M.A., Ph.D., University of Cincinnati. Rebel since 2016.

Cumming, Michelle - Full Graduate Faculty Assistant Professor; B.F.A., Florida International University; M.S.Ed., Sunbridge College; Ph.D., University of Florida. Rebel since 2016.

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.

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

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- Full Graduate Faculty 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.

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.

Pollard-Durodola, Sharolyn- Full Graduate Faculty Professor; A.B. Mount Holyoke College; M.A.T. Columbia, M.S. University of New York, Ed.D. University of Houston. Rebel since 2015.

Smith, Shannon - Full Graduate Faculty 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.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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 applicants must review and follow the Graduate College Admission and Registration Requirements.

Students are accepted into a certificate 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.

Graduate Certificate in Early Childhood Special Education - Infancy

Plan Description

The Certificate in Early Childhood Special Education-Infancy (ECSE-Infancy) program is a graduate certificate program designed for individuals who want to acquire specific ECSE-Infancy skills to meet the needs or demands of their workplace and an NDE endorsement. The certificate program is suitable for students with no prior ECSE background, as well as for those who have prior ECSE knowledge or education and want to acquire specific additional skills. The following are examples of students who can benefit from the program:

- Individuals who have graduated from an ECE undergraduate program or related program several years ago who can use the Certificate in ECSE-Infancy program to stay current with ECSE changes.
- ECSE professionals who want to retool themselves to acquire new ECSE skills.
- Individuals with no formal prior ECSE education who want to learn about ECSE and earn the NDE endorsement in ECSE- Infancy.

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

Plan Admission Requirements

Application deadlines

Applications available on the UNLV Graduate College website.

The ECSE-Infancy Certificate requires a minimum of 27 hours of studies. Each applicant for admission to the Certificate program must comply with Graduate College requirements for admission. In addition to meeting the requirements of the Graduate College, applicants must also meet the requirements established by the Department of Educational and Clinical Studies:

1. Minimum of GPA of 2.75 for all undergraduate work or 3.0 for the last two years of undergraduate study.
2. Completed Certificate application for admission.
3. One set of official transcripts from all previously attended colleges and universities sent directly to the Graduate College.
4. A one page letter of intent that includes (1) the ECSE Certificate area of emphasis (Infancy or Preschool) you are interested in, (2) your professional and academic goals, and (3) a discussion of your experience relative to the program. Please upload this letter when you apply on-line through the Graduate College Apply Yourself application system.
5. All applicants must review and follow the Graduate College Admission and Registration Requirements.

Admission to a Certificate program in early childhood special education requires that students with a GPA of less than 2.75 be admitted to the Certificate program with provisional status. Applicants are evaluated on scholastic record, professional accomplishments, and potential for advanced studies.

Currently, students may be admitted during any semester. Graduate College Admission Requirements

- Completed application for admission and fee, and
- Set of official transcripts from all previously attended colleges and universities.

Students are accepted into a certificate 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: 27

Course Requirements

Core – Credits: 18

ESP 771 - Perspectives on Early Childhood Special Education

ESP 772 - Family Education in Early Childhood

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 779 - Early Intervention Service Coordination

Fieldwork – Credits: 9

ESP 780 - Field Experience in Early Childhood Special Education-Infancy

Certificate Requirements

1. Acceptance to the Graduate College Early Childhood Special Education Certificate Program
2. Completion of 27 Credit hours in the Certificate required courses with an overall GPA of 3.0 within 4 years.
3. Students in certificate programs would be subject to the continuous enrollment policy. They would have to enroll in at least six credits each rolling three semesters (including summer). They would be separated from the program as soon as this threshold is met. However, a leave of absence is an option.
4. No more than one grade of less than B- will be permitted in a Certificate Program of Study.

Plan Certificate Completion Requirements

Students in certificate programs would be subject to the continuous enrollment policy completing the program within 4 years. They would have to enroll in at least six credits each rolling three semesters (including summer).

Upon completion of all ECSE-Infancy Certificate course work students are required to schedule a meeting with their advisor. At the time of the meeting students must provide their advisor with an official transcript showing that the student has met all ECE and Graduate College Certificate requirements. At the completion of the meeting students will be required to complete an exit survey.

Graduate Certificate In Early Childhood Special Education-Preschool

Plan Description

The Certificate in Early Childhood Special Education-Preschool (ECSE-Preschool) program is a graduate certificate program designed for individuals who want to acquire specific ECSE-Preschool skills to meet the needs or demands of their workplace and an NDE endorsement. The certificate program is suitable for students with no prior ECSE background, as well as for those who have prior ECSE knowledge or education and want to acquire specific additional skills. The following are examples of students who can benefit from the program:

Individuals who have graduated from an ECE undergraduate program or related program several years ago who can use the Certificate in ECSE-Preschool program to stay current with ECSE changes.

ECSE professionals who want to retool themselves to acquire new ECSE skills.

Individuals with no formal prior ECSE education who want to learn about ECSE and earn the NDE endorsement in ECSE-Preschool.

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

Plan Admission Requirements

Application deadlines

Applications available on the UNLV Graduate College website.

The ECSE-Preschool Certificate requires a minimum of 27 hours of studies. Each applicant for admission to the Certificate program must comply with Graduate College requirements for admission. In addition to meeting the requirements of the Graduate College, applicants must also meet the requirements established by the Department of Educational and Clinical Studies:

1. Minimum of GPA of 2.75 for all undergraduate work or 3.0 for the last two years of undergraduate study.
2. Completed Certificate application for admission.
3. One set of official transcripts from all previously attended colleges and universities sent directly to the Graduate College.
4. A one page letter of intent that includes (1) the ECSE Certificate area of emphasis (Infancy or Preschool) you are interested in, (2) your professional and academic goals, and (3) a discussion of your experience relative to the program. Please upload this letter when you apply on-line through the Graduate College Apply Yourself application system.
5. All applicants must review and follow the Graduate College Admission and Registration Requirements.

Admission to a Certificate program in early childhood special education requires that students with a GPA of less than 2.75 be admitted to the Certificate program with provisional status. Applicants are evaluated on scholastic record, professional accomplishments, and potential for advanced studies.

Currently, students may be admitted during any semester.

Graduate College Admission Requirements

Completed application for admission and fee, and

Set of official transcripts from all previously attended colleges and universities.

Students are accepted into a certificate 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: 27

Course Requirements

Core – Credits: 18

ESP 771 - Perspectives on Early Childhood Special Education

ESP 772 - Family Education in Early Childhood

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 778 - Behavior Management for Early Childhood

Fieldwork – Credits: 9

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

Certificate Requirements

1. Acceptance to the Graduate College Early Childhood Special Education Certificate Program.
2. Completion of 27 Credit hours in the Certificate required courses with an overall GPA of 3.0 within 4 years.
3. Students in certificate programs would be subject to the continuous enrollment policy. They would have to enroll in at least six credits each rolling three semesters (including summer). They would be separated from the program as soon as this threshold is met. However, a leave of absence is an option.
4. No more than one grade of less than B- will be permitted in a Certificate Program of Study.

Plan Certificate Completion Requirements

Students in certificate programs would be subject to the continuous enrollment policy completing the program within 4 years. They would have to enroll in at least six credits each rolling three semesters (including summer).

Upon completion of all ECSE-Infancy Certificate course work students are required to schedule a meeting with their advisor. At the time of the meeting students must provide their advisor with an official transcript showing that the student has met all ECE and Graduate College Certificate requirements. At the completion of the meeting students will be required to complete an exit survey.

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.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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 applicants must review and follow the Graduate College Admission and Registration Requirements.

Students are accepted into a certificate 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

Application deadlines available on the UNLV Graduate College website. 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

Credits must include 3 credits in Topic A: Research and 3 credits in Topic B: Teaching.

ESP 794 - Internship in Special Education

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.

ESP 796 - Dissertation Prospectus

Dissertation – Credits: 12

ESP 799 - Dissertation

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.
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 version to ProQuest by the posted deadline.

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

Application deadlines available on the UNLV Graduate College website. 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

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

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.

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. Specific application deadlines are 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.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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 Grad Rebel Gateway application system.

Assistantship applications are submitted to the department through the Grad Rebel Gateway 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 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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

TESL 755 - Language Acquisition and Development

TESL 756 - Technology Assisted English Language Learning

TESL 757 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Practicum

TESL 759 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs 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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 761 - Literacy Development in the 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 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs 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 students' 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

Application deadlines available on the UNLV Graduate College website. 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

Application deadlines available on the UNLV Graduate College website. 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: 21

Complete 21 credits of advisor-approved course work.

ESP 712 - Applied Behavior Analysis

ESP 715 - Communication Programming for Persons with Severe Disabilities

ESP 729 - Characteristics of Students with Autism Spectrum Disorders

ESP 735 - Advanced Behavior Management

ESP 739 - Advanced Educational Strategies for Students with Autism Spectrum Disorders

ESP 762 - Ethical Evaluation of Programs for Persons with Exceptionalities/Special Needs

ESP 763N - Single Case Research Design

Elective Courses – Credits: 9

Complete 9 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 (Required for Licensure)

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: Emotional Disturbance 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: 9

Complete 9 credits from the following list.

ESP 705 - Psychological and Sociological Problems of Students with Emotional Disabilities

ESP 706 - Advanced Educational Strategies for Students with Emotional Disabilities

ESP 735 - Advanced Behavior Management

Elective Courses – Credits: 21

Complete 21 credits of advisor-approved elective courses.

Fieldwork Courses – Credits: 8 (Required for Licensure)

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 4 Requirements: Generalist - Mild Disabilities Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 - Research Methods

ESP 722 - Multicultural Perspectives in Special Education

Elective 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 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 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

ESP 763Q - Data-Based Decision Making and Growth Models

Licensure Fieldwork Courses – Credits: 12 (Required for Licensure)

Students requiring Nevada state licensure must complete 12 credits of fieldwork. Please see advisor for this information.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Gifted and Talented Track**Total Credits Required: 36****Course Requirements****Required Courses – Credits: 6**

EPY 702 - Research Methods

ESP 722 - Multicultural Perspectives in Special Education

Special Education Course – Credits: 3

Complete 3 credits from the following list of courses or other advisor-approved courses.

ESP 701 - Introduction to Special Education and Legal Issues

Technology Course – Credits: 3

Complete 3 credits from the following list of courses or other advisor-approved courses.

CIT 601 - Technology Applications Elementary Curriculum

Assessment Course – Credits: 3

Complete 3 credits from the following list of courses or other advisor-approved courses.

ESP 763Q - Data-Based Decision Making and Growth Models

Gifted Education Courses – Credits: 12

Complete 12 credits from the following list of courses or other advisor-approved courses.

ESP 717G - Seminar in Advanced Curriculum Development

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

Elective Courses – Credits: 9

Complete 9 credits of advisor-approved courses.

Licensure Fieldwork Courses – Credits: 9 (Optional)

Students requiring Nevada state licensure must complete 9 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: Intellectual 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.

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 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

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: 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: 18

Complete 18 credits from the following list of courses, or other advisor-approved courses.

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 727 - Technology in Special Education

Elective Courses – Credits: 12

Complete 12 credits of advisor-approved courses.

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 8 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 in special education.

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 9 Requirements: Early Childhood Special

Education Infant 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: 15

ESP 771 - Perspectives on Early Childhood Special Education

ESP 772 - Family Education in Early Childhood

ESP 773 - Assessment for Young Children with Disabilities

ESP 775 - Strategies for Early Childhood Special Education

ESP 779 - Early Intervention Service Coordination

Cognate Course – Credits: 3

Complete one of the following courses.

ESP 774 - Seminar in Curriculum Development in 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

Elective Course – Credits: 3

Complete 3 credits of advisor-approved course work.

Fieldwork Courses – Credits: 9

Complete 9 credits from the following list of courses, or other advisor-approved course work.

ESP 780 - Field Experience in Early Childhood Special Education Infancy

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 10 Requirements: Early Childhood Special Education Preschool 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: 15

ESP 771 - Perspectives on Early Childhood Special Education

ESP 772 - Family Education in Early Childhood

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

Cognate Course – Credits: 3

Complete one of the following courses.

ESP 778 - Behavior Management for Early Childhood

ESP 779 - Early Intervention Service Coordination

Elective Course – Credits: 3

Complete 3 credits of advisor-approved courses.

Fieldwork Course – Credits: 9

Complete 9 credits from the following list of courses, or other advisor-approved course work.

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.

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 751 – Theories of second language acquisition

TESL 752 – TESL Methods and Materials

TESL 753 – TESL curriculum

TESL 754 – 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. Specific application deadlines are 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

Application deadlines available on the UNLV Graduate College website. 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.

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. Note(s): 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. Note(s): 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. Note(s): This course is crosslisted with CED 440. Credit at the 600 level requires additional work. Prerequisite(s): 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. Note(s): 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. Note(s): 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

Explores contemporary practices regarding the application of technology in the counseling profession. Ethical guidelines regarding counselor use of technology, as well as how advances in technology and web-based communication continue to impact the counseling profession.

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. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): CED 701, CED 727, CED 733 and EPP 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 Note(s): Normally taken no later than two semesters following admission to the program. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): MFT 731

CED 746 - Supervised Practicum in Group Counseling Credits 3

Supervised practice in counseling with small groups in a variety of settings. Note(s): May be taken concurrently with EPY 744. Prerequisite(s): MFT 701, CED 715 and EPY 724, or equivalent.

CED 749 - Thesis Credits 3

Culminating masters level research project. Note(s): May be repeated, but only six credits will apply to students program of study. Prerequisite(s): 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. Note(s): 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. Note(s): May be repeated to a maximum of six credits. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Note(s): May be repeated to a maximum of twelve credits. Prerequisite(s): 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. Prerequisite(s): CED 741, CED 753

CED 768 - Pre-practicum Laboratory in Counseling Credits 3

Laboratory practice in counseling theory and techniques. Note(s): Must be taken concurrently with EPY 753. Prerequisite(s): 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. Note(s): 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. Prerequisite(s): 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. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 Note(s): This course is crosslisted with EDRL 443. Credit at the 500-level requires additional work. Prerequisite(s): Passing of Praxis Core: Reading 156; Writing 162; Math 150 Corequisite(s): 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 - Theory and Practice for Academic

English Language Development Credits 3

Presents a broad survey of first- second-language acquisition research. Stresses theoretical concerns and research findings with an overview of program approaches and models of instruction. Gives special emphasis to the English language structure and the relationship between language and culture. *Formerly* TESL 651

TESL 752 - Methods and Curriculum for Teaching ELs Credits 3

Emphasizes evidence-based practices and strategies related to planning, implementing, and managing standards-based EL content instruction and curriculum. *Formerly* TESL 652. Prerequisite(s): TESL 750 and TESL 751

TESL 753 - TESL Curriculum Credits 3

Principles of curriculum organization, development and adaptation of TESL curriculum. *Formerly* TESL 653. Prerequisite(s): TESL 750 and TESL 751

TESL 754 - Assessment and Evaluation of ELs Credits 3

Emphasizes the knowledge and use of a variety of standards-based English language proficiency instruments utilized with English learners. Stresses the use of assessment instruments for identification, placement and demonstration of language growth. Gives special emphasis to the analysis and application of performance-based assessment tools and techniques to inform instruction. *Formerly* TESL 654. Prerequisite(s): TESL 752 and 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. Prerequisite(s): TESL 752 and TESL 753

TESL 756 - Technology Assisted English Language Learning Credits 3

Application software for ESL learning, including evaluation of software. *Formerly* TESL 656. Prerequisite(s): TESL 754 and TESL 755

TESL 757 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Practicum Credits 1 - 9

Supervised field experience in an ESL setting with application of TESL methods, materials, and assessment procedures. *Formerly* TESL 657. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): TESL 754 and TESL 755

TESL 759 - Policies, Critical Issues, and Best Practices for Pre-K, Elementary, and Secondary ELs Seminar Credits 1 - 3

Examination of seminal and current English language acquisition research through readings, writings, discussions and presentations. *Formerly* TESL 659. Note(s): May be repeated to a maximum of three credits. Prerequisite(s): 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. Note(s): Maximum of 9 credits toward degree. Must be approved prior to registration.

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. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Completion of all ECE licensure coursework or consent of instructor.

ESP 691 - Student Teaching in Special Education Credits 1-12

Full-time supervised practice teaching with exceptional children. Note(s): This course is crosslisted with EDSP 491. Credit at the 600-level requires additional work. Corequisite(s): ESP 692

ESP 692 - Student Teaching Seminar Credits 2

Application of specific curricular learning and procedures designed to facilitate the task of the student teacher. Note(s): This course is crosslisted with EDSP 492. Credit at the 600-level requires additional work. Corequisite(s): ESP 691

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. Note(s): 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. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): ESP 701 or ESP 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. Prerequisite(s): ESP 701 or ESP 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. Prerequisite(s): 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. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): ESP 607 Corequisite(s): 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. Prerequisite(s): ESP 701 or ESP 707

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. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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. Note(s): 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 Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): 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. Prerequisite(s): ESP 701

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. Note(s): 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.

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. Prerequisite(s): ESP 701 and ESP 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. Prerequisite(s): 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. Prerequisite(s): 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) intellectual disabilities, 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. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ESP 701 or equivalent.

ESP 749 - Thesis Credits 3 – 6

Research, analysis, and writing towards completion of thesis and subsequent defense. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ESP 701, ESP 715 and ESP 727.

ESP 762 - Ethical Evaluation of Programs for**Persons with Exceptionalities/Special Needs****Credits 3**

Principles and practices in program evaluation including a critical analysis of models, methods of inquiry, evaluator competency issues, implementation strategies, and setting criteria and expectations of impact on persons with exceptionalities/special needs.

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. Note(s): May be repeated to a maximum of nine credits. Prerequisite(s): 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. Note(s): 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. Prerequisite(s): 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**Credits 3**

Review family structure and interaction patterns, roles, expectations and conflicts; general and specific problems and needs of families; programs developed for family involvement and education; national, state and local program models, policy, regulations and evaluation. The course focuses on strategies and practice for engaging, empowering and collaborating with all families. Prerequisite(s): 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. Prerequisite(s): ESP 771

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. Prerequisite(s): 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. Prerequisite(s): ESP 771

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. Prerequisite(s): ESP 771

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. Prerequisite(s): 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. Prerequisite(s): ESP 771

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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Consent of instructor.

ESP 782R - Professional Seminar in Special Education Credits 3

Perceptions of exceptionality by a variety of interdisciplinary personnel. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): ESP 782R, EPY 721, ESP 788, ESP 794, 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. Prerequisite(s): Consent of instructor.

ESP 794 - Internship in Special Education Credits 3 – 6

Structured internship experiences related to (a) conducting research within the field of special education and/or early childhood education, (b) teaching university courses within the Department of Special Education, or (c) the administration of special education and/or early childhood programs. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): 3-12 credits in increments of three. Prerequisite(s): ESP 796

TESL 770 - TESL Culminating Experience Credits 1-3

TESL Culminating Experience Prerequisite(s): 33 Graduate credits.

TESLR 651 - 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. Prerequisite(s): TESL 751.

TESLR 653 - TESL Curriculum Credits 3

Principles of curriculum organization, development, and adaptation of TESL curriculum. Prerequisite(s): 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. Prerequisite(s): 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 thirty-three 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. Career & Technical Postsecondary Education;
2. Cultural Studies, International Education, Multicultural Education (CSIEME);
3. Interaction and Media Sciences (Educational Technology);
4. Literacy Education;
5. Mathematics Education;
6. Science Education;

A separate and unique Ph.D. in Teacher Education is designed for professional educators who have an interest in becoming practitioner-oriented scholars in teacher education and who are interested in teacher education as a content area for research. Completing this degree will enable individuals to answer the national call for teacher educators and researchers in this field. The program is one of only a few in the nation devoted to teacher education.

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

Jovita Bayuga, M.Ed., Administrative 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.

Associate Chair

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

Doctoral Coordinators

Deniz, Hasan - Full Graduate Faculty 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

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.

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

Cole, Merryn L. -Full Graduate Faculty Assistant Professor; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Whitewater; Ph.D. University of Kentucky. Rebel since 2017.

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.

Jackson, Iesha -Full Graduate Faculty Assistant Professor; B.A., M.Ed., Arizona State University; Ph.D. Teachers College, Columbia University. Rebel since 2017.

Ladd, Sophie -Associate Graduate Faculty Assistant Faculty in Residence; B.S., University of Nevada, Reno. M.A., Ph.D., University of Nevada, Las Vegas. Rebel since 2012.

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.

Marrun, Norma A. -Full Graduate Faculty Assistant Professor; B.A., San Jose State University; M.A., University of Utah; Ph.D., University of Illinois, Urbana-Champaign. Rebel since 2016.

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. - Fully 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.

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.

Wiens, Peter - Full Graduate Faculty Assistant Professor; B.A., Goshen College; M.A., Michigan State University; Ph.D. University of Virginia. Rebel since 2017.

Xing, Xue (Cher) - Full Graduate Faculty Assistant Professor; B.S., Tongji University; Ph.D. University of Georgia. Rebel since 2016.

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

Conditional Licensure Certificate For Elementary Teaching

Plan Description

The Conditional Licensure Certificate for Elementary Teaching program is a graduate certificate program designed for individuals who want to acquire elementary school teaching knowledge, skills and dispositions to meet the needs or demands of teaching in elementary schools. The certificate program is suitable for students with no prior elementary background.

The certificate provides candidates with meeting conditional licensure course requirements so that they may be eligible for hire in Nevada. Please note that in order to be eligible for hire in Nevada, candidates must also meet testing and other requirements beyond this coursework.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

Each applicant for admission to the Graduate Certificate in Elementary Teaching program must comply with Graduate College requirements for admission. In addition to meeting the requirements of the Graduate College, applicants must also meet the requirements established by the Department of Teaching and Learning:

1. Hold at least a Bachelor's degree in a field other than education.
2. Pass the Praxis Core (Reading, Writing, and Math).
3. Be accepted to the UNLV Graduate College.
4. Must pass Praxis II.

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

Students are accepted into a certificate 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: 12

Course Requirements

Core Courses – Credits: 12

CIE 508 - Classroom Management Elementary Education

CIE 601 - Elementary Teacher Development Seminar

CIL 542 - Literacy Instruction I

CIL 621 - Assessment in Literacy

Certificate Requirements

1. Acceptance to the Conditional Licensure Certificate for Elementary Teaching program.
2. Completion of 12 Credit hours in the Certificate required courses with an overall GPA of 3.0.

3. Students in certificate programs would be subject to the continuous enrollment policy. Non-compliance to this enrollment policy will result in the separation from the certificate program.
4. No more than one grade of less than B- will be permitted in the Certificate Program of Study.

Plan Certificate Completion Requirements

1. The Certificate program requires all coursework as outlined on the Certificate Program of Studies for a total of 12 semester credit hours (in the Certificate required courses). Students must complete a minimum of 12 credit hours of Graduate Certificate in Elementary Teaching program courses.
2. Students must earn a “B” or better on the primary assignments.
3. A grade point average of at least 3.00 for course work required for the certificate. No more than one course with a grade lower than a B- will be permitted in the Certificate Program of Study.
4. Students with unsatisfactory progress toward the certificate requirements are subject to dismissal. A student with a grade of C or lower in any of the required courses will be put on probation for one semester. A student with a grade below a C will be required to retake the course. Conditions and deadlines for the removal of probation will be specified. Failure to meet the condition will result in separation from the program. A student with two grades of C or lower will be dropped from the program.
5. Students in the certificate program would be subject to the continuous enrollment policy. They would have to enroll in at least six credits each in consecutive semesters (including summer).
6. The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.

Conditional Licensure Certificate For Secondary Teaching

Plan Description

The Conditional Licensure Certificate for Secondary Teaching program required coursework will adhere to the InTASC standards enacted by CCSSO (2011) and/or the standards enacted by each national association of the content area. Partnerships involves field placement and mentoring.

The certificate provides candidates with meeting conditional licensure course requirements so that they may eligible for hire in Nevada. Please note that in order to be eligible for hire in Nevada, candidates must also meet testing and other requirements beyond this coursework.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

Each applicant for admission to the Graduate Certificate in Secondary Teaching program must comply with Graduate College requirements for admission. In addition to meeting the requirements of the Graduate College, applicants must also meet the requirements establish by the Department of Teaching and Learning:

1. Hold at least a Bachelor’s degree in a field other than education.
2. Pass the Praxis Core (Reading, Writing, and Math).
3. Be accepted to the UNLV Graduate College.
4. Must pass Praxis II in appropriate subject areas (eg., English, Math, Science, etc.).

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

Students are accepted into a certificate 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: 12

Course Requirements

Core Courses – Credits: 9

CIS 602 - Secondary School Practicum

CIS 603 - Secondary Process and Instruction

CIS 604 - Secondary Classroom Management

Secondary Subjects Courses – Credits: 3

Complete 3 credits from the following list of courses:

CIS 533 - Teaching Secondary English

CIS 553S - Teaching Secondary Mathematics

CIS 553M - Teaching Middle School Mathematics

CIS 563 - Teaching Secondary Science

CIS 573 - Teaching Secondary Social Studies

Certificate Requirements

1. Acceptance to the Conditional Licensure Certificate for Secondary Teaching program.
2. Completion of 12 Credit hours in the Certificate required courses with an overall GPA of 3.0.
3. Students in certificate programs would be subject to the continuous enrollment policy. Non-compliance to this enrollment policy will result in the separation from the certificate program.
4. No more than one grade of less than B- will be permitted in the Certificate Program of Study.

Plan Certificate Completion Requirements

1. The Certificate program requires all coursework as outlined on the Certificate Program of Studies for a total of 12 semester credit hours (in the Certificate required courses). Students must complete a minimum of 12 credit hours of Graduate Certificate in Secondary Teaching program courses.
2. Students must earn a “B” or better on the primary assignments.

3. A grade point average of at least 3.00 for course work required for the certificate. No more than one course with a grade lower than a B- will be permitted in the Certificate Program of Study.
4. Students with unsatisfactory progress toward the certificate requirements are subject to dismissal. A student with a grade of C or lower in any of the required courses will be put on probation for one semester. A student with a grade below a C will be required to retake the course. Conditions and deadlines for the removal of probation will be specified. Failure to meet the condition will result in separation from the program. A student with two grades of C or lower will be dropped from the program.
5. Students in the certificate program would be subject to the continuous enrollment policy. They would have to enroll in at least six credits each in consecutive semesters (including summer).
6. The student must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.

Graduate Certificate in Multicultural Education

Plan Description

The Graduate Certificate in Multicultural Education (GCME) targets full- or part-time graduate students who seek academic preparation in multicultural education in order to build/improve their capacity for working well/effectively with diverse populations.

There are two options in this certificate: one is a non-recertification option, the other is a recertification option. Both options target full- or part-time graduate students who have completed an undergraduate teacher education licensure program, and/or an alternative route to licensure program, in which multicultural education coursework (or related content (e.g., cultural diversity, cultural competency, etc.) was not a significant part of the program to build/improve their capacity for working well/effectively with diverse PK-12 student populations and their families.

The difference between the non-recertification and recertification options is one course; certificate students who do not want or do not yet have a Nevada teaching license, or who have been licensed teachers in the state of Nevada for less than 5 years, will take the CIG 660 core multicultural education course, and those who have been licensed for 5 years or more and need to fulfill the state relicensure requirements will take the CIG 665 core multicultural education course for teacher relicensure [students should opt for CIG 665/the recertification option in consultation with the Nevada Department of Education and based on when they need to renew their license]. Through passage of AB234, all state licensed teachers are required to take 6 additional graduate credits after 5 years of teaching to qualify for licensure recertification. Of these 6 credits, 3 must be in multicultural education; accordingly, the Graduate Certificate in Multicultural Education is also a pathway for in-service professionals opting to pursue that licensure recertification to secure one of the course requirements for it.

Though the GCME targets full- or part-time graduate students who have completed an undergraduate teacher education licensure program, and/or an alternative route to licensure program, students need not be licensed to take the certificate but should be aware that this is not a licensure program.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

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

Qualified students must apply for admission to the Graduate College via the online application. All minimum Graduate College requirements **MUST** be met. In addition to the Graduate College requirements, GCME applicants must also complete and submit a résumé/vita and a 250-750 word personal statement detailing their interest in the GCME.

Applications for admission into the Graduate Certificate in Multicultural Education are accepted for any term. Acceptance may be limited based on course enrollments.

Students are accepted into a certificate 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: 12

Course Requirements

Required Courses – Credits: 9

- CIG 661 - Topics Multicultural Education
- CIG 662 - Theory and Research Multicultural Education
- CIG 663 - Multicultural Curriculum Transformation

Elective Course – Credits: 3

Complete one of the following courses:

- CIG 660 - Multicultural Education
- CIG 665 - Multicultural Education For Teacher License Recertification

Certificate Requirements

Accepted students must earn a B or better in all courses.

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.

Graduate Certificate in Online Teaching and Training

Plan Description

The certificate in Online Teaching and Training is offered as a sequence of courses that includes both conceptual and strategic implementation foci. The audience will include K-12 teachers, university instructors and professors, and business and industry trainers. Completion of the certificate program will provide educators and trainers with improved ability in their online teaching, training, and professional development.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

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

Students are accepted into a certificate 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: 12

Course Requirements

Required Courses – Credits: 12

CIT 609 - Internet for Learning

CIT 643 - Designing Digital Materials for Education

CIT 647 - Creating Online Learning Environments

CIT 648 - Issues and Methods in Online Learning

Certificate Requirements

This certificate is not a degree. Twelve credit hours in the specified courses with a B or better grade is required.

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.

Graduate Certificate in Social Justice Studies

Plan Description

The graduate certificate in Social Justice Studies (SJS) targets full- or part-time graduate students who seek professional preparation commensurate with the relevant Transformative Standards for Social Justice, Peace, and Environmental Education codified by Andrzejewski, Baltodano, & Symcox in 2009.

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

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. Applications available on the UNLV Graduate College website.

1. Qualified students must apply for admission to the Graduate College via the online application.
2. Applicants must complete and submit a résumé / vita
3. Applicants must complete and submit a 250-750 word personal statement detailing their interest in the SJS certificate.

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

Students are accepted into a certificate 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: 18

Course Requirements

Required Courses – Credits: 3

CIG 774 - Social Justice Education

Required Electives – Credits: 6

Sociology Requirement (choose one of the following):

SOC 741 - Graduate Seminar in Social Stratification

SOC 755 - Social Movements and Social Change

SOC 770 - Racial and Ethnic Relations

SOC 776 - Seminar in Political Sociology

Gender and Sexuality Studies Requirement (choose one of the following):

WMST 673 - Chicana Feminism and Experience

WMST 676 - Feminism and Activism

WMST 677 - Critical Race Feminism

Elective Courses – Credits: 9

Choose from the following list of courses (no more than 6 credits in the same content area):

AAS 633 - Contemporary Issues in African American Studies

AAS 634 - Constructions of Racial Ambiguity

AAS 635 - Malcolm X

AAS 636 - Politics of Racial Ambiguity

CIG 660 - Multicultural Education

CIG 661 - Topics Multicultural Education

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

EDH 609 - Leading Diverse Organizations

EDH 714 - Understanding Minority Serving Institutions

ETS 603 - The Hispanic in the United States

ETS 607 - Making Gender, Sexuality & Race

HIST 638A - American Indian History to 1851

HIST 638B - Ethnohistory of Native Americans Since 1851

HIST 638C - Topics in American Indian History

HIST 695 - Special Topics in Gender and History

HIST 754 - Topics in Public History

SOC 607 - Environment and Society

SOC 610 - Sociology of Aging

SOC 615 - World Population Problems

SOC 616 - Sociology of Work and Occupations

SOC 627 - Comparative Racial and Ethnic Relations

SOC 629 - Globalization: Economic, Political, and Cultural Perspectives

SOC 636 - Sociology of Poverty

SOC 641 - Social Inequality

SOC 645 - Men in Society

SOC 649 - Sex and Social Arrangements

SOC 653 - Gender and Society

SOC 655 - Social Movements and Social Change

SOC 660 - Critical Sociology

SOC 665 - Collective Behavior

SOC 671 - Race and Ethnic Relations in America

SOC 675 - Political Sociology

SOC 678 - Women and Society

SOC 682 - Aging and Social Policy

SOC 714 - Seminar in Work and Occupations

SOC 745 - The Family-Work Nexus

SOC 748 - Gender, Sex, Society

SOC 750 - Seminar in the Sociology of Sex

SOC 751 - International Issues: Gender, Sex, Globalization

SOC 752 - Global Migrations
 SOC 753 - Racial Justice and Latina/os
 SOC 768 - Environmental Sociology
 SOC 774 - Seminar in Feminist Theories and Research
 SOC 779 - Seminar in Sociology of Aging
 SOC 780 - Aging and Social Policy
 WMST 601 - Feminist Theories
 WMST 618 - Language and Gender
 WMST 632A - History of American Women to 1870
 WMST 632B - History of American Women Since 1870
 WMST 648 - Gender and Social Interaction
 WMST 672 - Controversies in Gender and Race
 WMST 674 - Gender, Sexuality, and Consumer Culture
 WMST 690 - Special Topics
 WMST 700 - Introduction to Women's Studies
 WMST 701 - Feminist Theory
 WMST 702 - Principles of Feminist Inquiry
 WMST 703 - Feminist Pedagogy
 WMST 799 - Independent Study

Certificate Requirements

1. Students must earn a B or better in all courses.
- Plan Certificate Completion Requirements
1. Students must submit all required forms to the Graduate College and then apply for graduation in MyUNLV by the appropriate deadline.
 2. Certificates will be awarded upon the student's successful completion of all certificate requirements and graduation application.

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

Application deadlines available on the UNLV Graduate College website. 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 of higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.

5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
 - a. Emphasis area of study
 - b. Reasons for pursuing a doctorate in education
 - c. Expectations concerning the doctoral program
 - d. Potential areas of study
 - e. The name of a faculty member in the department with whom you would like to work [optional]
9. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

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 - Advanced Research in Teaching and Teacher Education

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 or leaders in an array of other education-related settings, both in the United States and abroad. 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: career & technical and post-secondary education (CTPE), cultural studies, international, and multicultural education (CSIEME), interaction and media sciences, literacy, mathematics education, and science education.
4. Demonstrate college-level teaching experience.
5. Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
6. 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 (CTPE)

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 (CSIEME)

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.

Interaction and Media Sciences

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. Indeed, this goal is consistent with UNLV planning documents designed to advance the research functions of UNLV 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

Application deadlines available on the UNLV Graduate College website. 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:
 - a. Emphasis area of study
 - b. Reasons for pursuing a doctorate in education
 - c. Expectations concerning the doctoral program
 - d. Potential areas of study
 - e. The name of a faculty member in the department with whom you would like to work [optional]
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. 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: 60

Course Requirements

T&L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education

CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 12

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Complete two additional advisor approved research courses (6 credits)

CIG 690 - Teachers as Action Researchers

EPY 716 - Evaluation Research Methods

EPY 719 - Advanced Qualitative Research

EPY 720 - Research Design in Education
EPY 722 - Inferential Statistics and Experimental Design
EPY 726 - Advanced Evaluation Research Methods
EPY 729 - Qualitative Case Study Research
EPY 730 - Advanced Research Methods
EPY 731 - Mixed Methods Research
EPY 733 - Multivariate Statistics
EPY 738 - Discourse Analysis

Individual Specialization Required Courses – Credits: 15

Select six of the following:

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 768 - Grantsmanship in Education

Individual Specialization Elective Courses – Credits: 9

Complete 9 credits of advisor-approved courses outside the CTPE program (e.g., Technology, learning and cognition, cultural studies, etc.) should be selected to broaden the student's knowledge and research procedures.

Applied Research and/or Instructional Practice – Credits: 6

Complete six credits of a combination of a research internship and/or a college teaching internship.

EDW 735 - Practicum in Workforce Education
CIG 791 - Internship in Curriculum and Instruction

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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 a manuscript for a peer-reviewed publication.

Graduation Requirements

See Plan Graduation Requirements below.

**Subplan 2 Requirements: Cultural Studies, International Education, and Multicultural Education Track
Total Credits Required: 60**

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education
CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 12

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

Complete two additional advisor approved research courses.

CIG 690 - Teachers as Action Researchers
EPY 719 - Advanced Qualitative Research
EPY 720 - Research Design in Education
EPY 729 - Qualitative Case Study Research
EPY 730 - Advanced Research Methods
EPY 738 - Discourse Analysis
EDW 768 - Grantsmanship in Education

Individual Specialization Required Courses – Credits: 9

CIG 662 - Theory and Research Multicultural Education
CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
CIG 772 - Introduction to Cultural Studies in Education

Applied Research and Practice – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Individual Specialization Elective Courses – Credits: 15

Complete 15 credits of advisor-approved courses including those from the list below:

CIG 660 - Multicultural Education
CIG 661 - Topics Multicultural Education
CIG 773 - Critical Literacies/Critical Pedagogies

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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).
8. Submit a manuscript for a peer-reviewed publication.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Interaction and Media Sciences Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education

CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 15

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

CIT 780 - Educational Technology Research and Practice

Complete two additional advanced research courses approved by an advisor.

EPY 716 - Evaluation Research Methods

EPY 719 - Advanced Qualitative Research

EPY 720 - Research Design in Education

EPY 722 - Inferential Statistics and Experimental Design

EPY 726 - Advanced Evaluation Research Methods

EPY 730 - Advanced Research Methods

EPY 733 - Multivariate Statistics

EPY 738 - Discourse Analysis

Content Area Required Courses – Credits: 18

CIT 770 - Foundations in Technology & Learning

CIT 773 - Interaction Design

CIT 774 - Behavioral Sciences & Technology

CIT 775 - Affect & Technology

CIT 776 - Emerging Technologies for Learning

CIT 778 - Instructional Design

Individual Specialization Elective Courses– Credits: 9

Complete 9 hours of advisor-approved courses within and/or outside the department.

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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).
7. Submit a manuscript for a peer-reviewed publication.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 4 Requirements: Literacy Education Track

Total Credits Required: 60

Course Requirements

T&L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education

CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 12

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Complete two additional advisor approved research courses.

EPY 719 - Advanced Qualitative Research

EPY 720 - Research Design in Education

EPY 729 - Qualitative Case Study Research

EPY 730 - Advanced Research Methods

EPY 738 - Discourse Analysis

EDW 768 - Grantsmanship in Education

EPY 722 - Inferential Statistics and Experimental Design

EPY 726 - Advanced Evaluation Research Methods

EPY 730 - Advanced Research Methods

EPY 733 - Multivariate Statistics

Individual Specialization Required Courses – Credits: 9

CIL 772 - Cognitive Foundations of Literacy

CIL 774 - Historical Foundations of Literacy Research and Instruction

CIL 776 - Social and Political Issues in Literacy

Individual Specialization Elective Courses – Credits: 21

Complete 21 credits of advisor-approved courses within and/or outside the department to support applied research, practice, theory, and content that aligns with individual scholarly goals.

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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 a manuscript for a peer-reviewed publication.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Mathematics Education Track

Total Credits Required: 60

Course Requirements

T&L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education

CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 12

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Complete two additional advisor approved research courses.

EPY 716 - Evaluation Research Methods

EPY 719 - Advanced Qualitative Research

EPY 722 - Inferential Statistics and Experimental Design

EPY 726 - Advanced Evaluation Research Methods

EPY 730 - Advanced Research Methods

EPY 733 - Multivariate Statistics

Individual Specialization Required Courses – Credits: 9

CIG 783 - Theory and Research in School Mathematics

CIG 787 - Individual Instruction in Mathematics Education

CIG 720 - Principles of Mathematics Learning

Applied Research and Practice/Internship – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Individual Specialization Elective Courses – Credits: 15

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

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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).
7. Submit a manuscript for a peer-reviewed publication.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Science Education Track

Total Credits Required: 60

Course Requirements

T&L Required Courses – Credits: 6

CIG 761 - Theoretical Foundations of Education

CIG 790 - Doctoral Research Seminar

Research Required Courses – Credits: 12

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Complete two additional advisor approved research courses.

EPY 716 - Evaluation Research Methods

EPY 719 - Advanced Qualitative Research

EPY 722 - Inferential Statistics and Experimental Design

EPY 726 - Advanced Evaluation Research Methods

EPY 730 - Advanced Research Methods

EPY 733 - Multivariate Statistics

EDW 768 - Grantsmanship in Education

Individual Specialization Required Courses – Credits: 9

CIG 777 - Principles of Learning Science

CIG 784 - Theory and Research in School Science

Complete one additional advisor approved course.

CIG 775 - Theoretical Frameworks for Science Education

CIG 776 - Philosophical Foundations of Science Education

Applied Research and Practice – Credits: 6

CIG 788 - Individual Instruction in Science Education

Individual Specialization Elective Courses – Credits: 15

Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department. Courses will be selected to broaden the student's knowledge in areas related to student's area of emphasis (e.g. science content courses with a BIO, CHE, PHY, ENV, GEO, GEY, ENG, AST, or SCI prefix, technology, learning and cognition, and cultural studies)

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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).
7. Submit a manuscript for a peer-reviewed publication.

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

Application deadlines available on the UNLV Graduate College website. 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:
 - a. Reasons for pursuing a doctorate in teacher education
 - b. Expectations concerning the doctoral program
 - c. Potential areas of study within teacher education
 - d. The name of a faculty member in the department with whom you would like to work [optional]
9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. 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: 60

Course Requirements

Teacher Education Core Courses – Credits: 9

CIG 760R - Inquiry into Teacher Education

CIG 761 - Theoretical Foundations of Education

CIG 762 - Instructional Strategies and Learning to Teach in Higher Education

Advanced Teacher Education Courses – Credits: 6

CIG 763 - Advanced Research in Teaching and Teacher Education

CIG 772 - Introduction to Cultural Studies in Education

Cognition Course – Credits: 3

Complete one of the following courses:

EPY 767 - Human Learning and Cognition

CIL 772 - Cognitive Foundations of Literacy

Internship Course – Credits: 6

CIG 791 - Internship in Curriculum and Instruction

Research Courses – Credits: 6

EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Additional Research Course – Credits: 6

Complete two additional research courses from the list below or any two advisor approved courses.

EPY 710 - Survey Methods and Design

EPY 716 - Evaluation Research Methods

EPY 719 - Advanced Qualitative Research

EPY 722 - Inferential Statistics and Experimental Design

EPY 723 - Theory and Practice of Human Measurement I

EPY 724 - Theory and Practice of Human Measurement II

EPY 726 - Advanced Evaluation Research Methods

EPY 729 - Qualitative Case Study Research

EPY 731 - Mixed Methods Research

EPY 732 - Multiple Regression and Path Analysis

EPY 733 - Multivariate Statistics

EPY 734 - Latent Variable Models: Factor Analysis and SEM

EPY 738 - Discourse Analysis

EPY 746 - Multilevel Statistical Models: Theory and Application

EPY 747 - Large Scale Secondary Data Analysis

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

Elective Courses – Credits: 12

Complete four advisor approved elective courses. Optional courses include:

Teacher Education

CIG 706 - Mentoring Strategies to Improve Teaching

CIG 768 – Advanced Curriculum Studies

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

CIG 786 - Individual Instruction in Education

Career and Technical Education

EDW 745 - Theories of Adult Learning

EDW 768 - Grantsmanship in Education

Cultural Studies, International Education, and Multicultural Education

CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum

CIG 772 - Introduction to Cultural Studies in Education

CIG 774 - Social Justice Education

CIG 778 - Intergroup Dialogue Facilitation

CIG 793 - Critical Inquiry and Praxis

Science Education

CIG 775 - Theoretical Frameworks for Science Education

CIG 776 - Philosophical Foundations of Science Education

CIG 777 - Principles of Learning Science

CIG 784 - Theory and Research in School Science

Interaction and Media Studies

CIT 770 - Foundations in Technology & Learning

CIT 774 - Behavioral Sciences & Technology

CIT 775 - Affect & Technology

CIT 776 - Emerging Technologies for Learning

CIT 778 - Instructional Design

CIT 780 - Educational Technology Research and Practice

Dissertation – Credits: 12

CIG 799 - Dissertation

Degree Requirements

1. Complete a minimum of 60 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**
- Leadership for Teachers and Professionals

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; Educational Technology
- Master of Education - Curriculum & Instruction; Leadership for Teachers and Professionals

Plan Admission Requirements

Application deadlines available on the UNLV Graduate College website. 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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

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 - Methods and Curriculum for Teaching ELs**

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 Alternative Route to Licensure/Graduate Licensure Program 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 - Methods and Curriculum for Teaching ELs

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: 33

Complete these courses:

CIE 533 - Teaching Elementary School Mathematics

CIE 543 - Teaching Elementary School Science

CIE 553 - Teaching Elementary School Social Studies

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

ESP 701 - Introduction to Special Education and Legal Issues

ESP 730 - Parent Involvement in Special and General Education

TESL 752 - Methods and Curriculum for Teaching ELs

Research Course– Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods

CIG 690 - Teachers as Action Researchers

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

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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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

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 - Methods and Curriculum for Teaching ELs

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 - Methods and Curriculum for Teaching ELs

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 - Methods and Curriculum for Teaching ELs

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 - Methods and Curriculum for Teaching ELs

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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

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: 33**

Complete these courses:

CIG 660 - Multicultural Education

CIL 616 - Teaching Writing

CIL 621 - Assessment in Literacy

CIL 642 - Instruction English Education

CIS 604 - Secondary Classroom Management

CIS 682 - Secondary School Instruction

CIS 684 - Secondary Education Curriculum

ESP 701 - Introduction to Special Education and Legal Issues

ESP 730 - Parent Involvement in Special and General Education

TESL 751 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

Research Course – Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods

CIG 690 - Teachers as Action Researchers

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 RPDP 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: 33**

Complete these courses:

CIG 620 - Principles of Learning Mathematics

CIG 621 - Diagnostic Assessment School Mathematics

CIG 660 - Multicultural Education

CIS 604 - Secondary Classroom Management

CIS 624 - Instruction Secondary Mathematics Education

CIS 682 - Secondary School Instruction

CIS 684 - Secondary Education Curriculum

ESP 701 - Introduction to Special Education and Legal Issues

ESP 730 - Parent Involvement in Special and General Education

TESL 751 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

Research Course – Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods

CIG 690 - Teachers as Action Researchers

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 RPD P 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: 33

Complete these courses:

CIG 660 - Multicultural Education (formerly CIG 750)

CIS 604 - Secondary Classroom Management

CIS 634 - Instruction Secondary Science Education

CIS 638 - Technology Applications in 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

ESP 730 - Parent Involvement in Special and General Education

EPY 709 - Classroom Assessment

TESL 751 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

Research Course – Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods

CIG 690 - Teachers as Action Researchers

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. CIG 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: 33

Complete these courses:

CIG 660 - Multicultural Education

CIS 640 - Topics Secondary Social Studies Education

CIS 644 - Instruction Secondary Social Studies Education

CIS 682 - Secondary School Instruction

CIS 684 - Secondary Education Curriculum

ESP 701 - Introduction to Special Education and Legal Issues

ESP 730 - Parent Involvement in Special and General Education

EPY 709 - Classroom Assessment

TESL 751 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

CIS 604 - Secondary Classroom Management

Research Course – Credits: 3

Complete one of the following courses:

EPY 702 - Research Methods

CIG 690 - Teachers as Action Researchers

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

Required Literacy Courses – Credits: 6

Complete CIL 601 before taking CIL 699.

CIL 601 - Foundations of Literacy Learning

CIL 699 - Literacy Research Seminar

Elective Courses – Credits: 21

Complete 21 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

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. A maximum of 6 semester hours of CIL 600 topics classes accepted toward a degree.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 30 Requirements: Literacy Education (K-12) Track - Regional Professional Development 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

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

Literacy Courses – Credits: 15

Complete each of the following courses:

CILR 601 - Foundations Literacy Learning

CILR 607 - Comprehensive Reading Instruction

CILR 610 - Content Area Literacy

CILR 621 - Assessment in Literacy

CILR 622 - Practicum Literacy Diagnosis and Instruction

Content Course – Credits: 3

Complete one of the following courses: Credits: 3

CIL 604 - Literacy Instruction for Young Children

CIL 680 - Contemporary Literature Children and Young Adults

Electives – Credits: 6

Complete 6 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 616 - Teaching Writing

CIL 617 - Southern Nevada Writing Project: Invitational Institute

CIL 680 - Contemporary Literature Children and Young Adults

CIL 684 - Multicultural Literature

CIL 687 - Literature-Based Instruction

CIL 688 - Historical Development of Literature

CIL 691 - Organization and Supervision Literacy Programs

CIL 693 - Literacy for a Diverse Society

CIL 747 - Literary Theories and Children's Literature

Culminating Courses – Credits: 4

CIL 699 - Literacy Research Seminar

CIG 697 - Curriculum and Instruction Culminating Experience

Subplan Notes

1. 15 credits of CILR coursework may be brought into this subplan only.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 31 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 Course – 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 - Theory and Practice for Academic English Language Development

TESL Elective Courses – Credits: 6

Complete two of the following courses:

TESL 750 - TESL Linguistic Theory

TESL 751 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

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 32 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 - Theory and Practice for Academic English Language Development

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.

Subplan 33 Requirements: Leadership for Teachers and Professionals Track

Total Credits Required: 37

Course Requirements

Research Course – Credits: 3

CIG 690 - Teachers as Action Researchers

Foundations Course – Credits: 3

CIG 686 - Teachers and Professionals as Change Agents

Curriculum and Instruction Course – Credits: 3

CIG 681 - Curriculum Implementation and Innovation

Concentration: Teacher Leadership – Credits: 27

CIG 603 - Urban Education

CIG 680 - Developing Social Emotional Competence in Teachers and Professional Leaders

CIG 682 - Reflective Practice in Teaching

CIG 683 - Dynamic Teaching Practices

CIG 684 - Data Literacy for Teacher and Professional Leaders

CIG 685 - Peer Assistance and Review

CIG 687 - Coaching High-Leverage Field Practices

CIG 688 - Teaching and Learning Seminar

CIT 667 - Technology and Educational Change

Culminating Experience – Credits: 1

CIG 697 - Curriculum and Instruction Culminating Experience

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.

Plan Admission Requirement

Application deadlines 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) 895-1540 for assistance.

The Graduate College will send official notification regarding the status of applications through the Grad Rebel Gateway. 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

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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 - Theory and Practice for Academic English Language Development

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

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 RPD.

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.

Subplan 9 Requirements: Multicultural Education Track

Total Credits Required: 39

Course Requirements

Research Courses – Credits: 6

Required:

EPY 702 - Research Methods

Complete one of the following courses:

CIG 690 - Teachers as Action Researchers

EOH 715 - Qualitative & Field Methods for Public Health

SOC 608 - Qualitative Research

SOC 705 - Qualitative Methods

EPY 718 - Qualitative Research Methodologies

JMS 711 - Qualitative Research Methods

NURS 781 - Qualitative Research Methods in Nursing

Or another course in consultation with your advisor.

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

Or another course in consultation with your advisor.

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

Or another course in consultation with your advisor.

Multicultural Education Courses – Credits: 9

Required:

CIG 660 - Multicultural Education

Complete two 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

CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum

CIG 772 - Introduction to Cultural Studies in Education

CIG 773 - Critical Literacies/Critical Pedagogies

CIG 774 - Social Justice Education

Or another course in consultation with your advisor.

Teaching English as a Second Language (TESL) Courses – Credits: 6

Required:

TESL 751 - Theory and Practice for Academic English Language Development

Complete one of the following courses:

TESL 752 - Methods and Curriculum for Teaching ELs

TESL 753 - TESL Curriculum

TESL 754 - Assessment and Evaluation of ELs

TESL 755 - Language Acquisition and Development

Or another course in consultation with your advisor.

Cognate Courses – Credits: 6

Possible areas: Interdisciplinary Studies, History, Women's Studies, Literacy, Sociology, etc.

Courses should be selected in consultation with your advisor

Culminating Experience – 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. In consultation with her/his advisor, the student will organize a thesis committee of at least three departmental members and a fourth member from outside the department, known as the Graduate College Representative. Additional committee members may be added at the student's and advisor's discretion. Please see Graduate College policy for committee appointment guidelines.
4. 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 T&L 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 359B) 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 her/his degree requirements.
2. The student must submit and successfully defend her/his thesis by the posted deadline. The defense must be advertised and open to the public.
3. The student must submit her/his 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

Application deadlines available on the UNLV Graduate College website. 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.

CIE 508 - Classroom Management Elementary Education

Credits 3

Introduction to management of the elementary classroom by surveying literature in supervising psychosocial environment, physical environment, curriculum implementation, fundamentals of classroom control, discipline, and monitoring of student learning. 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 Note(s): Credit at the 500 level normally requires additional work. Prerequisite(s): 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 Note(s): This course is crosslisted with EDEL 433. Credit at the 500 level requires additional work. Prerequisite(s): PPST, MATH 122 and MATH 123 or EDEL 431 or consent of instructor. Corequisite(s): 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 Note(s): This course is crosslisted with EDEL 443. Credit at the 500-level requires additional work. Prerequisite(s): PPST, BIOL 100, GEOG 101 and 103, CHEM 105 and 106 or 110 or PHYS 108 and 108L. Corequisite(s): Enrollment in a practicum.

CIE 553 - Teaching Elementary School Social Studies

Credits 3

Current methods and materials for teaching social studies. Note(s): This course is crosslisted with EDEL 453. Credit at the 500-level requires additional work.

CIE 601 - Elementary Teacher Development Seminar

Credits 3

Designed for candidates entering the Elementary Alternative Route Licensure program. Examines contemporary trends for developing classroom expertise with minimum of 150 hours of field experiences in an elementary classroom. Focus on theory and practice in fostering personal and professional development for candidates. *Formerly* CIE 701 *Same as* CIS 601 Prerequisite(s): Graduate standing. Corequisite(s): 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 Note(s): Maximum of six credits accepted toward degree. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Note(s): Maximum of six credits accepted toward degree. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Note(s): 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 Note(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): Graduate standing.

CIG 661 - Topics Multicultural Education Credits 3

Examines specific topics and issues in multicultural education. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): Graduate standing.

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 Prerequisite(s): Graduate standing.

CIG 663 - Multicultural Curriculum Transformation Credits 3

Learn how to transform “mainstream,” “traditional,” or “Eurocentric” PK-12 and higher education curricula into critical multicultural educational curricula in discipline- and academic level— specific manners, to improve teaching effectiveness, student learning outcomes, and the overall quality of teaching and learning.

CIG 664 - Multicultural Organizational Development Credits 3

Blending core elements of multicultural education and organizational development, examine how various dimensions of social identity relative to institutional norms show up and/or play out in day-to-day operations in any given workplace. Learn to facilitate organizational change from exclusionary monoculturalism to critical multiculturalism.

CIG 665 - Multicultural Education For Teacher License Recertification Credits 3

This course is designed as a specialized review of multicultural education for students who are in-service teachers pursuing State of Nevada teaching recertification. Prerequisite(s): Students seeking teacher license recertification.

CIG 667 - Teaching about Latina/Latino Experiences in Education Credits 3

Examine the various sociopolitical, sociocultural, sociohistorical, and other factors that have shaped, and continue to shape, the PK-16 schooling experiences of Latina/Latino youth. Learn to use a community cultural wealth lens to develop critical understanding of the educational challenges that Latina/Latino students’ encounter in schools.

CIG 680 - Developing Social Emotional Competence in Teachers and Professional Leaders Credits 3

Recognizing social and emotional factors that influence student learning, analyzing student needs and planning for classroom supports to meet those needs. Emphasis on students’ contexts and how to successfully engage families.

CIG 681 - Curriculum Implementation and Innovation Credits 3

Develop skills in critiquing, redesigning, and differentiating curricula. Learn to serve as building-level leaders for curriculum implementation, redesign, and differentiation in urban settings to meet the needs of students from marginalized backgrounds.

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 683 - Dynamic Teaching Practices Credits 3

Develop teacher-as-facilitator perspectives at the building level and leverage research-based teaching practices to increase student achievement. Coursework will be tied to the state teacher evaluation framework and steeped in adult learning theory.

CIG 684 - Data Literacy for Teacher and Professional Leaders Credits 3

How to design assessments that are valid and reliable. How to develop instruction based on multiple sources of formative and summative data for all areas.

CIG 685 - Peer Assistance and Review Credits 3

Overview of policy regarding teacher evaluations with an emphasis on the state's teacher evaluation. Emphasis will be given to successfully coaching peers through the review process.

CIG 686 - Teachers and Professionals as Change Agents Credits 3

Foundations of policy, advocacy, and equity within various systems and structures. Explore capacities and roles of teacher leaders as change agents at the school/building/community as well as state and national levels.

CIG 687 - Coaching High-Leverage Field Practices Credits 3

Contextualize high-level field practices for building-level leadership. Activities include the development of mentorship plans that consider content and context. Field component required. Prerequisite(s): Nine hours of graduate coursework.

CIG 688 - Teaching and Learning Seminar Credits 3

Examination of seminal and current research in education or licensed professionals' disciplines through student-directed readings, discussions, and presentations.

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 Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Note(s): 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. Prerequisite(s): 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. Prerequisite(s): 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* Note(s): 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* Note(s): Maximum of nine credits accepted toward a degree. Grading: S/F grading only. Prerequisite(s): 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. Prerequisite(s): Consent of instructor.

CIG 716 - Reading and Conference Credits 1 - 3

Independent reading and study conference with assigned professor. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): Must be approved prior to registration.

CIG 740 - Critical Multicultural Education Credits 3

An exploration of critical or sociopolitically-located multicultural educational realities; realities in which institutional dynamics of power, juxtaposed with individual dynamics of power, are centered in the curriculum, especially as these realities manifest relative to public education.

CIG 745 - Intersectional Analysis in Multicultural Education Credits 3

A systematic examination of the intersections of race, ethnicity, class, gender, sexuality and the other dimensions of difference; intellectual and axiomatic commitment to re-thinking and re-shaping concepts and theories that have treated these dimensions as discrete; a foregrounding of interests of those who are persistently unseen in education and beyond.

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. Prerequisite(s): 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. Prerequisite(s): Doctoral status.

CIG 763 - Advanced Research in Teaching and Teacher Education 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. Prerequisite(s): 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. Prerequisite(s): Doctoral status.

CIG 765 - Instructional Design Credits 3

Trends, issues, and research findings on effective instructional planning, presentation, and evaluation. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Doctoral status.

CIG 770 - Current Trends and Issues in Education Credits 3

Contemporary trends and issues in curriculum development, teaching and learning in education. Prerequisite(s): 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. Prerequisite(s): Graduate standing.

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. Note(s): This is a compulsory core for those in the International and Cultural Studies emphasis area. Prerequisite(s): Graduate standing.

CIG 773 - Critical Literacies/Critical Pedagogies Credits 3

Explores the work of Paulo Freire and the development of Critical Literacy and Critical Pedagogy. Note(s): 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. Prerequisite(s): Doctoral Status or Consent of Instructor

CIG 774 - Social Justice Education Credits 3

In developing citizens committed to social justice educators must recognize how schools function within an untenable contradiction to respond to the needs of hierarchies associated with the capitalist labor force/marketplace, and create equality of access to rights and opportunities for the nation's residents promised by an ostensibly democratic republic. Prerequisite(s): Graduate standing.

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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Consent of instructor.

CIG 778 - Intergroup Dialogue Facilitation Credits 3

Learn about what intergroup dialogue is, its basis in social identity, how to co-facilitate it, and how to go about building a for-credit intergroup dialogue program experience for undergraduate students that would fulfill their diversity core course requirement.

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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward degree. Must be approved prior to registration. Prerequisite(s): Doctoral status.

CIG 787 - Individual Instruction in Mathematics Education Credits 3

Application of theory, actual research, or replication of studies related to mathematics education. Note(s): Maximum of six credits accepted toward degree. Must be approved prior to registration. Prerequisite(s): Doctoral status.

CIG 788 - Individual Instruction in Science Education Credits 3

Application of theory, actual research, or replication of studies related to science education. Note(s): Maximum of six credits accepted toward degree. Must be approved prior to registration. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward degree. Must be approved prior to registration. Prerequisite(s): 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. Note(s): Maximum of nine credits accepted toward a degree. Prerequisite(s): 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. Note(s): Maximum of twelve credits accepted toward a degree. Prerequisite(s): Doctoral status and consent of instructor.

CIG 793 - Critical Inquiry and Praxis Credits 3

A critical exploration and application of emergent, collaborative, indigenous, advocacy, and other social justice-oriented approaches to inquiry. Undertake multi-perspectival analysis and implementation of various criticalizing processes embedded in each inquiry approach.

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. Note(s): May be repeated but only a maximum of 24 credits may be allowed in the student's program. Grading: S/F grading only. Prerequisite(s): Consent of advisor. 3-24 credits in increments of three.

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 Note(s): 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 Note(s): This course is crosslisted with EDRL 442. Credit at the 500-level requires additional work. Prerequisite(s): Passing of Praxis Core: Reading 156; Writing 162; Math 15 Corequisite(s): 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 Note(s): 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. Note(s): May include field experience. Prerequisite(s): CIL 601 or CILR 601

CIL 607 - Comprehensive Reading Instruction Credits 3

Study of historical developments, theoretical underpinnings and practical applications of a comprehensive approach to literacy instruction. Prerequisite(s): 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 Note(s): As an invitational institute, application and interview process required. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Note(s): 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 Prerequisite(s): 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 Prerequisite(s): CIL 671 and CIL 672 or consent of instructor. Corequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): CIL 674 Corequisite(s): 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 Note(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): Six hours of educational research from EPY 718, EPY 721, or EPY 722. Doctoral status.

CILR 601 - Foundations 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.

CILR 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.

CILR 607 - Comprehensive Reading Instruction Credits 3

Study of historical developments, theoretical underpinnings and practical applications of a comprehensive approach to literacy instruction.

CILR 610 - Content Area Literacy Credits 3

Development of literacy processes and strategies in content areas.

CILR 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.

CILR 622 - Practicum Literacy Diagnosis and Instruction Credits 3

Practicum in the application of principles, materials, and instructional strategies for teaching students with literacy difficulties.

CILR 680 - Contemporary Literature for Children & Young Adults Credits 3

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

TESL 761 - Literacy Development in the 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. Prerequisite(s): TESL 752

TESL 765 - Curriculum Development Bilingual Classroom Credits 3

Principles of curriculum organization, development, adaptation, and implementation of a bilingual (Spanish-English) curriculum. Prerequisite(s): 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. Prerequisite(s): Fifteen hours of graduate coursework or consent of instructor.

CIG 720 - Principles of Mathematics Learning Credits 3

Study of research involving cognitive factors that impact the learning of mathematics.

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(s): 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. Prerequisite(s): 20-24 semester credit hours of LOTE. Corequisite(s): 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. Note(s): This course is crosslisted with EDMS 453. Credit at the 500-level requires additional work. Prerequisite(s): PPST Corequisite(s): 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. Note(s): This course is crosslisted with EDSC 453. Credit at the 500-level requires additional work. Prerequisite(s): PPST Corequisite(s): 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. Note(s): This course is crosslisted with EDSC 463. Credit at the 500-level requires additional work. Prerequisite(s): PPST Corequisite(s): 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 Prerequisite(s): Graduate standing. Corequisite(s): 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 Prerequisite(s): PPST and CIS 601 Corequisite(s): 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 Prerequisite(s): PPST and CIS 601 Corequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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 Prerequisite(s): 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 Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Note(s): Maximum of six credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): EDSC 473 or EDSC 573 and current teaching certificate.

**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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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 Note(s): Maximum of three credits accepted toward a degree. Prerequisite(s): 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. Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): Doctoral status or consent of instructor.

CIT 773 - Interaction Design Credits 3

In-depth examination of how human-computer interaction design influences learning. Prerequisite(s): Doctoral standing and/or consent of instructor. Students must have the ability to access and use UNLV's Web Campus learning management system.

CIT 774 - Behavioral Sciences & Technology Credits 3

Emphasis is placed on the critical review of theory-driven research in the general principles of behavioral and social processes in technological contexts. Prerequisite(s): Doctoral standing and/or consent of instructor. Students must have the ability to access and use UNLV's Web Campus learning management system.

CIT 775 - Affect & Technology Credits 3

In-depth examination of research that addresses the relationship between affect and learning as facilitated by technology. Prerequisite(s): Doctoral standing and/or consent of instructor. Students must have the ability to access and use UNLV's Web Campus learning management system.

CIT 776 - Emerging Technologies for Learning Credits 3

In depth examination of contemporary technologies for example, social media platforms, mobile technologies, games, and simulations. Prerequisite(s): Doctoral standing and/or consent of instructor. Students must have the ability to access and use UNLV's Web Campus learning management system.

CIT 778 - Instructional Design Credits 3

Trends, issues, and research findings on effective instructional planning, presentation, and evaluation. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Prerequisite(s): 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. Note(s): This course is crosslisted with EDSC 433. Credit at the 500 level requires additional work. Corequisite(s): CIS 702