Welcome

Congratulations and welcome to the Department of Teaching and Learning!

We are delighted that you have chosen to study with us and honored that our team of faculty will be engaged in your journey of exploration, enrichment, and transformation. The Department of Teaching and Learning offers doctoral degree programs noted for its rigorous coursework lead by dedicated faculty who are well-recognized for their research and talents nationally and internationally. Our esteemed faculty will guide and prepare you in the breadth and depth of learning that will enable you to participate in high quality work that can impact theory, practice and policy in your various fields and career paths. We hope that you find this handbook beneficial in providing guidelines to ensure your journey is a successful and fruitful one.

All the best in your educational endeavors,

PG Schrader, PhD
Chair, Department of Teaching and Learning

Mission Statement(s)

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

The Department of Teaching & Learning holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.
The **EDs in Curriculum and Instruction** is for professional educators who desire to advance knowledge in the theory and practice of education generally and in specific emphasis areas as educational consultants, curricular specialists, and administrators. Areas of research emphasis include: Career & Technical and Postsecondary Education; Cultural Studies, International Education, and Multicultural Education; Educational Technology; Literacy Education; Mathematics Education; Science Education; or Teacher Education. Completion of this degree program will particularly enable individuals to become skilled educational practitioners as members of college and university faculties as well as school-related organizations.

**Purpose**

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: valarie.burke@unlv.edu or GradAssociateDean@unlv.edu.

**Department Graduate Faculty**

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold either associate or full graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the Graduate Faculty status web page.

**Program Information**

**ED.S. in Curriculum and Instruction**

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

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Program Requirements
Program requirements regarding admission, coursework and culminating experience are found in the graduate catalog.

Advisory Committee Guidelines

Committee Chair
It is the responsibility of the student to initiate the selection of a professional project (pp) chair and a committee. This may, or may not, be the same as the program committee chair and committee. This committee will approve the professional project proposal and professional project and jury the oral proposal and defenses. In general, it is in the student’s best interest to:

- Select a professional project chair who is a faculty member in the student’s doctoral program of study and has expertise in the student’s area of research interest and/or methodology.
- Select a professional project chair with whom there is the possibility of developing a comfortable, productive working relationship.
- Ask a faculty member to serve as professional project chair who is willing to assist in the development and supervision of the student’s professional project study.
- Consult with the professional project chair about the composition of the committee. The committee must have two (2) additional faculty members who maintain graduate faculty status with the Department of Teaching and Learning and one (1) faculty from outside the department (the Graduate College Representative).
- Ensure that the majority of the Teaching and Learning faculty must also be faculty in the student’s program of study and should have expertise that will support the student’s professional project study.
- Discuss with prospective committee members their academic interests/areas of expertise and willingness to support the student’s professional project study.

Note: If the interests of the student and/or chair/member change, or if the chair or a member should leave UNLV, there may be a need to select replacements. This should be done with courtesy, only after consultation with the departing and potential new faculty, and following the same procedures outlined above for the original selection of a committee chair and members.

Co-Chairs
Co-chairs may also be selected given the student’s research interest and/or methodology, a faculty member’s schedule, or in other circumstances.

Faculty members and/or chairs who have left the university may not serve as chairs. However, they
may remain on the committee as a co-chair or member, provided that they coordinate with the
graduate college to maintain full graduate faculty status within the Department of Teaching and Learning.

Degree Program Benchmarks

Professional project Proposal

Overview
In general, the professional project proposal is a document specifying why a specific study is needed, how it will be carried out, and what significance the results will have for education. The proposal can be thought of as a sort of theoretical and practical guide for conducting the study. The proposal is the first post-coursework step in completing the ED.S. degree, gaining IRB approval to conduct the proposed study, conducting that study, writing up the results of it in the professional project. Students should understand that writing in this process is iterative, numerous drafts and revisions of all written work are undertaken to achieve the level of quality and rigor required of ED.S. level professionals.

Selecting and Shaping the Professional Project Research Topic
Students should focus on their professional project proposal on a specific topic of interest related to their degree program foci. With this topic of interest in mind, the student should develop depth and breadth of knowledge as to what previous research on this topic has revealed and through what methods of study, and, thus, where additional inquiry needs to be undertaken and in what manners. In doing this, students will come to identify compelling research questions, research approaches, and analytical orientations toward which their proposed study can be directed.

Preparing the Professional project Proposal
The proposal typically has three chapters. Chapter 1 provides an overview of the proposed study, Chapter 2 reviews the literature from which the proposed study will draw and on which it will build, and/or theoretical framework, and Chapter 3 outlines the research methodology that the proposed study will employ to execute the study. The proposal must be specific enough so that any reader understands why the proposed study is needed (its significance to education), how it relates to and differs from prior studies on similar topics, and how it will be carried out. Generally, the proposal should attend to the following:

- Statement of the “problem” to be studied (in the form of a question or questions)—what is it, what gives rise to it, why does it merit study, what theoretical or conceptual framework will be used to frame it and why, and what will education glean from the study of it;
- Review of relevant content and research literature bases that are relevant/important to the proposed study—a critical appraisal of this literature, how the proposed study relates to and differs from this literature, and how the proposed study will build on this literature in improving understanding of/helping to solve the problem studied; theories that are used for the research designs and data analysis;
- A detailed description of how study of the problem will be carried out/designed—qualitative or quantitative or mixed approach, with what participants, at what sites, using what data collection and analysis tools, over what time period, in spite of what limitations; pilot testing of the design or components of it (e.g., data collection instruments, etc.) may be indicated.

Note: Typically, the professional project chair will approve the chapters of the proposal before it is given to the committee members to read. However, each committee may decide how closely committee members will monitor and provide feedback on the writing of individual chapters and whether the document is read chapter-by-chapter or in its totality. The professional project chair and committee should agree on this procedure as soon as possible after the formulation of the entire committee.
Gaining Professional Project Study Approval

UNLV IRB
Approval from UNLV’s Institutional Review Board (IRB) is required prior to undertaking the study. Working in consultation with her/his professional project chair and Office of Research Integrity (http://www.unlv.edu/research/integrity) IRB staff, students must complete, through the IRB system, the IRB form and secure IRB approval for their proposed study. IRB approval can be garnered concurrent with the proposal development and defense process; the proposed study and IRB must both be approved before the study can begin. – Only those students who have advanced to candidacy are permitted or eligible to register for professional project credits, CIG 799. Doctoral Candidates are defined as those individuals who have completed all course work, passed any required qualifying and/or comprehensive exams, completed and successfully defended professional project proposal and approved by the Department and Dean of Graduate College.

CCSD IRB
In addition to UNLV’s IRB process, students who wish to conduct research in the Clark County School District (CCSD) will also need to secure IRB approval from the CCSD Assessment, Accountability, Research, and School Improvement Division (AARSI). An appropriate district representative must sponsor studies in CCSD. Students are encouraged to work with their committee chair to facilitate this process.

The physical and mailing address of CCSD’s IRB is:
4260 Eucalyptus Avenue, Annex C
Las Vegas, NV 89121-5207

An AARSI Administrative Clerk can be reached at:
702-799-5195.

IRB Timing
Students should be advised that the process for securing concurrent IRB approval from UNLV and CCSD is time-consuming. Each IRB office requests documentation of IRB approval from the other office as a part of its own IRB approval process. CCSD requests approval 3 or more months prior to data collection. Accordingly, students should plan as far in advance as possible to ensure that co-IRB approval is approved in time for their studies to be carried out thoughtfully and in accordance with various academic deadlines.
Professional Project

Overview
Following the agreement established by the professional project proposal, the professional project picks up where the professional project proposal leaves off. The proposal describes research to be done in the future, the professional project describes completed research. Typically the professional project has five (5) chapters. Chapter 1 provides an overview of the study, Chapter 2 reviews the literature and theory from which the study drew and on which it built, Chapter 3 outlines the research methodology that the study employed in executing the study, Chapter 4 documents the findings or results of the research, and Chapter 5 analyzes the implications of the study.

Preparing the Professional project
Typically, the professional project chair will work closely with the student to ready each chapter (chapters 1-3 from the proposal, and chapters 4-5 from the professional project) of the professional project before the chapters are, in sum, given to committee members to read and provide feedback on. However, committee members may be more involved in the chapter readying process if they want to be and the chair and student agree that this involvement would be helpful to the student. To best support the student, the student, chair, and members should determine at the outset of the professional project writing process what chapter readying protocols will be followed.

Once the student and chair agree that the professional project is ready to be read by the committee (i.e., it meets minimum expected standards (fidelity to the prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis), and the student is prepared to defend it, the chair should forward it to the committee members no later than eight (8) weeks prior to the last day of instruction in the semester the student plans to graduate. Committee members have ten (10) working days to read the professional project. If any committee member wants the student to make corrections or changes to the professional project, they should forward those edits to the committee chair as soon as possible so that a revised draft can be resubmitted to committee members.

The professional project must be approved by all committee chair and members at least three (3) weeks prior to the last day of instruction in the semester in which the student plans to complete degree requirements. The student must given a pass by the committee unanimously.

Program Timeline
The Ed.S. in Curriculum and Instruction may take anywhere from three to six years to complete.

Professional Code of Ethics/Discipline Guidelines
UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog.

Annual Review Procedures
Each spring term, graduate students are required to complete the Graduate Student Annual Review survey. This survey will be sent by the Graduate College to the student’s Rebelmail account. The review covers the prior calendar year and assesses student progress while setting goals for the year ahead. Students are required to discuss the results of their review with their chair/co-chairs.
Faculty and Student Roles

Role of Professional project Chair (and Co-Chairs)
The working relationship between student and program chair is determined at the discretion of the student and chair. The responsibilities of the professional project chair include, but are not limited to:

• In consultation with the student, recommend committee members. If changes in the committee membership are desired, incoming and outgoing committee members must be duly notified.
• In consultation with the student, develop, have approved, and supervise execution of the residency requirement independent study project.
• Guide the student in formulating/writing the proposal in consultation with the committee members.
• Forward the student’s near-final proposal to the committee for formal review.
• Guide the student in completing the IRB form through the IRB system. Support the student to work with the Office of Research Integrity (http://www.unlv.edu/research/integrity) IRB staff in revising the form and securing IRB approval for the proposed study.
• Direct the candidate in carrying out the approved study and closely supervise the writing of the professional project.
• In consultation with the student, ready the professional project.
• Forward the professional project to the committee members.

Role of Professional project Committee Members
The responsibilities of professional project committee members include, but are not limited to, the following:

• As needed, consult with the student and the professional project chair about the dimensions of the student’s proposed professional project study.
• Review and constructively critique preliminary and near final drafts of the proposal.
• Collaboratively determine the student’s readiness to complete requirements.
• Evaluate the student’s overall performance on the proposal.
• As needed, consult with the student and the professional project chair about the dimensions of the student’s actual professional project study.
• Review and constructively critique preliminary and near final drafts of the professional project.
• Collaboratively determine the student’s readiness to complete program requirements.

Note: Typically, the professional project chair will approve the chapters of the proposal and the professional project before it is given to the committee members to read. However, each committee may decide how closely committee members will monitor and provide feedback on the writing of individual chapters and whether or not the document is read chapter-by-chapter or in its totality. The professional project chair and committee should agree on this procedure as soon as possible after the formulation of the entire committee.

Role of the Student
The student should exhibit a willingness to go beyond meeting the minimum requirements of her/his program of study (including, where relevant, in the execution of graduate assistantship duties), and demonstrate desire for, and dedication to advanced-level independent learning.

Additionally, the responsibilities of the graduate student include, but are not limited to, the following:

• Establish a reasonable timeline for completion of all degree requirements and work to maintain fidelity to this timeline.
• Select a program chair and committee members who, in consultation with the student, will support the student in the development and execution of an appropriate program of study culminating the successful defense of the comprehensive examination.
• Select a professional project chair and committee members who, in consultation with the student, will support the student in the development and execution of an appropriate professional project study culminating the successful defense of the
professional project proposal, approval of the IRB, execution of the professional project study.

- Seek to be highly successful: prepare well for all written or evaluative benchmarks (in courses and the rest of degree program) by developing, in an on-going and cumulative manner, accuracy, depth, and breadth of knowledge in the appropriate areas of general and specific study focus in the program.
- Submit work that meets or exceeds expected standards (fidelity to the prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis).
- In consultation with her/his chair, closely monitor progress toward degree completion.

Summer or Other Off-Contract Times
Typically qualifying examinations, proposals, and professional projects must be scheduled during the regular academic year (fall and spring). Summer or other off-contract dates for defenses cannot be guaranteed. If the student’s chair and committee members agree, these benchmarks can be scheduled at other times.

Virtual/Remote Participation in Defenses
It is typical that students present their defenses in the same physical location on campus with the committee members. However, on rare occasions students may request permission to complete written work from remote locations and/or to orally defend via distance technology. Committee members may also be permitted to attend the defense virtually. Students should consult their chairs about securing exceptions to the rules reflected here.

Professional project Funding
While there is not a specific budget allocated for professional project research-related expenses, occasionally there is funding available for doctoral student research. Students should contact the UNLV Graduate College (http://www.unlv.edu/graduatecollege) for more information on funding opportunities.

Discipline Resources

Writing Style Guide
Professional project proposals must be completed in accordance with the guidelines set forth in the Guide to Preparing & Submitting a Thesis or Professional project available from the UNLV Graduate College (http://www.unlv.edu/graduatecollege). Generally, matters of form (e.g., capitalization, abbreviation, quotations, footnotes, references, etc.,) should follow American Psychology Associations (APA) protocols documented in:


Professional Organizations
American Educational Research Association
Other associations vary by sub-plan.

Conferences
Annual Meeting of American Educational Research Association
Other conferences vary by sub-plan.

Important Journals
Important journals vary by sub-plan.
University Resources

Academic Success Center
The goal of the Academic Success Center is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

Alumni Association
With an alumni base 90,000 strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Commencement Office
Located in the UNLV Registrar’s Office, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/professional project requirements and doctoral hooding, please contact the Graduate College.

Office of Diversity Initiatives
The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV’s diversity mission: to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment. This Office also handles UNLV Title IX questions, inquiries, and reporting.

Disability Resource Center (DRC)
The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

Office of International Student and Scholars
International Students and Scholars (ISS) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

Jean Nidetch Women’s Center
The Jean Nidetch Women’s Center is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women’s Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

UNLV Libraries
UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

Graduate & Professional Student Association (GPSCA)
The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSCA maintains the Graduate Student Commons
located in the Lied Library room 2141. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

Office of Student Conduct
The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the UNLV Student Code of Conduct by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

Office of Veteran Services
The UNLV Office of Veteran Services is staffed with veterans and GI Bill-experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

The Financial Aid & Scholarships Office
The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

Writing Center
This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the Online Writing Lab (OWL) page.
University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- Academic Integrity
- Activation for Military Service
- Change of Address
- FERPA/Privacy Rights
- Health Insurance - Mandatory
- Jeanne Clery Campus Safety and Security Report
- Proof of Immunization
- Policies and Procedures on the Protection of Research Subjects
- Rebelmail Policy
- Student Conduct Code
- Student Computer Use Policy
- Title IX

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the Graduate Catalog:

- Academic Calendar
- Academic Policies
- Admission and Registration Information
- Degree Progression Policies & Procedures

In addition, the Graduate College website contains additional information regarding policies and procedures.

Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.

Handbook Information

The doctoral studies committee, in consultation with department faculty, shall be responsible for making and approving revisions to the Department of Teaching and Learning Doctoral Handbooks.

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