Nevada System of Higher Education

The Nevada System of Higher Education, comprised of two doctoral-granting universities, a state college, four comprehensive community colleges and one environmental research institute, serves the educational and job training needs of the nation’s fastest growing state. The NSHE provides educational opportunities to more than 108,000 students and is governed by the Nevada Board of Regents.

Daniel Klaich
Chancellor

The Board of Regents wishes to advance student learning to the highest level, foster the expansion of knowledge through teaching and research, encourage community service, and enrich the lives of our students, our communities, our state, and the nation. In fulfillment of this purpose, we hold the following values at the center of our endeavor:

• Integrity
• Excellence
• Accountability
• Inclusiveness
• Creativity
• Innovation

Board of Regents
James Dean Leavitt, Chairman
Jason Geddes, Ph.D., Vice Chairman
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Michael Wixom

Disclosures

Rights of Privacy Act of 1974
The Federal Family Education Rights and Privacy Act of 1974 affords persons who are currently, or who were formerly, in attendance at the university as registered students a right of access to their “educational records,” which contain information directly related to such persons and the right to challenge the accuracy of their records. The act also restricts the persons to whom the university may disclose a student’s educational records without the student’s written permission. The university’s policy is to comply fully with all provisions of the act, and a detailed statement concerning the rights afforded current and former students is available, at no cost, in the office of UNLV’s General Counsel. Any person who feels the university has failed to comply with the Federal Family Education Rights and Privacy Act may file a complaint with the Family Education Rights and Privacy Act Office, Department of Education, 300 Independence Avenue S.W., Washington D.C. 20201.

Annual Jeanne Clery Campus Safety and Security Report
In order to comply with provisions of “The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act”, reports from the University community and local law enforcement agencies are compiled and published annually by the Department of Public Safety. As law enforcement professionals tasked with the maintenance of a safe and secure educational environment, it is our responsibility to provide a comprehensive report regarding the campus public safety environment including the incidence of crime.

Limitations
The 2009-2011 Graduate Catalog describes current academic programs of study, course descriptions and degree requirements at the graduate level for the academic years 2009-10 and 2010-11 at the University of Nevada, Las Vegas. The content of this catalog is current as of August 2009, but is subject to modification at any time to accommodate changes in university resources or educational plans.

This catalog does not constitute a contractual commitment that the university will offer all the courses or programs described, and the university reserves the right to revise catalog provision and fees at any time in accordance with the actions of the president the Nevada System of Higher Education, or any other governing body. The university reserves the right to eliminate, cancel, reduce in size or phase out courses, academic programs and/or limit enrollments in specific programs and courses, to change fees during the student’s period of study, and to require a student to withdraw from the institution for cause at any time.

Inquiries
Inquiries should be addressed to: Dean of the Graduate College, University of Nevada, Las Vegas, 4505 Maryland Parkway, Box 451017, Las Vegas, NV 89154-1017, (702) 895-3320, or call UNLV’s main switchboard at (702) 895-3011. Visit the UNLV Web site at http://www.unlv.edu.

@2009
A Message from UNLV
President Neal J. Smatresk

As the new president of UNLV, I’m delighted to encourage you to consider graduate studies at the University of Nevada, Las Vegas. UNLV is a wonderful institution with exceptional programs, excellent faculty, and a supportive atmosphere where graduate education thrives.

As you explore graduate education at UNLV, you’ll be pleased to learn that nearly a quarter of UNLV’s students are currently enrolled in graduate/professional programs. The number of students in these programs has increased by 33 percent since 2003. These numbers should provide some indication of the significance of graduate studies at UNLV. We know that high quality graduate education is pivotal to the growth and sophistication of our institution.

In addition to supporting the educational and research missions of the university, graduate education also plays a pivotal role in preparing tomorrow’s leaders in many professions. It enables our students to move into the workplace with the kind of preparation that only advanced study can provide. Alumni of our graduate programs are the professionals who lead our community in health care, education, law enforcement, social work, business, art, and engineering, just to name a few critically important fields. Their contributions are vital to the quality of life that we enjoy here in Southern Nevada.

Again, we welcome your interest in UNLV and encourage you to join us in our dedication to research and graduate education as we create a bright future for our university and community.

Dr. Neal J. Smatresk
UNLV President
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Biological Sciences – M.S.
Biomedical Engineering – M. S.
Business Administration – M.B.A.; Executive M.B.A.
Business Administration/Dental Medicine – Dual M.B.A./D.M.D.
Business Administration/Hotel Administration – Dual M.B.A./M.S.
Business Administration/Law – Dual M.B.A./J.D.
Business Administration/Management Information Systems – Dual M.B.A./M.S.
Chemistry – M.S.; Ph.D.
Civil & Environmental Engineering – M.S.E.; Ph.D.
Clinical Mental Health M.S.
Communication Studies – M.A.
Community Health Counseling – M.S.
Computer Science – M.S.C.S.; Ph.D.
Construction Management – M.S.C.S.
Creative Writing – M.F.A.
Criminal Justice – M.A.
Crisis and Emergency Management – M.S.
Curriculum & Instruction – M.Ed.; M.S.; Ed.D.; Ph.D.
Economics – M.A.
Education/Law – Dual Ph.D In Education/J.D.
Educational Leadership – M.Ed.; M.S.; Ed.D.; Executive Ed.D.; Ph.D.
Educational Psychology – M.S.; Ed.S.; Ph.D.
Educational Psychology & Juris Doctor Dual Ph.D./J.D.
Electrical & Computer Engineering – M.S.E.E.; Ph.D.
English – M.A.; Ph.D.
Environmental & Occupational Health – M.P.H.
Environmental Science – M.S.; Ph.D.
Ethics & Policy Studies – M.A.
Exercise Physiology – M.S.
Film, Screenwriting – M.F.A.
Foreign Languages – M.A.
Geosciences – M.S.; Ph.D.
Health Care Administration – M.H.A.
Health Physics – M.S.
Health Promotion – M.Ed.
Higher Education Leadership – Ph.D.
Higher Education Leadership – M.Ed.
History – M.A.; Ph.D.
Hospitality Administration – Executive M.H.A; Ph.D.
Hotel Administration – M.S.
Hotel Administration/M.B.A – Dual M.S./M.B.A.
Hotel Administration/M.I.S. – Dual M.S./ M.I.S.
Informatics – M.S.; Ph.D.
Journalism & Media Studies – M.A.
Kinesiology – M.S.
Learning & Technology – Ph.D.
Management Information Systems – M.S.
Management Information Systems & Business Administration Dual M.S./M.B.A.
Management Information Systems & Hotel Administration Dual M.S
Marriage & Family Therapy – M.S.
Materials & Nuclear Engineering – M.S.
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Music – M.M.
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Political Science – M.A.; Ph.D.
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Public Affairs – Ph.D.
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Spanish, Hispanic Studies – M.A.
Special Education – M.Ed.; M.S.; Ed.S.; Ed.D.; Ph.D.
Sport & Leisure Service Management – M.S.
Sport Education Leadership – M.Ed.; M.S.; Ph.D.
Teacher Education – Ph.D.
Theatre – M.A.; M.F.A.
Transportation – M.S.T.
Water Resources Management – M.S.
Workforce Education & Development – M.Ed; M.S.

Graduate and Advanced Graduate Certificate Programs

Addiction Studies (Counselor Education)
Advanced Graduate Certificate in Accounting (Accounting)
Graduate Certificate in Accounting (Accounting)
Graduate Certificate in Management (Management)
Family Nurse Practitioner (Nursing)
Finance Graduate Certificate (Finance)
Forensic Social Work (Social Work)
Management Information Systems (Management Information)
Marriage & Family Therapy (Marriage & Family Therapy)
Mental Health Counseling (Counselor Education)
New Venture Management Graduate Certificate (Management)
Nonprofit Management (Public Administration)
Nursing Education Post-Masters Certificate (Nursing)
Pediatric Nurse Practitioner Certificate (Nursing)
Public Management (Public Administration)
Women’s Studies (Women’s Studies)
## Academic Calendar

### Fall Semester 2009

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Labor Day recess.</td>
</tr>
<tr>
<td>October</td>
<td>30</td>
<td>Nevada Day recess.</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
<td>Veterans Day recess.</td>
</tr>
<tr>
<td>December</td>
<td>7-12</td>
<td>Study Week.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Instruction ends.</td>
</tr>
<tr>
<td></td>
<td>10-15</td>
<td>Final examinations.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Semester ends.</td>
</tr>
<tr>
<td></td>
<td>26-27</td>
<td>Thanksgiving Day recess.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instruction ends.</strong></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Semester ends.</td>
</tr>
</tbody>
</table>

### Spring Semester 2011

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>11</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Martin Luther King holiday.</td>
</tr>
<tr>
<td>February</td>
<td>15</td>
<td>Washington's Birthday recess.</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>Mid-semester.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Spring Break begins.</td>
</tr>
<tr>
<td>April</td>
<td>3</td>
<td>Spring Break ends.</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>Study Week begins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction ends.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Semester ends.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Commencement.</td>
</tr>
</tbody>
</table>

### Summer Session 2010 I

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>10</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

### Summer Session 2010 II

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>31</td>
<td>Memorial Day Recess</td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Instruction ends.</td>
</tr>
<tr>
<td>July</td>
<td>5</td>
<td>Independence Day recess.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

### Summer Session 2010 III

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>5</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td>August</td>
<td>6</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

### Fall 2010

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>23</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td>September</td>
<td>6</td>
<td>Labor Day recess.</td>
</tr>
<tr>
<td>October</td>
<td>29</td>
<td>Nevada Day recess.</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
<td>Veterans Day recess.</td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Study Week begins.</td>
</tr>
<tr>
<td></td>
<td>25-26</td>
<td>Thanksgiving recess.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Study Week ends.</td>
</tr>
</tbody>
</table>

### Summer Session 2011 I

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>16</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Memorial Day Recess.</td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

### Summer Session 2011 II

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>6</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>Independence Day recess.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

### Summer Session 2011 III

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>11</td>
<td>Instruction begins.</td>
</tr>
<tr>
<td>August</td>
<td>13</td>
<td>Instruction ends.</td>
</tr>
</tbody>
</table>

*Dates are subject to change*
UNLV Web Resources

Graduate College:
http://graduatecollege.unlv.edu/

- Graduate Study Timeline
  http://graduatecollege.unlv.edu/current/guidance/
- Research and Graduate Studies
  http://research.unlv.edu/
- The Graduate & Professional Student Association
  http://gpsa.unlv.edu/

Academic Colleges & Divisions:

- Business
  http://business.unlv.edu/
- Education
  http://education.unlv.edu/
- Engineering
  http://engineering.unlv.edu/
- Fine Arts
  http://finearts.unlv.edu/
- Honors
  http://honors.unlv.edu/
- Hotel
  http://hotel.unlv.edu/
- Health Sciences (Division of)
  http://healthsciences.unlv.edu/
- Liberal Arts
  http://liberalarts.unlv.edu/
- Sciences
  http://sciences.unlv.edu/
- Urban Affairs
  http://universitycollege.unlv.edu/

Additional Resources, Departments, & Services:

- Campus Life
  http://studentaffairs.unlv.edu/units/campuslife/index.html
- Campus Recreation and Wellness Center
  http://srwc.unlv.edu
- Career Services
  http://hire.unlv.edu
- Cashiering and Student Accounts
  http://cashiering.unlv.edu
- Disability Resource Center
  http://studentlife.unlv.edu/disability
- Financial Aid and Scholarships
  http://finaid.unlv.edu/
- International Students and Scholars
  http://studentlife.unlv.edu/international/
- Jean Nidetch Women’s Center
  http://womenscenter.unlv.edu
- Library Services
  http://www.library.unlv.edu/
- Office of Student Conduct
  http://studentlife.unlv.edu/judicial/
- Parking Services
  http://parking.unlv.edu
- Rebel Card Services
  http://www.rebelcard.edu
- Registrar’s Office
  http://register.unlv.edu/
- Research Centers & Institutes
  http://research.unlv.edu/cli&m/centers-institutes.html
- Student Computing Help Desk
  http://oit.unlv.edu/students
- Student Counseling & Psychological Services
  http://studentlife.unlv.edu/caps/
- Student Diversity Programs & Services
  http://getinvolved.unlv.edu
- Student Health Center
  http://studentlife.unlv.edu/shc/
- Student Union
  http://studentunion.unlv.edu
- UNLV Bookstore
  http://unlv.bncollege.com
- UNLV Campus Dining
  http://www.unlvdining.org
- Veteran Services
  http://finaid.unlv.edu/veterans/
- Writing Center
  http://writingcenter.unlv.edu
About UNLV

The University of Nevada, Las Vegas, located in the vibrant and dynamic city of Las Vegas and surrounded by the Mojave Desert, embraces the traditional values of higher education adapted for the global community of the twenty-first century. UNLV assists students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking, leadership skills, aesthetic sensitivity, and social integrity.

The university provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning, and scholarship. UNLV simultaneously engenders collegial relationships and a sense of community among its members. UNLV embraces the interdependence of quality instruction, scholarly pursuits, and substantive involvements in campus and community life. The university offers artistic, cultural, and technical resources and opportunities to the broadest possible community. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment. UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

In its 50-year history, UNLV has undergone an amazing transformation from a small branch college into a thriving urban research institution of 28,000 students and 3,300 faculty and staff.

Along the way, the urban land-grant university has become a dynamic resource for one of the country's fastest-growing and most enterprising cities. UNLV's 332-acre main campus, located on the southern tip of Nevada in a desert valley surrounded by mountains, is home to more than 220 undergraduate, master's, and doctoral degree programs, all accredited by the Northwest Commission on Colleges and Universities.

UNLV Mission Statement

The University of Nevada, Las Vegas, is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. Our faculty, students, and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability. Our commitment to our dynamic region and State centrally influences our research and educational programs, which improves our local communities. Our commitment to the national and international communities ensures that our research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV’s distinctive identity and values permeate a unique institution that brings the best of the world to our region and, in turn, produces knowledge to improve the region and world around us.

- UNLV is committed to and driven by these shared values that will guide our decision making:
- High expectations for student learning and success;
- Discovery through research, scholarship, and creative activity;
- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
- Social, environmental, and economic sustainability;
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
- An entrepreneurial, innovative, and unconventional spirit.

Program Accreditations

All programs at UNLV are accredited by the Northwest Commission on Colleges and Universities (NWCCU). UNLV’s international programs are approved by the Council on International Educational Exchange (CIEE). For more accreditation information, visit the UNLV Program Accreditations webpage.

Accounting
The Association to Advance Collegiate Schools of Business (AACSB)

Architecture
National Architectural Accrediting Board (AAB)

Art
National Association of Schools of Art and Design (NASA)

Athletic Training
Commission on Accreditation of Athletic Training Education (CAATE)

Business Administration
The Association to Advance Collegiate Schools of Business (AACSB)

Computer Science
Accreditation Board for Engineering and Technology (ABET)

Construction Management
American Council for Construction Education (ACCE)
Didactic Program in Dietetics
Commission on Accreditation for Dietetics Education (CADE)

Dental Medicine
Commission on Dental Accreditation (CODA)

Economics
The Association to Advance Collegiate Schools of Business (AACSB)

Education
The National Council for Accreditation of Teacher Education (NCATE)

Engineering
Accreditation Board for Engineering and Technology (ABET)

Gerontology
Association for Gerontology in Higher Education (AGHE)

Health Care Administration
Association of University Programs in Health Administration (AUPHA)

Health Education
American Association for Health Education (AAHE)

Health Physics
Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ASAC ABET)

Interior Architecture and Design
Council for Interior Design Accreditation (CIDA)

Landscape Architecture
Landscape Architects Accreditation Council (LAAB)

Law
American Bar Association (ABA) (member of AALS)
Association of American Law Schools

Marriage and Family Therapy
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)

Music
National Association of Schools of Music (NASM)

Nuclear Medicine
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)

Nursing
National League for Nursing (NLN)

Phlebotomy Certificate
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Physical Education
National Association for Sport & Physical Education (NASPE)

Physical Therapy
Commission on Accreditation in Physical Therapy Education (CAPTE)

Psychology (Clinical)
American Psychological Association (APA)

Public Administration
National Association of Schools of Public Affairs and Administration (NASPAA)

Radiography
Committee on Education in Radiologic Technology (JRCERT)

Recreation – Professional Golf
Management Professional Golf Association (PGA)

Social Work
Council on Social Work Education (CSWE)

Theatre
National Association of Schools of Theatre (NAST)
Division of Research & Graduate Studies

UNLV provides wide-ranging and unique areas of study to more than 6,000 graduate and professional students. The UNLV Graduate College seeks to provide its students with the highest quality academic experience, including excellent opportunities for research, scholarship, and creative activity. We pride ourselves on cultivating a campus culture that promotes involvement of graduate students in these activities.

We also seek to identify new and innovative ways to meet graduate students’ needs. We provide ample opportunities for financial assistance, offering a wide variety of assistantships, fellowships, and scholarships, and we maintain a customer service orientation in our efforts to meet student needs beyond the classroom and laboratory.

The Graduate College looks forward to working with your academic department to facilitate your education. We are dedicated to enhancing your experience at UNLV and will do our very best to guide you as you pursue graduate study.

Ron Smith, Ph.D.
Vice President & Graduate Dean
Division of Research and Graduate Studies

The UNLV Graduate College

The Graduate College strives to achieve the institutional mission by supporting a wide range of excellent master’s and doctoral degree programs in the major areas of human knowledge—the physical sciences, the social sciences, the humanities, and the arts—as well as in professional fields that respond to local, state-wide, and regional needs. It is clear that our institution’s mission of becoming a premier metropolitan research university with academically excellent programs that focus on student needs as well as issues and problems of the local community and state of Nevada rests, in large part, with the direction, growth and quality of UNLV graduate education. This commitment is further supported by the integration of the university’s research and graduate program management into the Office of Research and Graduate Studies. This structure strategically links the on-going development of UNLV’s research infrastructure with graduate education and directly enhances scholarship opportunities for graduate students.

The Graduate College seeks to support and advance graduate education, including the student learning, the research, scholarly, and creative activities, and the community and institutional services associated with it. The Graduate College is ideally suited to fulfill this purpose and, in this capacity, will assist academic departments and colleges as well as coordinate efforts with student service and administrative offices to meet the needs and interests of graduate students, graduate faculty, and graduate programs; encourage programs and programmatic emphases that meet the challenges of our rapidly growing local population, state, and region as well as the challenges facing the nation and world; articulate a standard of intellectual excellence that pervades university discussions and decisions about matters that affect graduate education; provide university-wide policies and guidance which define good practice in graduate program administration; and bring faculty and students together to encourage intellectual communication, multidisciplinary and interdisciplinary graduate instruction; and cooperative research and artistic projects.

The Graduate College, in all of its policies and actions, must reinforce and encourage that the institution is an intellectual community where students, faculty, and programs with different backgrounds and interests all pursue advanced knowledge and seek improvement of the human condition for the twenty-first century. This shared purpose ultimately defines the most important reason for the existence of a Graduate College and the larger community.

Equal Opportunity

It has been and will continue to be the policy of the University of Nevada, Las Vegas, to be an equal opportunity institution. All decisions of admissions and employment are based on objective standards that will further the goals of equal opportunity.

The university is committed to assuring that all programs and activities are readily accessible to all eligible persons without regard to their race, color, religion, gender, national origin, ancestry, age, disability, Vietnam-Era and/or disabled veteran status, any protected class under relevant state and federal laws, and, in accordance with university policy, sexual orientation.

Persons having questions regarding university policies relating to nondiscrimination law are encouraged to contact
the Office of Human Resources and Diversity Initiatives, Campus Services Building, room 237 or call (702) 895-3504.

Your Graduate School Experience
The reasons for enrolling in graduate school are as varied as the people who make up the graduate student population. Your decision to seek an advanced degree means you share with other UNLV graduate students a spirit of adventure that comes with discovery—discovery of new information, new skills—and discovery of the depths of your own intellectual abilities. You will also share a capacity for hard work, because graduate study, whatever the subject matter, is difficult. But at the end of the sometimes tedious, oftentimes exhilarating work in your chosen field, you will have the satisfaction of having mastered a body of knowledge that places you in an elite group. Your achievement of a graduate degree will be a beginning, not an end. It will only be the start of your development and a forecast of your potential for future contributions to your chosen area of interest.

The university’s advanced degree programs are based on close working relationships between students and faculty. Although most programs can be developed to meet the needs and interests of the individual student, the student must also satisfy all departmental and Graduate College requirements. Therefore, it is important that all students carefully read the appropriate sections of this catalog and stay in close contact with the faculty members in their degree program. Students are responsible for being aware of and observing the policies and regulations stated in the Graduate Catalog.

The Graduate Dean with the advice of the Graduate Council determines policies and procedures of the Graduate College. The Council consists of one delegate from each academic department that sponsors an advanced degree program, and it operates with standing committees. The Graduate and Professional Student Association also has representatives on the Graduate Council. The Graduate Dean and Associate Graduate Dean are ex-officio members of the Graduate Council and each standing committee.

Once enrolled as a student, you will have various responsibilities within the academic community. The conduct of all persons affiliated with the University of Nevada, Las Vegas is governed by the Rules and Disciplinary Procedures for Members of the University Community. This code outlines the responsibilities of students, faculty, staff and administration as well as the rules, sanctions and hearing procedures in effect on the campus. Printed copies of the code are available in the Registrar’s Office. The UNLV Student Conduct Code is available through the UNLV Office of Student Conduct.

Services for Graduate Students
The Graduate College offers services to support graduate students in many different areas. In cooperation with various offices at the University of Nevada, Las Vegas, Graduate Student Services seeks to provide information and programs aimed at the unique needs of graduate students.

Orientation. Every semester, prior to the beginning of classes, the Graduate College conducts an orientation for new graduate students and Graduate Assistants. Each department and/or program offering a graduate degree provides additional orientation and advising for new students.

Recruitment. UNLV is committed to growing selectively, serving the region, and achieving distinction. In recognition of this commitment, the Graduate College seeks to develop, implement, coordinate, and monitor a university-wide graduate recruitment program. Primary goals of this program are to assist the individual graduate programs to identify potential graduate students and to encourage these students to apply and enroll. Also, the Graduate College participates in the UNLV McNair Scholars Program that helps to identify and prepare underrepresented and minority students for graduate school.

Thesis and Dissertation Support. For many programs, the thesis or dissertation represents the culmination of the graduate experience. The Graduate College provides guidance, oversight and direction to graduate students and faculty concerning the policies and procedures for final submission of the thesis or dissertation.

Professional Development Programs. The Graduate College works with other campus units to provide a formal, value-added experience for graduate students that will enhance their career development. For example, a Professional Development Program in College Teaching is currently offered in association with the University Teaching and Learning Center to individuals seeking academic careers.

Student Advising Services. The advising services provide informal and student-centered issue-resolution services, and general advising advice, to graduate students and prospective graduate students. The office offers guidance, information, and assistance when regular channels have failed to provide graduate students with the information that they need to solve problems or make informed decisions. Note: The office does not provide academic advising; students must consult with the graduate coordinator in their own graduate program, or program of interest, for academic guidance.

Graduate and Professional Student Association
The Graduate & Professional Student Association was formed in 1980 to provide additional opportunities for graduate students to interact, both socially and academically, and to provide a forum for dealing with problems specific to graduate student life. GPSA’s primary
goals are to improve the quality of graduate education and
to offer graduate student grants for research and other
 scholarly projects.

Each department on campus has a graduate student
representative who communicates all pertinent information
concerning the GPSA to his/her constituents. The GPSA has
graduate student representation on all standing committees
of the Graduate College and participates in at least one
community service project each semester.

The GPSA office provides a study and social lounge, a
copy service and a computer lab. The office is open year
round, all day and some evenings. Meetings are held on the
first Monday of every month, and all graduate students are
encouraged to attend and participate. For more information
contact the GPSA office, Lied Library, Room 3251 or call
(702) 895-2261.

Admission &
Registration Information

Admission to the Graduate College at the University of
Nevada, Las Vegas is competitive; the minimum standard is
evidence of the ability to matriculate in and complete an
advanced graduate degree successfully. The rules and
criteria established by the Board of Regents, University,
Graduate College, and individual graduate programs
determine admissibility.

The Graduate College processes applications and
supporting materials when received for the semester
indicated by the applicant. All application materials must be
received by June 15 for fall and November 15 for spring
admission (May 1 and October 1, respectively, for
international applicants). Application deadlines vary by
department, and many graduate programs have different
admissions deadlines that applicants must meet to be
considered for admission. Students should contact the
department where they are seeking admission to get this
information.

In consultation with the Graduate College, departments
have the right to establish additional admission standards
and criteria. It is the responsibility of the applicant to
contact the appropriate department for information on
additional departmental admission requirements. Please note
that applicants must submit admissions materials to both the
Graduate College and their graduate program of interest
simultaneously in order to apply for admission. The process
below describes the Graduate College requirements; please
also follow the requirements, guidelines and deadlines of
your degree program of interest.

Admission Requirements

Requirements for Domestic Applicants
Applicants must meet the following academic requirements:
1. Hold a baccalaureate or advanced graduate degree
   from a regionally accredited four-year college;
2. Have a minimum overall grade point average of
   2.75 (4.00=A) for the bachelor's degree, or a minimum 3.00
   GPA (4.00=A) for the last two years of study;
3. A student who has an advanced degree from an
   accredited college or university with a minimum overall
   GPA of 3.00 may, at the option of the Graduate Dean and
department, be admitted to an advanced degree program
   with an undergraduate grade point average of at least 2.00
   but less than 3.00.

Requirements and Procedures for International
Applicants
International applicants are considered for the Graduate
Standing classification only. Besides the admission
requirements listed previously, international applicants from
countries where English is not the native language, or who
did not receive a degree from an institution where English is
the language of instruction, must show competency in
English. The Graduate College requires a minimum score of
550 (written), or 213 (computerized), or 80 (internet-based)
on the Test of English as a Foreign Language (TOEFL), 85
on the Michigan Test, or a 7 band or higher on the
International English Language Testing System (IELTS).
Credentials not written in English must be accompanied
by an English translation certified as true by a university
official, an official representative of a United States
embassy or consulate, the United States Information
Service, the United States Education Foundation, or an
approved professional translating service. Notarized copies
of originals or translations are not considered official.

International applicants must submit a completed
Certificate of Finance to the Office of International Students
& Scholars, must satisfy the financial eligibility
requirements, and receive their Letter of Admission from
the Graduate College by July 1 if admitted for fall semester
and November 15 if admitted for the spring semester before
an I-20 will be issued.

For information concerning matters not related directly
to the degree program (housing, fees, etc.), contact the
Office of International Students and Scholars. Once
admitted, international students must consult with this office
and their academic advisor.

Application Procedures for Domestic and International
Applicants
To be considered for admission, prospective students must
complete two simultaneous application processes: one in the
Graduate College and the other in the department that offers
your program of study. The Graduate College requires the
same application and admission materials from all
prospective graduate students, regardless of department of
interest. Individual academic departments may require satisfactory composite scores on standardized tests, letters of recommendation, a personal statement, portfolio, or any combination of these or other items. Because departmental requirements vary, please refer to your department of interest for specific application requirements and deadlines. To apply to the Graduate College, submit the following admission materials for consideration:

- A completed application: The application is available for you to fill-out online by selecting the “Applying to Graduate School” link on the Graduate College homepage at http://graduatecollege.unlv.edu.
- A nonrefundable admission application fee, payable to the Nevada System of Higher Education by check, money order, or online by credit card.
  *Note: Applications and materials will not be processed until the application fee is received. Applicants to multiple UNLV graduate programs must pay the admission application evaluation fee for each application filed. Denied applicants, who later seek admission to the same or other UNLV degree program, are required to pay an additional application fee to cover processing.

- One official transcript from every postsecondary institution the applicant has attended, showing all degrees and coursework, the dates awarded, and extension and correspondence work.

  *Note: Only transcripts sent directly from the institution are considered official. Failure to disclose all course work and/or degrees awarded will result in rescission of admission.

Send Graduate College admission materials to:

University of Nevada, Las Vegas
Graduate College
FDH 352 Box 451017
4505 S. Maryland Parkway,
Las Vegas, NV 89154-1017

Mailing addresses for specific graduate programs are available on department websites via the Graduate College website. Applicants must submit admission materials to your department of interest by their deadline. Because departmental requirements vary, please be sure to refer to your department of interest for specific application requirements. Many graduate programs require some or all of the following documentation:

- One official transcript from all postsecondary institutions attended, showing all degrees and the dates awarded and extension and correspondence work. Only transcripts sent directly from the institution are considered official. Some departments only require unofficial transcripts; please check with your department of interest to confirm.

- Letters of recommendation sent by former instructors, employers, or other professionals who can evaluate the applicant’s potential to complete graduate study.
- Resume, portfolio, etc. Some departments may request additional materials (i.e., resume, portfolio, and statement of purpose, writing samples, and the like).
- Standardized test scores. In addition, some departments may require satisfactory composite scores on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Miller Analogies Test (MAT), or other standardized tests. Information concerning standardized examinations required for admission to the degree program is available from the Student Development Center. Some examinations are given only four or five times a year and require that registration be completed a minimum of six weeks prior to the test date. With the exception of the Miller Analogies Test (MAT), students may take the required tests at other colleges or universities if taking them at UNLV is inconvenient for the applicant.

The Admission Process

1. A Student Admission File is created upon receipt of an admission application and fee. Applications are not processed until the Graduate College receives all required credentials. To avoid processing delays, students must submit the online admission application and fee prior to sending additional materials (i.e., transcripts, test scores, letters of recommendation, etc.). Applicants are responsible for making sure the Graduate College and department receive the appropriate credentials by the required deadlines. All application materials, including transcripts, become the property of the university and may not be released to the applicant or any individual.

2. The Graduate College evaluates the application materials and forwards them to the department for review. Upon review of the materials, the department will make a recommendation to the Dean of the Graduate College for approval. Early submission of all application materials to the Graduate College and department simultaneously, facilitates a more expeditious review process.

3. Applicants will be notified of their admission status on their Apply Yourself page (online). Those accepted to pursue a UNLV graduate degree will receive a Letter of Admission from the Graduate College. The Letter of Admission is an important document that the student should retain.

4. The admission process is completed upon enrollment in graduate-level courses for the specified term and degree program indicated on the Letter of Admission. Failure to enroll or withdraw from all course work, during the
Upon admission, the student must submit an application for admission, the required application fee, and any supporting material required by the department or program. To change to another department or program, students must submit a new application for admission, the fee, and supporting credentials required by the new department or program. Nevada professional certification may be considered as fulfilling this requirement. To be considered for admission for a future semester, the student must reapply and submit another application processing fee.

Transfer Work
Courses used to fulfill requirements for one degree may not be used toward another degree. For UNLV Non-Degree Seeking graduate students, a maximum of 15 graduate credits taken at UNLV may be applied toward a graduate program. Graduate work with a grade of B or higher (3.00, A=4.00) may be transferable into a degree program subject to departmental and Graduate Dean approval. Grades of B or lower, and courses graded on a satisfactory pass/fail basis, are not transferable into graduate degree programs. With the department and Graduate College approvals, no more than one-third of the minimum number of credits required for the degree (not including credits for thesis, dissertation, and professional/scholarly papers) may be transferred from an accredited graduate degree granting institution.

Second Admission or Readmission to the Graduate College
Students may apply for a second master’s degree (in a different department) or a doctoral degree after completing a master’s degree. In these cases, students must submit a new application for admission, the fee, and supporting credentials required by the Graduate College and the new department or program. The Graduate College issues only two Letters of Admission. Failure to meet the prerequisite admission requirements. These courses will not apply toward the advanced degree. Most College of Education departments require a minimum of 18 undergraduate credit hours in professional education courses. Nevada professional certification may be considered as fulfilling this requirement. To be considered for admission for a future semester, the student must reapply and submit another application processing fee.

Change of Department
Students are admitted to pursue an advanced degree in a specific department or program. To change to another department or program, students must submit a new application for admission, the required application fee, and all necessary admission credentials to the Graduate College. Upon admission, the student must withdraw in writing from the original department. Graduate students may not be enrolled in two degree programs simultaneously.

Revocation of Admission
It is assumed that the information provided on the application for admission is complete and accurate. Subsequent evidence to the contrary may result in the admission being revoked and the loss of any credit or degree stemming from the admission. To reapply for admission after a revocation, a new application and fee are required. Students should contact the Graduate College to determine what additional materials are needed. Materials from the previous application, such as official transcripts, may be used.

Admission Status and Classification of Students

Graduate Standing
Students accepted to pursue a program leading to an advanced degree are classified as having Graduate Standing. The Graduate Standing classification allows students to plan and matriculate in a degree program, to request formation of an advisory committee, and to be assigned or select a faculty advisor, depending on the degree program.

Graduate Provisional
Students whose previous academic records are not strong enough to merit Graduate Standing may be granted probationary admission and classified as Graduate Provisional. This classification does not apply to students with deficiencies or insufficient undergraduate credits in the chosen field of study. The Graduate College and the student’s department determine placement in this classification.

A provisional student must complete nine credit hours of graduate-level course work selected by the department and listed on the Letter of Admission. The student must complete this course work within one calendar year of admission, with grades of B or higher (B- grades are unacceptable) before taking additional course work. Failure to complete the required course work in the specified period or a grade less than B (3.00) will automatically cancel the student’s admission.

When the Graduate College receives the grades covering the required course work, the student will be given Graduate Standing status. A student may only be admitted as a Graduate Provisional student once.

Conditional Admission
A Conditional Admission status may be granted when the applicant must submit additional material before finalizing admission, i.e., a final transcript of course work in progress while applying for admission. Graduate Standing or Graduate Provisional students may also be classified as Conditional Admission. The Letter of Admission will specify which material must be submitted and the date the Graduate College must receive it. Failure to meet the
condition(s) will automatically cancel the student’s admission.

Non-Degree Student
The Non-Degree Student status is assigned to individuals with baccalaureate degrees who wish to take graduate courses but not pursue an advanced degree. Registration for classes as a Non-Degree Student is processed through the Graduate College. Generally, Non-Degree Students may enroll in up to 12 credit hours per semester.

Department faculty are responsible for determining the adequacy of preparation of Non-Degree Students before allowing them to take upper-division or graduate courses which are open to Non-Degree Graduate Students. The student should check with the department about graduate courses accessible to Non-Degree Students. It is the student’s responsibility to provide proof of adequate preparation.

A Non-Degree Graduate Student wishing to seek a degree must apply for admission to the Graduate College and pay an application processing fee. Non-Degree Graduate Students may transfer up to fifteen UNLV credits with grades of B or higher into a degree program. Courses taken as a Non-Degree Graduate Student count toward the degree program at the discretion of the graduate coordinator, and/or department chair, and Graduate Dean.

Undergraduates Taking Graduate-Level Courses
Undergraduates with a minimum 90 semester hours of credit and 3.00 or higher grade point average may enroll in graduate courses. Students in the Honors Program must have a minimum of 45 semester hours of credit and a 3.00 or higher grade point average. The Approval for an Undergraduate to Enroll in 700-level Course Work Form must be completed and necessary signatures obtained and approved by the Graduate College prior to registration. Students may enroll in up to six hours of graduate-level courses during one semester.

Reserving Courses for Graduate Credit. Upon approval, UNLV undergraduates may take 600/700-level course work and reserve the credits earned for possible use in an advanced degree program. Course work reserved for graduate credit may not be used to satisfy baccalaureate degree requirements.

Graduate Courses for Undergraduate Credit. Upon approval, UNLV undergraduates may take 600/700-level course work for use in an undergraduate degree program. Courses used in an undergraduate program may not be applied toward an advanced degree at a later date.

Immunization Requirement
Nevada state law requires all new University of Nevada, Las Vegas graduate students to submit proof of immunization before they may register for classes. New students are required to provide proof of immunity to remove a registration hold. The Graduate College sends immunization forms along with the admission notification. For further information, contact the Student Health Center at (702) 895-3370.

Nevada Residency
The Dean of the Graduate College determines the Nevada residency of graduate students according Board of Regents regulations and the laws of the State of Nevada. Persons, such as Nevada certified school teachers and Armed Forces personnel stationed in Nevada, are normally accorded residency status. A full statement of the regulations is available online.

Registration Policies
The university outlines specific registration procedures in the Schedule of Classes, which is made available prior to each semester by the Registrar’s Office. Students must register for classes using the procedures outlined in the class schedule including enrolling by the dates and times specified for each semester or special session. Students paying fees after the date and time specified in the schedule may be charged a late fee. An administrative drop may result for nonpayment of fees. The registration or enrollment of a student ineligible to attend the university is subject to immediate cancellation. A full-time graduate student is one who is enrolled in nine or more semester credits or equivalent or six credits for graduate assistants.

Adding or Dropping Classes
Students may add or drop a course up to the close of the late registration period. After this date, and with approval, students may make changes only when the circumstance is sufficiently extraordinary to warrant an exception.

Dropping/Withdrawing From Classes
The terms drop and withdraw are used interchangeably. The academic policies and calendar dates for dropping and withdrawing are the same. Drop generally refers to dropping one or more courses during a given semester. Withdrawal generally refers to the act of dropping all courses during a given semester.

A student may drop or withdraw from full semester courses during the free drop period (first ten weeks of the fall or spring semester) without a grade. The instructor must provide a preliminary evaluation of the student’s grade before the end of the free drop period. No drops or withdrawals will be permitted after the end of the free drop period as published in the current class schedule (see Grades and Examinations). Refer to the appropriate class schedule for drop dates for special modular courses, short courses, extended education and summer term courses. Students who stop attending class and fail to file an official drop request form with the Registrar will receive a grade of F.  

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Students who wish to withdraw from all classes must obtain a Withdrawal form from the Registrar’s Office, obtain all required signatures, and return the form to the Registrar’s Office. The withdrawal is official only after the Registrar’s Office accepts it.

A student who has officially dropped a class and who is no longer registered for credit or audit is ineligible for further attendance in that class.

Cancellation of Registration
The university reserves the right to cancel any registration in specific courses for which the student is ineligible. The registration of any student who is ineligible to attend the university is subject to immediate cancellation. The university also reserves the right to cancel the registration of an individual whose attendance, in the opinion of the appropriate administrative officials, would not be mutually beneficial to that person and to the institution.

Cancellation of Courses and Programs
The university reserves the right to cancel any registration in which the enrollment is insufficient to warrant offering the course and/or to eliminate, cancel, phase out or reduce in size courses and/or programs for financial, curricular or programmatic reasons.

Repeat Policy
Any course may be repeated, regardless of the grade received. Credit will be allowed only once for successful completion of the course, except for courses designated in the catalog as allowable repeats. A student may repeat any UNLV course once at UNLV and not have the original grade included in the computation of the grade point average. The repeat grade must be on the same grading option as the original grade. The original grade will remain on the student’s academic record with suitable notation. For courses repeated prior to February 1971, both the original grade and the repeat grade are included in the grade point average. Students are responsible for providing the Registrar’s Office with written notification when a repeat course is completed. Computer-printed grade reports may not initially compensate for repeated courses. Grade point averages, credits attempted, and credits earned will be manually adjusted.

When a course is repeated more than once, only the original grade is omitted in computing the grade point average. The fact that UNLV has granted a degree to a student shall not preclude the student’s right to repeat a course for the purpose of improving a grade. However, class standing will not be affected by the results. A student receiving a final grade of ‘F’ in a course can obtain credit by pre-registering for the course, repeating the class work, and receiving a passing grade.

A failed course cannot be challenged by examination. A failed course does not have to be repeated unless the course is a specific college or department requirement. A student may be allowed to repeat any course once and not have the original grade computed in the graduation GPA. If a course is repeated more than once, only the original grade is omitted in computing the graduation GPA.

Unit of Credit
The unit of credit, or semester hour, is generally defined as one 50-minute lecture a week for a semester. Two or three laboratory hours per week, depending on the amount of outside preparation required, usually carries the same credit as one lecture hour.

Course Numbers
Graduate-level courses are numbered 500-799. Undergraduate-level courses are numbered 100-499.

Symbols
Numbers separated by a hyphen indicate courses which must be taken in sequence. The first semester is prerequisite for the second, for example, 701-702. Numbers separated by a comma indicate courses which may be taken one without the other, for example (701, 702). Various areas of the same course may be taken for credit. They are indicated by letters, for example A., B., etc.

Grading System
The following symbols are used in reporting and recording student grades:

- A Superior
- B Above Average
- C Average
- D Below Average
- F Failing
- AD Audit
- I Incomplete
- S Satisfactory
- X Hold Grade

Note: Faculty members have the option of using plus (+) and minus (-) for grades of A, B, C, and D. Exception: A+ grades are not given.

I or Incomplete Grade
The following regulations apply to the ‘I’ or Incomplete grade:

1. The ‘I’ grade is used for content/lecture type courses designed to be completed within one semester and where the student has failed to complete all of the requirements. The instructor is responsible for determining if the reason for non-completion is satisfactory.
2. An ‘I’ is given only when a minor part of the course work remains incomplete and the major portion has been completed at a level which is clearly passing.
3. Graduate students receiving an ‘I’ grade in 500, 600- or 700level courses have one calendar year to complete all course requirements and remove the ‘I’ grade; however, the instructor may require that it be made up in less time. If course requirements are not completed within
one year, the Registrar’s Office will automatically record a grade of ‘F’. Students must make up an Incomplete in a 400-level or lower course in one semester.

S or F (Satisfactory or Failing) Grades
The Satisfactory (S) or Failing (F) mark is used upon completion of the thesis, dissertation, professional paper or for noncredit or satisfactory/fail courses. Grade-point values are not assigned for S. Many graduate and professional schools may not accept satisfactory/fail credits, or accept them only if accompanied by written evaluations of the work accomplished in such courses that bear upon the field of specialization. Additional evidence such as GRE or other advanced test results may also be required. UNLV does not accept graduate courses graded satisfactory/fail for use in a degree program except thesis, dissertation, or professional paper credits.

X (Hold) Grade
The X grade is restricted to 500-, 600- or 700-level research or clinical practicum courses where the course requirements may extend beyond one semester.

Grade Changes
A reported grade may be changed because of a clerical error made by the instructor or Registrar. Grade changes require the approval of the Graduate College Dean. Under present university regulations, the Registrar cannot change a grade once six months have passed following issuance of the official student grade report.

Transcripts of Credit
Official transcripts bear the University Seal, the Registrar’s signature, and reflect all academic work attempted at UNLV. Upon written request, the Office of the Registrar will issue official UNLV transcripts. Requests should be made at least one week before the date the transcripts are needed. The Registrar will not issue transcripts for any student having a delinquent indebtedness to the university. In addition, transcripts of work from other institutions will not be issued. Work in progress does not appear on the transcript until the semester or registration period officially ends. Transcripts are not prepared during final examination, grade recording, and registration periods.

Academic Policies

The policies and regulations of the graduate program or department, the Graduate College, the University of Nevada, Las Vegas, and the Board of Regents are subject to review and change. The Graduate College Policy Manual and the UNLV Student Conduct Code are available by request in the Graduate College and on our website.

It is the responsibility of students to know and observe all regulations and procedures relating to their graduate program, the Graduate College, and UNLV. In no case will any regulations be waived or an exception granted based on a plea of ignorance of, or contention that the graduate program, Graduate College, or university did not inform a student of the regulations or procedures. Questions regarding graduate-level study regulations and their interpretation should be addressed to the Graduate College.

Academic Integrity
All members of the UNLV community are dedicated to learning. The university and the graduate college expect nothing less than a high level of scholarly integrity and academic honesty on the part of students, faculty, staff, and administrators.

Quality academic work requires honesty. The UNLV faculty and administration regard any attempt by a student to present as his or her own work that which he or she has not solely produced as a serious offense. Students are considered to have cheated, for example, if they copy the work of another; use unauthorized Note: or other aids during an examination; turn in a paper or an assignment written, in whole or in part, by someone else as their own. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging the sources, or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, examination, or other scholarly endeavor may receive a grade of ‘F’ for the course involved, and may be suspended or removed from the program. Additionally, UNLV has established policies regarding research misconduct among students, faculty and staff. Research misconduct pertains to commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person’s work as one’s own, unprofessional manipulation of experiments or of research procedures, or misappropriation of research funds. (Adapted from the 1994¬-95 Graduate Catalog Northern Illinois University).

If a student is deemed by a faculty member to be guilty of academic dishonesty, where applicable, the student may be assigned a failing grade for the corresponding segment of the course or for the entire course. The faculty member or administrator also may initiate disciplinary review under procedures described in the Nevada System of Higher Education document Rules and Disciplinary Procedures for Members of the University Community.

Disciplinary sanction options described therein include warning, probation, suspension, and expulsion or revocation of a degree if a degree has been previously awarded. In all cases the faculty member is responsible for recording the circumstances, notifying the student in writing, and for
giving the student an opportunity to reply. Appeals go to the chair of the student’s academic department, academic dean and Graduate Dean.

If a graduate student fails to maintain the standards of academic or professional integrity expected as defined in writing by their discipline or program, the student’s admission status in his or her program will be terminated. If any member of the university community is deemed guilty of academic dishonesty, action may be brought under the Rules and Disciplinary Procedures for Members of the University Community. In addition, students who violate these standards will be subject to conduct sanctions, in accordance with the UNLV Student Conduct Code and Policies, in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus.

Credit Requirements

Residence Credit Requirement

Resident credit means any graduate course that is satisfactorily completed at UNLV, except credits earned by special examination or correspondence courses. Correspondence study, credit by special examination, or enrollment in another institution within the Nevada System of Higher Education does not constitute an interruption of resident credit.

A minimum of 50 percent of the total credits required to complete the master’s, specialist, or doctoral degree not including transferred credits, the thesis, dissertation, or professional paper must be earned at UNLV after admission to a graduate degree program.

Graduate Credit

All courses numbered 500-799 are considered graduate level. To determine which graduate-level courses will apply to a specific degree, the student must have them approved on a degree program. Prior to having a degree program approved, there is no guarantee that a course will apply toward the degree. To be considered a graduate-level course, the instructor must be a member of the Graduate Faculty. The Graduate College requires a minimum of 50 percent of the degree program semester hours are 700-level courses excluding thesis, dissertation, or professional/scholarly paper. Individual departments may require more than the Graduate College minimum.

Graduate-level courses may not be challenged. Graduate courses which are graded on a satisfactory/fail basis, may not be used in a graduate degree program except for thesis, dissertation, or professional/scholarly paper credits.

Credit toward Degree

Courses used to fulfill requirements for one degree may not be used toward another degree. No more than three credits of a student’s degree program may consist of UNLV workshop, institute, and conference credits, and the student must have received a grade for these credits.

A course in which a grade of less than C was received will not be considered for use toward the degree. Departments may impose a higher grade standard. Experimental, experiential (life and work experiences), correspondence, and audited courses may not be applied toward the degree. In addition, courses numbered in the 100-499 series cannot be used for graduate credit.

Credit may be used toward the graduate degree for courses taken while an undergraduate at UNLV only if the course was reserved for graduate credit. See the Admissions section for this information.

Transfer Credit Limitations: Prior to Admission and Enrollment

Not more than one-third of a student’s degree program (not including the thesis, dissertation, or professional/scholarly paper) may be transferred from another university at the time admission is granted. Courses used to fulfill requirements for one degree may not be used to reduce credit hour requirements in another degree program. For UNLV Non-Degree graduate students, a maximum of 15 graduate credits taken at UNLV may be applied toward a graduate degree program.

Transfer Credit Limitations: After Admission and Enrollment

Once admitted to an advanced degree program, students must obtain prior written consent of the department and the Graduate Dean to take course work elsewhere and use it in their degree program. Such work must be graduate level, graded, and must not be experimental, correspondence, or extended in nature.

The department chair, the graduate coordinator, the academic dean responsible for approving the student’s degree program, and the Graduate Dean must approve all credits taken prior to admission or transfer credit. To be considered for use:

1. The work must have been taken at an accredited institution;
2. The work must have been completed with a grade of B or higher (B- is not acceptable);
3. Official transcripts covering the work must be sent directly from the issuing institution to the Graduate College; and
4. The work must be posted to the student’s permanent academic record.

Transfer credit is approved only when evidence exists that the work is certifiably graduate level and has not been used in another degree program. The age of the transfer work under consideration, or the year taken, may also be a factor. The student is responsible for providing this evidence. Courses used to fulfill requirements for a previous degree may not be used toward another degree.
After admission, credits (workshops and correspondence courses will not be considered) taken at another institution may be applied toward the degree if prior permission is obtained. Contact the Graduate College for the request form, additional information and the conditions of transfer credits.

**Limitation on Credit Load**
The university considers a graduate student taking nine credits per semester as full-time (six credit hours if the student is a graduate assistant). Please note that the number of credits enrolled impacts financial aid. Contact the office of Financial Aid and Scholarships for further information.

Graduate students normally may not take more than 12 credit hours (10 if a graduate assistant) during the fall and spring terms. They may take no more than six credit hours in a single five-week Summer Term and earn no more than a total of 12 credits during the Summer Term (pre, post, and regular five-week sessions combined). Overload petitions are available in the Graduate College office. Petitions must be approved by the Graduate Dean prior to registration.

**Grade Point Average**
A candidate for an advanced degree must have an overall grade point average of 3.00 for all graduate program approved courses. The GPA, computed by the Graduate College, includes all completed graduate course work accepted at admission and all subsequently approved course work.

**Continuous Enrollment**
After admission to a graduate program, students must register for a minimum of six semester hours each calendar year. Students working on a thesis or dissertation must register for three semester hours of credit each semester (excluding summer), until the document has been completed and has been given final approval. Students who have not registered for academic work within one calendar year will be separated from their program and must reapply for admission should they wish to continue. Exceptions to the above policy, as with a request for a leave of absence, are made only with the approval of the student’s advisor, department chairperson or graduate coordinator, academic dean and the Graduate Dean. Any student using the services of the academic staff or university facilities must be registered for the period during which the services are rendered or the facilities are used. Students must be registered during the semester they intend to graduate and/or take final, comprehensive, preliminary, examinations, defend a thesis or dissertation.

**Six-Year and Eight-Year Policy**
The Six-Year and Eight-Year Policy applies to all course work, including all approved transfer degree course work. In special circumstances, the student’s faculty advisory committee may recommend that the Graduate Dean extend these degree time limits. Each department may establish shorter periods than those previously discussed contingent upon the approval of the Graduate Dean and inclusion in the Academic Policies section of this catalog. Students violating the six-year and eight-year policy and/or the continuous enrollment policy are no longer automatically eligible to complete their program under the requirements in place at the time of admission. This decision is left to the discretion of the department. Students are considered making satisfactory progress toward the degree as long as they are completing six degree program credits per calendar year. Students not meeting this requirement will be separated from the Graduate College.

**Master’s Degree Students:** All master’s degree requirements must be completed within six years. Course work completed more than six calendar years before the term in which all degree requirements are met may not be used in the degree program.

**Doctoral Degree Students:** A student beginning a doctoral degree program and holding a master’s degree in an appropriate field of study must complete all doctoral degree program requirements within six years. A student beginning a doctoral degree program without a master’s degree must complete all requirements for the degree within eight years.

**Leave of Absence**
When necessary a student may request approval for a leave of absence from a degree program. During the leave of absence, the student should remain in contact with the department. However, all degree requirements must be completed within the six- and/or eight-year policy as stated previously.

**Probation and Separation**
Departments are to review the academic performance of graduate students at the end of each semester and/or academic year. If a department determines that a student is not making satisfactory progress toward the degree, it may request the Graduate Dean separate the student from the college or place the student on probation. The department must provide the student with the specific requirements, including deadlines, which must be completed to be removed from probation. If the Graduate Dean approves the request, the student will be placed on probation. Failure to meet the conditions of the probation will result in separation from the Graduate College.

Failure to make satisfactory progress may include: failure to complete six credits per calendar year toward the degree program; unsatisfactory grades (including Incompletes, grades below a B, or Withdrawals); failure to consult with the advisor when requested; failure to establish a graduate committee; failure to develop an official, approved degree program; failure to establish the groundwork for an acceptable thesis or dissertation; and failure of comprehensive and qualifying examinations.
Students must prove that they are making satisfactory progress. Departments may establish their own benchmarks for progress, consistent with degree program requirements and standards in the field. Satisfactory academic progress also involves maintaining the standards of academic and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in termination of the student’s admission to a graduate degree program.

A UNLV graduate student who has been dismissed for academic reasons is not eligible for admission or re-entry. The student must petition the Graduate College for academic reinstatement.

**Administrative Drops and Classroom Conduct**

Failure to attend a course or to submit required work will result in a grade of F. The student who neglects a course is solely responsible for dropping the course or withdrawing from the university. However, an administrative drop may be initiated at the discretion of the instructor, who will record the circumstances. The approval of the academic dean offering the course is required. Deadlines for an administrative drop are the same as for a drop initiated by the student and are based on the date received at the Registrar’s Office. The student will be notified by the final grade report.

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the right of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or other potentially disruptive activities, is permitted only with prior explicit consent of the instructor. The instructor may rescind permission anytime during the course.

If a student does not comply with requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop. The instructor must record the circumstances. The approval of the dean of the college offering the course is required. Before a decision, the dean will consult with the student and other parties as appropriate.

Serious cases of misconduct, as defined by the Rules and Disciplinary Procedures for Members of the University Community, will be referred to the appropriate administrative officer for action.

**Change of Address**

Any change of address should be reported immediately to the Registrar’s Office and the Graduate College. Any correspondence from the university mailed to the last address provided by the student to the Registrar and Graduate College will discharge all university responsibility for notification.

**Appeals and Procedures**

Appeals are to request reconsideration of a course grade, alleged unfair practice, and relief or waiver from a UNLV and/or Graduate College policy or requirement. Appeals must be filed with the Graduate College Office (FDH 309) in a timely manner. The Graduate College must receive grade appeals within 60 calendar days from the last day of the term/semester in question. The Registrar’s Office must receive notification to change a grade due to clerical error within 60 calendar days from the last day of the term/semester. Each appeal is reviewed individually and a decision will be based on the merits and documentation provided.

It is the student’s responsibility to provide a clear and concisely written statement of the appeal and to provide all relevant documentation to be reviewed. Written appeals must include:

1. UNLV Graduate College Appeal Form as a cover sheet
2. Written Statement of Appeal addressed to the appropriate UNLV administrator
3. Relevant documentation and support. For example, documents may include medical records, work verification, police reports, death certificates, airline receipts, letters from professors on university letterhead, transcripts, etc. If the issue is not resolved between the student and course instructor, a written appeal should first be directed to the Graduate Coordinator of the department in question. If the problem remains unresolved to the student’s satisfaction, appeals must be directed in progressive order to the Department Graduate Coordinator, Department Chair, College Dean, then subsequently to the Graduate Dean. The Graduate Dean may act to resolve the problem or request the Graduate College Committee on Faculty and Student Issues to review the problem and make its recommendation to the Graduate Dean. The Graduate Dean will inform the student of the final decision.

Advisors and departments may have varying methods of processing appeals. Your department should be contacted for specific policies and procedures. The Graduate College Graduate Faculty and Student Issues Committee is the designated College Committee to hear certain graduate student and faculty appeals and is composed of graduate faculty a graduate student representative.

**Waiver of Regulations**

The Graduate Dean will consider a student’s written request for waiver of a regulation upon a written recommendation from the student’s department and committee chair. The regulation in question must be specified and the reason for the exception clearly stated. The Graduate Dean will notify both the student and the department of the decision.
Policies and Procedures on the Protection of Research Subjects

Human Subjects: Graduate students conducting research must adhere to UNLV policies and procedures regarding the use of human subjects. All research projects in which human subjects are involved must be reviewed and approved under the authority of the UNLV Institutional Review Board (IRB), which consists of two committees - Biomedical Sciences Committee and Social and Behavioral Sciences Committee. The IRB is responsible for the development and monitoring of university policy and procedures involving the use of human subjects in research. The provision for the protection of human subjects in research applies to all studies in all locations, whether funded or unfunded, and whether conducted by faculty, students, or staff. It also applies to persons unaffiliated with UNLV, who wish to investigate subjects under the protection of the university. Students should contact the Office of Sponsored Programs to obtain appropriate forms and further information.

Animal Subjects: It is university policy that: 1) the proper care and management of laboratory animals is essential to the welfare of the animals, to the validity of research data, and to the health and safety of those caring for or using animals; and 2) the university will comply with federal and state regulations regarding animal welfare. All animal protocols involving vertebrate animals (including farm animals and wild animals) conducted at, funded through or sponsored by UNLV must be submitted for prior Institutional Animal Care and Use Committee (IACUC) review and periodic review after approval in accordance with university policies and procedures that are required by federal law.

The provision for the protection of animal subjects in research applies to all studies in all locations, whether funded or unfunded, and whether conducted by faculty, students, or staff. It also applies to all studies in all locations, whether funded or unfunded, and whether conducted by faculty, students, or staff. It applies to persons unaffiliated with UNLV, who wish to investigate subjects under the protection of the university. Students should contact the office of Sponsored Programs to obtain appropriate forms and further information.

UNLV Student Computer Use Policy
Public computer laboratories and mainframe computers are provided as a service to students. Use is a privilege, not a right. Users should be good citizens; they must refrain from doing anything that annoys others or disrupts the educational experiences of their peers. Failure to comply with the regulations below may result in suspension under the NSHE Code, or civil or criminal action under the Nevada Revised Statutes, or federal law. It is a violation of UNLV policy to:

1. Copy any copyrighted software provided by UNLV. It is a criminal offense to copy any software protected by copyright, and UNLV will treat it as such.
2. Use licensed software in a manner inconsistent with the licensing arrangement. Information on licenses is available at the tutor stations or through NSHE Computing Services.
3. Copy, rename, alter, examine, or delete the files or programs of another person or UNLV without permission.
4. Use a computer to annoy others, including, but not limited to, sending offensive messages or knowingly causing a system to crash.
5. Create, disseminate or run a self-replicating program (virus), whether destructive in nature or not.
6. Use a computer for non-university work, such as for a private business or non-UNLV sanctioned club.
7. Tamper with switch settings or do anything that could damage terminals, computers, printers, or other equipment.
8. Collect, read, or destroy output other than your own work without the permission of the owner.
9. Use the computer account of another with or without permission unless it is designated group work.
10. Use software in the lab not owned by UNLV unless the student is the legally licensed owner.
11. Continue to use a computer account after withdrawing from the class for which it was obtained.
12. Access or attempt to access a host computer, either at UNLV or through a network, without the owner’s permission, and/or through use of log-in information belonging to another person.

Student Use of Hazardous Materials
Certain courses may require students to work with potentially hazardous materials in the lab, darkroom, or workshop. Instructors will provide instructions regarding the safe handling of all materials. Questions should be directed to the specific academic department or instructor.

Degree Progression Policies & Procedures
Degree requirements are usually completed under the policies and regulations listed in the Graduate Catalog in effect at the time of admission. However, and with departmental and Graduate College approval, the Graduate Catalog in effect during the semester in which degree requirements are completed may be used. All students seeking an advanced degree must adhere to the regulations discussed in this section. With Graduate College approval, departments may have additional specific degree
requirements that students must meet to receive an advanced degree.

Forms
All students are responsible for submitting the proper forms to the Graduate College as he or she progresses through their degree program. Failure to do so may cause a delay in the student’s graduation.

The Advisor
Students are assigned an advisor by their graduate program at the time of admission into the Graduate College. The advisor is typically selected by the department from among its Graduate Faculty; after which, if required by degree program, it is the responsibility of the student to personally select an advisor to serve as chair of his or her advisory committee. At any time after admission, a student may request a change of advisor and, upon departmental recommendation and Graduate College approval, the advisor will be changed.

The Advisory Committee
The advisory committee is responsible for guiding the student through the graduate program, assisting with the thesis or dissertation (if required), and administering the final examination. Not all graduate degree programs require the appointment of an advisory committee. Students should consult with their advisor to determine whether or not an advisory committee is necessary. All members of the committee should have expertise in the student’s area of concentration. Generally, four Graduate Faculty members comprise an advisory committee: three from the student’s department and one graduate faculty member from another department to serve as the Graduate College representative. One of the three graduate faculty members from the department serves as the student’s advisor and committee chair. The Graduate College must approve the Graduate College representative suggested by the student and advisor to serve on the committee. Occasionally, it is permissible for an additional graduate faculty member(s) to be placed on the committee. This exception requires the approval of the Graduate Dean. Master’s and doctoral students must submit the Appointment of Advisory Committee form to the Graduate College before establishing the degree program.

The Degree Program
Students, with their advisor and advisory committee, must prepare a proposed graduate degree program. This degree program, which outlines the courses the student will complete for the degree, should be thoughtfully prepared. The degree program of study must comply with the regulations of the graduate program or department, Graduate College, and university. The degree program requires the approvals of the student, advisor, the graduate coordinator, the appropriate academic dean, and the Graduate Dean.

For master’s students, the proposed graduate degree program must be submitted to the Graduate College prior to students completing 16 credit hours of work toward the degree. If students request that 12 or more credit hours taken prior to admission be considered for use toward the degree, the program must be submitted to the Graduate College by the sixth week of the first semester of enrollment. Doctoral students must submit the proposed graduate degree program by the end of the third semester of enrollment. By recommendation of a student’s department, limited changes in the degree program may be made with Graduate College approval.

Final Research/Creative Documents
The most important component of graduate education is the student’s culminating experience. This generally takes the form of a final scholarly research project, a professional paper, a course, an exam and sometimes a defense. The culminating experience demonstrates the student’s mastery of their research, scholarship, creative abilities, and/or written communication skills in the chosen discipline. The final document is intended to benefit the student, the academic discipline or profession, and sometimes, society.

Final documents, including theses, dissertations, professional or scholarly papers, and projects must meet acceptable standards of the given profession. Theses and dissertations must also meet Graduate College standards according to The Guide to Preparing & Submitting a Thesis or Dissertation. The Graduate College and advisory committees expect students to give careful attention to the style and format of the final scholarly or creative documents.

Students required to complete and defend a final research or creative document must submit the Prospectus Approval Form to the Graduate College along with a brief written statement describing the content of the document. The Graduate College requires students working on a final research or creative document to register for three semester hours of credit each semester (excluding summer) until the document has been completed and has been given final approval. Students should contact the department to determine which document is required to complete their degree program.

Thesis and Dissertation
Some departments require a thesis, or offer the option of a thesis, for the master’s degree. All academic doctoral programs require a dissertation. Students must submit the Prospectus Approval form to the Graduate College at the same time the degree program is submitted for master’s students and to advance to candidacy for doctoral students. The thesis or dissertation should demonstrate the student’s ability to select a specific problem or topic, to assemble pertinent and necessary data, to do original research, to organize ideas and data acceptably, and to prepare a written report in clear and effective English. The Guide to Preparing & Submitting a Thesis or Dissertation is available on the
Graduate College website. Students must follow the instructions in the guide. Matters of form with respect to capitalization, abbreviation, quotations, footnote: and bibliography should conform to the discipline’s standards. Departments will advise the student on which style manual is appropriate.

The minimum number of thesis credits required for a master’s degree program is six. For the doctoral degree program, the minimum number of dissertation credits required is twelve. A grade is not reported for thesis or dissertation credits. When the final copy of the thesis/dissertation are submitted electronically to the Graduate College and approved by the Graduate Dean, the title of the thesis/dissertation is posted on the student’s transcript with the number of credits given. Unless approved for a leave of absence, a student must register for a minimum of three thesis/dissertation or non-thesis/dissertation credits each semester (summer excluded) until the thesis or dissertation is completed, submitted to the Graduate College, and the student graduates. However, students intending to complete, defend, submit a thesis or dissertation to the Graduate College, and/or graduate during the summer term, must be registered for a minimum of three credits. It is strongly suggested that no later than eight weeks prior to the last day of instruction in the term the student will graduate, a draft of the work should be submitted to the advisory committee. The committee will review the thesis or dissertation for any corrections and changes, which must be incorporated before the final examination (oral defense) and final typing. The completed, unbound work must be resubmitted to the committee at least one week prior to the final examination. The Graduate College must approve all theses and dissertations for final electronic submission. It is recommended that an initial format check be performed by the Graduate College by the eighth week of the semester the student intends to graduate. Upon approval, the thesis or dissertation must be submitted electronically to the Graduate College not later than two weeks prior to the end of instruction of the term the student intends to graduate. All members of the advisory committee must approve the thesis or dissertation for submission to the Graduate College. The Graduate Dean only can give permission for an extension of this deadline.

In rare circumstances a student may be permitted to complete the thesis or dissertation away from campus. After considerable progress has been made in collecting data and outlining the work, the student may petition to complete the thesis or dissertation in absentia, waiving the registration requirement. If the petition is approved, the advisor and Graduate Dean along with the student will determine the requirements for completion of the work.

Professional or Scholarly Papers or Projects
Master’s students not pursuing a thesis option may be required to complete a professional/scholarly paper or project as part of the degree program. Students are encouraged to use The Guide to Preparing & Submitting a Thesis or Dissertation available in the Graduate College when preparing a professional paper. Professional/scholarly papers or projects are not, however, reviewed, retained, or approved by the Graduate College. Some graduate programs require students doing a professional paper to have a graduate committee and to defend their work; other departments incorporate final papers into culminating experience courses or have other requirements. Please check with your department for detailed guidelines.

Graduate Program Examinations
There are three major examinations which students may be required to pass in order to complete a graduate program. The following descriptions are general and may be used interchangeably by departments or programs. For the application of these terms and their use by a particular department or graduate program, refer to the appropriate section of this catalog.

Qualifying Examinations
Some departments may require doctoral students to take a qualifying examination as part of the admission screening process or for diagnostic purposes shortly after admission. The examination may be written, oral, or both.

Comprehensive and Final Examinations
Most graduate degree programs require students to successfully complete one or more comprehensive or final examinations. For master’s students, the comprehensive, or final, examination is generally conducted during the last semester or term of enrollment in which a student intends to graduate. For doctoral students, the comprehensive, or preliminary, examinations are generally taken after all course work, other than dissertation credits, has been completed and before advancing to candidacy. The examination is intended to test the student’s knowledge of the area of specialization and may be written, oral, or both at the discretion of the department. If the examination is written, members of the advisory committee may submit questions, all must read the questions in advance, and all must read and evaluate the student’s answers. If oral, all members of the advisory committee must be present and may question the student. The comprehensive, final, or preliminary examination must be administered at least three weeks before the last day of instruction of any given semester or term. Students must be enrolled for at least one graduate-level credit during the semester or term the comprehensive or preliminary examination is taken. For comprehensive and final examination requirements, contact the department or refer to the appropriate section of this catalog. In the examination, the student must be able to demonstrate a comprehensive understanding of a broad field of study and a detailed understanding of one or more specialized fields of expertise. The advisory committee must unanimously pass the student.
If the committee votes unanimously to fail the student or the vote is not unanimous to pass, the student, in consultation with his/her advisor, may request the committee to administer a second examination. The student must wait at least three months before taking the second examination. The advisory committee must provide formal documentation to the student clearly indicating its decision.

**Oral Defense**
Graduate students completing a thesis or dissertation are required to demonstrate their ability to select a specific problem or topic, to assemble pertinent and necessary data, to do original research, to organize ideas and data acceptably, and to prepare a written report in clear and effective English. This demonstration takes the form of an oral defense of the finished document. For some master’s and specialist students, completing a professional/scholarly paper or project an oral defense may be required. All members of the advisory committee must be present and may question the student.

The oral defense must be held at least three weeks before the last day of instruction in the term in which the student plans to complete the degree requirements. It may be conducted before that term only with the Graduate Dean’s permission. Students must be enrolled during the term the oral defense is conducted.

Satisfactory performance on a final examination will consist of a presentation and defense of the student’s original thesis or dissertation research. At a minimum, the defense consists of an oral presentation to university graduate faculty and a closed deliberation and vote by the advisory committee. The oral presentation will be open to UNLV Graduate Faculty, graduate students, relevant administrators, and invited guests. The invited guests must be approved by the advisory committee chair prior to the defense.

The oral presentation may be followed by general questions of clarification from attendees [other than the advisory committee members]. The advisory committee and chair may choose to include a session of more in-depth questioning open only to the advisory committee and the UNLV Graduate Faculty. An additional phase of questioning with only the advisory committee and candidate may also be included. The final phase of closed deliberation, and the vote to pass or fail the student, will only be open to the student’s appointed advisory committee.

The Graduate College must be notified not less than two weeks in advance of the examination. A public announcement regarding an oral defense must be made to the appropriate department’s graduate faculty a minimum of seven (7) days prior to the oral defense.

During the oral defense, the student must be able to demonstrate a comprehensive understanding of a broad field of study and a detailed understanding of a more limited field. The advisory committee must unanimously pass the student. If the committee votes unanimously to fail the student or the vote is not unanimous to pass, the student, in consultation with his/ her advisor, may request the committee to administer a second examination. The student must wait at least three months before taking the second examination. The department may require additional course work, substantial reworking of the thesis, dissertation, or professional/scholarly paper or project or whatever is believed necessary to prepare the student for the second examination. The Graduate College will not approve third examination requests.

**Advancement to Candidacy**
The Graduate College designates the advancement to candidacy status for doctoral students only. Doctoral students are advanced to candidacy upon successful completion of all course work, passing the comprehensive examination, and completing the dissertation prospectus. The date of advancement is recorded on the students’ official UNLV transcript.

**Graduation Procedures**

**Application for Graduation**
Students are responsible for applying for graduation by the semester deadline. Doing so triggers your graduate evaluator to review your file and make sure that everything is in order for you to graduate. The graduation application is available for downloading on the Graduate College website. The application form must be signed and returned to the Graduate College by the deadline posted on the Graduate College website. Applications for graduation will not be processed unless all required forms and documents have been submitted to the Graduate College including degree program, and if required the prospectus approval, appointment of advisory committee, and for doctoral students the advancement to candidacy form.

If students do not complete the degree requirements in the term anticipated, it is expected that they will do so in the next regular term (summer excluded). A new application for graduation must be filed, and an additional diploma fee will be charged. In addition, students must be enrolled in a minimum of 3 credits during the term they apply for and expect to graduate.

**Granting of Degrees**
Degrees are awarded three times a year in May, December, and August. Students must be enrolled in a minimum of 3 credits during the term they intend to graduate. When students apply for graduation, the Graduate College reviews the degree program. The Graduate Dean certifies that they have met degree requirements and a recommendation is forwarded to the Board of Regents. If any requirement has not been met, the degree will not be awarded. The degree will be revoked if it is awarded in error, or if it is later discovered that the degree requirements were not met, or if fraudulent claims are later discovered.
Commencement
Students may not participate in commencement prior to completion of all degree program requirements. Commencement is held twice a year in May and December. August graduates may participate in the December commencement following the completion of degree requirements.

Tuition & Fees
Fees: All fees assessed by the university are subject to change by the Board of Regents. Every effort is made to keep fees low as possible while rendering the desired level of service. Nonresident fees are calculated to cover a major part of the direct cost of instruction.

Graduate Tuition and Fees*
*The fees listed below are applicable to Fall 2009 and Spring 2010.

<table>
<thead>
<tr>
<th>Non-Resident Graduate Fees:</th>
<th>$217.25</th>
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<tbody>
<tr>
<td>Graduate Per Credit Hour Fee</td>
<td>$217.25</td>
</tr>
<tr>
<td>1-6 credits</td>
<td>$457.25 per credit hour</td>
</tr>
<tr>
<td>7 or more credits</td>
<td>$6170.00 per semester +$217.75 graduate per credit hour fee</td>
</tr>
</tbody>
</table>

Good Neighbor Graduate Fee
$457.25 per credit hour

Other Fees
Graduate and Professional Student Association $18.00 per semester
International Education $2.00 per semester
Rebel Recycling $1.00 per semester
Student Health $70.00 per semester
Technology $4.00 per credit hour
Student Life Facilities $173.00 per semester for 4 or more credits
International Student (international students only) $145.00 per semester
Integrate $3.00 per credit
New Graduate Student Orientation $35.00

Nonresident Tuition
Students who are not Nevada residents must pay a nonresident tuition fee in addition to the per credit hour fees per semester. Nonresident students taking less than seven credits should contact the Admissions Office for up-to-date fee information. Students eligible under Good Neighbor regulations pay a reduced nonresident tuition fee in addition to the per credit hour registration fee per semester.

Audit Fee
The fee for audit is the same as the fee for registering for credit. The equivalent credits of an audit course are considered in determining if the student is assessed out-of-state tuition.

Nevada Residency for Tuition Purposes

Residency Decisions
The Board of Regents establishes Nevada residency for tuition purposes regulations. For admitted degree-seeking graduate students, residency status is determined at the time of admission to a degree-seeking program and is indicated in the official Letter of Admission from the Graduate College. Non-degree-seeking graduate students will generally be classified as out-of-state until and unless Nevada residency is determined via the residency application process. If the residency status is not “Nevada,” out-of-state tuition will be assessed. Residency decisions are made during the application process and will be posted on the admission acceptance letter.

Qualifying for Nevada Residency
The following categories qualify for Nevada resident status:
1. A member of the Armed Forces of the United States
2. Full-time licensed personnel employed by a public school district in Nevada
3. A teacher who is currently employed full time in Nevada
4. A professional or classified employee of the University and Community College System of Nevada
5. Company relocation (also applies to spouse and children)
6. Family relocation to the state
7. Millennium scholarship recipients
8. A student who has lived in the state for a period of 12 months

Applying for Nevada Residency
To apply for residency, download and complete the Residency Application and include photocopies of supporting documents. Mail or fax documentation to the Office of Admissions by the application deadline listed in the Academic Calendar and Registration Guide. Residency review for fall applications begins June 1; spring review begins Nov. 1.

Good Neighbor Regulations for Reduced Nonresident Tuition
Students who claim residence for at least 12 months in a qualifying Arizona or California county, or graduates from a high school or community college in a qualifying Arizona or California county may be eligible to attend the university at a reduced tuition cost. Those claiming residency for 12 months must have maintained legal bona fide residence for
at least 12 consecutive months prior to the first day of the semester in which enrollment is sought. Applications are available online or in the Graduate College. Requests for Good Neighbor status must be filed by the close of late registration for the semester in which the student has applied for admission. Any student who enrolls under this policy shall not be eligible for reclassification as a resident student unless the student has subsequently enrolled as a non-Good Neighbor nonresident for the period of one year, or did not enroll in an Nevada System of Higher Education institution for at least 12 months immediately prior to the date of application for reclassification to resident student status.

**Approved Good Neighbor Counties:**
- Alpine
- El Dorado
- Inyo
- Lassen
- Modoc
- Mono
- Nevada
- Placer
- Plumas
- San Bernardino
- Sierra Counties

**Special Fees and Charges**
An application fee of $60 (domestic) is charged to any person applying for admission. It is not refundable or applicable to any other fee. International applicants must pay an additional $15 evaluation fee ($75.00 total). Special charges may be made according to current costs for the following:

a. Courses requiring equipment, facilities or materials not available on the campus, i.e., golf and certain field courses.
b. Courses requiring use of high technology equipment, e.g., computer courses or health profession courses.
c. Private instruction in music and similar arts
d. Noncredit courses, conferences, workshops, postgraduate professional seminars and similar educational offerings.
e. Courses requiring field trips or travel.
f. Personal expenses incurred by students in connection with field trips.
g. Lab and computer usage fees.

3. The following fees are either assessed or identified at registration.

a. A late registration fee of $25 per day to a maximum of $250 is assessed to students who do not complete registration by the date designated. Summer Term students are assessed a late registration fee of $25 per day until the end of the late registration period for that Summer Session. In case the time designated for registration is not adequate, the Registrar may defer the assessment of this fee for one day.

b. Returned Check Fee. Personal checks are accepted in payment of fees owed to the university, although no counter checks or checks altered in any way are accepted. A collection fee of $25 is assessed for any check returned unpaid by a bank. The check must be made good within 10 days or it will be turned over to a collection agency, and the student will be liable for all collection costs and any other related costs. If a personal check is returned from the bank, the university reserves the right to place the student on a cash basis only and withdrawal procedures may be initiated at the option of the university. A stop payment placed on a check does not constitute withdrawal from courses. Official withdrawal must be processed as returned checks and are subject to the same fees and collection cost.

c. A graduation fee of $50 will be billed to the student’s account after the application for graduation is filed in the Graduate College. If a student fails to meet graduation requirements after a diploma has been ordered, $2.50 of the fee is forfeited.
d. Late application for graduation, $20.
e. A fee of $55 for Master Thesis publication and $65 for Doctoral Dissertation publication will be billed to the student’s account after the application for graduation is filed.

**Student Health Fee**
The Student Health program fees for Fall, Spring, and Summer semester classes are not to be confused with the voluntary Student Health Insurance plan. Program fees support various services offered by the Student Wellness Cluster.

The Student Health program facilitates on-campus educational experiences and leadership opportunities for all UNLV students; is responsible for public health protection of the UNLV community; provides access to health care and provisions or coordination of health needs for students; provides student counseling and psychological services; and includes the Jean Nidetch Women’s Center.

**Group Health and Accident Insurance Fee**
The Student Health Insurance plan is available to students formally admitted and currently enrolled taking six or more undergraduate credits or graduate students taking three or more credit hours. This plan is not to be confused with the student health program fee that all registered students pay for fall, spring, and summer sessions.

The Student Health Insurance provides services beyond those available through the Student Health Center for eligible on and off campus medical services. You may sign up for the Student Health Insurance by picking up an enrollment packet at the Student Health Center or Bursar’s Office prior to the beginning of Fall, Spring, and Summer sessions or by accessing the web.
Grants-in-Aid
Each student is expected to pay all assessed fees on registration day unless a grant-in-aid is secured prior to registration day. Students are responsible to pay their portion on time. Late fees and/or withdrawal may be initiated for a student’s portion and/or reported to a credit bureau. Legal proceedings may be initiated for any default accounts receivable.

Delinquent Accounts
A student or former student having a delinquent account receivable or an overdue student loan of any amount with any division of the Nevada System of Higher Education shall not be permitted to register, receive any type of transcript of records, grades, diploma or certificate or obtain services from any division. The university reserves the right to refer any delinquent account to a collection agency and/or report to a credit bureau. Legal proceedings may be initiated for any delinquent account.

Deferred Payment Option
Deferred payment is available to students who are registered for seven credits or more and are not receiving any sort of financial aid, grant-in-aid, etc. There is a $20.00 service charge for all deferred fee payment plans. The $20.00 service charge plus 50 percent of the per credit fee, nonresident tuition (if applicable), and 100 percent of special fees are due by the first installment date. Second installment is due by Friday of the fourth week of instruction. Failure to pay the second half of the deferred payment on schedule will constitute withdrawal from the university. The tuition will still be owed, but the student will not receive credit for the courses. Any delinquent accounts may be reported to a credit bureau. All delinquent accounts not paid as required will be sent to a collection agency. The student is responsible for all collection costs, attorney fees, etc. All students must pay their tuition in full at registration or be on an approved deferred payment to be considered enrolled for the semester. All unapproved accounts will be disenrolled. No exceptions. The university reserves the right to deny deferred payment to any student who does not pay tuition and fees as scheduled, including late fees.

Refund of Fees
Students who withdraw from the university receive a refund of fees according to the schedule below, which is subject to change by the Board of Regents. All requests for exception to the refund policy for extraordinary circumstances must be made to Student Enrollment Services or the Fee Appeal Committee. An appeal form is available at Student Enrollment Services, Cashier’s Office or the Bursar’s Office website.
1. For all UNLV students, including auditors, for net credit load reductions and withdrawals from the university, the refund policy is as follows:
   A. WITHIN THE FIRST WEEK OF INSTRUCTION.

   B. AFTER THE FIRST WEEK OF THE INSTRUCTIONAL PERIOD OF A REGULAR TERM.
      *50 percent credit for total withdrawals from all courses until the end of the sixth week. No credit for total withdrawals after the end of the sixth week.
      *0 percent credit for partial withdrawals.
2. For all UNLV students, including auditors, for net credit load reductions and withdrawals from the university during the Summer Term, the refund policy is as follows:
   A. Courses dropped prior to the first day of the instructional period will receive a 100 percent credit.
   B. Courses dropped within the first 20 percent of the course period, as defined by Student Enrollment Services, will receive a 50 percent credit.
   C. There will be no credit for courses dropped after 20 percent of the course period has passed.
3. No credit shall be made for health and accident insurance premiums.
4. Modular courses follow different refund policies than stated above. Inquire at Student Enrollment Services for details regarding a particular modular course’s refund policy.
5. Upon written approval of the Vice President for Student Life, a full refund of all registration fees and tuition shall be given upon official withdrawal at any time during the first eight weeks of the semester in the following circumstances:
   A. Induction of the student into the U.S. Armed Forces;
   B. Death of a parent, spouse, child or legal guardian of the student; or
   C. Death of a student.
   D. No refund is made if withdrawal is after eight weeks, regardless of the circumstances. All refunds are made by check.
6. In most cases, federal regulations require that refunds for students receiving financial aid must be refunded back to the financial aid program rather than the student. For information about exemptions to this policy, please contact Student Financial Services. Dropping below full time for students on financial aid may invalidate eligibility for financial aid. Students may owe UNLV for financial aid refunds.

Room and Board Refund
Students withdrawing from the residence hall will receive refunds according to the terms and conditions of the residence and dining hall contract.
Financial Assistance

The University of Nevada, Las Vegas subscribes to the following statement that has been adopted by the Council of Graduate Schools in the United States and by most of the leading graduate schools in North America:

Acceptance of an offer of a graduate scholarship, fellowship, traineeship, or graduate assistantship for the next academic year by an actual or prospective graduate student completes an agreement which both student and the graduate school expect to honor. In those instances in which the student indicates acceptance prior to April 15 and subsequently desires to change plans, the student may submit in writing a resignation of the appointment at any time through April 15 in order to accept another scholarship, fellowship, traineeship, or graduate assistantship. However, an acceptance given or left in force after April 15 commits the student not to accept another appointment without first obtaining formal release for that purpose. It is further agreed by the institutions and organizations subscribing to the above resolution that a copy of this resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer sent to a first-year graduate student before April 15.

Student Financial Services

The University of Nevada, Las Vegas provides a wide variety of assistance to finance higher education expenses. Grants, scholarships, part-time employment, and educational loans are available to help students with educational costs while attending UNLV. Students are encouraged to explore all possible resources. Financial Aid Administrators are available to discuss the variety of resources available and to assist graduate students in the application process. For further information, contact Graduate Student Financial Services at (702) 895-5569 and UNLV Student Financial Services, located in the Student Services Complex, at (702) 895-3424. The Graduate Student Financial Services office is located in the Graduate College on the 3rd floor of the Flora Dungan Humanities Building.

Federal Loan Programs

**Federal Perkins Loans**

A Federal Perkins loan is a low-interest (5 percent) loan available to graduate students that is made through the university. Actual award amounts depend on federal and institutional funding levels. Preference is given to those applicants who are attending at least half time and have the greatest financial need. The total amount awarded is determined by financial need.

Application must be made with the FAFSA, which must be mailed to the federal processing center by February 1. Priority is given to those with the greatest need whose federal financial aid information is received by UNLV before the priority filing date.

**Federal Direct Stafford Loans**

Direct Stafford loans are low interest loans to assist you in paying for your college education. The interest rate is variable and set annually, not to exceed 8.25 percent. You may call Student Financial Services or contact the Federal Aid Information number at 1-800-433-3243 for the current interest rate. Your loans may assist you in meeting your tuition and or living expenses. You do not have to start repaying them until you drop below half-time enrollment, withdraw completely from school, or graduate.

There are two types of Stafford loans:

a. The Federal Direct Subsidized Stafford Loan is available to students regardless of financial need. You will be charged interest from the time the loan is disbursed until it is paid in full.

b. The Federal Unsubsidized Loan is available to students regardless of financial need. You will be charged interest from the time the loan is disbursed until it is paid in full.

Graduate Assistantships

A number of state-supported and extramurally funded graduate assistantships are available. The most important regulations governing these positions are:

1. Applications must be sent to the department which you are seeking employment no later than March 1 proceeding the fall semester in which an assistantship is sought. Applications may be submitted after this date in case of unexpected openings occurring for the fall semester. In rare cases where an assistantship is available for the spring semester, the application deadline is November 15th.

2. Application forms are available from the Graduate College Office and on our website.

3. An assistantship is normally offered for a full academic year. If a student seeks renewal of an assistantship for the next year, a new application form must be submitted.

4. Currently, a graduate assistantship carries with it a stipend paid monthly for the academic year. This stipend may vary for extramurally funded assistantships. Tuition waivers are also included with the assistantship. These waivers are approved only for work directly related to the student’s degree program (courses numbered 500 and approved for graduate credit and 700-level courses). This waiver covers a significant portion of the per credit hour fee. The tuition waiver covers the full amount of out-of-state tuition. Tuition waiver amounts may vary or extramurally funded assistantships.

5. Graduate assistantships are not generally available during Summer Term. However, tuition waivers are available for Summer Term before and after a contract year has been completed. Tuition waivers are not
available for undergraduate or audited courses. The above policies may differ for extramurally funded assistantships.

6. Graduate assistants must have graduate standing status at the time they begin their assistantships.

7. International students whose graduate assistantship includes instructional duties (lecture, discussion groups, laboratory supervision, tutoring) must have received a successful grade on the Test of Spoken English (TSE) prior to assuming these instructional duties.

8. Graduate assistants must carry a minimum of six semester hours of graduate credit per semester. To carry more than twelve semester hours of credit, the department chair, academic dean, and the Graduate Dean must approve an Overload Petition.

9. Graduate assistants are expected to spend on the average 20 hours per week on departmental duties in either instruction and/or research.

10. Graduate assistants may not accept employment on or off campus without written permission from their faculty advisor, department chair, and Graduate College Dean. Graduate assistants are normally prohibited from being employed for more than 10 hours per week beyond their assistantship.

11. Graduate assistants are expected to report in the same time-frame as faculty, i.e., during academic semesters and not during break or vacation times. Graduate Assistants must report one week prior to commencement of classes both fall and spring semester. Exceptions to this statement may be negotiated at the time of employment; however, both parties must agree to the arrangement and approval must be obtained from the Chairperson, Academic Dean and Graduate Dean.

12. New graduate assistants are expected, as part of their contract obligation, to attend the Graduate Assistant Teacher Training and General Orientation Sessions that are offered at the beginning of each fall semester.

13. Graduate assistantships will be terminated if the student does not satisfactorily perform assigned duties. Assistantships will also be terminated if a student does not make satisfactory progress toward the degree. Unsatisfactory progress includes, but is not limited to: filing a degree program late; receiving a grade of less than B; failing to remove an Incomplete grade after one calendar year; and failing comprehensive or qualifying examinations as required by the degree program.

14. Offers of assistantships, whether state-supported or extramurally funded, are valid only if they come from the Graduate College Dean.

**Graduate Scholarships and Fellowships**

Updates on fellowship and scholarship information are available on the Graduate College website.

**For New Students: McNair Post-Baccalaureate Scholarships**

McNair Post-Baccalaureate Scholarships, administered by the Graduate College, are awarded in open competition to first-year graduate students who participated in a McNair Scholars program at UNLV or at another institution as an undergraduate.

To be considered, applicants must:

1. Have an undergraduate GPA of 3.0 and graduate standing status at the time the scholarship begins.
2. Enroll in a minimum of nine credit hours for two consecutive semesters.

**For Current Students:** The following fellowships and scholarships are only available to graduate students already admitted to the Graduate College.

**President’s Graduate Fellowships**

The President’s Graduate Fellowships are provided through funding from the UNLV Foundation as directed by UNLV’s president for the research support of doctoral students. Up to three awards are given annually, each offering a fellowship package including a stipend, tuition (up to 12 credits), fees, and health benefit totaling $24,000.

Nominees must:

- Be doctoral students working primarily on the dissertation.
- Have a minimum graduate GPA of 3.5.
- Hold full-time student status (at least nine graduate credits) in each semester of the fellowship year.

Nominations must be submitted through department chairs. (Only one letter of nomination may be submitted from each department.)

**Barrick Graduate Fellowships**

Barrick Graduate Fellowships were established by an endowment from philanthropist Marjorie Barrick. They are given to outstanding doctoral students who have demonstrated excellent scholarship during their graduate study at UNLV. Two awards are given, each offering a $14,000 fellowship with full fees paid (up to 12 credits), including all out-of-state tuition, if applicable.

Applicants must:

- Be a doctoral-level student.
- Have completed at least 24 credits of doctoral study (at the time of application).
- Have a minimum graduate GPA of 3.5.
- Enroll as a full-time graduate student (at least nine graduate credits) in each semester of the fellowship year in order to devote maximum effort to doctoral study. Criteria for selection will also include demonstrated excellence in research.
Scholarships

Alumni Association Scholarships are awarded to outstanding master’s students who received their undergraduate degrees from UNLV. Three awards are given, each offering a $1,000 scholarship for the academic year.

Applicants must:
- Be a master's-level or specialist student.
- Have completed at least 12 credits of graduate study at UNLV (by the end of the current spring semester).
- Have minimum UNLV undergraduate and graduate GPAs of 3.5.
- Enroll in six or more graduate credits in each semester of the scholarship year.
- Hold an undergraduate degree from UNLV.

James F. Adams/GPSA Scholarships. The UNLV Graduate & Professional Student Association established these scholarships in honor of Dr. James F. Adams, former dean of the Graduate College (1980-85), to recognize academic achievement of master’s-level students. Six awards are given, each offering a $1,000 scholarship. Applicants must:
- Be a master's-level or specialist student.
- Have completed at least 12 credits of graduate study at UNLV (by the end of the current spring semester).
- Have a minimum graduate GPA of 3.5.
- Enroll in six credits in each semester of the scholarship year.

Summer Session Scholarships are designed to enable summer study for doctoral students, however excellent master’s and specialist’s students may be considered. Ten awards are given, each offering a $2,000 scholarship during the summer.

Applicants must:
- Have completed at least 12 credits of graduate study at UNLV (at the time of application).
- Have a minimum graduate GPA of 3.0.
- Enroll in six credits in any one or combination of summer sessions.

Criteria for selection will include summer plans for conducting dissertation or thesis research.

Employment

On-Campus Employment. Several campus departments and offices employ students in a variety of positions. These jobs can be viewed on the Student Financial Services website. On-campus employment listings are available to graduate students enrolled in at least five credits at UNLV. Financial need is not a criterion for on-campus employment.

Job Location and Development. Employment opportunities are offered to UNLV students by community businesses and individuals. These jobs can be viewed on the Student Financial Services website. In addition to job listings, the JLD Program sponsors biannual Job Fairs where employers from businesses, government agencies, and hospitals, to name a few, come to campus to discuss part-time employment opportunities.

Federal Work Study. The Federal Work Study Program is a federally funded financial aid program awarded as part of the financial aid package. This program enables students to earn a portion of their college expenses through employment with a UNLV department or office or off campus with contracted nonprofit agencies.

Community service is a major goal of this program. If available, students may choose jobs related to their academic majors and career objectives. Work hours may also be arranged according to class schedules.

To qualify for a Federal Work Study job, applicants must meet the eligibility requirements of the federal financial aid programs. One requirement, financial need, is determined by Student Financial Services and based on income and asset information entered on the Free Application for Federal Student Aid (FAFSA) application.

Funds are limited. Therefore, applicants must mail the completed FAFSA application to the federal processing center by February 1. Questions concerning the eligibility requirements or application process may be directed to Student Financial Services, second floor, Student Services Complex.
College of Education

The mission of the College of Education is to prepare professionals for changing educational contexts. Graduate programs in the College of Education provide a variety of opportunities to prepare for continued professional practice, educational leadership, research, and scholarship in a wide arena of educational settings. Graduate programs in the College of Education include master, educational specialist, and doctoral degrees as well as postbaccalaureate programs for initial teacher licensure and additional endorsement to licensure. These programs are available in the departments of Curriculum and Instruction, Educational Leadership, Educational Psychology, Special Education, and sports Education Leadership. 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 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. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State of Nevada.

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

Doctoral Degrees in Education

The College of Education offers the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees. Doctor of Philosophy programs are designed to prepare individuals to become skilled researchers, university faculty, and leaders in school districts and community agencies.

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

The following doctoral degrees are offered:
Ed.D in Curriculum and Instruction
Ed.D in Educational Leadership
Ed.D in Special Education
Ph.D. in Curriculum and Instruction
Ph.D. in Educational Leadership
Ph.D. in Educational Psychology
Ph.D. in Learning and Technology
Ph.D. in Special Education
Ph.D. in Sports Education and Leadership
Ph.D. in Teacher Education

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

Admission Requirements
All general admission requirements of the Graduate College must be satisfied. Responsibility for establishing and applying supplemental admission requirements rests with each department. The Graduate College and the departments screen applications for admission. Upon recommendation of the department, the Graduate College gives the final approval of admission. Admission to each department program is limited and each department has established a deadline for completed applications. However, any approved courses taken after the application is filed may be used on the program of study if admission is accomplished. Please refer to departmental guidelines regarding this point. To apply for doctoral program admission, the applicant must:

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

Degree Requirements
The Doctor of Philosophy (Ph.D.) and Doctor of Education degrees require a minimum of 60 to 72 semester hours beyond the master’s degree. Each department specifies how these semester hours are distributed. Students must maintain continuous enrollment of at least three hours each semester (except summers) throughout the program period.

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

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

The Advisor and the Student’s Committee
At the time a student is admitted, the department must designate a temporary program advisor who is a graduate faculty member of the department. The Graduate College must approve the selection of the student’s committee when the student has completed a specific number of semester hours determined by the department and committee. The committee guidelines are as follows:

1. The chair and/or co-chairs must be a member(s) of the doctoral faculty designated by the department. It may be the individual(s) who has served as the temporary chair(s).
2. The committee must include at least two members of the doctoral faculty in the student’s department.
3. A representative who is a member of the graduate faculty at the University of Nevada, Las Vegas and who is from a department other than the student’s must serve on the student’s committee. The Dean of the Graduate College appoints this representative when the committee is formed.

The temporary program advisor is responsible for the guidance of the student in course selection and general advisement up to the time of appointment of the student’s committee. The chair/co-chairs of the student’s committee will have primary responsibility for developing, in consultation with the student, a program of study based on the stated requirements and tailored to meet the student’s degree objectives. The committee is responsible for conducting and evaluating the comprehensive and final examination and approving the dissertation topic.

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

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

1. Analysis and evaluation of major issues confronting American education that are of significance to all professional educators and/or historical, philosophical, or social foundations of American education.
2. Research concepts and tools that are appropriate to the needs of the student as a consumer of research-based information, as a user of concepts and tools in the dissertation project and as an informed conductor of applied studies. At least six semester course credits are required to be taken by each doctoral student in research methods, interpretation, and/or application. Courses are to be selected by the student’s committee
from an approved list of courses provided by the department.

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

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

Advancement to Candidacy
The student will be advanced to candidacy upon successful completion of all course work and the passing of the comprehensive examination. Students may register for three dissertation credits before they have been formally advanced to candidacy. Advancement to candidacy must be approved unanimously by the committee, and it must be accomplished within four years of the student’s matriculation. The degree program must be completed within six years. If these contingencies are not met, the student will be separated from the Graduate College.

Dissertation
The dissertation topic will involve scholarly, practical consideration of some professional problem designed to contribute to the improvement of educational practice or the body of educational theory. The dissertation should be related to the student’s individual program of study, and it must be approved by the committee. The student is referred to department and Graduate College regulations governing the preparation and submission of the dissertation for all technical matters such as form, style, and deadlines for filing.

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

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

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

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

Counselor Education

Chair
Pehrsson, Dale-Elizabeth
(2007), Associate Professor; B.S., University of the State of New York, M.Ed., Idaho State University, M. Coun., Idaho State University, Ed.D., Idaho State University.

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

Graduate Faculty
Ashley, Larry
(2002), Associate Professor in Residence; B.S. in Ed., MA., Central Michigan University; Ed.S., University of Toledo.
Astramovich, Randall
(2002), Assistant Professor; B.A., M.Ed., Ph.D., University of North Texas Ph.D.
Brinson, Jesse A.
(1989), Associate Professor; B.A., Clark College; M.A., University of the District of Columbia; Ed.D., Western Michigan University.
Cross, William E. Jr.
(2008), Professor; B.A., Denver University; Ph.D., Princeton University.
Smith, Shannon
(2003), Associate Professor; B.A., Eastern Bible College M.A., Ashland College; Ph.D., Oregon State University.
Department of Counselor Education as well as transcripts of all college-level work. A minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required.

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

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

CED 701 - Introduction to Counseling and
CED 727 - Counseling Process and Procedures

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

Students must make a grade of B or better in:

CED 741 – Practicum in order to enroll in CED 751 - Internship in Counseling I. A grade of B or better is required for all internship courses (CED 751 and CED 775 - Internship in Mental Health and Addictions Counseling) or they must be repeated.

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

Final Examination Process
1. Students will submit final portfolios electronically to the CED online portal by the appropriate deadline. Students must mask personal identifying information so that the portfolio may be “blind-reviewed” by the faculty evaluators.
2. Three members of the CED faculty will be randomly assigned to evaluate the student’s portfolio.
3. After reviewing the portfolio, each of the three faculty reviewers will recommend that the student: 1) Pass or 2)
Fail. The three faculty reviewers must be unanimous in their decision to pass the student.

4. In the event that the three CED faculty reviewers are not unanimous in recommending the student pass, an oral review of the portfolio will be required. Before the oral review, the student will be required to select an additional CED faculty member (not part of the original three faculty evaluators) and a tenured/tenure track faculty member from another College of Education department to participate in the oral review meeting. The original three CED faculty reviewers will provide the student with specific areas needing remediation in their portfolio. The student will be responsible for addressing all areas of remediation prior to the oral review of the portfolio. After the oral review process, the four CED faculty and the additional COE faculty member will recommend that the student: 1) Pass or 2) Fail. The final recommendation will be by majority.

**Addiction Studies Certificate**

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.

**Mental Health Counseling Certificate**

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.

**Certificate Requirements**

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

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

The Clinical Mental Health Counseling program, a 60-semester 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 in Counselor Education 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.

**School Counseling M.Ed.**

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

**Course Descriptions**

- COU 610 - Eating Disorders: Etiology and Treatment
- CED 639 - Problem Gambling Counseling I
- CED 640 - Problem Gambling Counseling II
- CED 645 - Trauma and Addiction
- CED 646 - Combat Trauma
- CED 661 - Use and Application of Technology in Counseling
- CED 699 - Special Topics

Note: 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: May be repeated to a maximum of six credits.
CED 701 - Introduction to Counseling  
Credits 3  
Introductory course designed to provide students with understanding of the basic roles and functions of the counselors in the human services. Examination of historical roots, philosophy, current trends, and best practices in professional counseling.

CED 703 - Counseling with Expressive Arts and Activities  
Credits 3  
Examination of expressive arts and activity methods for counseling with children, adolescents, and adults. Topics include play therapy, sandtray, dreamwork, and other experiential counseling interventions.

CED 710 - Relationships Through the Lifespan  
Credits 3  
Students will learn the basic knowledge of relationship issues across the lifespan and how it relates to the counseling professional. **Prerequisites:** Consent of instructor.

CED 711 - Counseling Appraisal and Inquiry  
Credits 3  
Theoretical and practical approach to assessing the individual. Includes development of a framework for understanding individual and group testing; case study approaches; adapting and using questionnaires, surveys, and other assessments to meet local needs; and individual differences including ethnic and cultural and gender considerations. **Prerequisites:** CED 701

CED 713 - Introduction to School Counseling  
Credits 3  
Study of the roles and functions of the school counselor at the elementary, middle, and high school levels as well as history and current trends in the profession. **Prerequisites:** Graduate standing.

CED 715 - Counseling and Consultation Theories  
Credits 3  
Examination of major counseling theories and consultation techniques for application in individual and group settings. **Prerequisites:** EPY 701 and admission to the department.

CED 721 - Career Theories and Practices  
Credits 3  
Survey of current theories and practices in career counseling. Emphasis on values and decision-making process. Meets program requirements for school, community, and rehabilitation counseling. **Prerequisites:** CED 701

CED 727 - Counseling Process and Procedures  
Credits 3  
Students learn the necessary skills to establish counseling relationships, identify relevant counseling issues, and translate their understanding into an action plan for promoting lasting change. Stages of the counseling process identified, practiced, and applied. **Prerequisites:** CED 701

CED 731 - Social Justice and Advocacy in Counseling  
Credits 3  
Seminar course designed to foster awareness, knowledge, and skills for counseling with diverse clients. Emphasizes social justice and advocacy in counseling with minority and oppressed students. Topics include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical abilities, education, family dynamics, and socioeconomic status.

CED 733 - Introduction to Group Counseling  
Credits 3  
Study and practice of basic approaches to group procedures in relation to group goals, group dynamics and group leadership **Prerequisites:** CED 701 and EPY 723

CED 735 - Substance Abuse Prevention and Treatment  
Credits 3  
Overview of physiological and interpersonal impacts of substance abuse. Emphasis on empirically validated prevention programs, substance abuse assessment, counseling techniques, referral information, aftercare, and relapse prevention strategies. **Prerequisites:** CED 701

CED 738 - Introduction to Community Mental Health Counseling  
Credits 3  
Introduction to community and rehabilitation counseling including historical, philosophical legislative and organizational bases; rehabilitation process, and services in public and private community settings. Emphasis on role and function of the counselor.

CED 739 - Vocational Placement and Community Resources  
Credits 2  
Study of vocational placement techniques along with an understanding of community resources including community organizational theory and criteria for use of such facilities in the vocational adjustment and placement of the disabled and disadvantaged.

CED 741 - Practicum  
Credits 3  
Supervised counseling practice in human service settings including work with individuals and groups. Emphasis on utilizing a variety of counseling skills and methods with diverse client populations. **Prerequisites:** CED 701, CED 727, CED 733 and EPC 723
CED 742 - Introduction to Community Counseling
Credits 3
Provides information concerning the professional role, function, history, philosophy and practice of counseling. Role of the community-agency counselor in community, clinical, education, and business settings, as well as their interactive relationship with other professionals. Formerly (COU 743) Note: Normally taken no later than two semesters following admission to the program. Prerequisites: MFT 701 and admission to the department.

CED 743 - Ethical and Legal Issues in Counseling
Credits 3
Overview of ethical, legal, and professional issues in counseling. Emphasis on best practices and ethical decision making models. Prerequisites: CED 701

CED 745 - Assessment, Treatment, and Case Management in Addictions
Credits 3
Provides theoretical framework for assessing and treating individuals with addictive disorders and the practical application of managing a client's case from initial treatment stages through discharge and aftercare. Formerly (COU 741) Prerequisites: MFT 731

CED 746 - Supervised Practicum in Group Counseling
Credits 3
Supervised practice in counseling with small groups in a variety of settings. Note: May be taken concurrently with EPY 744. Prerequisites: MFT 701, CED 715 and EPY 724, or equivalent.

CED 749 - Thesis
Credits 3
Culminating masters level research project. Note: May be repeated, but only six credits will apply to students program of study. Prerequisites: Consent of instructor.

CED 750 - Advanced Seminars in School Counseling
Credits 1 – 3
Advanced studies in professional school counseling practice, theory, and research. Topics may include innovative practices, supervision, evaluation, techniques, and theory of school counseling. Note: May be repeated to a maximum of twelve credits.

CED 751 - Internship in Counseling I
Credits 1
Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization with program emphasis area. Prerequisites: CED 741

CED 752 - Internship in Counseling II
Credits 1
Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. Prerequisites: CED 741

CED 753 - Internship in Counseling III
Credits 1
Advanced supervised counseling practice in human service settings. Provides the opportunity to engage in all of the activities of a regularly employed staff member in an organization compatible with program emphasis area. Prerequisites: CED 741

CED 754 - Supervised Group Practice and Theory
Credits 3
Group theory and practice as it relates to leadership of personal growth, counseling, and therapeutic groups. Emphasis placed on leadership functions as they relate to group processes. Same as (EPY 754) Prerequisites: MFT 715, CED 715

CED 755 - Planning, Management, and Evaluation of Addictions and Mental Health Programs
Credits 3
Develops skills in applying basic management, planning, and evaluation techniques to addictions and mental health programs. Areas stressed include the relationships between program evaluation, program planning, program effectiveness, and organizational performance. Formerly (COU 751) Prerequisites: CED 745 or consent of instructor.

CED 758 - Independent Study
Credits 3
Independent study of a selected topic in professional counseling under the direction/supervision of a graduate faculty member. Note: May be repeated to a maximum of twelve credits. Prerequisites: Consent of instructor.

CED 766 - Psychopathology and Wellness Models in Counseling
Credits 3
Overview of psychopathology as classified in the DMS, with an emphasis on diagnosis, supportive psychopharmacology, and counseling interventions. Also overviews wellness models in counseling and highlights ways counselors can promote optimal development and well-being with diverse client populations. Prerequisites: CED 741, CED 753

CED 768 - Pre-practicum Laboratory in Counseling
Credits 3
Laboratory practice in counseling theory and techniques.
CED 770 - Advanced Supervised Practice in Counseling
Credits 3
Theory, research, techniques, and practice of supervising marriage and family therapists. Note: May be repeated to a maximum of six credits.

CED 772 - Counseling and Spirituality
Credits 3
Application and integration of sound counseling skills into a spiritually-based counseling approach. Contemporary counseling theories and their assumptions about human nature and the role of spirituality in counseling. Prerequisites: Consent of instructor.

CED 775 - Internship in Mental Health and Addictions Counseling
Credits 3
Internship in Mental Health and Addictions Counseling, emphasizing counseling skills and techniques with individuals and groups in dual diagnosis settings. Note: Students will complete a minimum of 300 hours, with 150 of the hours being direct contact hours. Prerequisites: CED 751, CED 752, CED 753

CED 781 - Problem Gambling Counseling
Credits 3
Orient students to relevant literature and theoretical perspectives regarding problematic gambling, including an appreciation of its symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to problem gambling.

CED 782 - Counseling with Potential Suicides
Credits 1 – 6
Emphasis on the helping skills to facilitate communication with the potential suicide. Principles and techniques to facilitate client self exploration that encourage self understanding and alternate actions. Prerequisites: CED 754 or consent of instructor.

CED 783 - Understanding and Treating Trauma
Credits 3
This course will orient students to relevant literature and theoretical perspectives regarding psychological trauma, including an appreciation of its symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to post traumatic and acute stress disorders.

CED 784 - Co-Occurring Conditions in Counseling
Credits 3
This course will orient students to relevant literature and theoretical perspectives regarding co-occurring addictions and mental health concerns, including an appreciation of complex symptoms, progression, and impact across areas of one's life. Students will be provided with knowledge of current assessment measures and learn empirically-based treatment practices related to co-occurring disorders.

CED 785 - Eating Disorders Counseling
Credits 3
Designed as a comprehensive review of eating disorders, correlated issues, and treatment interventions. Cultural, familial, societal, and personal factors that may contribute to the development and maintenance of eating disorders will be examined.

CED 787 - Individual Research
Credits 1 – 6
Individual research on a selected topic in professional counseling under the direction/supervision of a graduate faculty member. Prerequisites: Consent of instructor.

CED 789 - The Student in Higher Education
Credits 1
Theory and practices related to counseling college students. Emphasis on both traditional and nontraditional approaches to meeting the needs of students at various types of postsecondary institutions. Interrelationship of student and institutional needs within the environment of higher education.

Curriculum & Instruction

Chair
Odell, Sandra
(1996), Professor; B.S., M.A., Ph.D., University of New Mexico

Graduate Coordinators
Boone, Randall A.
(1991), Professor; B.S., M.S., University of Central Arkansas; Ph.D., University of Oregon
Ford, Marilyn Sue
(1984), Associate Professor; B.S., Bowling Green State University; M.Ed., University of Nevada, Las Vegas; Ph.D., Arizona State University.

Graduate Faculty
Bailey, Janelle
(2006), Assistant Professor; B.A., Agnes Scott College; M.Ed., University of Georgia; Ph.D., University of Arizona
Bean, Thomas W.  
(1995), Professor; B.A., University of Hawaii at Manoa; M.S., Southern Oregon State College; Ph.D., Arizona State University.

Butcher, John  
(2004), Assistant Professor; B.A., Pennsylvania State University; M.S., Nova Southeastern; Ph.D., University of Florida.

Crippen, Kent J.  
(2001), Assistant Professor; B.S., University of Nebraska-Lincoln; M.Ed., University of Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln.

Deniz, Hasan  
(2007), Assistant Professor; B.S., Dokuz Eylul University in Turkey; M.S., University of Arizona.

Garcia, Jesus  
(2004), Professor; B.A., San Francisco State University; M.S., University of California.

Giorgis, Cynthia  
(1995), Associate Professor; B.S., Chadron State College; MLS, Ph.D., University of Arizona.

Grubaugh, Steven J.  
(1991), Professor; B.A., California State University, Sonoma; M.A., Ed.D., University of Northern Colorado.

Harper, Helen  
(2004), Associate Professor; B.A., University of Winnipeg; B. Ed., Brandon University; M.A., University of Calgary; Ph.D., University of Toronto.

Hartley, Kendall  
(1999), Associate Professor; B.S., Ph.D., University of Nebraska-Lincoln; M.S., University of Iowa.

Klecka, Cari  
(2004), Assistant Professor; B.A., M.Ed., Ph.D., University of Illinois at Urbana-Champaign.

Levitt, Gregory A.  
(2001), Professor; B.A., Capitol University; M.A., Ohio State University; Ph.D., Ohio State University.

Lin, Emily Shu-Ying  
(2002), Assistant Professor; B.Ed, M.A., University of British Columbia; Ph.D., University of Toronto.

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

McCarthy, Jane  
(1991), Professor; B.A., Douglass College-Rutgers; M.S., Florida State University, Tallahassee; Ed.D., University of Houston.

McKinney, Marilyn M.  
(1988), Professor; B.A., Mary Washington College; M.S., Ed.D., Northwest Missouri State University; Ph.D., University of Iowa.

Travis A. Olson  
(2009), Assistant Professor; B.S., Western Illinois University; M.S., Western Illinois University; Ph.D. candidate, University of Missouri.

Quinn, Linda  
(1999), Professor and Associate Dean; B.S., Portland State University; Ed.D., University of Houston.

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

Schrader, Peter  
(2003), Assistant Professor; B.S., M.A., Ph.D., University of Connecticut.

Shih, Jeffrey (1999),  
Associate Professor; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles.

Shim, Meehye  
(2007), Assistant Professor; B.A., Seoul National University; M.S., Ph.D., Indiana University.

Spalding, Mary Elizabeth  
(2004), Associate Professor; B.A., M.A., University of West Virginia; Ph.D., Indiana State University.

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

Strudler, Neal  
(1989), Professor; B.A., State University of New York at Albany; M.A., George Peabody College for Teachers; M.A., Ph.D., University of Oregon.

Troutman, Porter L.  
(1971), Professor; B.S., Southern University; M.A., Northern Arizona University; Ed.D., Northern Arizona University.

Usnick, Virginia E.  
(1990), Associate Professor; B.S., University of Nevada, Reno; M.Ed., University of Nevada, Las Vegas; Ph.D., Arizona State University.

Wang, Jian  
(1998), Associate Professor; B.A., Nanchang Technical and Vocational Teacher's College; M.A., Northeast Normal University; Ph.D., Michigan State University.

Young, Martha W.  
(1986), Professor; B.A., M.A., Ph.D., University of New Mexico; M.A., St. John's College.

Zhang, Shaoan  
(2007), Assistant Professor; B.A., M.A., Hebei Normal University; Ph.D., Old Dominion University.

Professors Emeriti  
Boord, Robert O.  
(1963-1994), Emeritus Professor; B.S., M.S., Ed.D., Indiana University.

Case, James B.  
(1969-1994), Emeritus Professor; B.A., M.S., Ph.D., University of Toledo.

Hendrix, Holbert H.  
(1956-1980), Emeritus Professor; B.S., M.S., Indiana University; Ph.D., State University of Iowa.

Kirkpatrick, Thomas E.  
(1996), Emeritus Professor; B.S., M.S., Indiana University; Ed.D., University of Minnesota.

68 University of Nevada, Las Vegas
Lockette, Agnes L. (1971-1984), Emeritus Associate Professor; B.S., Albany State College; M.S., University of Nevada, Las Vegas; Ed.D., University of Arizona.

Lyons, Kathleen P. (1971-1987), Emeritus Associate Professor; B.S., Siena Heights College; M.S., University of Detroit; M.A.T., Ed.D., Indiana University.


Readence, John (1993-2008), Emeritus Professor and Dean; B.A., Cleveland State University; M.A., Ohio State University; Ph.D., Arizona State University.

Trione, Verdun (1966-1987), Emeritus Professor; B.A., Roosevelt University; M.A., DePaul University; Ed.D., University of California, Berkeley.

Vergiels, John M. (1968-1997), Emeritus Professor; B.S., M.Ed., Ph.D., University of Toledo.


The Department of Curriculum and Instruction (C&I) offers graduate degrees in education at the master, specialist, and doctoral levels. All C&I graduate programs are aimed at providing the professional experiences required by teachers, field supervisors, curriculum specialists, adult educators, and future professors of education who are dedicated to school improvement.

Master Degree Programs
The Department of C&I offers the Master of Education (M.Ed.) and the Master of Science (M.S.) degrees. The M.Ed. degree requires a minimum of 37 semester hours of study including a 1 credit culminating experience or 3 credit professional paper and a core of three semester hours in research, three semester hours in foundations, and three semester hours in curriculum and instruction. The M.S. degree requires a minimum of 39 semester hours of study including 6 credits of thesis and a core of six semester hours in research and three semester hours in foundations. The Department of C&I offers the following concentrations for a M.Ed. or M.S. degree:

Concentrations:
Art Education
Children’s and Young Adult Literature
Elementary Education

English Education
Library Science
Literacy Education
Mathematics Education
Multicultural Education
Postsecondary Teaching English as a Second Language
Reading Specialist
Science Education
Social Studies Education
Teacher Leadership
Secondary Education
Teaching English as a Second Language (TESL)
Technology Integration
Technology Leadership

Licensure:
Elementary Education Endorsement
Graduate Licensure Program

Graduate courses offered in the Department of C&I are listed under five prefixes: CIE, CIS, CIG, CIL, and CIT. Students are advised to review all department courses and to read the course descriptions carefully. Students should contact their academic faculty advisor if additional clarification is needed. Graduate program information for master’s students is available on-line at http://ci.unlv.edu.

Professional Development Teacher Licensure Programs
C&I professional development teacher licensure programs are designed for individuals who hold a degree in a field other than education and aspire to become elementary or secondary classroom teachers.

Specialist in Education in Curriculum and Instruction (Ed.S.)
The Ed.S. degree program is designed for individuals who possess the ability and desire to pursue advanced graduate work beyond the master’s level.

Doctoral Programs in the Department of Curriculum and Instruction (Ed.D. and Ph.D.) in Curriculum & Instruction and Ph.D. in Teacher Education
The Ed.D. in Curriculum and Instruction is intended for professional educators who desire to extend and advance their studies in the theory and practice of education. The completion of this degree will enable individuals to become members of university and college faculties as well as leaders in school districts and community agencies. The Ph.D. in Curriculum and Instruction is intended for professional educators who desire to extend and advance knowledge in the theory and practice of education as university researchers. The completion of this degree will enable individuals to become skilled researchers and mentors of university students, as well as leaders in school districts and community agencies. Curricular emphasis areas within the Ed.D. and Ph.D. include:
1. Teacher Education;
2. Literacy Education;
3. English as a Second Language/Bilingual Education;
4. Mathematics Education;
5. Educational Technology;
6. Science Education;
7. Cultural and International Studies in Education.

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

Courses in the C&I Department:
The following courses are intended for students accepted into degree programs for the M.Ed., M.S., Ed.S., Ed.D., and Ph.D. This is only a listing of courses and is not a student’s degree plan. The degree plan must be formally filed after meeting with an assigned advisor. Advanced 700-classes are limited only to students in the Ed.S., Ed.D., and Ph.D. programs. Advanced graduate students (Ed.S., Ed.D., and Ph.D. students) occasionally may take master’s level classes with the approval of their advisors.

* Specified 500-level courses may be used in a graduate degree only with the approval of an advisor; these courses primarily are reserved for graduate licensure students.

*C&I Course Numbering Format

CIE - Elementary (K-8)
Pedagogy 600 - 619
Mathematics 620 - 629
Science 630 - 639
Social Studies 640 - 649
Advanced Pedagogy 680 - 699
Doctoral 700 - 799

CIG - General (K-12)
Pedagogy 600 - 619
Mathematics 620 - 629
Science 630 - 639
Social Studies 640 - 649
Art 650 - 659
Multicultural 660 - 669
Advanced Pedagogy 680 - 699
Doctoral 700 - 799

CIL - Literacy (K-12)
Literacy/Reading/Language Arts 600 - 639
English 640 - 649
English Language Acquisition

TESL 650 - 659
Bilingual 660 - 669
Library Science 670 - 679
Literature 680 - 689
Advanced Literacy 690 - 699
Doctoral 700 - 799

CIS - Secondary (7-12)
Pedagogy 600 - 619
Mathematics 620 - 629
Science 630 - 639
Social Studies 640 - 649
Advanced Pedagogy 680 - 699
Doctoral 700 - 799

CTT - Technology (K-12)
Introductory 600 - 619
Intermediate 620 - 649
Advanced 650 - 669
Doctoral 700 - 799

Curriculum & Instruction M.Ed. & M.S.

Admissions Requirements
In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of C&I. They are:

1. An overall undergraduate grade point average (GPA) of 3.00 is required for full graduate status. Students with a GPA of less than 3.00 but greater or equal to 2.75 may be admitted to the graduate program with provisional status;
2. A minimum of 18 hours of course work in professional education taken at the undergraduate or postbaccalaureate level. Exception to this requirement exists for graduate licensure students or other emphasis concentrations with department approval;
3. A completed on-line application for admission submitted to the Graduate College;
4. A one- to two-page statement of professional goals emailed directly to C&I. The names with contact information of two professional references and intended emphasis concentration of study should be included in the statement;
5. Two sets of official transcripts from all previously attended colleges and universities. One set of transcripts must be sent directly to the Graduate College; the other set must be sent directly to C&I (Attention: Graduate Coordinator).

Applications are processed when all credentials required by both the Graduate College and C&I have been received.
Once received, materials are forwarded to the Graduate Coordinator of C&I who evaluates the applicant’s credentials and recommends either 1) admission to full 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 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). Students may call (702) 895-1986 or email for assistance.

Advisor Assignment and Program of Studies
The Graduate College will send official notification of acceptance. In addition, an email will be sent from C&I identifying an academic advisor. Students are responsible for contacting their advisors.

Degree Requirements
All graduate students are held responsible for the requirements and academic policies established by the Graduate College and outlined in the front of this catalog. In addition, C&I has established requirements for each of its degree offerings. While these requirements may be obtained from an academic advisor, they are briefly outlined below. The M.Ed. program requires a minimum of 37 semester hours of approved studies and the M.S. requires a minimum of 39 semester hours of approved studies. Both the M.Ed. and M.S. require an overall minimum GPA of 3.00 in all courses counted toward the degree. Students in the M.Ed. program must either take a comprehensive culminating experience or write a professional paper/project as the culminating activity for this degree. A thesis and its defense are the culminating activity for the M.S.

Master’s degrees must be completed within a six-year period, and continuous enrollment must be maintained throughout the six years.

Professional Development (Post-Baccalaureate Initial Teacher Licensure) Admission Requirements
1. Bachelor’s degree with overall GPA of 2.75 or above
2. Content coursework related to general education core for elementary education or specific subject area teaching field(s) for secondary education
3. Praxis I Pre-Professional Skills Test with passing scores in reading, writing, and mathematics
4. Passing scores on the Teacher Licensure Examinations for Nevada School Law, Nevada Constitution, and U.S. Constitution or credits in related course work
5. Documentation of immunizations with Admissions
6. Fingerprinting in compliance with the Clark County School District policy

7. Graduate Licensure Degree Program (GLP). This program is designed for individuals who hold at least an undergraduate degree in a field other than elementary or secondary education and who aspire to earn a master’s degree while qualifying for an initial teaching license. Interested students must first apply simultaneously with a graduate application form to the Graduate College and Graduate Licensure application form to the Professional Development Office.
   a. Graduate Licensure Elementary (K-8). This program is intended for individuals who wish to secure teacher licensure at the elementary level (K-8). Students must meet prerequisite admission requirements and once admitted attend classes and field experiences as a fulltime graduate student. The program includes upper division course work leading to licensure, full-time student teaching, and then completion of graduate coursework to meet requirements of the M.Ed. while employed as an elementary teacher.
   b. Graduate Licensure Secondary (7-12). This program is intended for individuals who wish to secure teacher licensure at the secondary level (7-12). Students must meet prerequisite admission requirements and once admitted attend classes and field experiences as a fulltime graduate student. The program includes upper division course work leading to licensure, full-time student teaching, and then completion of graduate coursework to meet requirements of the M.Ed. while employed as a secondary teacher.

   For further information regarding program requirements and the application process, contact the Professional Development Office in the Department of Curriculum and Instruction, CEB 354, (702) 895-1536 or online at http://ci.unlv.edu.

8. Initial Licensure Program (ILP). This program is designed for individuals who hold at least an undergraduate degree in a field other than elementary or secondary education and who aspire to qualify for an initial teaching license in a fast-paced, one-year intensive program with enrollment in undergraduate classes and field experiences (per student request, a less intensive two-year plan is acceptable). Interested students must apply simultaneously with an Initial Licensure application form to the Professional Development Office and a copy of the same application form to the Office of Admissions.
   a. Initial Licensure Elementary (K-8). This program is intended for individuals who wish to secure teacher licensure at the elementary level (K-8). Students must meet prerequisite admission requirements and once admitted attend classes including student teaching for three consecutive semesters. The program includes undergraduate course work leading to licensure followed by full-time student teaching.
   b. Initial Licensure Secondary (7-12). This program is intended for individuals who wish to secure teacher licensure at the secondary level (7-12). Students must
meet prerequisite admission requirements and once admitted attend classes including student teaching for two to three consecutive semesters. The program includes undergraduate course work leading to licensure followed by full-time student teaching. For further information regarding program requirements and the application process, contact the Professional Development Office in the Department of Curriculum and Instruction, CEB 354, (702) 895-1536 or online at http://ci.unlv.edu

Curriculum & Instruction Ed.S.

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

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

1. Hold a master’s degree in education or in a field related to education;
2. Present evidence of a minimum of two years of professional experience appropriate to the selected concentration;
3. Have a minimum GPA of 3.00 in all graduate-level course work;
4. Submit an on-line application to the Graduate College.
5. Submit satisfactory test results from the Graduate Record Examination (GRE General Exam) to the C&I Department;
6. Submit a one- to two-page statement of professional goals emailed directly to Curriculum and Instruction that includes the names of two professional references (Attention: Graduate Coordinator);
7. Submit two sets of official transcripts from all previously attended colleges and universities. One set of transcripts must be sent directly to the Graduate College; the other set must be sent directly to the Department of Curriculum and Instruction (Attention: Graduate Coordinator).

Applicants will be evaluated on scholastic record, professional accomplishments, and potential for advanced studies. Applicants may be asked to meet with a Graduate Admissions Committee for a formal interview.

Degree Requirements
The Ed.S. in Curriculum and Instruction requires a minimum of 33 semester hours, a GPA of 3.00 or higher in all course work and a written comprehensive examination and/or oral presentation of a special project or professional paper. Students should consult C&I for specifics on program development and requirements.

Curriculum & Instruction Ed.D.

Admission Requirements
Application for the Ed.D. in Curriculum and Instruction is accomplished through the UNLV Graduate College online application process. Deadline for completed and submitted applications is March 1. Specific admission criteria for the Ed.D. in Curriculum and Instruction include:

1. Meet the requirements for admission to the Graduate College of UNLV set forth in the UNLV Graduate catalog.
2. Hold a master’s degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 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 [see nota bene below], (b) the reasons for pursuing a doctorate in education, (c) expectations concerning the doctoral program, (d) potential areas of
study, and (e) the name of a faculty member in the department with whom you would like to work [optional].

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

10. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

N.B. The Department of Curriculum and Instruction offers doctoral programs in seven different emphasis areas: (a) Cultural and International Studies, (b) Instructional Technology, (c) Literacy, (d) Mathematics Education, (e) Science Education, (f) Teacher Education, and (g) Teaching English as a Second Language.

Degree Requirements
Doctoral students in the Ed.D. program must complete a minimum of 69 hours of course work beyond their master’s degree. Course work is organized into an emphasis area (27 hours), a cognate (9-12 hours), educational research and statistics (12 hours), internship (6-12 hours), and dissertation (15-24 hours). The doctoral student’s advisor must approve all course work. A plan of study must be filed before the completion of 16 hours of course work. Consult the department’s Coordinator of Doctoral Studies for further information on the process and procedure for filing a program of study. Specific required and recommended courses for each emphasis area can be found in the Doctoral Studies Guide on the department Web site. The Doctor of Education degree is awarded to candidates who complete the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
2. Complete a minimum of 69 credit hours beyond the master’s degree as stated in the candidate’s program of study;
3. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site;
4. Attend the C&I Doctoral Colloquium held periodically throughout their years of study;
5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in Guide to Preparing & Submitting a Thesis or Dissertation available on the Graduate College Web site;
7. File the appropriate graduation forms with the Graduate College; and
8. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the C&I Department.

Curriculum & Instruction Ph.D.

Admission Requirements
Application for the Ph.D. in Curriculum and Instruction is accomplished through the UNLV Graduate College online application process. Deadline for completed and submitted applications is March 1.
Specific admission criteria for the PhD in Curriculum and Instruction include:

1. Meet the requirements for admission to the Graduate College of UNLV set forth in the UNLV Graduate catalog.
2. Hold a master’s degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 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 [see nota bene below], (b) the reasons for pursuing a doctorate in education, (c) expectations
concerning the doctoral program, (d) potential areas of study, and (e) the name of a faculty member in the department with whom you would like to work [optional].

9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook, pp. 6, 10-11, & 18; http://ci.unlv.edu/doctoral). This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an “Other Required Document.”

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

11. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

N. B. The Department of Curriculum and Instruction offers doctoral programs in seven different emphasis areas: (a) Cultural and International Studies, (b) Instructional Technology, (c) Literacy, (d) Mathematics Education, (e) Science Education, (f) Teacher Education, and (g) Teaching English as a Second Language. The Ph.D. in Teacher Education is a separate degree program from the Ph.D. in Curriculum and Instruction with an emphasis in Teacher Education.

Degree Requirements

Doctoral students in the Ph.D. program must complete a minimum of 72 hours of course work beyond their master’s degree. Course work is organized into an emphasis area (27 hours), a cognate (9-12 hours), educational research and statistics (15 hours), internship (6-12 hours), and dissertation (15-24 hours). The doctoral student’s advisor must approve all course work. A plan of study must be filed before the completion of 16 hours of course work. Consult the department’s Coordinator of Doctoral Studies for further information on the process and procedure for filing a program of study. Specific required and recommended courses for each emphasis area can be found in the Doctoral Studies Guide on the department Web site.

The Doctor of Philosophy in Curriculum and Instruction degree is awarded to candidates who complete the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
2. Complete a minimum of 72 credit hours beyond the master’s degree as stated in the candidate’s program of study;
3. Complete the residency requirement, which requires an extended period of intensive study and intellectual professional development among a community of scholars in the department, college, and university. Two consecutive semesters full-time during this period are required. Residency experiences preclude working fulltime during this period. Residency experiences provide an opportunity to learn in-depth the philosophical and pragmatic dimensions of the Curriculum and Instruction Department. Consult the department’s Coordinator of Doctoral Studies for further information on the process of residency approval;
4. Attend the C&I Doctoral Colloquium held periodically throughout their years of study;
5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in Guide to Preparing & Submitting a Thesis or Dissertation available on the Graduate College Web site;
7. Submit an article for publication in a national refereed journal.
8. File the appropriate graduation forms with the Graduate College; and
9. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the C&I Department.

Teacher Education Ph.D.

Admission Requirements

Application for the Ph.D. in Teacher Education is accomplished through the UNLV Graduate College online application process. Deadline for completed and submitted applications is March 1.

Specific admission criteria for the PhD in Teacher Education include:

1. Meet the requirements for admission to the Graduate College of UNLV set forth in the UNLV Graduate catalog.
2. Hold a master’s degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 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 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 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) the reasons for pursuing a doctorate in teacher education, (b) expectations concerning the doctoral program, (c) potential areas of study within teacher education, and (d) the name of a faculty member in the department with whom you would like to work [optional].

9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook, pp. 6, 10-11, & 18; http://ci.unlv.edu/doctoral). This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an “Other Required Document.”

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

11. International students are encouraged to self-report their TOEFL scores via the Graduate College online application. Official scores must also be sent directly to the UNLV Graduate College.

Admission Process
Once requirements are met, members of the C&I Graduate Faculty will evaluate all evidence for admission submitted by the applicant and then make their recommendations to the entire C&I faculty. The C&I faculty will make a recommendation to the Graduate College, and the Graduate College will send written notice regarding admission to the applicant. Only complete applications will be considered.

Continuing Enrollment
Once matriculated as a doctoral student, the student must enroll in at least three semester hours each term. The work must be related to the student’s program or dissertation.

Degree Requirements
The Ph.D. in Teacher Education consists of a minimum of 63 credits beyond the master’s degree. Of the 63 credits, 21 credits are required courses: six credits are in specific research and inquiry courses and 15 credits are in the required education core. In addition, a teaching internship (6 credits) and a school-based internship (3-6 credits) are required. Of the remaining credits, six are electives in the inquiry and research area and nine credits are in teacher education and teaching/learning electives. In addition, three hours of required research seminar are taken concomitantly with the dissertation. Eighteen-24 hours of dissertation are required. Individual programs of study may exceed the minimum requirements; specific course work will vary depending on the particular teaching field or emphasis that is chosen in teacher education. Specific required and recommended courses can be found in the Doctoral Studies Guide on the department Web site. Completion of the degree requirements for a Ph.D. in Teacher Education includes the following:

1. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
2. Complete a minimum of 63 hours of study beyond the master’s degree as stated in the candidate’s program of study;
3. Complete the residency requirement for the degree by spending at least two consecutive semesters, which may include one summer session, as a full-time student;
4. Attend the C&I Doctoral Colloquium held periodically throughout the years of study;
5. Pass a written comprehensive examination taken before commencing with the dissertation;
6. Complete and successfully defend the dissertation. The candidate must follow the guidelines set forth in the Guide to Preparing & Submitting a Thesis or Dissertation available for the Graduate College;
7. File the appropriate graduation forms with the Graduate College; and
8. File the original and two copies of the approved dissertation with the Graduate College and one copy of the dissertation with the C&I Department.

Course Descriptions

CIE - Elementary (K-8)

CIE 508 - Classroom Management Elementary Education
Credits 3
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIE 659 Same as EDEL 408 Note: Credit at the 500 level normally requires additional work.
Prerequisites: CIE 601 and EDEL 311
CIE 533 - Teaching Elementary School Mathematics
Credits 3
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIE 652 Same as EDEL 433 Note: Credit at the 500 level normally requires additional work.
Prerequisites: PPST, BIOL 100, GEOG 101 and 103, CHEM 105 and 106 or 110. Corequisite: Enrollment in a practicum.

CIE 543 - Teaching Elementary School Science
Credits 3
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIE 655 Same as EDEL 443 Note: Credit at the 500 level normally requires additional work.
Prerequisites: PPST, MATH 122 and MATH 123 or EDEL 431 or consent of instructor. Corequisite: Enrollment in a practicum.

CIE 553 - Teaching Elementary School Social Studies
Credits 3
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIE 658 Same as EDEL 463 Note: Credit at the 500 level normally requires additional work.
Prerequisites: PPST, nine hours of social science. Corequisite: Enrollment in a practicum.

CIE 601 - Elementary Teacher Development Seminar
Credits 3
Designed for students entering the Elementary Graduate Licensure program. Examines contemporary trends for developing classroom expertise with observations in an elementary classroom. Focus on theory and practice in fostering personal and professional development for pre-service teachers. Formerly CIE 701 Same as CIS 601
Prerequisites: Graduate standing. Corequisite: Admission Graduate Licensure Program.

CIE 620 - Topics Elementary School Mathematics
Credits 1 – 3
Examines specific topics and issues in elementary school mathematics. Formerly CIE 720 Same as CIS 620 Note: Maximum of six credits accepted toward degree.
Prerequisites: EDEL 433 or CIE 533 and current teaching certificate.

CIE 623 - Instruction Primary Elementary Mathematics Education
Credits 3
Study of research-based practices and methods in primary elementary school mathematics education. Formerly CIE 76

CIE 625 - Instruction Intermediate Elementary Mathematics Education
Credits 3
Study of research-based practices and methods in intermediate elementary school mathematics education. Formerly CIE 725 Prerequisites: EDEL 433 or CIE 533 and current teaching certificate.

CIE 627 - Technology Applications K-8 Mathematics Education
Credits 3
Research-based study of the integration of technology into the teaching of mathematics in grades K-8. Formerly CIE 727 Prerequisites: EDEL 433 or CIE 533 and current teaching certificate.

CIE 629 - Curriculum Development in Elementary School Mathematics
Credits 3
Emphasizes research and curriculum studies dealing with content and procedures of elementary school mathematics programs. Formerly CIE 729 Same as CIS 629 Prerequisites: One 600-level mathematics instruction course or consent of instructor.

CIE 630 - Topics Elementary School Science
Credits 1 – 3
Examines specific topics and issues in elementary school science. Formerly CIE 730 Same as CIS 630
Prerequisites: EDEL 443 or CIE 543 and current teaching certificate.

CIE 635 - Instruction Elementary Science Education
Credits 3
Study of research-based practices and methods in elementary school science education. Formerly CIE 735
Prerequisites: EDEL 443 or CIE 543 and current teaching certificate.

CIE 637 - Technology Applications K-8 Science Education
Credits 3
Research-based study of the integration of technology into the teaching of science in grades K-8. Formerly CIE 737
Prerequisites: EDEL 443 or CIE 543 and current teaching certificate or consent of instructor.

CIE 639 - Curriculum Development Elementary Science Education
Credits 3
Emphasizes research and curriculum studies dealing with content and procedures of elementary school science programs. Formerly CIE 739 Prerequisites: One 600-level science instruction course or consent of instructor.
CIE 640 - Topics Elementary School Social Studies
Credits 1 – 3
Examines specific topics and issues in elementary school social studies. Formerly CIE 740  Same as CIS 640  Note: Maximum of six credits accepted toward degree. **Prerequisites:** EDEL 453 or CIE 553 and current teaching license.

CIE 645 - Instruction Elementary Social Studies Education
Credits 3
Study of research-based practices and methods in elementary school social studies education. Formerly CIE 745  CIG - General EDEL 453 or CIE 553 and current teaching license.

CIE 649 - Curriculum Development Elementary Social Studies Education
Credits 3
Emphasizes research and curriculum studies dealing with content and procedures of elementary school social studies programs. Formerly CIE 749  Same as CIS 649  **Prerequisites:** EDEL 453 or CIE 553 and current teaching license.

CIE 681 - Elementary School Instruction
Credits 3
Research basis for developing and implementing instructional strategies and models of teaching for the elementary classroom. Formerly CIE 701  **Prerequisites:** Current teaching certificate.

CIE 683 - Elementary Classroom Management
Credits 3
Advanced study in managing various aspects of the classroom including establishing and maintaining positive psychosocial environments; rules, routines, and procedures to minimize disruption; discipline plans; and enriched curricula. Formerly CIE 702  CIG - General 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  CIG - General Current teaching certificate.

CIE 687 - Curriculum Development Elementary Education
Credits 3
Examines the conceptual framework and decision making involved in elementary school curriculum development. Formerly CIE 704  **Prerequisites:** CIE 685

CIG - General (K-12)

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: 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: 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  Note: Credit at the 600 level normally requires additional work.

CIG 603 - Urban Education
Credits 3
Analysis of the needs and problems of pupils in the urban school, with special emphasis on the development of relevant curricula and teaching strategies. Field work on a pertinent problem required. Formerly CIG 703  **Prerequisites:** Subject area undergraduate methods course.

CIG 620 - Principles of Learning Mathematics
Credits 3
Study of research involving cognitive factors that impact the learning of mathematics. Formerly CIG 720  **Prerequisites:** One 600-level course in mathematics instruction or consent of instructor.

CIG 621 - Diagnostic Assessment School Mathematics
Credits 3
Study of the causes and effects of mathematics learning difficulties, methods and instruments useful in diagnosis and treatment. Evaluation of materials for the correction of mathematics learning problems. Formerly CIG 721  **Prerequisites:** One 600-level course in mathematics instruction or consent of instructor.
CIG 629 - Mathematics Education Seminar
Credits 3
Examination of seminal and current mathematics education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

CIG 649 - Social Studies Education Seminar
Credits 3
Examination of seminal and current social studies education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

CIG 650 - Art History for Art Educator
Credits 3
Study of art history and its relationship to the design and implementation of art curriculum in elementary and secondary education. Formerly CIG 710

CIG 651 - Aesthetics and Criticism Art Education
Credits 3
Study of aesthetics and art criticism concepts as curricular content in elementary and secondary art education. Formerly CIG 711

CIG 652 - Technology Applications Art Education
Credits 3
Research-based study of the integration of technology into the teaching and learning of elementary and secondary art education. Formerly CIG 712

CIG 653 - Instructional Discipline-Based Art Education
Credits 3
Study of research-based practices and methods in the teaching of discipline-based elementary and secondary school art education. Formerly CIG 713

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

CIG 661 - Topics Multicultural Education
Credits 3
Examines specific topics and issues in multicultural education. Formerly CIG 751 Note: Maximum of six credits accepted toward a degree. **Prerequisites:** CIG 660 or consent of instructor.

CIG 662 - Theory and Research Multicultural Education
Credits 3
Examines research related to current programs, trends and issues relative to student instruction for the purpose of preparing teachers, administrators, and other educators to work with diverse populations. Formerly CIG 752 **Prerequisites:** CIG 660 or consent of instructor.

CIG 682 - Reflective Practice in Teaching
Credits 3
Focuses on the theoretical bases, roles, approaches, and dimensions of teacher reflection. Provides students opportunities for reflective practice to improve teaching. Students acquire important knowledge and basic skills of teacher reflection necessary to be a master teacher. Formerly CIG 704

CIG 689 - Curriculum and Instruction Seminar
Credits 1 - 3
Examination of seminal and current mathematics education research through readings, writings, discussions and presentations. Formerly CIG 717 Note: Maximum of six credits accepted toward a degree. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

CIG 690 - Teachers as Action Researchers
Credits 3
Surveys literature on classroom action research as a new genre of research, examines important issues in the field of teacher research, and helps students begin conducting action research in their own classrooms. Students develop an action research project. Formerly CIG 705

CIG 692 - Curriculum Evaluation in Education
Credits 3
Study of research-based practices in general and specific curriculum evaluation. Note: Requires a field-based curriculum evaluation project related to an elementary or secondary subject area and basic knowledge of statistics, research methodology, and curriculum theory. **Prerequisites:** CIE 685 or CIS 686 or consent of instructor.

CIG 697 - Curriculum and Instruction Culminating Experience
Credits 1 – 3
Culminating experience for M.Ed. students. Includes a selection of faculty approved options such as a comprehensive examination, professional manuscript or presentation, eportfolio project, or other equitable curricular experiences. Formerly CIG 715 Grading: S/F grading. **Prerequisites:** Thirty hours graduate course work.

CIG 698 - Curriculum and Instruction Professional Paper/Project
Credits 3
Culminating activity for M.Ed. students. Paper/project requires the student to identify an educational issue applicable to a professional setting and conduct in-depth study or action research concerning the issue. Formerly
CIG 718 Note: 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: Maximum of nine credits accepted toward a degree. Grading: S/F grading only. Prerequisites: CIG 689 and consent of instructor.

CIG 706 - Mentoring Strategies to Improve Teaching
Credits 3
Addresses underlying theory of mentoring and development of mentoring strategies and practices. Aims to improve mentoring practices of experienced teachers working with novice teachers. Prerequisites: Consent of instructor.

CIG 716 - Reading and Conference
Credits 1 – 3
Independent reading and study conference with assigned professor. Note: Maximum of six credits accepted toward a degree. Prerequisites: Must be approved prior to registration.

CIG 761 - Theoretical Foundations of Education
Credits 3
Examines the historical, philosophical, sociological, and cultural foundations of teaching and learning. Prerequisites: Doctoral status; or consent of instructor.

CIG 762 - Instructional Strategies and Learning to Teach in Higher Education
Credits 3
Focuses on the past, present, and evolving pedagogical content of teacher education. Topics include: the role and work of the teacher educator, teacher educator curricular issues, and effective teaching strategies for working with adult learners. Prerequisites: Doctoral status. Concurrent enrollment in CIG 791.

CIG 763 - Teaching and Learning to Teach
Credits 3
Broad overview of the process of learning to teach that begins long before a teacher enrolls in education courses. Explores empirical and conceptual questions about teacher learning across the career. Prerequisites: Doctoral status. Concurrent enrollment in CIG 791.

CIG 764 - Models of Teaching
Credits 3
Considers the wide variety of approaches to teaching through historical, theoretical and research perspectives. Emphasis on the identification of models of teaching most appropriate to the objectives of individual lessons. Prerequisites: Doctoral status.

CIG 765 - Instructional Design
Credits 3
Trends, issues, and research findings on effective instructional planning, presentation, and evaluation. Prerequisites: Doctoral status.

CIG 766 - Evaluation of Teaching
Credits 3
Survey of current methods in evaluating teaching including summative and formative evaluation; high and low inference instruments; validity, reliability and legal issues; and techniques of data gathering. Explores evaluation as a method of improving instruction. Prerequisites: Doctoral status and EPY 702.

CIG 767 - Human Relations for the Teacher Educator
Credits 3
Inquiry into the role of cultural, racial, and social minorities in education. Prerequisites: Doctoral status.

CIG 768 - Advanced Curriculum Studies
Credits 3
Examines various philosophical and theoretical traditions in contemporary Curriculum Studies, including progressive educational thought, postmodern, post-structural, psychoanalytic, Marxist, postcolonial, feminist, and queer theory. One of three courses that fulfills the requirement for two Educational Foundations courses. Prerequisites: Doctoral status.

CIG 769 - Advanced Curriculum Evaluation in Education
Credits 3
Development and application of evaluation models, instruments, and strategies. Applications of selected models, instruments, and strategies to curriculum program evaluation projects. Requires in-depth evaluation report based on field experience project. Prerequisites: Doctoral status.

CIG 770 - Current Trends and Issues in Education
Credits 3
Contemporary trends and issues in curriculum development, teaching and learning in education. Prerequisites: Doctoral status or consent of instructor.

CIG 771 - Comparative Studies in Learning, Teaching, and Curriculum
Credits 3
Examines relationships between learning, curriculum, teaching, and teacher development within and across different countries and analyzes goals, theoretical assumptions, methodological dilemmas, and implications of such comparisons. Prerequisites: Doctoral status.
CIG 772 - Introduction to Cultural Studies in Education
Credits 3
Examines the political, theoretical, and historical roots of Cultural Studies as it applies to issues of power, culture and knowledge in the field of education. Popular culture, media studies, youth/child culture figure prominently. Note: This is a compulsory core for those in the International and Cultural Studies emphasis area. Prerequisites: Doctoral status

CIG 773 - Critical Literacies/Critical Pedagogies
Credits 3
Explores the work of Paulo Freire and the development of Critical Literacy and Critical Pedagogy. Note: This is a required course for students of International and Cultural Studies and can be used as an elective for those doctoral students in literacy education. Prerequisites: Doctoral Status or Consent of Instructor

CIG 774 - Gender and Sexuality of Education
Credits 3
Examines current research and scholarship on curricular issues related to gender and sexuality in educational settings. The course will emphasize the pedagogical production of gender and sexual identities, drawing on gender, feminist, queer, postmodern and postcolonial theory. Prerequisites: Doctoral Status or Consent of Instructor

CIG 775 - Theoretical Frameworks for Science Education
Credits 3
Examines the backgrounds and applications of a variety of theoretical frameworks for qualitative, quantitative, and mixed-methods research in science education, including constructivist, hermeneutic, and critical theory frameworks. Students will analyze and critique such frameworks as they apply toward their own potential research topics. Prerequisites: Doctoral Status or Consent of Instructor

CIG 776 - Philosophical Foundations of Science Education
Credits 3
An exploration of the works of twentieth century philosophers of science who were most influential in shaping the thinking about science among science education community. Aims to help participants develop informed and critical views of nature of science and its implications for science teaching and learning. Prerequisites: Doctoral status or Consent of Instructor

CIG 777 - Principles of Learning Science
Credits 3
This advanced course is designed to develop an understanding of the theoretical ideas related to how people learn scientific concepts. Using a combination of current research from cognitive science, educational psychology, and evaluations of classroom interventions, students will explore a range of topics that relate directly to science learning. Prerequisites: Consent of instructor.

CIG 779 - Advanced Seminar in Curriculum and Instruction
Credits 3
Concentrated study of literature on specified topics in curriculum and instruction studies. Specific topic announced in the schedule of classes. Note: Maximum of six credits accepted toward a degree. Prerequisites: Doctoral status and consent of instructor.

CIG 780 - Research on Teaching and Schooling
Credits 3
Examines, analyzes, and critiques research literature in contexts and cultures of teaching and schooling, teachers’ knowledge and beliefs, school change and teacher change processes, and schooling for diverse learners. Prerequisites: Doctoral status. EPY 702 and CIG 761 or consent of instructor.

CIG 781 - Theories and Research in Classroom Management
Credits 3
Assists teacher educators in exploring major models of classroom management with emphasis on developing strategies to promote teacher growth. Models include behavioristic, humanistic, and cognitive approaches toward managing student behavior. Development of classroom routines, preventive discipline, and organization of classroom environment. Prerequisites: Doctoral status.

CIG 782 - School Climate
Credits 3
Study of research on effective schools relative to school climate; curricular, instructional, psychological, affective, and processing. Emphasis on utilization of research in developing and inservice education. Prerequisites: Doctoral status.

CIG 783 - Theory and Research in School Mathematics
Credits 3
Analysis and evaluation of theories and research in school mathematics methods and curriculum with emphasis on theories and research leading to contemporary programs. Note: Maximum of six credits accepted toward a degree. Prerequisites: Doctoral status. Six hours of course work in educational research, one 700-level course in mathematics methods, and consent of instructor.

CIG 784 - Theory and Research in School Science
Credits 3
Analysis and evaluation of theories and research in school science methods and curriculum with emphasis on theories and research leading to contemporary programs. Note:
Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status. Six hours of course work in educational research, one 700-level course in science methods, and consent of instructor.

**CIG 785 - Theory and Research in School Social Studies**  
Credits 3  
Analysis and evaluation of theories and research in school social studies methods and curriculum with emphasis on theories and research leading to contemporary programs. Note: Maximum of six credits accepted toward a degree. **Prerequisites:** Doctoral status. Six hours of course work in educational research, one 700-level course in social studies methods, and consent of instructor.

**CIG 786 - Individual Instruction in Education**  
Credits 1 – 6  
Application of theory, actual research, or replication of studies related to school education. Note: Maximum of six credits accepted toward degree. Must be approved prior to registration. **Prerequisites:** Doctoral status.

**CIG 787 - Individual Instruction in Mathematics Education**  
Credits 3  
Application of theory, actual research, or replication of studies related to mathematics education. Note: Maximum of six credits accepted toward degree. Must be approved prior to registration. **Prerequisites:** Doctoral status.

**CIG 788 - Individual Instruction in Science Education**  
Credits 3  
Application of theory, actual research, or replication of studies related to science education. Note: Maximum of six credits accepted toward degree. Must be approved prior to registration. **Prerequisites:** Doctoral status.

**CIG 789 - Individual Instruction in Social Studies Education**  
Credits 3  
Application of theory, actual research, or replication of studies related to social studies education. Note: Maximum of six credits accepted toward degree. Must be approved prior to registration. **Prerequisites:** Doctoral status.

**CIG 790 - Doctoral Research Seminar**  
Credits 3  
Designed to assist a cohort of doctoral students in varying stages of dissertation development: prospectus writing, research design, data collection, data analysis, and oral defense. Note: Maximum of nine credits accepted toward a degree. **Prerequisites:** Doctoral status.

**CIG 791 - Internship in Curriculum and Instruction**  
Credits 1 – 3  
Individually structured apprenticeship experience preparing students for future service. Requires up to 50 hour of work experience for each credit earned. Note: Maximum of twelve credits accepted toward a degree. **Prerequisites:** Doctoral status and consent of instructor.

**CIG 799 - Dissertation**  
Credits 3  
May be taken for variable credits over a period of several semesters, with final grade being withheld until the dissertation has been successfully defended. Once a student enrolls in CIG 799, enrollment must be continuous until the dissertation is successfully defended. Note: May be repeated but only a maximum of 24 credits may be allowed in the student's program. Grading: S/F grading only. **Prerequisites:** Consent of advisor. 3-24 credits in increments of three.

**CIS 632 - Instruction Middle School Science Education**  
Credits 3  
This course is designed for teachers of middle school science. Course topics include: assessing knowledge before instruction, designing curriculum, planning lessons, promoting inquiry-oriented teaching, teaching about evolution and nature of science, scientific literacy, laboratory safety, national and state standards, using technology, and assessing student learning. **Prerequisites:** EDSC 463 or consent of instructor.

**CIG 639 - Science Education Seminar**  
Credits 3  
Examination of seminal and current science education research through readings, writings, discussions and presentations. **Prerequisites:** Fifteen hours of graduate coursework or consent of instructor.

**CIL – Literacy (K-12)**

**CIL 501 - Children’s Literature Elementary School Curriculum**  
Credits 3  
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIL 615 Same as EDRL 401 Note: Credit at the 500 level normally requires additional work.

**CIL 511 - Teaching Language Arts Elementary Schools**  
Credits 3  
Current methods and materials for teaching language arts including oral language arts including oral language development, speaking and listening, written expression, spelling, and handwriting.

**CIL 542 - Literacy Instruction I**  
Credits 3  
Graduate credit may be obtained for courses designated 500 or above. A full description of this course may be found in the Undergraduate Catalog under the corresponding 400 number. Formerly CIL 655 Same as EDRL 442 Note:
Credit at the 500 level normally requires additional work.

Prerequisites: PPST Corequisite: Enrollment in a practicum.

CIL 543 - Literacy Instruction II
Credits 3
Methods and materials for accommodating students with literacy difficulties in the regular classroom. Emphasis on informal assessment procedures. Formerly CIL 720 Same as EDRL 443
Prerequisites: CIL 542 Corequisite: Enrollment in a practicum.

CIL 600 - Topics Literacy Education
Credits 1 – 6
Examines specific topics and issues of content, materials, methods, and procedures related to literacy and literacy learning. Formerly CIL 702 Note: Maximum of six credits accepted toward a degree.

CIL 601 - Foundations of Literacy Learning
Credits 3
Surveys theories and historical trends leading up to present day literacy instruction. Incorporates application of current research to the methods and philosophies of teaching reading and writing. Formerly CIL 701

CIL 604 - Literacy Instruction for Young Children
Credits 3
Current trends, practices, materials, and methods utilized in grades K-3. Includes language development, reading and writing development, and application of current research. Formerly CIL 604 Note: May include field experience.
Prerequisites: CIL 601 or consent of instructor.

CIL 607 - Comprehensive Reading Instruction
Credits 3
Study of historical developments, theoretical underpinnings and practical applications of a comprehensive approach to literacy instruction. Prerequisites: CIL 601 or consent of instructor.

CIL 610 - Content Area Literacy
Credits 3
Development of literacy processes and strategies in content areas. Formerly CIL 710

CIL 616 - Teaching Writing
Credits 3
Study of research-based practices and methods in teaching and assessing writing. Throughout the course students will explore the writing process through personal writing assignments. Formerly CIL 716

CIL 617 - Southern Nevada Writing Project: Invitational Institute
Credits 6
Participants in the SNWP Invitational Institute explore writing and the teaching of writing by engaging in the process themselves, demonstrating effective writing practices, planning school and community-based inquiry, and reading and responding to professional resources. Formerly CIL 717 Note: As an invitational institute, application and interview process required. Prerequisites: Application and interview.

CIL 621 - Assessment in Literacy
Credits 3
Examines naturalistic assessment procedures in literacy based on a holistic philosophy. Students expected to field test selected assessment procedures. Strategies for improving instruction presented. K-12 perspective. Formerly CIL 721 Prerequisites: CIL 601 or consent of instructor.

CIL 622 - Practicum Literacy Diagnosis and Instruction
Credits 3
Practicum in the application of principles, materials, and instructional strategies for teaching students with literacy difficulties. Formerly CIL 722

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: May be repeated to a maximum of six credits. Grading: S/F grading only.

CIL 641 - Instruction English and Language Arts
Credits 3
Study of research-based instructional practices in the teaching of English/language arts. Formerly CIL 711
Prerequisites: CIL 701 or consent of instructor.

CIL 642 - Instruction English Education
Credits 3
Designed to connect the study of curriculum theory and research related to the teaching of English with the practices of teacher in the secondary English classroom. Methods for reading, writing, speaking and listening skills addressed. Formerly CIL 712

CIL 643 - Curriculum Development English Education
Credits 3
Emphasizes research and curriculum studies dealing with content and procedures in the English/language arts. Formerly CIL 713
CIL 650 - TESL Linguistic Theory
Credits 3
General linguistics for the TESL teacher and classroom, focusing on the nature of language, English phonology, syntax, semantics, and language change; introduction to psycholinguistics and sociolinguistics. Formerly CIL 655

CIL 651 - Theories of Second Language Acquisition
Credits 3
Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences. Formerly CIL 652

CIL 652 - TESL Methods and Materials
Credits 3
Methods and materials for teaching English as a second language (ESL). Design, implement, prepare, and evaluate ESL materials. Formerly CIL 651 Prerequisites: CIL 650, CIL 651

CIL 653 - TESL Curriculum
Credits 3
Principles of curriculum organization, development and adaptation of TESL curriculum. Formerly CIL 752
Prerequisites: CIL 650, CIL 651

CIL 654 - TESL Assessment Procedures
Credits 3
Assessment of ESL students; selection of appropriate ESL assessment instruments, their administration, scoring, and interpretation. Formerly CIL 754 Prerequisites: CIL 652, CIL 653.

CIL 655 - Language Acquisition and Development
Credits 3
Explores the nature of children's language acquisition, emphasizing normal development. Incorporates the application of current research to teaching strategies. Formerly CIL 650 Prerequisites: CIL 652, CIL 653

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

CIL 657 - English Language Acquisition Practicum
Credits 2
Supervised field experience in an ESL setting with application of TESL methods, materials, and assessment procedures. Formerly CIL 757 Prerequisites: CIL 654, CIL 655.

CIL 659 - English Language Acquisition Seminar
Credits 3
Examination of seminal and current English language acquisition research through readings, writings, discussions and presentations. Formerly CIG 717 Prerequisites: 15 graduate credits of ELA coursework.

CIL 661 - Literacy Development Bilingual Classroom
Credits 3
Current trends, practices, materials, and methods in literacy instruction in a bilingual (Spanish-English) classroom, including Spanish language development, reading and writing development, and application of research.

CIL 664 - Assessment Bilingual Classroom
Credits 3
Assessment of bilingual (Spanish-English) students; selection of appropriate bilingual (Spanish-English) assessment instruments, their administration, scoring, and interpretation. Formerly CIL 764 Prerequisites: CIL 652

CIL 665 - Curriculum Development Bilingual Classroom
Credits 3
Principles of curriculum organization, development, adaptation, and implementation of a bilingual (Spanish-English) curriculum. Formerly CIL 762 Prerequisites: CIL 652

CIL 671 - Materials Selection School Library
Credits 3
Study of research-based practices and methods of assessing and selecting school library material to meet curricular needs and reading interests and abilities of students. Methods of acquisition include design and implementation of collection development policies and survey of bibliographic tools used in the selection of K-12 materials. Formerly CIL 731

CIL 672 - Reference Methods and Resources School Library
Credits 3
Study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher and instructional partner. Examines selected print and electronic reference tools including dictionaries, encyclopedias, yearbooks, periodical indexes and subject area references. Formerly CIL 732

CIL 673 - Technology Applications School Library
Credits 3
Examines the issues and methods for the application of library science-based technology in the school library. Formerly CIL 733
CIL 674 - Organization and Classification School Library
Credits 3
Introduction to the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval. Formerly CIL 734
Prerequisites: CIL 671 and CIL 672 or consent of instructor. Corequisite: Concurrent or prerequisite CIL 673.

CIL 675 - Administration School Library
Credits 3
Study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation. Formerly CIL 735
Prerequisites: CIL 674

CIL 676 - Supervised Practicum School Library
Credits 3
Supervised library practicum under the direction of professional librarians in school settings. Formerly CIL 736
Prerequisites: CIL 674 Corequisite: Concurrent or prerequisite CIL 675

CIL 680 - Contemporary Literature Children and Young Adults
Credits 3
Designed for teachers and librarians. Evaluation, selection, and use of recent literature for children and young adults. Formerly CIL 740
Note: May be repeated after a six-year period.

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

CIL 687 - Literature-Based Instruction
Credits 3
Study and application of principles and techniques of teaching reading and language arts with children's literature (trade books) as primary content. Formerly CIL 742
Prerequisites: CIL 680, CIL 681 or CIL 682.

CIL 688 - Historical Development of Literature
Credits 3
Survey of the development of literature for children; investigation of social and cultural factors affecting children's reading and the publication of children's books during different periods of United States history; critical analysis of the literary value of children's books. Formerly CIL 743
Prerequisites: CIL 680, CIL 681, or CIL 682 or consent of instructor.

CIL 691 - Organization and Supervision Literacy Programs
Credits 3
For individual serving in or preparing for leadership roles in literacy. Emphasis on the effects of education reform; evaluation of model programs; design, implementation and evaluation of district-wide programs; development of guidelines for staff development. Formerly CIL 726
Prerequisites: Fifteen hours graduate coursework in literacy or consent of instructor.

CIL 693 - Literacy for a Diverse Society
Credits 3
Advanced course work focuses on literacy issues for students, including diverse learners from various cultures, socioeconomic backgrounds, and language groups. Formerly CIL 728
Prerequisites: Fifteen hours graduate coursework in literacy or consent of instructor.

CIL 699 - Literacy Research Seminar
Credits 3
Examination of seminal and current literacy education research through readings, writings, discussions, and presentations. Formerly CIG 717
Prerequisites: Fifteen hours of graduate coursework or consent of instructor.

CIL 747 - Literary Theories and Children's Literature
Credits 3
Explores various theoretical positions within the framework of literary theory and how these positions have influenced reading and literature instruction. Participants will come to understand a range of perspectives within literary theory and be able to relate these theories to reading comprehension and literacy development. Prerequisites: CIL 740 or CIL 741

CIL 770 - Advanced Practicum in Diagnosis and Instruction of Literacy Difficulties
Credits 3
Advanced practicum in the application of principles, materials, and instructional strategies for teaching students with literacy difficulties. Note: Maximum of six credits accepted toward a degree. Prerequisites: Doctoral status or consent of instructor.

CIL 772 - Cognitive Foundations of Literacy
Credits 3
Examines theories and research on cognition related to literacy learning and programs of literacy instruction for adults and children. Required of doctoral students in the literacy emphasis sequence. Prerequisites: Doctoral status.
CIL 774 - Historical Foundations of Literacy Research and Instruction
Credits 3
Examines the historical foundations of literacy research and instruction. Overview of significance of research and theories within literacy and the implications for instruction today. Prerequisites: Doctoral status.

CIL 776 - Social and Political Issues in Literacy
Credits 3
Examines the social and political implications of literacy access and development by investigating the role of literacy in culture, government, economics, technology and its future in society. Prerequisites: Doctoral status. CIL 772 and CIL 774 or consent of instructor.

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: Maximum of six credits accepted toward a degree. Prerequisites: Doctoral status. EPY 702 and 721 or consent of instructor.

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: Maximum of six credits accepted toward a degree. Prerequisites: Doctoral status. EPY 718, 721, or 722.

CIS 513A - Teaching Secondary Art
Credits 3
Provides an overview of methods and materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching secondary school art. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in art. Corequisite: CIS 602, CIS 603.

CIS 533 - Teaching Secondary English
Credits 3
This course is designed for preservice teachers planning to teach high school English. Course topics include methods, materials, teaching techniques, and strategies unique to the English classroom, as well as curriculum design, lesson planning, assessment, and current issues in the teaching of English. Note: Credit at the 500 level normally requires additional work. Corequisite: CIS 702

CIS 543 - Teaching Secondary Foreign/Second Language
Credits 3
Provides an overview of theories, methods, materials to include instructional strategies, curriculum standards, and classroom management techniques for teaching Languages Other Than English (LOTE) at the secondary school level. Students must have completed or be currently enrolled in courses to complete three-fourths of the content coursework in LOTE. Prerequisites: 20-24 semester credit hours of LOTE. Corequisite: CIS 602, CIS 603.

CIS 553M - Teaching Middle School Mathematics
Credits 3
Explore mathematics and its relation to education in grades 6 through 9. The focus is to develop skills in planning and teaching mathematics. Lessons incorporate use of technology, cooperative learning, and manipulatives while providing an environment to construct knowledge about arithmetic, algebra, geometry, probability, and statistics. Evaluation using formative and summative strategies. Same as EDMS 453 Note: Credit at the 500 level normally requires additional work. Prerequisites: PPST Corequisite: Concurrent enrollment in a practicum

CIS 553S - Teaching Secondary Mathematics
Credits 3
The focus is on developing skills in planning and teaching mathematics for grades 9–12 that are consistent with Mathematics Standards. Students explore instructional strategies to develop understanding of concepts in the topic areas of arithmetic, algebra, geometry, trigonometry, calculus, probability, and statistics. Evaluation procedures use formative and summative strategies. Same as EDSC 453 Note: Credit at the 500 level normally requires additional work. Prerequisites: PPST Corequisite: Concurrent enrollment in a practicum.

CIS 563 - Teaching Secondary Science
Credits 3
This course is designed for candidates intending to teach high school science. Course topics include: assessing knowledge before instruction, designing curriculum, planning lessons, promoting inquiry-oriented teaching, teaching about evolution and nature of science, scientific literacy, laboratory safety, national and state standards, using technology, and assessing student learning. Same as EDSC 463 Note: Credit at the 500 level normally requires additional work. Prerequisites: PPST Corequisite: Enrollment in a practicum and CIS 702.

CIS 601 - Secondary Teacher Development Seminar
Credits 3
Designed for students entering the Secondary Graduate Licensure program. Examines contemporary trends for developing classroom expertise with observations in a middle or high school setting. Focuses on theory and
practice in fostering personal and professional development for inservice teachers. Formerly CIS 701 Same as CIE 601

**Prerequisites:** Graduate standing. **Corequisite:** Admission to Graduate Licensure Program.

**CIS 602 - Secondary School Practicum**
Credits 3
Designed for Secondary Graduate Licensure students. Exposure to contemporary urban educational settings and basic management and planning strategies through structured experiences in a middle or high school settings, supplemented with campus-based instruction. Formerly CIS 702 **Prerequisites:** PPST and CIS 601 **Corequisite:** Subject area methods and CIS 603.

**CIS 603 - Secondary Process and Instruction**
Credits 3
Designed to examine effective teaching practices and theories. Students examine research literature in classroom organization and management, instructional planning, classroom contexts and conditions. Provides analyses of the secondary classroom processes, school context, and the community at large. Formerly CIS 703 **Prerequisites:** PPST and CIS 601 **Corequisite:** Subject area methods and CIS 602.

**CIS 604 - Secondary Classroom Management**
Credits 3
Students engage in the examination of theories, models and application of classroom management to develop a personal philosophy and effective practices of managing contemporary middle and high school classrooms. Formerly CIS 711 **Prerequisites:** Graduate standing

**CIS 610 - Middle School History, Theory, and Philosophy**
Credits 3
Study of history, theory, and philosophy of middle school learning environments. Emphasis on application of theory and philosophy to contemporary middle school contexts. Formerly CIS 716

**CIS 611 - Instructional Trends for the Middle School Level**
Credits 3
Study of application of knowledge about instructional strategies, adolescent development, and models of teaching to the middle school context. Students design lessons appropriate for middle-level learners and examine literature on interdisciplinary teaching and middle-level learners. Formerly CIS 717 **Prerequisites:** CIS 710

**CIS 612 - Curriculum Development Middle School Education**
Credits 3
Studies application of curriculum development theory to middle school context. Emphasis on middle-level teacher's role in curriculum development. Students examine and develop interdisciplinary teaching units. Formerly CIS 718 **Prerequisites:** CIE 685 or CIS 684 or CIS 686.

**CIS 613 - Contemporary Middle School Research**
Credits 3
Assessment of research practices and trends in middle schools. Emphasis on application of research findings to school classroom. Proposals for action research projects in middle school learning environment required. Formerly CIS 719 **Prerequisites:** Three hours course work in research; six hours in middle school education.

**CIS 617 - Topics Secondary Education**
Credits 1 – 3
Examines specific topics and issues related to content in secondary subjects. Formerly CIS 707 Note: Maximum of six credits accepted toward a degree. **Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 618 - Instructional Methods Secondary School**
Credits 3
Study of research-based practice and methods related to curricular content in specific secondary subjects. Formerly CIS 708 **Prerequisites:** Current teaching certificate or consent of instructor.

**CIS 620 - Topics Secondary School Mathematics**
Credits 1 - 3
Examines specific topics and issues related to content and pedagogy in secondary mathematics education. Same as CIE 620 Note: Maximum of six credits accepted toward a degree. **Prerequisites:** Secondary mathematics undergraduate methods course and current teaching certificate.

**CIS 622 - Instructional Middle School Mathematics Education**
Credits 3
Study of research-based practice and methods in middle school mathematics education. **Prerequisites:** EDEL 433 or EDMS 453 or EDSC 453 or consent of instructor.

**CIS 624 - Instruction Secondary Mathematics Education**
Credits 3
Study of research-based practice and methods in secondary school mathematics education. Formerly CIS 724 **Prerequisites:** EDMS 453 or EDSC 453 or consent of instructor.
CIS 628 - Technology Application in Secondary Mathematics Education
Credits 3
Study and development of research-based practices and methods of using computer-based technology to teach mathematics in secondary schools. Formerly CIS 728
Prerequisites: CIS 622 or CIS 624 or consent of instructor.

CIS 629 - Curriculum Development Secondary Mathematics Education
Credits 3
Examines research and curriculum studies related to content and procedures within secondary school mathematics programs. Same as CIE 629
Prerequisites: CIS 622 or CIS 624 or consent of instructor.

CIS 630 - Topics Secondary School Science
Credits 1 - 3
Examines specific topics and issues related to content and pedagogy in secondary science education. Same as CIE 630
Note: Maximum of six credits accepted toward a degree.
Prerequisites: Current teaching certificate or consent of instructor.

CIS 634 - Instruction Secondary Science Education
Credits 3
Study of research-based practice and methods in secondary school science education. Prerequisites: EDSC 463 or 563 and current teaching certificate or consent of instructor.

CIS 638 - Technology Applications in Secondary Science Education
Credits 3
Study and development of research-based practices and methods of using computer-based technology to teach science in secondary schools. Formerly CIS 738
Prerequisites: CIS 632 or CIS 634 or consent of instructor.

CIS 639 - Curriculum Development Secondary Science Education
Credits 3
Examines research and curriculum studies related to content and procedures within secondary school science programs. Same as CIE 639
Prerequisites: CIS 632 or CIS 634 or consent of instructor.

CIS 640 - Topics Secondary Social Studies Education
Credits 1 - 3
Examines specific topics and issues related to content and pedagogy in secondary social studies education. Same as CIE 640
Note: Maximum of six credits accepted toward a degree.
Prerequisites: Current teaching certificate or consent of instructor.

CIS 644 - Instruction Secondary Social Studies Education
Credits 3
Study of research-based practice and methods in secondary school social studies education. Prerequisites: EDSC 473 or 573 and current teaching certificate consent of instructor.

CIS 649 - Curriculum Development Secondary Social Studies Education
Credits 3
Examines research and curriculum studies related to content and procedures within secondary school social studies programs. Same as CIE 649
Prerequisites: CIS 644 or consent of instructor.

CIS 682 - Secondary School Instruction
Credits 3
Examines effective teaching practices derived from classroom-based research. Includes instructional planning, instructional strategies, motivational techniques, teaching models, and the teacher-as-researcher. Formerly CIS 704
Prerequisites: EDSC 481 or consent of instructor.

CIS 684 - Secondary Education Curriculum
Credits 3
Examines the major input variables to curriculum decision-making at the secondary level. Emphasis on the levels of curriculum decision-making, decision implementations, and curriculum evaluation. Formerly CIS 705
Prerequisites: EDSC 481 or consent of instructor.

CIS 686 - Curriculum Development Secondary Education
Credits 3
Introduces problem of conducting systematic inquiry in the curriculum field related to a subject area discipline, including generation of practical programs, curriculum research and theory, innovative proposals, and critical analysis. Current status of field, literature sources, and work of leading scholars.
Prerequisites: CIS 618 or 684

CIT-Technology(K-12)

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
Survey of issues and methods for implementing computer applications in elementary schools. Formerly CIT 701
Same as CIT 602
CIT 602 - Technology Applications Secondary Curriculum
Credits 3
Survey of issues and methods for implementing computer-based technology applications in secondary schools. 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: Maximum of three credits accepted toward a degree. Prerequisites: Course work or experience in computing.

CIT 607 - Technology as Educational Mindtools
Credits 3
Examines current technologies as examples of mindtools, research-based devices used to help students think and learn. Explores mindtools as a cognitive model and uses technology as a mindtool while providing students with the requisite skills to implement these tools in a classroom setting. Formerly CIT 707

CIT 609 - Internet for Educators
Credits 3
Examines the potential of the Internet to impact K-adult education. Explores a wide range of on-line resources and how they can be integrated in the curriculum. Formerly CIT 709

CIT 611 - Desktop 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, graphics scanning, and desktop publishing projects for the classroom. Formerly CIT 711 Prerequisites: Coursework in educational technology or consent of instructor.

CIT 620 - Integrating Technology in Teaching and Learning
Credits 3
Study of research-based practices and methods of integrating computer-based technology in teaching and learning. Students actively explore educational courseware, student and teacher productivity tools, telecommunications, educational multimedia, and problem-solving software. Formerly CIT 720 Prerequisites: Coursework in educational technology or consent of instructor.

CIT 622 - Microcomputer Technology for Educators
Credits 3
In-depth look at how personal computers work. Microprocessors, printed circuit boards, bus structures, storage devices, and display options examined from the perspective of how they impact educational applications, purchasing decisions, and planning. Formerly CIT 722 Prerequisites: Coursework in educational technology or consent of instructor.

CIT 643 - Instructional Design of Educational Software
Credits 3
Examines instructional design principles and applies them to the design of instructional software. Explores various theories of learning as they apply to courseware. Formerly CIT 743 Prerequisites: Coursework in educational technology or consent of instructor.

CIT 647 - Foundations of Online Learning
Credits 3
Examines current issues, policies, and trends pertaining to web-based teaching and learning. Students actively explore and evaluate a wide variety of online resources leading to the design and creation of a web-based curriculum unit. Formerly CIT 747 Prerequisites: CIT 620 or consent of instructor.

CIT 649 - Instructional Methods Computer Applications
Credits 3
Study of research-based practices and methods of teaching application programs (word processors, data base managers, spreadsheets, graphics programs, and telecommunications software). Emphasis on methods of teaching communications, information management, and information retrieval using application programs. Formerly CIT 749 Prerequisites: Coursework in educational technology or consent of instructor.

CIT 651 - Instructional Methods Computer Science
Credits 3
Study of research-based practices and methods in the teaching of computer science topics including algorithmic processes and their principles, object orientation and programming, elements of software design and usability, data abstraction and logic structures, and interface design. Emphasis is on project-based learning (PBL) strategies in a web-based development environment. Formerly CIT 751 Prerequisites: Consent of instructor.

CIT 653 - Development of Educational Software
Credits 3
Focuses on current programming languages used in creating educational multimedia. Emphasis on Internet-based applications. Formerly CIT 753 Prerequisites: CIT 620 or consent of instructor.
CIT 667 - Technology and Educational Change
Credits 3
Examines issues and trends pertaining to the implementation of computer-based innovations in schools. Includes a review of research on past and current change efforts. Topics covered include staff development, research-based strategies for technology coordinators, and long-range planning for effective change. Formerly CIT 767
Prerequisites: CIT 620 or consent of instructor.

CIT 668 - Issues and Methods 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 web-based curriculum materials. Emphasis is on issues and trends in virtual schooling and emerging best practice for effective. Formerly CIT 768
Prerequisites: CIT 647 or consent of instructor.

CIT 669 - Advanced Web Design and Development for Educators
Credits 3
Advanced educational web site development with emphasis on web-based programming and user interface design. Development environments such as JavaScript, Perl/CGI, and brief introduction to Java explored. Formerly CIT 769
Prerequisites: CIT 647 or consent of instructor.

CIT 673 - Educational Multimedia Production
Credits 3
Culminating activity in computer-based instructional design and development. Project-based course emphasizing problem definition, instructional design, and product development with students evaluated in both process and product. Students also work individually on a set of relevant technical competencies. Formerly CIT 763
Prerequisites: CIT 620 and CIT 643 or CIT 653 or consent of instructor.

CIT 676 - Management of Educational Technology Facilities and Resources
Credits 3
Advanced course focusing on problems and issues in procurement and management of educational computing applications, desktop workstations, computer laboratories, local and wide area networks, and support services. Consideration given to hardware and software interoperability; security for hardware, software and information; legal issues; health and safety factors; budgeting. Formerly CIT 766
Prerequisites: CIT 622

CIT 700 - Advanced Topics in Educational Technology
Credits 1 – 6
Specialized course that explores current educational technology topics and issues.

CIT 770 - Advanced Seminar in Educational Technology Research
Credits 3
Advanced research-based seminar in educational technology. Emphasis on critical review and analysis of the use of technology in teaching and learning.
Prerequisites: Doctoral status or consent of instructor.

CIT 772 - Technology in Teacher Education
Credits 3
Examines issues and research on preparing teachers to enhance learning with technology. Topics include ISTE's National Educational Technology Standards for students and teachers, technology integration in methods courses and field experiences, use of electronic portfolios, and online learning in teacher preparation and professional development. Prerequisites: Doctoral status or consent of instructor.

CIT 778 - Instructional Design
Credits 3
Trends, issues, and research findings on effective instructional planning, presentation, and evaluation.
Prerequisites: Doctoral status or consent of instructor.

CIT 780 - Multimedia Learning Studio
Credits 3
Examines the latest research regarding multimedia learning. Research supported principles will be applied in the development of multimedia instructional materials.
Prerequisites: CIT 778 or Consent of Instructor

CIT 782 - Distance Education Issues and Trends
Credits 3
Study of issues, and trends in Distance Education. Examines distance education history, research, practice, and program/course development. Prerequisites: Doctoral status or consent of instructor.

Educational Leadership
Chair
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Graduate Faculty
Ackerman, Robert
(2000), Associate Professor; B.S., M.S., University of Wisconsin-Oshkosh; Ed.D., Indiana University.

Bomotti, Sally
(2005), Assistant Professor-in-Residence; B.A., Duke University; M.A., Ph.D., University of Michigan.

Carlton, Patrick
(2000), Professor; A.A., Louisburg College; A.B., M.Ed., University of North Carolina; M.A., Shippensburg University; Ph.D., University of North Carolina.

Crawford, James
(2000), Associate Professor; B.A., University of Colorado-Boulder; M.Ed., University of Idaho-Moscow; Ph.D., University of Missouri.

Gordon, Howard R.
(2008), Professor; Diploma, School of Agriculture, Jamaica, West Indies; B.S. and M.S., Tuskegee University; Ed.D., Virginia Polytechnic Institute and State University.

Hager, James
(2004), Professor-in-Residence, B.S., St. Benedict’s College; M.S., Kansas State University; Ph.D., University of Iowa.

Hall, Gene
(1999), Professor; B.S., Castleton State College; M.S., Ph.D., Syracuse University.

Jordan, Teresa S.
(1990), Professor; B.S., Miami University; M.S., Ph.D., Arizona State University.

Kops, Gerald C.
(1989), Professor; B.S., University of Wisconsin-Milwaukee; J.D., Cornell University Law School; Ph.D., University of Wisconsin-Madison.

Maldonado-Daniels, Cecilia
(2000), Associate Professor; B.S., M.S., University of Akron; Ph.D., Pennsylvania State University.

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

McClain, Clifford R.
(1988), Associate Professor; B.S., M.S., University of Idaho; Ph.D., University of Nebraska.

McCord, Robert S.
(1999), Associate Professor; B.S., M.S., University of Wisconsin-Stout; Ed.D., University of Nevada Las Vegas.

Robison, Michael S.
(2003), Associate Professor-in-Residence; B.S., M.Ed., Ed.S., Ed.D., University of Nevada, Reno.

Rosser, Vicki, J.
(2007), Associate Professor; B.A., University of Hawai‘i-West O‘ahu; M.Ed., Ph.D., University of Hawai‘i at Manoa.

Rusch, Edith A.
(2004), Professor; B.S., University of Wisconsin; M.A., University of Northern Colorado; Ph.D., University of Oregon.

Saddler, Sterling
(1998), Associate Professor; B.S., Tuskegee University; M.S., SUNY Oswego; Ph.D., Pennsylvania State University.

Salazar, Pamela S.
(2002), Assistant Professor in Residence; B.S., M.S., Ed.D., University of Nevada, Las Vegas.

Professors Emeriti
Andersen, Dale G.
(1984), Emeritus Professor; B.S., M.A., Montana State University; M.Ed., University of Southern California; Ed.D., Arizona State University.

Chance, Edward

Dettre, John R.
(1972-1989), Emeritus Professor; B.A., B.S., M.A., Ph.D., Ohio State University.

Kavina, George
(1971-1994), Emeritus Professor; B.S.C., Roosevelt University; M.Ed., National College of Education; Ed.D., University of Arizona.

Meacham, Paul E
(1995-2004), Emeritus Professor; B.S. Tennessee State University; M.S. University of Michigan; Ph.D. University of Texas.

Rothermel, Bradley L.
(1981-2000), Emeritus Professor; B.S., Northern Illinois University; M.S., Ph.D., University of Illinois, Champaign-Urbana.

Samson, George

Saville, Anthony
(1967-1998), Emeritus Professor; B.S., Illinois State University; M.Ed., Ed.D., University of Missouri.

Steinhoff, Carl R.
(1988), Professor; B.A., M.A., Ed.D., Syracuse University.

The primary mission of the Department of Educational Leadership is the development of individuals for leadership roles at all levels of education and related business/industrial enterprises. Its scope includes Higher Education Leadership, PK-12 Education Leadership, and Workforce Education and Development. Department programs provide theoretical constructs and practitioner training for those interested in careers as public or private education leaders, community college or university faculty, or teachers in business and industry.

The Department of Educational Leadership offers master’s and doctoral degree programs in the following areas:

1. PK-12 education leadership
2. Higher education leadership
3. Workforce education and development
Educational Leadership Program Areas

PK-12 Education Leadership
Coordinator: Michael Robison, Ed.D.

Master of Education (M.Ed.) Program Descriptions

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

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

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

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

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

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

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

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

1. Official copy of the Graduate Record Examination (GRE) or the Miller’s Analogies (MAT) results;
2. Faculty review of the student’s past academic performance;
3. Minimum GPA of 2.75 for all undergraduate work or a 3.0 for the last two years of undergraduate work;
4. Evidence of a minimum of two years of satisfactory teaching or administrative experience (or equivalent) is recommended;
5. Two letters of professional recommendation;
For the Collaborative Principal Preparation Program in PK-12 Education Leadership there are additional admission requirements, including a nomination and screening process through the Clark County School District, a formal interview conducted jointly by CCSD and UNLV faculty, and a written statement of leadership philosophy.

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

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

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

For specific information on the Department of Educational Leadership’s PK-12 Education Leadership program website.

Educational Leadership Ed.S.

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

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

1. Fulfill the requirements for a master's degree in educational administration or the equivalent, taking any courses necessary to meet these requirements in addition to courses specified for the Specialist in Education degree.
2. Present evidence of two years of appropriate experience as a teacher or an administrator-supervisor. In evaluating applications for admission in this program, the department committee will give consideration to the following factors:
   a. Evidence of satisfactory professional experience.
   b. Evidence of writing ability and facility in verbal expression.
3. Verification of a master’s degree in educational administration or the equivalent.

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

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

Educational Leadership Ed.D. in PK-12 Education Leadership

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

The PK-12 Education Leadership doctorate is a cohort program. The program’s professional training stresses visionary leadership, collaborative problem solving, interpersonal and inter-group relations, and effective
communications. A unique feature of the program permits students to establish residency during two consecutive summers. It is flexibly structured, thus allowing the candidate to combine work on the degree with performance on the job, eliminating the need for extensive leaves of absences from work.

**Admission Requirements**

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

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

More information is available on the Graduate College website.

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

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

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

**Degree Requirements**

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

For additional information about the program, contact the department or visit the Department of Educational Leadership’s PK-12 Program area website.

**Executive Leadership Cohort Ed.D.**

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

**Admission Requirements**

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

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

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

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

1. Evidence of a master’s degree from an accredited college or university or an approved equivalent;
2. Copies of all college transcripts with degrees posted;
3. Three letters of professional recommendation;
4. Satisfactory composite scores on the Graduate Record Examination’s General Test;
5. A current professional resumé or vita;
6. Verification of professional experience in leadership positions equivalent to Principal or above;
7. Evidence of writing ability;
8. Evidence of entry-level technology skills;
9. Written statement of leadership philosophy.
After a review, the appropriate program faculty within the department will select students for interviews with departmental faculty based upon the application materials submitted to the Graduate College and the department. Each candidate’s final admission decision relies on an evaluation of all application materials including the interview.

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

Higher Education Leadership M.Ed.

The Master’s of Education degree (M.Ed) in Higher Education Leadership prepares students for entry-level and mid-management level positions at public and private universities, community colleges, and proprietary postsecondary institutions. It is distinguished by its emphasis on integrating practical managerial skills development with a broad understanding of issues across the field of higher and postsecondary education. The degree program encourages students to choose a sequence of courses resulting in an emphasis on student personnel services, policy, or management.

Admission Requirements
Note that to be considered for admission, prospective students must complete the Graduate College application as well as provide the Department of Educational Leadership the materials it requires. In most cases, the department application materials can be uploaded into the online application; doing so will expedite processing. For more admission information visit the Graduate College website or website for the master’s program in Higher Educational Leadership.

Applicants to the master’s in higher education leadership must provide the Graduate College with the following:

1. A completed application form available on the Graduate College website and the non-refundable application fee;
2. One copy of official transcripts from all postsecondary institutions attended. A minimum GPA of 2.75 (4.0 scale) for all undergraduate work or a 3.0 for the last two years of undergraduate work is required.

As part of the faculty review process, students must provide the Department of Educational Leadership with the following:

1. Two letters of recommendation;
2. Professional resume or vita;
3. Statement of interest in the program;
4. Graduate record Examination (GRE) or Graduate Management Admissions Test (GMAT) scores.

Applicants who are interested in being considered for a graduate assistantship will also complete the GA application form located on the UNLV Graduate College website and inform the program graduate coordinator of this interest. Admissions deadline for those interested in a graduate assistantship funded through the UNLV Division of Student Affairs is March 15th.

Degree Requirements
The M.Ed in Higher Education Leadership is a 37-credit, non-thesis program. It consists of a six course core curriculum, five elective courses, a three credit internship, and a one credit capstone experience. The capstone enables the candidate to synthesize her/his learning and apply the theory to practice. Please visit the Department of Educational Leadership’s Higher Education programs website for more specific information.

Higher Education Leadership Ph.D.

The Doctor of Philosophy in Higher Education Leadership embraces the concept that successful higher educational leaders must be well-informed individuals who use professional context in combination with theory, research and data to guide their decision-making. The objectives of the program are to: 1) prepare students for positions of leadership in institutions of higher education and other learning and policy development environments; and 2) assist advanced graduate students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership
roles as faculty or administrators in higher and postsecondary education.

The Higher Education Leadership Program in coordination with the UNLV Boyd School of Law offers a dual JD/Ph.D. degree. Students interested in the dual program should alert Graduate School admission personnel when commencing the admission process. A dual program candidate must complete the Graduate School, Law School and Higher Education Leadership Program admission process 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 Masters Degree perquisite for entry to the program. A law school student may be admitted to the dual program by gaining admission to the Higher Education Leadership 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 Leadership Ph.D. Program has agreed to accept 18 credits of course work from the law school toward the Ph.D. degree.

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

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

Prospective students must first apply for admission through the university’s Graduate College. After completing an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review.

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 submit directly to the Department of Educational Leadership include:

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 seven years old;
5. Three letters of nomination/professional reference;
6. Evidence of writing ability; see the website for specifics.

In the final step after reviewing all material, viable candidates will be invited for an interview with department faculty members. 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 of Educational Leadership’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 coordinator of their interest in the program.

Degree Requirements
This terminal degree requires students to complete a minimum of 72 semester hours of course work beyond the earned master’s degree, including the dissertation. The residency requirement is met following the completion of the first part of the doctoral core comprehensive examination by completing these outcomes:

- Completion of remaining course work including research courses and electives;
- Completion of Part II of the doctoral examination; and,
- Completion of a national presentation and/or manuscript submitted for publication.
- EDH 790 - Doctoral Internship
- EDH 796 - Dissertation Proposal Preparation

Other Requirements
Completion of remaining course work can be accomplished by incorporating up to two independent study projects. An independent study can substitute for one research requirement or as an elective. A student may also use three credits of dissertation hours: (EDH 799 - Dissertation) toward the residency. Completion of the national presentation and/or submission of a manuscript for publication can be completed before or during the time in which students have enrolled for the first three credits of the dissertation.

The residency requirements must be fulfilled prior to the dissertation proposal defense. Students must review an outcomes checklist with their advisors prior to the proposal defense to verify completion of residency. Upon completion of residency students should have 9 to 12 dissertation credits remaining in the program of study.
Program requirements include an 15 credit content core, 18 credit research core, 21 credit of specialization, and 18 credits of internship (3) and dissertation (15). Students can elect to specialize in any of three stands: Higher education leadership, including community colleges; higher education policy; and student services administration, including student learning and program assessment.

**Ph.D. Emphasis in Workplace Learning and Performance.**
Refer to the Ph.D. in Higher Education Leadership listed above for information about the program strand in Workforce Education and Development.

**Workforce Education & Development M.S. or M.Ed.**

*Coordinator: Dr. Cecilia Maldonado-Daniels*

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

**Concentration I: Teaching & Leadership (M.S. or M.Ed.).**
This concentration is designed to provide persons who have technical backgrounds the foundation for teaching in secondary and postsecondary environments and/or directing and developing programs. The program is geared toward those interested in teaching at public, for-profit, and community colleges and those who develop programs or manage agencies that focus on workforce development.

**Concentration II: Workplace Learning & Performance (formally Training) (M.S. or M.Ed.).**
This concentration is designed to provide persons with interest in training and related fields the foundation skills for roles specific to facilitating, designing and developing, and measuring and evaluating training environments. The program is geared toward persons interested in becoming training professionals, curriculum designers, program developers, and training generalists.

**Concentration III: Graduate Licensure in Workforce Education (M.Ed.).**
This concentration provides initial teacher licensure preparation for individuals who already possess an undergraduate degree in a workforce education subject area and wish to become a secondary teacher in Nevada.

**Admission Requirements**
Applicants for admission must provide the department with the following materials:

1. A bachelors degree from an accredited college or university;
2. A completed application and official copies of all college transcripts;
3. Two letters of professional recommendation;
4. Professional resume or vita;
5. Verification of professional experience;
6. Submission of an official copy of the Graduate Record Examination (GRE) or Miller’s Analogy Test (MAT);
7. A minimum GPA of 2.75 (4.0) for all undergraduate work or a 3.0 for the last two years of undergraduate work;
8. Statement of interest;
9. Writing sample;
10. Indication of interest in a graduate assistantship when applicable.

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

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

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

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

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

**Course Descriptions**

**EDH 602 - Strategic 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: (Master's Program)
EDH 604 - Executive 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: (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: Master's program

EDH 607 - Leadership Development Seminar
Credits 3
Analyzes leadership functions related to educational organizations, leadership and management theory and the impact of human resources. Special emphasis placed on use of teams in higher education. Formerly EDH 728

EDH 608 - HE Law-Masters
Credits 3
Informs students of various legal authorities and their impact on higher education and administration. Includes review and analysis of legal dictates including federal and state constitutions, statutes, case law policies, and administrative rules. Formerly EDH 751 Note: (Master's Program)

EDH 609 - Leading Multicultural Organizations
Credits 3
Provides students with opportunity to reflect on experiences, examinations of theory, and practical application of organizational leadership within the context of diversity. 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: 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 619 - Institutional Advancement
Credits 3
Introduction to fundraising and alumni relations operations in contemporary higher education. Examines the assumptions, models, and methods that characterize fund and friend raising. Students will develop a context within which to evaluate the effectiveness of IA programs. Formerly EDH 718

EDH 624 - Readings in Student Personnel Issues
Credits 3
Explores in detail all aspects of college student personnel work by conducting an extensive review of writings related to theory, practice, and program management. Formerly EDH 734 Prerequisites: Consent of instructor.

EDH 626 - College Student Personnel Services
Credits 3
Introduction to the field of college student personnel services and the role of CSPW within institutions of higher education. Reviews development of the profession and assessment of current developments. Formerly EDH 762

EDH 627 - Student Learning and Development
Credits 3
Explores how students learn and develop. Strategies to facilitate learning by college students analyzed. Focuses on application of student development theory. Formerly EDH 764

EDH 630 - Program Evaluation, Planning & Assessment
Credits 3
Familiarizes students with the relationship between campus environment and student learning.

EDH 690 - Masters Internship
Credits 3
Individually structured program designed to enroll the student in an administrative unit or academic experience under the joint supervision of a practicing administrator or faculty member and a university professor. Note: Repeatable to six credits. Grading S/F grading only.

EDH 691 - Masters Independent Study
Credits 3
Research in area of unique interest in college student personnel work. Research conducted in cooperation with instructor. Note: Repeatable to six credits. Corequisite: Consent of instructor.
EDH 703 - History of American Higher Education
Credits 3
Surveys the history of American higher education in the United States with a focus on two-year and four-year institutions, public and private. Begins with its traditional liberal arts origin through the growth of the community college and American research university. Explores how various groups changed the structure of higher education and the challenges these changes created. **Prerequisites:** Master's consent of instructor.

EDH 705 - HE Law-Doctoral
Credits 3
Designed for graduate students preparing for leadership positions in public schools. Formerly EDH 752  
**Prerequisites:** Consent of instructor.

EDH 706 - Foundations of American Higher Education
Credits 3
Assists graduate students in higher education in developing understanding of and appreciation for philosophical and sociological contexts that provide foundation for present system of higher education in America.

EDH 707 - Designing & Critiquing Research In Education
Credits 3
Helps Ph.D. students become more thoughtful about the goals and methods of educational research. Develops in-depth understanding of research design and awareness of issues considered when critiquing research findings.

EDH 708 - The American Community College
Credits 3
Development of the contemporary community, junior, and technical college. In-depth examination of history, philosophy, curriculum, and structure of the two-year college. Includes related curriculum topics. **Prerequisites:** Consent of instructor.

EDH 709 - Seminar in the Economics of Higher Education
Credits 3
Designed to expose students to the basic principles of micro economics and fundamental economic theories that tie to education. Students have opportunity to experiment with economics as a tool for examining higher education policy. **Prerequisites:** Consent of instructor.

EDH 710 - Finance and Budgeting in Higher Education
Credits 3
For students who expect to spend their careers in higher education. Provides understanding of the principals related to the economics of education including why society invests in colleges and universities.

EDH 715 - Theory of Educational Organizations
Credits 3
Intense discussion in understanding how higher educational organizations function. Students examine these roles as they relate to the performance of higher education administrators.

EDH 730 - Legal Aspects of Student-University Relationship
Credits 3
Advanced issues course that explores topics relevant to the legal aspect of the student-university relationship. Formerly EDH 784 **Prerequisites:** Master's consent of instructor.

EDH 732 - Readings in Administration of Higher Education
Credits 3 – 6
Selected readings of literature in higher education; assigned topics in the areas of organization, administration, finance, and/or supervision, agreed upon by both advisor and student. Note: May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

EDH 733 - Role of Faculty in Higher Education
Credits 3
Designed to engage participants in discussion, research, and writing that focuses on college and University faculty. Analyze faculty as people at work in organizations, consider structural and cultural dimensions of faculty work, and examine the condition of the academic profession within changing environmental contexts. Formerly EDH 760 **Prerequisites:** Masters consent of instructor.

EDH 735 - Law and the Professorate
Credits 3
Legal aspects of the relationship between university faculty and the institution. **Prerequisites:** Master's consent of instructor.

EDH 737 - Ethical Dimensions of Higher Education Leadership
Credits 3
Ethical aspects of the culture, activities, and principles relating to leadership in higher education. Students will explore current ethical issues in the post-secondary education setting and prepare a written project focusing on the ethical principles of a higher education leadership issue. **Prerequisites:** Masters consent of instructor.

EDH 738 - Public Policy in Higher and Post-Secondary Education
Credits 3
Focuses on decision making and public policy formation in higher education. Roles of state and national policy-making process studied in depth. Formerly EDH 792 **Prerequisites:** Master’s consent of instructor.
EDH 739 - Advanced Public Policy in Higher and Postsecondary Education
Credits 3
Introduces students to philosophical and application tools in which to view public policy. Students will examine higher education policy utilizing these different tools and national databases. **Prerequisites:** EDH 792

EDH 740 - Comparative and International Higher Education
Credits 3
Familiarizes students with international higher education systems. The goal of the course is to examine the similarities and differences of the international systems as they relate to higher education in the United States. **Prerequisites:** Master's consent of instructor.

EDH 742 - Academic Governance in Higher Education
Credits 3
Theoretical and working knowledge of politics in higher education. Students gain appreciation, understanding and critique of politics and its influences on policy formation. Formerly EDH 787 **Prerequisites:** Master's consent of instructor.

EDH 745 - Institutional Planning in Higher Education
Credits 3
Familiarizes students with institutional planning in higher education with a focus on issues including academic strategy, university management, institutional competition, program evaluation/assessment, and program/institutional accreditation. Planning issues at community colleges, private four-year institutions, and public four-year institutions will be examined.

EDH 750 - Special Topics in Higher Education
Credits 1-3
Exposes students to and helps them understand special topics that impact and influence higher education. Variety of special topics offered: student financial aid, enrollment management, academic organization and leadership, and student diversity. Note: May be repeated to a maximum of nine credits. **Prerequisites:** Consent of instructor.

EDH 769 - Diverse Student Populations in Higher Education
Credits 3
Investigates traditional assumptions, including that college makes a difference and explores student-related issues, study of campus cultures, and study of diverse student populations.

EDH 780 - Seminar: Teaching in Higher Education
Credits 3
Weekly seminars in organization, materials, and procedures related to working with college-level students. Includes survey of various teaching techniques, evaluation, and general patterns of instruction.

EDH 785 A - Practitioner Experience Seminar
Credits 3 – 9
Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

EDH 785 B - Practitioner Experience Seminar
Credits 3 – 9
Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

EDH 785 C - Practitioner Experience Seminar
Credits 3 – 9
Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. **Prerequisites:** Completion of doctoral core. (Ed.D. Program)

EDH 790 - Doctoral Internship
Credits 3
Individually structured program designed to enroll the student in an administrative unit or academic experience under the joint supervision of a practicing administrator or faculty member and a university professor. Note: Repeatable to six credits. Grading S/F grading. **Prerequisites:** Internship - doctoral.

EDH 791 - Doctoral Independent Study
Credits 3
Research in area of unique interest in college student personnel work. Research conducted in cooperation with instructor. Note: Repeatable to six credits. **Prerequisites:** Consent of instructor.

EDH 796 - Dissertation Proposal Preparation
Credits 3
Acquaints students with resources available to graduate students in conceptualizing, proposing, conducting and reporting research proposals. **Prerequisites:** Successful completion of comprehensive examination.
EDH 799 - Dissertation
Credits 1 - 3
Culminate research analysis and writing toward completion of dissertation and subsequent defense. Prerequisites: Limited to doctoral candidates, consent of instructor.

EDA 700 - Special Problems in Educational Administration
Credits 1 – 6
Specialized areas of instruction in educational administration designed to emphasize understanding and depth in current administrative procedures. Note: Maximum of six credits toward a degree accepted in any approved special problems courses in the College of Education.

EDA 701 - Introduction to Educational Administration
Credits 3
Study of the structure of American education, including administrative concepts and forces that affect the administrative role.

EDA 704 - Organization and Administration of Secondary Schools
Credits 3
Study of the organization and administration of the secondary school, including middle, intermediate, and junior high school levels. Prerequisites: EDA 701 or consent of instructor.

EDA 705 - Field Experience in Educational Administration
Credits 1 – 3
Allows graduate students to participate and observe within the school administrative setting. Open only to, and required of, students pursuing a master's degree in educational administration. Note: Concurrent enrollment in specific administrative courses required: EDA 702, EDA 710, EDA 740. May be repeated to a maximum of three credits.

EDA 706 - Selected Problems in Educational Administration
Credits 3 – 6
Identification of current problems in administration and development of solution strategies. Note: May be repeated to a maximum of six credits.

EDA 707 - Critique of Research in the Administrative Process
Credits 3 – 6
Survey and analysis of data pertinent to research in educational management. Note: May be repeated to a maximum of six credits.

EDA 708 - Seminar: Educational Management
Credits 3 – 6
Seminar exploring various aspects of school administration/leadership. Note: May be repeated to a maximum of six credits.

EDA 709 - Readings in Educational Administration
Credits 3
Selected readings germane to the field of administration. Prerequisites: EDA 701

EDA 710 - Supervision of Instruction
Credits 3
Study of principles, strategies and techniques utilized to evaluate performance and improve instruction in educational settings. Prerequisites: EDA 701 or consent of instructor.

EDA 711 - Supervision in the Secondary Schools
Credits 3
Study of principles, strategies, and techniques utilized to evaluate performance and to improve instruction in the middle and secondary schools. Prerequisites: EDA 701 or consent of instructor.

EDA 713 - Problem Areas in Educational Supervision
Credits 3 – 6
Group work employed to isolate current problems in supervision and to develop and propose solutions to the specific problems. Note: May be repeated to a maximum of six credits. Prerequisites: EDA 701 or 711 or equivalent.

EDA 714 - Critique of Research in the Supervisory Process
Credits 3
Identification, selection, and analysis of research pertinent to the field of supervision.

EDA 715 - Issues in Instructional Leadership
Credits 3
Introduce students to a variety of instructional frameworks from which to base clinical supervision of instructional staff and to improve educational outcomes for diverse student populations. Prerequisites: EDA 701

EDA 720 - Public School Finance
Credits 3
Theory and practice of financing public education in the United States. Emphasis on sources of support, methods of distribution, and current practices. Prerequisites: EDA 701 or consent of instructor.

EDA 721 - Seminar in School Business Administration
Credits 3 – 6
Principles and practices in budget making and execution; management of internal accounts; development of an effective records system; purchase, distribution, and
management of supplies; and operation and maintenance of the school plant and auxiliary services. Note: May be repeated to a maximum of six credits.

**Prerequisites:** EDA 701, 720, and consent of instructor.

**EDA 722 - Seminar in Public School Finance**
Credits 3
In-depth and advanced study of selected issues and problems in educational finance. **Prerequisites:** EDA 720 and consent of instructor.

**EDA 730 - Leading in Diverse Communities**
Credits 3
Examines the role of a school and schooling in the growth and development of a dynamic democratic society with a focus on the interrelationship of schools and an ever-changing community. Includes diverse community interests, needs for educating children, practices that build effective collaborative relationships, and strategies that mobilize community resources. **Prerequisites:** EDA 701

**EDA 731 - Leaders, Social Justice, and the Public Interest**
Credits 3
Explores the concept of social justice in systems that serve increasingly dynamic and diverse populations in the public interest. Through problem-based learning, those committed to social justice, will engage in an examination of the everyday effects of race, class, and culture on equity and diversity within local, national, and global contexts.

**EDA 732 - Advancing Equity: Gender and Race Issues in Education**
Credits 3
Examines the veracity of critical theories (e.g. critical feminist theory, critical race theory) for the exploration of educational equity issues. A secondary goal is to provide students from a variety of educational settings/backgrounds the opportunity to study an equity issue of interest, using critical perspectives as a methodological lens.

**EDA 737 - Readings in Educational Supervision**
Credits 3 – 6
Selected readings germane to the field of supervision. Note: May be repeated to a maximum of six credits.

**EDA 738 - Interscholastic and Intercollegiate Athletic Programs**
Credits 3
Designed to study educationally relevant aspects of interscholastic and intercollegiate athletic programs. Topics include growth and development of athletic programs, governing bodies, athletics in education, philosophical reform, recurrent problems, athletes and the student movement, Title IX, sport, politics and education, and NCAA compliance. Same as (PED 732)

**EDA 740 - Administration and Curriculum Improvement**
Credits 3
Clarifies role of the administrator in improving curriculum and instruction in the public schools.

**EDA 741 - The Administrator and Ancillary Services**
Credits 3
Prepares students for administrative responsibilities of both quantitative and qualitative services provided in schools. The variety of student needs at the school level requires the use of specialists in guidance, social work, psychologists, health personnel, and many other clinicians. Note: Each role must be coordinated within the school operation by the administrator. **Prerequisites:** Consent of instructor.

**EDA 742 - Professional Internships in Athletics**
Credits 3
Supervised field experience in athletic management. Actual experience working in athletic programs and participating in functions associated with same. Same as (PED 746) Note: May be repeated to a maximum of six credits.

**EDA 745 - Human Dynamics and Organizational Leadership**
Credits 3 – 6
Provides students with knowledge, skills and attitudes necessary to undertake leadership responsibilities in complex organizations. Applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. Same as (HOA 745 and BUS 745) Note: May be repeated to a maximum of six credits.

**EDA 746 - Public Relations Problems for Schools**
Credits 3
Principles and practices pertaining to methods of working effectively with people in the school and community.

**EDA 747 - Urban School Administration**
Credits 3 – 9
Emphasis placed on administration, development, and organization of areas specific to education in the urban settings. a) Social, political, and power groups within the urban setting. b) Nature of the urban setting utilizing a problem-solving approach. Note: May be repeated to a maximum of nine credits.

**EDA 749 - Rural School Administration**
Credits 3 – 6
Emphasis placed on administration, development, and organization in areas of specific concern to the administrator in a small school setting. Includes the rural setting in its political and social mode, power structures in the (rural) small school setting, utilizing a directed or problem-solving
approach. Note: May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

**EDA 750 - School Personnel Administration**  
Credits 3  
Emphasis on the nature of personnel administration. Organization for handling personnel problems, group processes, and development of personnel policies relating to salary and working assignments, in-service improvement, and professional relations. **Prerequisites:** EDA 701 and consent of instructor.

**EDA 751 - Public School Negotiations**  
Credits 3  
Statutory provisions, personnel policies, staff and administrative responsibilities in the professional negotiation process. **Prerequisites:** Consent of instructor.

**EDA 755 - School Law: Cases, Concepts, and Practice**  
Credits 3  
Designed to inform students of various legal authorities and their impact on education and administrative practice. Scope includes various legal dictates from constitutions, cases, policies, and opinions. **Prerequisites:** EDA 701 or consent of instructor.

**EDA 762 - The Educational Plant: Surveys and Facilities**  
Credits 3  
Studies master planning, educational surveys, site selection, specifications, and construction of school plants. Variety of activities provided to encompass aspects of equipment and ongoing maintenance of educational facilities. **Prerequisites:** EDA 701 or consent of instructor.

**EDA 770 - Individual Instruction in Educational Administration**  
Credits 3 – 6  
Provides opportunity for graduate students to select, delimit, and research problems in educational administration. Note: May be repeated to a maximum of six credits.

**EDA 771 - Seminar in Educational Administration**  
Credits 1 – 6  

**EDA 772 - Seminar in Supervision for Administrators in Various Roles**  
Credits 3 – 6  
Designed for graduate students preparing for, or occupying, leadership roles in private and public education, professional schools, and educationally related enterprises. a) Elementary School, b) Middle and/or Junior High School, c) High School, d) Higher Education, e) Director, f) In-service Education. Note: The above sections may be taken for three credits each with a maximum of six credits utilized.

**EDA 773 - Seminar: Constructs of Theory in Educational Administration**  
Credits 3 – 6  
Designed to enable teachers and administrators to understand theory and to apply theory in problem solving.

**EDA 774 - Advanced Seminar: Topics in School Management**  
Credits 3 – 6  
Specific topic selected from a school management area. In-depth study provided to post-master's students who seek to explore and refine further their administrative skills. Topics to be announced. Note: May be repeated to a maximum of six credits. **Prerequisites:** Consent of instructor.

**EDA 775 - Educational Futures and Educational Administration**  
Credits 3  
Consideration of futurist thoughts, theories, processes, and predications as these may serve to influence the process of administering public education in tomorrow's schools.

**EDA 780 - Organization and Administration of Vocational Education**  
Credits 3  
Treatment given to the organization and administration of the special field of vocational education in secondary schools and adult vocational programs.

**EDA 781 - Individual Instruction in Adult and Teacher Education**  
Credits 3 – 6  
Selected basic problems related to teaching at the college or university level as well as adult education programs. Includes areas such as administration, supervision, evaluation, research, public relations, finance, school plant. Note: May be repeated to a maximum of six credits with consent of instructor.

**EDA 782 - Seminar in Teacher Education**  
Credits 3 – 6  
Enables students interested in professional work in colleges and universities to select appropriate topics for in-depth study. a) Administration. b) Supervision. c) Evaluation. d) Research. e) Public Relations. f) Finance. g) School Plant. m) School Personnel. n) Curriculum. Note: May be repeated to a maximum of six credits with consent of instructor.
EDA 785 - Administering Schools in a Political Climate
Credits 3
Enables students to understand the political process in administration, to develop strategies for coping in a political climate, and to utilize concepts of power and influence in the school community.

EDA 788 - Independent Study in the Doctoral Program
Credits 1 – 6
Provides the opportunity for a doctoral degree student to select and study a particular area of concentration with mutual approval of the instructor.

EDA 789 - Introduction to Computing for School Administrators
Credits 1 – 3
Survey of the current instructional and administrative uses of microcomputers in K-12 schools. Includes instruction in fundamentals of computer operation, classification of software, purchasing and management topics, and issues related to implementation and faculty development.

EDA 790 - Internship
Credits 3 – 9
Individually structured program in which the student is given an assignment in an administrative unit under joint supervision of an educational administrator and a university faculty member. **Prerequisites:** Consent of instructor.

EDA 791 - Practicum in Educational Administration
Credits 3 – 12
Designed to permit a post-master's student, or one who currently occupies a position of leadership, to function in a supervised setting. Open primarily to doctoral students or others if deemed appropriate by the advisor. Note: May be repeated to a maximum of 12 credits. **Prerequisites:** Consent of advisor and department.

EDA 792 - Organization and Administration of Schools
Credits 3
Study of the organization and administration of schools including elementary, middle, junior and high schools. Formerly EDA 702 **Prerequisites:** EDA 701 or consent of instructor.

EDA 796 - Prospectus for Dissertation
Credits 3
Selection and preparation of an experience acceptable to and appropriate for the student, program, and advisor. Note: Open to doctoral students only. **Prerequisites:** Consent of advisor.

EDA 797 - Professional Paper
Credits 3
Grading S/F grading only.

EDA 799 - Dissertation
Credits 3 – 24
Preparation of an appropriate document utilizing salient features which best portray the experience selected in EDA 796 and offers data in the form found most suitable for defense before a panel or committee should it be required. Note: Open only to doctoral students. A minimum of 12 hours required; a maximum of 24 credits allowable. May be taken in three-credit hour increments. **Prerequisites:** EDA 796 and consent of advisor.

EDW 530 - Tools for Success in Secondary Workforce Education
Credits 3
Combination of workshops presented by UNLV and School District personnel covering relevant and timely topics deemed important for 1st year Workforce Education teachers. Class meets monthly throughout the school year. Formerly (EDW 739) Note: Course open only to currently employed secondary Workforce Education teachers. **Prerequisites:** Consent of instructor.

EDW 539 - Methods of Teaching in Workforce Education
Credits 1 – 6
Primarily for students who have completed undergraduate methods courses. Research projects required for each student in his or her field of special interest. a) Secondary. b) Postsecondary. Formerly (EDW 712) Note: May be repeated to a maximum of six credits.

EDW 571 - Advising Career and Technical Student Organizations (CTSO)
Credits 3
Introduces career and technical teachers to all aspects of career and technical education youth organizations, thus providing them with a broad background for integrating these concepts and principles into their classroom instruction. Same as (EDCT 471)

EDW 575 - Performance-Based Education
Credits 3
Introduction to work-based learning programs for secondary and postsecondary career and technical education students. Emphasis on student career planning strategies along with the utilization of appropriate supervised work sites for the development of competitive employment skills, knowledge and dispositions. Formerly (EDW 704) **Prerequisites:** Three credits in instructional methodology or consent of instructor.

EDW 597 - Workforce Education Externship
Credits 1 – 3
Class based upon student reflections of site-based experiences. Formerly (EDW 731) Note: Requires a minimum of 50 hours in a work site placement. May be repeated to a maximum of six credits.
EDW 700 - Special Problems in Workforce Education
Credits 1 – 6
Designed to develop depth in understanding a current educational topic for the in-service teacher. Note: Maximum of six credits accepted toward a degree from special topics courses.

EDW 719 - Leadership in Workforce Education and Development
Credits 3
Provides insight into the administration and supervision of workforce education programs. Emphasis on establishing role of the workforce administrator/supervisor and development of modern management and personal interactions skills.

EDW 730 - Introduction to Workforce Education
Credits 3
Overview of history, philosophy and areas within the workforce education field.

EDW 732 - Human Resource Management in WLF
Credits 3
Covers the functions and roles of human resource management for workplace learning and performance practitioners.

EDW 733 - Workforce Education Curriculum and Program Development
Credits 3
Comprehensive program development and implementation and curricular integration of career education in the high school, postsecondary and adult education settings. Includes selection and evaluation of career and technical education materials.

EDW 734 - Needs Assessment
Credits 3
Discusses approaches to identifying performance problems in organizations and determining appropriate interventions. Emphasis/focus on assessment, evaluation, and measurement of workplace learning and performance activities.

EDW 735 - Practicum in Workforce Education
Credits 3
Contemporary public school workforce education settings. Includes structured field experience and campus-based instruction. Prerequisites: EDW 712 or equivalent or consent of instructor.

EDW 736 - Training Program Development
Credits 3
Provide concepts, models, and techniques for designing and developing training programs.

EDW 737 - Facilitation Skills for Workplace Learning and Performance
Credits 3
Introductory course providing overview of roles and functions of the training professional. Ample opportunities to practice facilitation skills. Topics include evolution of training, current paradigms in training and development, media development, and delivery techniques.

EDW 738 - Curriculum Laboratory in Secondary, Postsecondary, and Vocational Education
Credits 3
Laboratory work in construction of specific instructional units with objectives, content, materials, procedures, and evaluation designed to implement research findings. Emphasis according to individual interest. Prerequisites: ICS 703

EDW 740 - Technologies for Improving Human Performance
Credits 3
Concepts and applications of technology-assisted methods for facilitating and delivering instruction in a variety of workforce education and development settings.

EDW 741 - Advanced Training Program Development
Credits 3
Theory, concepts, models, techniques and practices of program development and management as applied to workplace learning and performance. Focus on macro issues in designing, developing, implementing and managing various WLP interventions including distance learning, e-learning, and other learning system and interventions. Prerequisites: EDW 736

EDW 742 - Policies and Practices in Workforce Training and Development
Credits 3
Introduction to major concepts, skills, and techniques required by corporate, business, industry trainers to facilitate and support organizational change. Explores models and methods for analyzing policies for corporate training and development. Formerly (EDW 714)

EDW 745 - Theories of Adult Learning
Credits 3
Overview of adult education to give an understanding of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.

EDW 746 - History and Development of Two Year Postsecondary Institution
Credits 3
Focuses on the history, development, aims, and objectives of the American educational institution, the community
Two year colleges in the U.S. are examined in the context of their history, philosophy, unique processes, curriculum, governance structures, and student characteristics.

**EDW 747 - Workforce Education Teaching**  
Credits 3  
Introduction to the theories and practices for teaching and learning in workforce education settings. Course focuses on teaching methods and strategies, organization of curriculum, and competency-based evaluation techniques.

**EDW 748 - Internship in Workforce Education**  
Credits 3 – 6  
Supervised internship in a training, professional teaching or administrative settings. Required 80 hours. Note: Students will be required to complete a total of eighty hours.  
**Prerequisites:** Minimum completion of twenty seven credits in program.

**EDW 749 - Evaluation of Workforce Education Programs**  
Credits 3  
Understanding of concepts, models, and theories related to evaluation of programs and organizations in workforce education and development. Note: Course requires eighty hours at internship site.  
**Prerequisites:** Completion of twenty seven credits in program.

**EDW 755 - Professional Seminar in Workforce Education**  
Credits 3  
Various contemporary workforce education issues and topics analyzed from the perspective of the classroom teacher. Topics include diversity in the classroom, resource and funding issues, social, economic and demographic concepts, program management, and strategic planning.

**EDW 759 - Special Topics in Workforce Education**  
Credits 1 – 3  
Contemporary issues and practices in workforce education and development are examined.

**EDW 763 - Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership**  
Credits 3  
Acquaints advanced students with major recent issues in postsecondary and workforce education. Review and critique of current research.

**EDW 765 - Fiscal Management and Administration of Workforce Programs**  
Credits 3  
Focus on leadership skills necessary for the management and administration of workforce education programs.

Discussions around linkages with community and economic development initiatives will be included.  
**EDW 767 - Review and Analysis of Policies in Workforce Education**  
Credits 3  
Focuses on federal, state and local policies related to workforce education, its ties to local workforce initiatives and grants as well as assessment and accreditation of programs.

**EDW 768 - Grantsmanship in Education**  
Credits 3  
Designed to acquaint educators and social science professionals with the knowledge and skills involved in grant proposal writing for Federal, State, and private competitive funding. Engages participants in the development, planning and writing of the original grant proposals.  
**Prerequisites:** Graduate standing.

**EDW 771 - Workforce Education Leadership Conference**  
Credits 1 – 6  
Students will attend and participate in approved State and/or National leadership conferences concerning career and technical education/ workforce education and development. Presentations of timely topics, new techniques and curriculum, latest equipment and software, funding, and legislative issues, etc. will be addressed.

**EDW 772 - Seminar in Workforce Education**  
Credits 3  
Designed to prepare students to complete their professional papers, projects of thesis.  
**Prerequisites:** EPY 702

**EDW 774 - Professional Paper/Project in Workforce Education**  
Credits 1 – 3  
Capstone course for students pursuing the M.Ed.  
**Prerequisites:** Completion of thirty credits in program including EDW 772.

**EDW 775 - Thesis**  
Credits 3  
Capstone course for students pursuing the M.S.  
**Prerequisites:** Completion of thirty credits in program including EDW 772.

**EDW 780 - Leadership in Workforce Education and Development**  
Credits 3  
Provides students with the knowledge, skills, and dispositions necessary to undertake leadership positions in diverse educational settings and organizations. Emphasis through the study of accepted theory and applied principles.
EDW 785 - Global and Diversity Perspectives in the Workforce Education
Credits 3
Examines human resource management trends and the challenges a global workforce poses for human resource practices and discusses the leadership and managerial skills needed to lead such an organization. Prerequisites: Consent of instructor.

EDW 786 - Critique of Research in Workforce Education
Credits 3
Survey and critique of research in workforce education and development.

EDW 787 - Organization Development & Change: Theories to Practice
Credits 3
Overview of theories and research on organizations and managing change within them. Prerequisites: EDW 732

EDW 788 - Strategic Planning and Management
Credits 3
Leading organizations require the ability to plan and implement a strategic plan and manage performance within an organization. Topics will revolve around strategy and performance management as it relates to workforce initiatives.

EDW 789 - Educational Leadership Practicum
Credits 3
Provides participants with an opportunity to explore the functions and roles of as a leader of workforce education and development and to apply conceptual learning relative to workforce education leadership in a workforce setting. Note: May be repeated to a maximum of six credits.

EDW 796 - Workforce Education Prospectus
Credits 3
Designed to guide students to begin their dissertation process by preparing a dissertation proposal. The prospectus should provide a detailed description of a research plan. Prerequisites: Completion of all core courses, and completion of qualifying/comprehensive exam.

EDW 799 - Doctoral Dissertation
Credits 1 - 12
Research analysis and writing toward completion of dissertation and subsequent defense. Twelve credits are required for the degree, may be repeated, but only twelve credits will be applied to the students degree program. Note: Twelve credits are required for the degree, may be repeated, but only twelve credits will be applied to the students degree program. Grading S/F grading only. Prerequisites: Successful completion of EDW 796 and approval by the department.

Educational Psychology

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

Graduate Coordinator
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Reynolds, Ralph E.
(2000), Professor; B.S., University of Wisconsin; M.S., Arizona State University; Ph.D., University of Illinois.
The Department of Educational Psychology is dedicated to understanding psychological processes that support learning and the application of principles of psychology to classroom instruction. The department offers a Master of Science degree in Educational Psychology, an Education Specialist degree in School Psychology, and two Ph.D. programs.

The Master of Science degree in Educational Psychology is designed for the student seeking advanced studies in psychological foundations with the opportunity for specialized study in appropriate areas of interest, including the practice of instruction. The Education Specialist degree in School Psychology prepares professional school psychologists. This degree requires a minimum of 66 graduate semester credits, enables the student to practice as a school psychologist in Nevada, and provides preparation for national certification. This Ed.S., approved by the National Association of School Psychologists, integrates theory and research to applied skills for working in schools and other agencies.

The Ph.D. in Educational Psychology is designed to enable students to become independent scholars, who are able to make significant contributions to knowledge in the discipline of educational psychology and the field of educational technology. The Ph.D. in Educational Psychology prepares independent scholars to make significant contributions to knowledge in specialized areas of educational psychology. Students complete a core of research and learning theory courses, a specialization strand, and an emphasis area. Specialization strands within this Ph.D. are available in foundations (assessment, program evaluation, research, and learning in school domains), school counselor education, and school psychology. The department welcomes applications from individuals interested in doctoral studies in specializations in the science of Educational Psychology. Information is available on the website.

Application Deadline

Applications for all programs will be considered once a year. The deadline for receipt of applications is February 1. Application packets may be obtained from the department office, College of Education, Carlson Education Building, Room 221. Applications are also available online.

Applicants may be admitted under a provisional status if they are deficient in no more than two of the admission requirements. If the applicant is admitted under provisional status, nine hours of course work assigned by the Admissions Committee must be successfully completed. Graduate students in Educational Psychology programs must meet all particular program requirements. Failure to successfully meet the requirements within program timelines may result in probationary status and/or removal from the applicable program. For more information concerning admissions, contact the department.

Education Specialist in School Psychology

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

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

Educational Psychology & Juris Doctor Dual Ph.D./J.D.

The Dual Juris Doctor (JD)/Doctor of Philosophy (Ph.D.) in Education degree was approved in July 2007. Visit the website for complete information or contact Dr. Rebecca Nathanson rebecca.nathanson@unlv.edu (702) 895-5363 or the EPY office at (702) 895-3253.
Educational Psychology M.S.

The Master of Science in Educational Psychology is appropriate for students seeking the core knowledge, research tools, and educational experiences necessary to succeed in various educational settings. The program is appropriate for elementary, secondary, and special education teachers who wish to enhance classroom skills; students interested in pursuing advanced studies in educational psychology; students interested in obtaining a specialist degree in school psychology; as well as students who plan to apply their skills in government or business settings. Students’ individualized programs are tailored with attention to their area of specialization. A minimum of 34 credits is required for the degree. Students must maintain a grade point average of 3.00 or better in the program and a grade of B or better in core course work. The culminating experience for the M.S. degree is the defense of the students’ master’s thesis or completion of an internship with a written comprehensive examination or professional paper.

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

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

Educational Psychology Ph.D.

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

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

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

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

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

Applications for admission will be considered once a year. The deadline for the receipt of applications is February.

Degree Requirements
The Ph.D. in Educational Psychology requires 67 credits beyond the master’s degree. Of the 67 credits, 25 are in courses shared with other doctoral programs in the department. All strands have a requirement of one credit of proseminar, 15 credits in research methods, 9 in learning theory, 12 in a required emphasis area, and 12 directed toward dissertation completion. The school counselor education strand requires an additional 18 credits in advanced school counselor education coursework. The
school psychology strand requires 18 credits in advanced school psychology coursework. The foundations strand requires 18 credits in coursework tailored for the area of focus in the strand. Individual programs of study may exceed the minimum requirements.

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

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

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

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

Learning & Technology Ph.D.

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

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

The doctoral program is interdisciplinary in that it involves faculty from two distinct fields and departments: Educational Psychology and the Educational Computing and Technology Area in the Department of Curriculum and Instruction. This unique collaboration results in a doctoral program built on diverse areas of expertise. Students will graduate with a specialization in educational psychology with an emphasis on using research as a tool for promoting effective learning in electronic learning environments.

Admission Requirements
Admission will be limited to the most qualified applicants based on a combination of the following:
1. An undergraduate grade point average of 3.00 or above.
2. If graduate course work has been completed, a graduate
grade point average of 3.00 or above.
3. Preference given to students whose scores relate to the
50th percentile or better on the verbal and quantitative
sections of the Graduate Record Examination (GRE).
4. A score of 600 or above on the Test of English as a
Foreign Language (TOEFL) is also required for
students who do not speak English as their first
language.
5. Three letters of reference from university faculty or
other individuals qualified to judge the applicant’s
academic potential.
6. The applicant’s statement of professional interests and
goals.
7. Graduate College application is available online

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

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

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

Dissertation Proposals and Defenses
After successfully completing the publication 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
dissertation completion.

Course Descriptions

EPY 699 - Special Topics
Note: Graduate credit may be obtained for courses
designated 600 or above. A Full description of this course
may be found in the Undergraduate Catalog under the
corresponding 400 number. Credit at the 600 level normally
requires additional work.

EPY 700 - Special Problems: EPY
Credits 1 – 6
Specialized instruction in general professional education
designed to develop depth in understanding of current EPY
problems. Note: 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: May be repeated to a maximum of two credits.
Prerequisite: EPY 702 (may be taken concurrently) or
equivalent.

EPY 702 - Research Methods
Credits 3
Early entry graduate-level survey of research methods with
emphasis on comprehension of educational research
literature. Includes scientific method, locating and
summarizing published research, sampling, measurement,
statistics, research design, and critique of published research
EPY 703 - Teachers as Producers and Consumers of Educational Research
Credits 3
Entry graduate-level survey of research methods with a dual emphasis on 1) comprehension of educational research literature (teachers as consumers of educational research) and 2) designing and conducting classroom-based research (teachers as producers of educational research).

EPY 705 - Child Counseling
Credits 2
Focuses on children's position in and impact upon the family, emotional development, assessment of behavioral and emotional problems, adjustment issues at school and social/developmental situations. Models of counseling children, models of parent education, and models of parent and school interaction, ethical and legal responsibilities in regard to children, and current research presented.
Prerequisite: Graduate standing or consent of instructor.

EPY 707 - Adolescent Development
Credits 3
Examines physical, cognitive, social, and moral development of adolescents. Theories of identity development, including ethnic identity development, and their applications to counseling, education, and curriculum development discussed. Social relations, aspects of sexuality, and special problems/issues of adolescence.

EPY 708 - Human Learning and Development
Credits 3
Graduate-level introduction to basic concepts in educational psychology with emphasis on development, learning, and motivation. Prerequisite: 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: 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: 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: EPC 701 or consent of instructor.

EPY 712 - Foundations of Learning and Cognition
Credits 3
Systematic analysis of concepts and principles of human learning with emphasis on their application to instruction and counseling. Topics include classical and operant conditioning, information-processing and memory, the neurophysiology of learning, and personality and social factors in learning.

EPY 716 - Evaluation Research Methods
Credits 3
Addresses the definition and purposes of evaluation research including its potential uses and limitations. Examines models of evaluation research and their application in a variety of settings. Note: Students are strongly encouraged to complete EPY 711 prior to enrolling in this course.
Prerequisite: EPY 702 and 721 (may be taken concurrently).

EPY 717 - Analysis of Applied Learning Principles and Educational Media
Credits 3
Introduction to the processes and products of educational media development/selection through the study of contributions, evaluation criteria, and production requirements essential for optimal learning situations. Includes practice in applying learning principles to educational media.

EPY 718 - Qualitative Research Methodologies
Credits 3
Qualitative approaches to exploring phenomena related to educational and other social contexts. Attention given to theoretical and practical considerations of case studies, ethnographies, participant observation and narrative reports; discussion of criteria for establishing goodness of qualitative studies. Note: Field work using qualitative methods required. Prerequisite: 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: Field work using qualitative methods may be required. Prerequisite: EPY 702 and EPY 718
EPY 720 - Research Design in Education
Credits 3
Principles of research design as applied to empirical data with particular emphasis on quantitative data analysis and interpretation. Includes research design, data collection, data analysis and research report. **Prerequisite:** Epy 702, EPY 721 and consent of instructor.

EPY 721 - Descriptive and Inferential Statistics: An Introduction
Credits 3
Descriptive indices of central location and dispersion, correlation and regression, hypothesis testing and basic inferential techniques. Emphasis on intuitive understanding and applications in educational/behavioral measurement and research.

EPY 722 - Inferential Statistics and Experimental Design
Credits 3
Intermediate-level coverage of inferential statistics and experimental design analysis covering commonly used techniques in educational and behavioral research with computer applications. **Prerequisite:** 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:** 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:** EPY 721, 722, 723 (EPY 722 may be taken concurrently).

EPY 725 - Item Response Theory and Applications
Credits 3
Introduction to item response theory (IRT) and applications. Models and assumptions, item parameter and person ability estimation, scale construction and selected computer applications of IRT to educational measurement. **Prerequisite:** EPY 723 and EPY 724

EPY 726 - Advanced Evaluation Research Methods
Credits 3
Addresses application of evaluation research theory and methods through a project-based curriculum in order to provide in-depth examination of essential elements of the evaluation process. **Prerequisite:** 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:** 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:** 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:** EPY 702, EPY 721, and EPY 722 (EPY 722 may be taken concurrently).

EPY 731 - 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:** EPY 722

EPY 732 - Multivariate Statistics
Credits 3
Advanced-level statistics including commonly used multivariate statistical procedures in educational and behavioral inquiries with computer applications. **Prerequisite:** 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:** EPY 721, EPY 732 or consent of instructor.
EPY 736 - History of Education in the United States
Credits 3
Story of factors and conditions which have been influential in shaping educational thought, ideals, theories, and practices of current American education.

EPY 737 - Social Foundations in Education
Credits 3
Study of schools and other socialization agents as they interact within the community and the larger society. Also includes intercultural education.

EPY 738 - Interpretive Analysis of Text and Discourse
Credits 3
Qualitative approaches to text and discourse analysis from different theoretical perspectives will be contrasted. Data from various textual and discourse oriented sources including narratives, audio and/or video tapes, and written artifacts analyzed in depth through hands-on projects. May include use of software programs specific to qualitative data analysis. Prerequisite: EPY 702 or 703 and EPY 718, or equivalent.

EPY 741 - Essential Relationship Skills for College Teaching
Credits 3
Focuses on developing helping relationships between educators and adult learners. Presents conceptual basis for theories of effective helping, communication skills, conditions and issues affecting helping relationships, educator as reflective practitioner, and self-motivation in adult learners, providing a forum for interdisciplinary interaction common to all helping professionals. Note: May be repeated to a maximum of six credits.
Prerequisite: Graduate standing.

EPY 745 - Categorical/Nonparametric Data Analysis
Credits 3
Introduction to categorical/nonparametric data analysis, for use in small samples or when cases consist of categories or ranks. Topics include contingency tables (including loglinear models), nonparametric tests for ordinal and interval data, logistic and Poisson regression. Note: Project involving analysis of the student's own research data may be required. Prerequisite: EPY 721, EPY 722, and EPY 732.

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: Graduate standing.

EPY 760 - Advanced Seminars in School Counselor Education and Practice
Credits 3
Analysis of significant issues in counseling of current and continuing concern. Examination of historical, social, legal and philosophical dimensions of selected problem areas. Formerly (EPC 760) Prerequisite: Consent of instructor.

EPY 766 - 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: Graduate standing.

EPY 767 - Problem Solving, Reasoning, and Expertise
Credits 3
Acquisition of reasoning and problem solving expertise. Emphasis on models of memory and learning and their implications for expert performance in a variety of domains. Discusses issues such as creativity and intelligence, implications of the literature on expert performance for teaching and learning. Prerequisite: 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:** 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:** 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: 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: May be repeated to a maximum of 12 credits. **Prerequisite:** EPY 702, EPY 721, EPY 722 and consent of instructor.

**EPY 782 - Independent Study**  
Credits 3  
Independent study of a selected topic in educational psychology under the direction of a faculty member. Note: May be repeated to a maximum of 12 credits. **Prerequisite:** EPY 767

**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: May be repeated to a maximum of six credits. **Prerequisite:** 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:** EPY 723 or EPY 767 and consent of instructor.

**EPY 786 - Applied Systems in EPY**  
Credits 1 – 4  
Application of systems approach for evaluation of student personnel services. Note: May be repeated to a maximum of four credits. **Prerequisite:** EPY 702, EPC 713 or equivalent.

**EPY 787 - Individual Research**  
Credits 1 – 7  
Selected basic problems in personnel services. **Prerequisite:** 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: May be repeated to a maximum of six credits. **Prerequisite:** 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:** 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:** 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: May be repeated to a maximum of twelve credits. **Prerequisite:** Consent of instructor.

**EPY 793 - Advanced Doctoral Practicum**  
Credits 3 – 6  
Advanced practice supervised experience for doctoral students in school psychology and counseling. Note: May be repeated to a total of six credits. **Prerequisite:** Consent of instructor.

**EPY 794 - Internship**  
Credits 3 – 6  
Final activity intended to provide on-the-job experience in developing related competencies. Note: May be repeated to a maximum of six credits. **Prerequisite:** 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: 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: 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: 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: 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: Admission to doctoral program or consent of instructor.

EPP 750 - Advanced Test Analysis in School Psychology
Credits 3
Functional and theoretical approach for interpretation and inquiry applications with cognitive and affective scales typical in school-based practice. Emphasis on advanced statistical analysis for synthesizing data in diagnostic and validation studies. Prerequisite: 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: 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: Consent of instructor.

EPP 762 - School Psychology Intervention with Practicum
Credits 3
Supervised practice with children in school and clinic settings with intervention recommendations. Prerequisite: 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: 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: May be repeated to a maximum of four credits. Prerequisite: 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: 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: Admission to program and consent of instructor.

EPP 769 - Internship in School Psychology
Credits 3
Supervised school-based experience as a school psychologist intern. Note: May be repeated to a maximum of six credits. Prerequisite: EPP 761 (may be taken concurrently).
EPP 773 - Social Science Contributions in Education
Credits 2
Utilization of theory, data, and methodology from various social sciences to gain an appreciation and understanding of the forces and interactions among societies, institutions, and individuals in the realm of educational theory and pedagogy. a) Anthropological perspectives. b) Sociological perspectives. c) Economic perspectives. Note: May be repeated to a maximum of six credits. **Prerequisite:** Consent of instructor.

### Special Education

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

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

**Master's Graduate Coordinator**
Tannock, Michelle T.
(2006), Assistant Professor; B.A., M.Ed., Ph.D. University of Victoria.

**Graduate Faculty**
Babbitt, Beatrice
(1988), Associate Professor; B.A., College of Saint Teresa; M.S., University of Wisconsin, Eau Claire; Ph.D., University of California, Los Angeles.
Campbell, Pam
(2001), Associate Professor, B.A., University of Massachusetts; M.Ed., Boston College; Ph.D., University of Florida.
Filler, John
(1989), Professor; B.A., Randolph Macon College; M.A., Wake Forest University; Ph.D., Vanderbilt University.
Gelfer, Jeffrey
(1989), Professor; B.A., Wilmington College; M.S., University of Oregon; Ph.D., Florida State University.
Grant, David
(2008), Assistant Professor; B.S., Saint Louis University; M.S., Ph.D., University of Central Florida.
Hannah, Deidre
(2009), Assistant Professor; B.A., Southern Illinois University; M.A., University of Urbana-Champaign; Ph.D., University of Washington.
Higgins, Amanda Kyle
(1991), Professor; B.A., M.A., Ph.D., University of New Mexico.
Lyons, Catherine
(2007), Assistant Professor; B.S., St. Francis College; M.Ed., Ph.D., University of Nevada, Las Vegas
Sayeski, Kristen L.
(2007), Assistant Professor; B.S., M.Ed., University of Florida; Ph.D., University of Virginia.
Sileo, Nancy M.
(1998), Associate Professor; B.A., National University; M.Ed., University of Hawaii, Manoa; Ed.D., University of Northern Colorado.
Strawser, Sherri
(1991), Associate Professor; B.S., Indiana University; M.S., Saint Francis College; Ph.D., University of Utah.
Whitby, Peggy
(2009), Assistant Professor; B.A., St. Cloud State University; M.A., University of Houston, Clear Lake; Ph.D., University of Central Florida.

**Professors Emeriti**
Beals, Mark
(1969-1992), Emeritus Professor; B.A., Lycoming College; M.A., University of Hawaii; Ph.D., University of Arizona.
Dettre, Judith H.
(1973-1992), Emeritus Professor; B.S., M.A., Ohio State University; Ed.D., University of New Mexico.
Dil, Nasim
(1977-2006), Emeritus Professor; M.A., University of Punjab Lahore, Pakistan; M.S., Ph.D., Indiana University.
Healey, William C.
(1993-2002), Emeritus Professor; B.S., M.A., Ph.D., University of Missouri.
Kelly, Edward J.
(1969-2001), Emeritus Professor; B.S., Santa Clara University; M.S., Ed.D., University of Oregon.
Ruegamer, Lynne C.
(1973-1997), Emeritus Associate Professor; B.A., University of Montana; M.A., Eastern Montana College; Ed.D., University of Idaho.
Van Vactor, John C.
(1971-1996), Emeritus Associate Professor; B.A., M.S., Butler University; Ph.D., Purdue University.
Wagonseller, Bill R.
(1971-1998), Emeritus Professor; B.A., Wichita State University; M.S., Emporia State Teachers College; Ed.D., University of Kansas.

The Department of Special Education offers graduate degree programs at the master’s, specialist, and doctoral levels. All Special Education graduate programs are designed to provide the professional experiences required by teachers, specialists, administrators, and future professors of special education.
Special Education M.Ed./M.S.

Admission Requirements
In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Special Education. 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 that includes the names and contact information of 3 professional or academic references.

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

Advisor Assignment and Program of Studies
The Graduate College will mail official written notification of acceptance. In addition, a letter will be mailed from the Department of Special Education identifying the advisor. Students are responsible for contacting their advisors.

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

All master’s degree programs require a minimum of 36 semester hours of approved studies and an overall minimum GPA of 3.00 in all courses counted toward the degree. A thesis and its defense are the culminating activity for the M.S. A comprehensive examination is the culminating activity for the M.Ed.

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.

Degree Requirements: Master of Education
The M.Ed. degree requires at least 36-semester credit hours. Students must complete a minimum of 18 credit hours with the ESP or ECE prefix, and complete:

- ESP 702 - Research Methods

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

Students must apply to take comprehensive examinations. Specific application deadlines are available in the Department of Special Education.

Degree Requirements: Master of Science
The M.S. degree requires at least 36-semester credit hours, including EPY 702. Students must complete a minimum of 18 credit hours with the ESP prefix. In addition, students must complete and defend a thesis.

Program Options: M.S. and M.Ed.
M.Ed. and M.S. programs can be designed to meet the needs of persons who hold a baccalaureate degree and wish to earn a master’s degree in special education or early childhood education, with or without licensure. Students are expected to develop a plan of study that is most relevant to their educational purposes:

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

are required by the department for all plans of study. Students seeking a license to teach should be aware that certification or endorsement requirements might limit their choices. A number of specific focus areas are available and can lead to the following Nevada Department of Education endorsements: Autism, Early Childhood, Early Childhood Special Education, Emotionally disturbed, Generalist-Mild Disabilities, Gifted and Talented, Learning Disabilities, Mental Retardation, Teaching English as a Second Language; or other professional areas, such as Applied Behavioral Analysis.

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

The Specialist in Education degree program is designed for individuals who possess the ability and desire to pursue graduate work. Each applicant for admission to the Specialist in Education program must comply with Graduate College requirements for admission to graduate standing. Approved graduate credit may be transferred toward the specialist degree after the candidate has been admitted. Admission to this program is based on consideration of the following factors:

1. Biographical data of the candidate including the background of preparation, scholastic record, advanced study, and professional accomplishments.
2. Evidence of professional promise, personal integrity, and success as a teacher or administrator.
3. Evidence of research and writing ability and facility in verbal expression and interpretation of data.
4. Results of specific tests as determined by the departmental committee (i.e., GRE, MAT).

Candidates for the Specialist in Education degree (Ed.S.) are required to complete a minimum of 65 semester hours of graduate course work beyond the bachelor’s degree or a minimum of 35 semester hours beyond the master’s degree.

Specific requirements include all deficiencies from the master’s degree program in the area of the selected specialty. At the committee’s discretion, and with its approval, equivalent courses to specific degree requirements may be utilized. Given the needs and abilities of each student, the committee and the individual student determine the number and content of courses in the student’s area of specialization.

Students are expected to develop a major program that is most relevant to their education purposes and follow the requirements of their specific areas of emphasis. Minimum course requirements include research and evaluation options. A number of specific program options are available to students, and programs using combinations of various options are encouraged. These program options include:

Areas of Concentration without Endorsements
a. Administrative and Consultative Operations
b. Appraisal and Assessment Techniques
c. Assistive Technology
d. Parent Training
e. Research Field Study Programs
f. Special Curriculum Development
g. Supervised Field and Internship Experiences

Areas of Emphasis with Endorsements
a. Early Childhood Special Education
b. Emotional Disturbance
c. Learning Disability
d. Mental Retardation

Special Education Ed.D.

The Doctor of Education (Ed.D.) Program is designed for special educators who desire leadership positions in local education agencies or other community or governmental agencies that provide services to individuals with disabilities. Individuals interested in becoming teacher educators within college and university settings also may select this degree option. Students will complete a course of study that prepares them to apply research findings in an informed manner and also prepares them to conduct applied research and program evaluation.

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

1. A letter of application that clearly articulates professional and research goals that are related to the focus of the Ed.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 resumé 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 Special Education. 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.

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

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

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

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

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

In addition, two-thirds of the total semester hours included on the formal Program of Study (not including dissertation) must be taken at UNLV. Faculty members of the Department of Special Education 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 Special Education (or to another doctoral program in the College of Education) may enroll in ESP 782 (formerly ESP 760) Professional Seminar in Special Education and two additional Core Curriculum Courses with consent of instructor, prior to formal admission. The Department of Special Education generally tailors its leadership programs to meet individual student needs and career goals. A content core of courses, however, is required of all Ed.D. students. This content may not be waived. In addition to the core curriculum, students select concentrations in Leadership and Exceptionality Specialties as appropriate. The requirements for the Ed.D. degree are outlined here.

Degree Requirements
Core Curriculum - Total Semester Hours: 21
Doctoral students must earn a grade of B or higher in all core curriculum courses. Each doctoral student will complete the core curriculum below:

- ESP 782 - Professional Seminar in Special Education
- ESP 783 - Leadership Seminar in Special Education
- ESP 784 - Seminar in Advanced Special Education Technology
- ESP 785 - Issues, Trends and Futures in Special Education
- ESP 788 - Single Subject Methods in Special Education
- ESP 789 - Grant Writing for Human Services
- ESP 796 - Dissertation Prospectus (To be taken as an independent study supervised by the advisor)

Ed.D. Core Research Work - Total Semester Hours: 6
Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722.

- EPY 721 - Descriptive and Inferential Statistics: An Introduction
- EPY 722 - Inferential Statistics and Experimental Design Leadership Studies - Total Semester Hours: 18*

Doctoral students complete 18 semester hours including: ESP 786 - Legal and Political Issues in Special Education Programming

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

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

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

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

**Teaching or Administration Internship - Total Semester Hours: 3**

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

**Writing Proficiency**

Students shall be required to demonstrate doctoral-level writing proficiency beginning with the first doctoral seminar.

ESP 782 - Professional Seminar in Special Education (formerly ESP 760)

**Dissertation - Total Semester Hours: 12**

Upon completion of course work, doctoral students enroll in 12 semester hours of dissertation credit

ESP 799 - Dissertation

**Colloquium**

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

**Doctoral Studies Committee**

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

**Comprehensive Examination**

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

**Dissertation Proposal and Advancement to Candidacy**

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

**Dissertation Defense**

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

**Special Education Ph.D.**

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

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

1. A letter of application that clearly articulates professional and research goals that are related to the focus of the Ph.D. degree program in Special Education;
2. Three letters of recommendation – at least one from an individual familiar with the applicant’s academic performance and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant’s quality of work experience;
3. Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study;
4. A résumé 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 Special Education. 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 special education.

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

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

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

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

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

In addition, two-thirds of the total semester hours included on the formal Program of Study (not including dissertation) must be taken at UNLV. Faculty members of the Department of Special Education 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 Special education (or to another doctoral program in the College of Education) may enroll in: ESP 782 - Professional Seminar in Special Education (formerly ESP 760) and two additional Core Curriculum Courses with consent of instructor prior to formal admission.

The Department of Special Education generally tailors its leadership programs to meet individual student needs and career goals. A content core of courses, however, is required of all Ph.D. doctoral students. This content may not be waived. In addition to the core curriculum, students select concentrations in Leadership Studies and Exceptionality Specialties as appropriate. The requirements for the Ph.D. degree are outlined here:

**Degree Requirements**

**Core Curriculum - Total Semester Hours: 24**

Doctoral students must earn a grade of B or higher in all core curriculum courses. Each doctoral student will complete the core curriculum below:

- ESP 782 - Professional Seminar in Special Education
- ESP 783 - Leadership Seminar in Special Education
- ESP 784 - Seminar in Advanced Special Education Technology
- ESP 785 - Issues, Trends and Futures in Special Education
- ESP 787 - Philosophical Perspectives in Special Education
- ESP 788 - Single Subject Methods in Special Education
- ESP 796 - Dissertation Prospectus (To be taken as an independent study supervised by the advisor)

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

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

- EPY 721 - Descriptive and Inferential Statistics: An Introduction
- EPY 722 - Inferential Statistics and Experimental Design
- EPY 791 - Special Topics in Educational Psychology

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

- EPY 716 - Evaluation Research Methods
- EPY 718 - Qualitative Research Methodologies
- EPY 733 - Multivariate Statistics
- EPY 790 - Research Seminar in EPY

**Research Internship - Total Semester Hours: 3**

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

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

Doctoral students complete 18 semester hours including: ESP 794 A-C - Internship in Special Education (B)

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

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

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

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

**Writing Proficiency**

Students shall be required to demonstrate doctoral-level writing proficiency beginning with the first doctoral seminar.

ESP 782 - Professional Seminar in Special Education

**Dissertation - Total Semester Hours: 12**

Upon completion of course work, doctoral students enroll in 12 semester hours of dissertation credit

ESP 799 - Dissertation

**Colloquium**

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**Doctoral Studies Committee**

Each student is required to select a faculty committee designated as the Doctoral Studies Committee. The committee consists of the student’s advisor, who is to have been selected prior to the time 12 semester hours of course work have been completed, two other faculty members from within the Department of Special Education, and a Graduate College representative. This committee oversees the student’s progress, including the comprehensive examination process. A temporary advisor may be assigned until a new student becomes acquainted with the faculty.
Comprehensive Examination
The comprehensive examination is taken during the semester immediately preceding enrollment in ESP 799 Dissertation. The comprehensive examination consists of 16 hours of written examinations with eight hours structured by the student’s major advisor and eight hours structured by the other internal committee members. The examinations are scheduled on two successive Fridays, the first two Fridays in October or the first two Fridays in March. Students may petition the Doctoral Program Committee (not the individual Doctoral Studies Committee) for permission to take comprehensive examinations in the summer or an alternative set of consecutive Fridays. The questions on the comprehensive examination address elements of the Core, Research, Leadership Studies, Exceptionality Specialties, and any course work taken for licensure or endorsements. The student’s Doctoral Studies Committee provides general parameters from which questions are selected. “Take-home” examinations, in whole or in part, are not allowed. Students may use college provided technology for word-processing. Grading consists of three categories: Pass, Fail, and Pass with Distinction. Pass with Distinction occurs contingent upon a unanimous vote of the committee excluding the Graduate College representative.

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

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

Course Descriptions

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: Review of components of selected curricular areas.

ECE 707 - Programs in Early Childhood Education
Credits 3
Overview of current models of early childhood education. Includes principles, research studies, and current trends as factors related to the education of young children.

ECE 709 - Investigations in Early Childhood Education
Credits 3
Current practices and methods in early childhood education investigated and evaluated in depth. Prerequisites: Consent of instructor.

ECE 710 - Planning and Administering Early Childhood Programs
Credits 3
Investigates the basic principles involved in establishing and operating centers for the young child; examines the historical background of the early childhood education movement; and reviews theories of child development as they relate to planning, operating, and evaluating centers. Prerequisites: Consent of instructor.

ECE 711 - Science and Math for Young Children
Credits 3
Preparation, by modeling, for presenting and structuring appropriate science activities/experiences for young children (PK-2) with emphasis on integrating process skills with life, earth, and physical science concepts. Prerequisites: Nine hours of content science, or consent of instructor.

ECE 722 - Theoretical Bases for Early Childhood Education
Credits 3
Examination of the underlying theories and perspectives supporting early childhood education. Emphasis on the theoretical foundations for early childhood education and the application of developmental theories across domains.

ECE 726 - Early Education for Infants and Toddlers
Credits 3
Theoretical and practical approaches to early education services for newborns, infants, toddlers, and their families. Development of infants and toddlers within the developmental domains and focuses on attachment, milestones, identification of developmental delays, and program development and evaluation.

ECE 740 - Early Language and Learning
Credits 3
Focuses on the theory, research and practice of language development from birth through age eight. Opportunities to implement your understanding of language development for typically developing children and children with special needs.
ECE 781 - Early Childhood Education Field Experience  
Credits 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. Note: May be repeated to a maximum of nine credits.  
Prerequisites: Completion of all ECE licensure coursework or consent of instructor.

ESP 700 - Problems in Special Education  
Credits 1 – 6  
Specialized instruction in special education designed to develop depth in understanding a current educational problem of the in-service teacher. Note: 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: 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 Mental Retardation  
Credits 3  
Study and interpretation of theories and research on the learning characteristics of persons with mental retardation; psychological and social contributions to educative/habitative solutions in mental retardation.

ESP 703 - Prescriptive and Precision Teaching W/MR  
Credits 3  
Cognitive, adaptive, and diagnostic-prescriptive instructional strategies and behavioral interventions for persons with mental retardation and diverse educational and community settings.

ESP 704 - Adaptive Curricular Programming for Persons with Mental Retardation  
Credits 3  
In-depth analysis and application of curricular development and implementation for persons with mental retardation in diverse educational settings.

ESP 705 - Psychological and Sociological Problems of Students with Emotional Disabilities  
Credits 3  
Study and interpretation of theories and research concerning learning characteristics and psychological and social aspects of the student with emotional disabilities within the school setting.

ESP 706 - Advanced Educational Strategies for Students with Emotional Disabilities  
Credits 3  
Evaluation of the behavioral characteristics of students with emotional disabilities applied to practical classroom strategies. Application of treatment strategies and relevant research to the educational problems of students with emotional disabilities. Prerequisites: ESP 705

ESP 707 - Theories of Learning Disabilities  
Credits 3  
Study of the contemporary positions regarding learning disabilities. Curricular implications of positions emphasized.

ESP 708 - Advanced Education Strategies for Students with Disabilities  
Credits 3  
Advanced instructional methods and procedures applicable to the education of children with learning disabilities. Prerequisites: ESP 701 or 707

ESP 709 - Diagnostic and Prescriptive Assessment for Diverse Learners  
Credits 3  
Establishment of educationally relevant diagnostic and prescriptive teaching procedures for students who are learners (i.e., students with/or at-risk for disabilities, including those who are second language learners). Emphasis upon both individual and group prescriptive classroom methodologies. Prerequisites: ESP 701 or 708

ESP 712 - Applied Behavior Analysis  
Credits 3  
Evaluation of the application of behavior analysis in classroom, clinical, and consultative settings. Includes definition and characteristics of applied behavior analysis, basic principles of behavior, measurement and observation procedures, evaluation and analysis of behavior change, procedures for increasing and decreasing behavior, and systems applications.

ESP 713 - Affective Assessment Models  
Credits 3  
Study of affective behavioral testing procedures applicable to children and adolescents in public school settings. Emphasis on classroom observational techniques, as well as supplemental employment of data obtained through school relevant behavior rating scales and checklists, task analysis assessments, projective and group personality testing and case studies. Prerequisites: Consent of instructor.

ESP 714 - Advanced Seminar in Learning Disabilities  
Credits 3 - 6
In-depth review of recent developments and research in the field of learning disabilities. Note: May be repeated to a maximum of nine credits. **Prerequisites:** ESP 607

**Corequisite:** ESP 611

**ESP 715 - Communication Programming for Persons with Severe Disabilities**
Credits 3
Critical study of disorders affecting communication of persons with severe disabilities. Emphasis on developmental considerations, ecological needs, clinical assessment, selection and implementation of augmentative systems, support services, funding, and research. **Prerequisites:** Consent of instructor.

**ESP 717 A - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: mental retardation. Note: May be repeated to a maximum of nine credits. Maximum of nine credits may be applied to a graduate program. **Prerequisites:** ESP 701

**ESP 717 B - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: emotional disturbance. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 C - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: learning disabilities. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 D - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: early childhood special education. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 E - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: adaptive physical education.

Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 F - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: parent education. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 G - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: gifted education. **Prerequisites:** ESP 702 or consent of instructor.

**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: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 717 I - Seminar in Advanced Curriculum Development**
Credits 1 – 9
Critical study of current curricular models in special education. Areas of emphasis: management and staff direction. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

**ESP 718 - Assessment of Persons with Severe Mental Retardation**
Credits 3
Emphasis on diagnosis and problems encountered in assessing individuals with severe disabilities. Practice observation techniques, develop and implement ecological inventories, developmental scales, and adaptive behavior scales. **Prerequisites:** ESP 702 or consent of instructor.
ESP 719A - Advanced Oral and Written Language Instruction for Students with Disabilities
Credits 3
Overview course on language development, disabilities, and delays. Information and specific strategies for identifying oral and written language difficulties in students with disabilities. Emphasis on educational applications -- designing and implementing instruction for students with disabilities. Prerequisites: ESP 701

ESP 719B - Advanced Oral and Written Instruction Early Childhood
Credits 3
Methods and curriculum in early childhood literacy and early intervention strategies for inclusive education. Prerequisites: ECE 709

ESP 720 - Field Experience in Special Education
Credits 1 – 9
Supervised experience in designing and using prescriptive teaching programs. Areas of emphasis include: mental retardation, emotional disturbance, learning disabilities, early childhood special education, adaptive physical education, gifted education, parent education, career education. Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.

ESP 722 - Multicultural Perspectives in Special Education
Credits 3
Introduces trends and issues in special education relative to students with disabilities who come from culturally diverse backgrounds. Educational programming and adaptations emphasized.

ESP 723 - Learning Strategies Instruction
Credits 3
Theoretical and practical aspects of implementing a learning strategy curriculum within elementary and secondary school environments. Class participants analyze, synthesize, and modify instructional strategies to meet the needs of students with disabilities. Prerequisites: ESP 701

ESP 724 - Math Methods in Special Education
Credits 3
Effective classroom methods and strategies for assessing, teaching, and monitoring the mathematical performance of students with learning difficulties. Emphasis on practical classroom techniques designed to facilitate skill acquisition, maintenance, retention, and generalization. Computation and problem-solving covered. Prerequisites: ESP 701, MAT 122 and MAT 123 or equivalent, and consent of instructor.

ESP 725 - Workshops in Special Education
Credits 1 – 3
Supervised instruction through workshops and conferences in topics relevant to special education. Emphasis on in-service education for regular and special education personnel. Note: May be repeated to a maximum of four credits. Grading S/F grading only.

ESP 726 - Policy Analysis and Development for Special Human Services
Credits 3
Principles and practices of policy development and critical analysis of established social policy in local, state, and federal programs and its impact on persons with exceptionalities.

ESP 727 - Technology in Special Education
Credits 3
Uses of computers and other technologies in the instruction of students with disabilities. Includes strategies for adapting computers and selecting software for individuals with special needs. Principles for integrating technology into the curriculum and strategies for teaching academic subjects with technology stressed. Overviews of integrated technologies such as hypermedia and access technologies provided. Prerequisites: ICE 334 or ICG 754 or equivalent.

ESP 728 - Theory of Play Development
Credits 3
Critical analysis of theoretical, philosophical, empirical, and educational implications of play. Provides planning, integrating and evaluating play in the educational curriculum.

ESP 729 - Characteristics of Students with Autism Spectrum Disorders
Credits 3
Survey of the characteristics of students with autism spectrum disorders, including historical foundations, definitions, placement alternatives, and current issues. Prerequisites: ESP 701 and 733 or equivalent.

ESP 730 - Parent Involvement in Special and General Education
Credits 3
Overview of current involvement, rationales for parent involvement, and research that supports it. Focuses on common effort by the school, home and community to provide for students' growth through integrated successive learning experiences that allow for variation in skills, cognitive development, emotional creative abilities, and physical development.
ESP 731 - Practicum in Parental Involvement  
Credits 3  
Advanced practicum to involve teachers with parents of children with special needs in various aspects of special education programming in the home, school, and public agency settings. Development of parent education materials and program for parents, or prospective parents in some of the basic skills necessary for effective parenting.  
Prerequisites: ESP 730

ESP 733 - Management and Modification of Students with Special Needs  
Credits 3  
Provides introduction to applied behavior analysis as it relates to teaching and managing students with special needs. Focuses on teaching new skills and managing inappropriate behavior, both academic and social. Strengths and weaknesses of common school practices for controlling students’ inappropriate behaviors described.

ESP 734 - Vocational and Career Education for Persons with Disabilities in Transition  
Credits 3  
Consideration and design of vocational and career education programs for students with disabilities including those with mental retardation, learning disabilities, emotional disturbances, and others.

ESP 735 - Advanced Behavior Management  
Credits 3  
Application of behavioral, psychoeducational and other management approaches for students with disabilities. Special emphasis given to implementation of behavior management techniques for students with disabilities and students in early childhood special education.  
Prerequisites: Consent of instructor.

ESP 737 - Advanced Practicum with Exceptional Children  
Credits 1 – 9  
Teaching and research experience with exceptional students, with special emphasis upon application, educational methods, and curricular models. Areas of emphasis are: a) mental retardation, b) emotional disturbance, c) learning disabilities, d) early childhood special education, e) research, f) gifted education, g) parent education, h) career education, i) resource room, or j) inclusive environments.  
Note: Maximum of nine credits may be applied to a graduate program. May be repeated to a maximum of nine credits.  
Prerequisites: ESP 701

ESP 739 - Advanced Educational Strategies for Students with Autism Spectrum Disorders  
Credits 3  
Advanced instructional methods and curricular models applicable to the education of students with autism spectrum disorders.  
Prerequisites: ESP 729 or equivalent.

ESP 740 - Speech and Hearing Therapy for Classroom Teachers  
Credits 3  
Overview of common speech and hearing disabilities, with primary teacher-relevant therapeutic methods and materials applicable to general and special classroom contexts.

ESP 741 - Introduction to Gifted Education  
Credits 3  
Introduction to individuals who are gifted, including definition, identification, characteristics, etiology, and nurturing factors. Relationship of creativity and concerns for underachievement, cultural differences, disabilities and gender issues of individuals who are gifted.

ESP 742 - Dimensions of Giftedness  
Credits 3  
Information concerning educational procedures in all areas of functioning appropriate for gifted individuals, along with basic strategies for creativity and self-concept. Skills developed for planning, implementing, and evaluating effective programs for the gifted. Individualization, strategies for teaching, simulation and inquiry skills, and skills of higher-level thinking emphasized.  
Prerequisites: ESP 741 or equivalent.

ESP 743 - Teaching Models in Gifted Education  
Credits 3  
Provides comprehensive review of teaching-learning models for use in development and implementation of curriculum for gifted students.  
Prerequisites: ESP 742 or consent of instructor.

ESP 745 - Experiential Learning in Gifted Education  
Credits 3  
Connection between the gifted classroom and the world of work and postsecondary education. Focuses on breaking boundaries of school with emphasis on global issues, rapidly changing workplace, and linkage between schools and future life experiences.  
Prerequisites: ESP 741

ESP 746 - Creativity in Gifted Education  
Credits 3  
Intensive study of new approaches dealing with creative expression for the gifted student stressing strategies for creativity.

ESP 747 - Contemporary Considerations Gifted Education  
Credits 3  
Current trends, research and issues in the education of students who are gifted.  
Prerequisites: ESP 746 and consent of instructor.

ESP 748 - Overview of Assistive Technology  
Credits 3
Overview of assistive technology as it relates to life skills including communication, mobility, education, recreation, vocation, independence and therapy/rehabilitation. Variety of computer access methods investigated. Underlying assumptions and legal basis explored. **Prerequisites:** ESP 701 or equivalent.

ESP 749 - Thesis
Credits 3 – 6
Note: May be repeated, but only six credits applied to the student's program. Grading S/F grading only.

ESP 751 - Advanced Techniques in Applied Behavior Analysis
Credits 3
Analysis and application of the skills, practices, and knowledge in advanced theory and methods of Applied Behavior Analysis in special education. Attention given to acquiring practical skills in the theory, principles, procedures, and science of Applied Behavior Analysis with human populations ans systems (e.g., classrooms and schools).

ESP 752 - Consultative Techniques in Special Education
Credits 3
In-depth emphasis on the differing roles of the special education consultant. Attention given to acquiring practical skills in interviewing parents and teachers of exceptional children.

ESP 753 - Administration and Supervision of Special Education Programs
Credits 3
Investigation of existing special education administrative units, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models. **Prerequisites:** Consent of area coordinator.

ESP 755 A - Medically Related Aspects of Disabilities
Credits 3
Course emphasizes medical bases of typical and atypical development for individuals across the lifespan. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions, treatment strategies, resources, transition/vocational implications are addressed.

ESP 755 B - Medically Related Aspects of Disabilities
Credits 3
Course emphasizes medical bases of typical and atypical development for young children birth to eight with developmental delays. Physical systems and disabilities; etiologies, symptoms, and psychosocial implications of disabilities and medical conditions; and interventions, treatment strategies, resources, transition/vocational implications are addressed.

ESP 757 - Assistive Technology Assessment
Credits 3
Presents variety of procedures for gathering data to identify assistive technology needs. Role of team decision making in the assessment process to determine appropriate assistive technology solutions described. Integration of assistive and educational technologies also investigated. **Prerequisites:** ESP 748, ESP 701.

ESP 758 - Collaborative Services in Assistive Technology
Credits 3
Emphasizes development of collaborative relationships that support development of student-centered assistive technology plans, including working with parents, students and related service providers. Funding issues also addressed. **Prerequisites:** ESP 701 and overview of AT (ESP 748).

ESP 759 - Assistive Technology Applications for Students with Disabilities
Credits 3
Development of functional applications of assistive technology in the areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. **Prerequisites:** ESP 701, ESP 715 and ESP 727.

ESP 763 - Seminars in Selected Special Educational Topics
Credits 1 – 3
Areas of emphasis are a) mental retardation, b) emotional disturbance, c) learning disabilities, d) autism, e) early childhood, f) gifted education, g) parent education, h) higher education, i) special education administration, j) research, k) consultation, l) curriculum, m) technology, n) ABA, o) diversity, p) professional writing. Note: May be repeated to a maximum of nine credits. **Prerequisites:** ESP 760 and consent of instructor.

ESP 764 - Characteristics & Inclusive Strategies for Students with Emotional Disturbance, Learning Disabilities & Mild Mental Retardation
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: No additional assignments are required. Only one credit will be accepted toward degree plan. Grading S/F grading only.
ESP 767 - Training Program Seminar
Credits 3
In-depth analysis of special education training program roles and functions in college and university settings. Emphasis upon teaching, supervisory, and advisement functions, program and area curriculum development, program funding, program-university, public agency and community relationships, and ancillary training program responsibilities. Prerequisites: Consent of instructor.

ESP 770 - Second Language Methods for Diverse Learners in Inclusive Settings
Credits 3
Study and implementation of methods and strategies for teaching English language learners (ELLs) with and without disabilities. Learner characteristics and second language development reviewed followed by practical techniques for teaching diverse second language learners across the curriculum.

ESP 771 - Perspectives on Early Childhood Special Education
Credits 3
Perspectives of national, state, and local programs in special education for young children with disabilities. Reviews variables related to: program development, classroom management, parent involvement, legislation and funding, disability condition, identification, screening and assessment, learning and developmental problems, research, normal child development and developmental deviations.

ESP 772 - Family Education in Early Childhood Special Education
Credits 3
Review of average family structure and interaction patterns, roles, expectations and conflicts; mother-infant, infant-family bonding patterns; general specific problems and needs of families of young children with disabilities; programs developed for family involvement and education; national, state and local program models and evaluation. Prerequisites: ESP 771 or consent of instructor.

ESP 773 - Assessment for Young Children with Disabilities
Credits 3
Focuses on subjective, objective, unstructured, and structured observations of young children with physical disabilities and disabilities of behavior, communication, learning, and development. Survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction. Prerequisites: ESP 771 or consent of instructor.

ESP 774 - Seminar in Curriculum Development in Early Childhood Special Education
Credits 3
Focuses on the identification of important components of early childhood education for young children with disabilities; critical evaluation for the suitability of various curriculum modes for various disabilities; critical evaluation of commercial materials; designing new curriculum models; and utilizing teacher-made materials. Prerequisites: ESP 771

ESP 775 - Strategies for Early Childhood Special Education
Credits 3
Focuses upon development of behavioral objectives, task analysis, and grouping and regrouping of children. Includes behavior modification, precision teaching, interaction analysis and microteaching procedures. Consideration of modifications of classroom physical and learning environments, reinforcement patterns, and questioning styles, etc. Prerequisites: ESP 771 or consent of instructor.

ESP 776 - Strategies for Working with Infants and Toddlers in Early Childhood Special Education
Credits 3
Focus is on research based practices, practical problems, and issues pertaining to the effectiveness of various interventions and strategies used with infants and toddlers (0-3) with special needs. Prerequisites: ESP 771 and consent of instructor.

ESP 777 - Assistive Technology Strategies for Young Children
Credits 3
Emphasizes the selection and implementation of assistive technology for young children with and without disabilities. Prerequisites: ESP 701 and ESP 748.

ESP 778 - Behavior Management for Early Childhood
Credits 3
Provides a background in applied behavior analysis and positive behavior support, with a focus on the application of behavior support for young children and their families. Future service providers receive important knowledge and skills for implementing positive, preventive and function-based interventions in school, home and community environments. Prerequisites: ESP 771 or consent of instructor.

ESP 779 - Early Intervention Service Coordination
Credits 3
Provides content related to staffing patterns in programs for young children with disabilities; organization and implementation of training to meet identified needs of varied paraprofessionals and professionals; supervisory and
consultive roles; and budget and fiscal matters. 
**Prerequisites:** ESP 771 or consent of instructor.

**ESP 780 - Field Experience in Early Childhood Special Education 7 Infancy**
Credits 3 or 6
Intensive 15-week full- or part-time early intervention experience with high risk children and infants with disabilities and their families. Experience includes working with children below age three years in individual and small group activities, planning and implementing Individual Family Service Plans, and exploring community resources. 
**Prerequisites:** Consent of instructor.

**ESP 781 - Field Experience in Early Childhood Special Education 7 Preschool/Kindergarten**
Credits 8
Intensive 15-week full- or part-time supervised teaching experience with young children with disabilities and their families. Experience includes working with children three to six years of age in individual, small and large group activities, planning and implementing Individualized Program Plans, and exploring community resources. 
**Prerequisites:** Consent of instructor.

**ESP 782 - Professional Seminar in Special Education**
Credits 3
Perceptions of exceptionality by a variety of interdisciplinary personnel. 
**Prerequisites:** Doctoral status or consent of instructor.

**ESP 783 - Leadership Seminar in Special Education**
Credits 3
Teaches and empowers participants to become highly effective leaders in the field of special education. Current leadership paradigms and their application to a variety of professional roles in special education explored.

**ESP 784 - Seminar in Advanced Special Education Technology**
Credits 3
In-depth analysis concerning the impact of technology on persons with disabilities. Includes analysis and synthesis of research, local, state, and national policies and initiatives; resource allocations; funding issues; and the use of technology in higher education special education. 
**Prerequisites:** ESP 760

**ESP 785 - Issues, Trends and Futures in Special Education**
Credits 3
Concepts and techniques which facilitates students' abilities in issue analysis, issue resolution, trend impact analysis, and futures formulations. The latter includes evaluations of possibilities, probabilities, and preferences in creating the future. 
**Prerequisites:** ESP 760

**ESP 786 - Legal and Political Issues in Special Education Programming**
Credits 4
Analysis of federal, state, and local statutes, policies and titles which affect the funding and direction of programs for exceptional children. Impact of special education from social, political, and economic perspectives.

**ESP 787 - Philosophical Perspectives in Special Education**
Credits 3
Emphasis on the sociocultural, epistemological, teleological, and ethical implications of special education programs. 
**Prerequisites:** ESP 760

**ESP 788 - Single Subject Methods in Special Education**
Credits 3
Overview of methods for evaluating the effectiveness of individual educational interventions and curricula for students with disabilities. Factors which determine when and under what conditions it is appropriate to employ different assessment strategies. 
**Prerequisites:** ESP 760

**ESP 789 - Grant Writing for Human Services**
Credits 3
History and pragmatics of grant proposal writing, management, and evaluation for federal, state and philanthropic support of research, demonstration programs, and personnel preparation in special education and related services. 
**Prerequisites:** ESP 760

**ESP 791 - Proposal Design and Analysis**
Credits 3
Formative and summative research considerations and applications, with emphasis upon practitioner-relevant proposal development, research design, and interpretive critical analyses. 
**Prerequisites:** Consent of instructor.

**ESP 793 - Advanced Field Experience in Special Education**
Credits 3 – 6
Field-relevant applications of administrative diagnostic-prescriptive and research content to practical working situations. 
**Prerequisites:** Consent of instructor.

**ESP 794 A-C - Internship in Special Education**
Credits 3 – 6
Structured internship experiences related to (a) conducting research within the field of special education and/or early childhood education, (b) teaching university courses within the Department of Special Education, or (c) the administration of special education and/or early childhood programs. 
**Prerequisites:** Consent of area coordinator.
ESP 796 - Dissertation Prospectus
Credits 3
Development of appropriate field-relevant topics as a preface to dissertation writing. Prerequisites: ESP 760

ESP 798 - Professional Paper in Special Education
Credits 2

ESP 799 - Dissertation
Credits 3 – 12
Practitioner-relevant thesis covering significant special educational topics, with appropriate applications of demonstration, research and/or model formation. Prerequisites: ESP 796. 3-12 credits in increments of three.

Sports Education Leadership

Chair
Lounsbery, Monica A.F.  
(2001), Associate Professor; B.S., Dakota Wesleyan University; M.Ed., Ph.D., University of Nebraska, Lincoln.

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

Graduate Faculty
Ayvazo, Shiri  
(2008), Assistant Professor; B.Ed. Zinman College, Israel; M.A., Ph.D., The Ohio State University.

Hughes, Jerry  
(2007), Associate Faculty in Residence; B.A., Adams State College, M.S., University of Nevada, Reno; Ed.D., Brigham Young University.

Landwer, Gerald E.  
(1988), Professor; B.S., M.P.E., University of Nebraska, Ed.D., University of Missouri.

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

Stahura, Kurt  
(2004), Assistant Professor; B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota.

Professors Emeriti
Rothermel, Bradley L.  
(1981-2000), Emeritus Associate Professor; B.S., Northern Illinois University; M.S., Ph.D., University of Illinois, Champaign-Urbana.

Starr, John T.  
(1965-2000), Emeritus Associate Professor; B.S., M.Ed., University of Wyoming; Ed.D., University of Southern California.

The Department of Sports Education Leadership offers M.Ed., M.S., and Ph.D. graduate degree options. All graduate programs are designed to provide quality preparation for current and future sport leaders in the areas of physical education teacher education, adapted physical education, coach education, and sport administration. Research and creative scholarly activity are viewed as essential experiences in all Sports Education Leadership graduate programming.

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

Concentrations in physical education teacher education, adapted physical education and sport administration are offered for both the M.Ed. and the M.S. degree programs.

Sports Education Leadership M.Ed.

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

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

Admission to Masters programs is based on the following criteria:
1. GRE scores
2. Two letters of recommendation
3. Transcripts from all colleges and universities attended
4. Professional resume or vita
5. Applicants may be admitted under provisional status if they are deficient in no more than two of the admission requirements. If the applicant is admitted under provisional status, satisfactory completion of specified course work will be required in order to obtain full admission status.

Admission Process
Applications for M.S. and M.Ed. programs will be considered twice per year. The deadline for receipt of applications for spring admission is October 1 and for fall admission, March 1. Application materials should be sent to the Graduate College online. Further admission information and application forms may be obtained from the UNLV Graduate College website at: graduatecollege.unlv.edu/admissions.

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

Student Advisory Committee
Students are required to select a graduate advisory committee within completion of 12-16 hours. Advisory committees must consist of three Sports Education Leadership graduate faculty members (one of which can be an associate graduate faculty member) and a Graduate College representative from outside of the department. The advisory committee should be formed prior to the completion of 16 credit hours. The committee oversees the student’s degree program and ensures all requirements are satisfactorily fulfilled. A temporary advisor is assigned upon acceptance into the program. Once the student becomes acquainted with the faculty, it is his/her responsibility to select an advisory committee.

Sports Education Leadership M.S.

Admission Requirements for Master’s Programs
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Student Advisory Committee
Students are required to select a graduate advisory committee by the beginning of the third semester of
Program of Study

Core Requirements: 12 Credit Hours
PED 705 - Philosophy of Physical Education
PED 750 - Biophysical Foundations of Physical Education and Sport

or

PED 730 - Perceptual Motor Learning Theories and the Individual with Disability
* Students wishing to pursue Adapted PE Endorsement must take PED 730.

PED 765 - Survey and Analysis of Professional Literature in Physical Education
PED 780 - Colloquium in Sports Education Leadership
* 3 hours of Colloquium must be taken during the course of your program: 1 hour during your first semester, 1 hour at the time of proposal, and 1 hour at the time of defense.

Research Core Requirements: 9 Credit Hours
EPY 702 - Research Methods
EPY 721 - Descriptive and Inferential Statistics: An Introduction
Advisor Approved Research Course (3 credits)

Electives: 9 Credit Hours (Approved by Advisor)
PED 710 - Curriculum in Physical Education
PED 714 - Analysis of Teaching Physical Education
PED 715 - Supervision of Physical Education
PED 721 - Sport Facility and Risk Management
PED 731 - Financing Sport and Athletic Programs
PED 732 - Collegiate Athletic Administration
PED 733 - Interscholastic Athletics
PED 735 - Leadership Theory in Sport
PED 774 - College Teaching in Sports Education Leadership
PED 775 - Research on Physical Activity Behavior
PED 790 - Independent Study in Athletic Administration
PED 794 - Independent Study in Pedagogy
PED 795 - Independent Study

Capstone Experience Options: 6 Credit Hours
PED 746 - Internship in Athletic Administration plus 1 additional 3 credit hour course

Comprehensive Examination plus 2 additional 3 credit hour courses
PED 749 - Thesis

Sports Education Leadership Ph.D.

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

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

1. A master’s degree from an accredited college or university
2. Official copies of all postsecondary transcripts
3. Professional vita or resume
4. Evidence of writing ability with appropriate examples including excerpt from a master’s thesis, professional paper, or published article
5. Three letters of recommendation from previous instructors and/or professional colleagues attesting to the applicant’s ability to complete doctoral study
6. A detailed statement explaining why the student desires admission to the program
7. A personal interview with the department graduate faculty. Interviews will be held in March.
8. Satisfactory GRE test scores (taken within five years from the date of application for admission)
9. TOEFL scores are required of international students with a preferred minimum of 550 for the written exam, 213 for the computerized exam, or 80 for the internet-based exam.

Admission Process
Applications for the Ph.D. program will be considered once per year and deadline for receipt of application is March 1. Application forms, fees, and official transcripts should be sent to the Graduate College online. Further admission information and application forms may be obtained from the UNLV Graduate College website at: http://graduatecollege.unlv.edu/admissions. Three letters of recommendation, professional resume or vita, GRE scores, official copies of all college transcripts, evidence of writing ability (e.g., excerpt from masters’ thesis, professional paper or published article), a detailed statement explaining why the student desires admission, and a statement demonstrating evidence of professional/educational compatibility with program goals should be submitted to the Department of Sports Education Leadership, University of Nevada, Las Vegas, 4505 S. Maryland Parkway, Box
As a final step in the admission process, a personal interview with the graduate faculty will be conducted.

**Degree Requirements**

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

**Scholarly Product Requirement**

Each student must satisfy a scholarly product requirement. This requirement can be met in one of two ways:

1. Students may submit a research study to a refereed journal for publication.
2. Students may submit a proposal for presentation of research at an annual conference of a national organization.

**Student Advisory Committees**

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

**Comprehensive Examination**

The student takes the comprehensive examination during the semester immediately preceding enrollment in dissertation. The comprehensive examination consists of six questions in which the student is allotted two hours per question. Questions are constructed and scored by the student’s advisory committee. Students must file intent to take comprehensive examinations, adhering to timelines cited for other graduate programs scheduled by the Graduate College and the Department of Sports Education Leadership. Students may petition the Sports Education Leadership Graduate Faculty for permission to take comprehensive examinations pending approval of the advisory committee.

The questions on the comprehensive examination address elements of content knowledge, research methodology, and related discipline electives. The student’s advisory committee provides general parameters from which questions are selected. “Take-home” examinations, in whole or in part, are not allowed. Students may use college provided technology for word-processing. Grading consists of two categories: Pass and Fail.

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

**Dissertation Proposal and Defense**

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

Upon approval of the prospectus, the student must obtain approval for the study from the Institutional Review Board for the Protection of Human Subjects.

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

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

**Course Descriptions**

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

Credits 1

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

**PED 705 - Philosophy of Physical Education**

Credits 3

Study of philosophical thought influencing physical education programs in the United States.
PED 710 - Curriculum in Physical Education
Credits 3
Study of the physical education curriculum and the process of developing a physical education guide.

PED 714 - Analysis of Teaching Physical Education
Credits 3
Explores a spectrum of research-based analytical tools for the systematic description, analysis and interpretation of the teaching process. Various theories of teaching and the instructional styles that complement them.

PED 715 - Supervision of Physical Education
Credits 3
Concepts, principles, and techniques of supervision for use by superintendents, supervisors, and teachers in the supervision of physical education programs.

PED 716 - Research on Teaching in Physical Education
Credits 3
Research on teaching in physical education (ROT-PE) encompasses a number of fields of inquiry into both teacher and student influences on teaching and learning. This course on ROT-PE focuses on major issues, methodologies, and significant findings of ROT-PE for the past three decades.

PED 720 - Issues and Trends in Physical Education
Credits 3
Identifying, analyzing, and evaluating recent developments in physical education with special emphasis on the problems of the student in an area of specialization.

PED 721 - Sport Facility and Risk Management
Credits 3
Provides students with an understanding of sport event and facility management. Students will acquire the knowledge and skills to evaluate functions of the facility which relate to risk analysis and event management with a specific focus on interscholastic and intercollegiate environments.

PED 726 - Adapted Physical Education for the Developmentally Disabled
Credits 3
Study of the etiology and motor capacities of individuals with developmental disabilities. Includes relevant strategies for planning and implementing adapted physical education programs for individuals with learning disabilities, mental impairment, behavior disorders, and other health impairments.

PED 727 - Adapted Physical Education for Individuals with Chronic and Permanent Disabilities
Credits 3
Study of the prevalent, chronic, congenital, and permanent disabilities which effect motor performance. Considers the characteristics, limitations, and special needs required in selecting and implementing an adapted physical education program. Prerequisites: PED 465 or consent of instructor.

PED 728 - Evaluation Techniques in Adapted Physical Education
Credits 3
Study of evaluation instruments used in the assessment of individuals with disabilities, the interpretation of results, and application of pertinent data to motor programming. Prerequisites: PED 494, graduate standing, or consent of instructor.

PED 730 - Perceptual Motor Learning Theories and the Individual with Disability
Credits 3
Study of human movement and subsequent motor performance. Considers the delays in motor development, theories of perceptual motor learning and needs of individuals with disabilities in physical education settings. Prerequisites: consent of instructor.

PED 731 - Financing Sport and Athletic Programs
Credits 3
Conventional income sources such as tax support, bonds, ticket sales, concessions and fund raising, along with more recent innovations related to licensing and corporate sponsorships for sport events will be studied. Specific focus will also include budgeting, breakeven analysis and economic impact studies used to justify sport events and facilities.

PED 732 - Collegiate Athletic Administration
Credits 3
Course will provide the student with an understanding of the relationships inherent in policy development in intercollegiate sport. Through analysis of literature, NCAA guidelines and current issues, students will experience the expectations placed on a sport administrator in a collegiate environment, including policy implementation, interpretation and compliance with NCAA rules.

PED 733 - Interscholastic Athletics
Credits 3
This course will provide students with the background and knowledge to administer interscholastic athletic programs. The students will have the opportunity to fulfill the class work toward a Registered Athletic Administrator as developed by the National Interscholastic Athletic Administrators Association (NIAAA). Prerequisites: Graduate Standing

PED 734 - Marketing and Promotions of Athletic Programs
Credits 3
Study of the conceptual and empirical approaches sport administrators can utilize for conducting relationships with consumers in athletic environments. Topics include sport consumer behavior, strategic marketing plan development.
for sport properties, corporate sponsorships, promotion and
advertising, and application of market research in sport.

PED 735 - Leadership Theory in Sport
Credits 3
Based upon the study of leadership theory and its
application to the administration of sport programs. Includes
discussion of leadership theories from business and
education. Leadership research in sport emphasizes aspects
of leadership development relative to students' professional
growth. Fundamental governance structure of education
based sport organizations included.

PED 736 - Sports and the Courts
Credits 3
An overview of selected areas of the law and how they
relate to the world of sports, physical activity and physical
education. An emphasis will be placed on current issues and
practical applications.

PED 737 - Introduction to NCAA Compliance
Credits 3
Introduction to all aspects of NCAA rules/regulations
including how to administer NCAA compliance processes.
Students will gain insight and knowledge of those
compliance issues relevant to individuals working in athletic
administration, in campus constituencies who administer
institutional functions related to student athletes or who
have oversight of athletics.

PED 738 - Diversity in Sport Organizations
Credits 3
An encompassing perspective of diversity within sport
organizations. Specifically, the course provides an analysis
and understanding of the various ways that people within
sport organizations can differ. The course treats issues of the
non-dominant, historically under-represented segments of
U.S. society, with an emphasis placed on racial, ethnic, and
gender issues.

PED 739 - Thesis
Credits 3 – 6
Note: May be repeated but only six credits will be applied
to the student's program. Grading S/F grading only.

PED 740 - Biophysical Foundations of Physical
Education and Sport
Credits 3
Integrative perspective of the biophysical foundations of
physical education and sport. Emphasis on
multidimensional changes that occur as an adaptation to
training and other life-style factors.

PED 745 - Survey and Analysis of Professional
Literature in Physical Education
Credits 3
Students review the current research and scholarly literature
pertaining to physical education pedagogy. Articles, papers
and research studies with special implications for teaching
and curriculum are read, discussed and critically analyzed.
Prerequisites: PED 465 or consent of instructor.

PED 746 - Internship in Athletic Administration
Credits 3
The internship in Athletics is a culminating experience that
provides an opportunity to apply knowledge and skills
learned in the academic program while working within an
athletic administration or related organization. Students will
work under the direction of a supervisor in a area related to
their selected interest for future employment. Note: May be
repeated to a maximum of six credits. Prerequisites:
Admittance to program in physical education and approval
of advisor.

PED 747 - Colloquium in Sports Education Leadership
Credits 1
Examines current research topics within the subdisciplines
of physical education including sport pedagogy, motor
development, motor behavior, athletic administration, and
coaching. Students will present research, and lead
discussions on possible research questions.
Note: May be repeated to a maximum of six credits.

PED 748 - Professional Paper
Credits 1 – 6
Note: May be repeated but only two credits will be applied
to a student's program. Grading S/F grading only.
PED 794 - Independent Study in Pedagogy
Credits 1 – 3
Independent study of a selected topic in pedagogy.
Note: May be repeated to a maximum of six credits. A maximum of six hours of independent study accumulated in PED 790-795 may be counted towards a master's degree.
Prerequisites: Consent of instructor.

PED 795 - Independent Study
Credits 1 – 3
Independent study of a selected topic in field of physical education. Note: May be repeated to a maximum of six credits. A maximum of six hours of independent study accumulated in PED 790-795 may be counted towards a master's degree. Prerequisites: Consent of instructor.

PED 796 - Dissertation Prospectus
Credits 3
Acquaints students with resources available to assist in the conceptualization of research design and literature review in preparation of the formal dissertation proposal.
Prerequisites: Admission to doctoral program.

PED 799 - Dissertation
Credits 3 – 12
Culminating research analysis and writing toward completion of dissertation and subsequent defense. Grading S/F grading only. Prerequisites: PED 796
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