

Master of Education Program Handbook

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 Master's degree programs noted for its research-based coursework lead by dedicated faculty who are well recognized nationally and internationally for their research and talents. 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 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,

Emily Lin, 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. Our mission is accomplished through:

- Preparing educators who empower students as active and literate participants in a democratic and global society through a focus on core academics and essential skills.
- Concentrating on Common Core State Standards that provide a consistent, clear message regarding curricular priorities.
- Establishing collaborative partnerships with schools to support the preparation of educators for diverse communities.
- Using digital technologies to provide educational opportunities throughout the region.
- Creating and applying evidence-based research to all professional teaching areas, with particular emphasis on areas of national concern such as reading, mathematics, science, and technology.

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 kendall.hartley@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

Master of Education – Curriculum & Instruction

Contact Information

<http://tl.unlv.edu>

Department Chair

Emily Lin, Ph.D.

CEB 348

emily.lin@unlv.edu

Graduate Coordinator

Travis Olson, Ph.D.

CEB 363A

travis.olson@unlv.edu

Department Main Office

Carlson Education Building (CEB) 359B

tlgrad@unlv.nevada.edu

702-895-1540 (phone)

702-895-4898 (fax)

Program Requirements

Program requirements regarding [admission](#), [coursework](#) and [culminating experience](#) are found in the graduate catalog.

The Department of Teaching & Learning offers two master's degree programs, the Master of Education (M.Ed.), which is designed for professional practitioners, and the Master of Science (M.S.), which emphasizes preparation for researchers and is described in a separate handbook. Within the M.Ed., concentrations have been designed to meet students' professional goals and/or interests.

Students seeking an M.Ed. in Curriculum and Instruction generally hold a bachelor's degree in education and have a teaching license within the pre K-12 range. Students with a bachelor's degree in a non-education field are eligible for the Alternative Route to Licensure (ARL)-Graduate Licensure Program in elementary or secondary education, offered only as an M.Ed. or the Postsecondary TESL program of study, available as an M.Ed. or possibly other emphasis areas if approved by faculty.

The M.Ed. requires a minimum of 37 semester hours of study. The program includes a core requirement of three semester hours in research, three semester hours in educational foundations, and three semester hours in curriculum and instruction. Students in the M.Ed. program generally complete a one-semester hour paper/project as the culminating activity for the degree. With advisor approval students may select the three-semester hour Professional Paper/Project (requires prerequisite Seminar

in Curriculum and Instruction course) as the culminating activity. M.Ed. students must maintain a grade point average (GPA) of 3.00 or higher during their program of study.

**Students are responsible for reading the current UNLV Graduate Catalog and the Teaching & Learning Master's Handbook information. The content is subject to modification annually to accommodate changes in university policy, resources or educational offerings; therefore, students are responsible for any graduate program changes that may affect their individual program of study. In addition, the Teaching & Learning Graduate Studies office staff via <tlgrad@unlv.nevada.edu> or academic faculty advisors are available for informational assistance.*

Program Concentrations

The program offers a wide variety of program concentrations or sub-plans to accommodate educators of all levels and content areas. The Alternative Route to Licensure (ARL)-Graduate Licensure Program (GLP) subplans are designed to assist the student in earning a Master's degree while also completing some of the requirements necessary to become a licensed teacher. Subplans are also available for students who have been admitted into the Teach For America (TFA) program. Students can also earn a Master's degree in some content areas through a partnership with the Regional Professional Development Program (RPDP). For more information see **Curriculum & Instruction Plan Descriptions** in the Graduate Catalog and the content area information that appears below:

Degree Program Benchmarks

Culminating Experience

Master's of Education (M.Ed.) Culminating Activity

There are two culminating activity options for M.Ed. students.

- CIG 697 Curriculum and Instruction Culminating Experience (1 credit)
- CIG 698 Professional Paper/Project in Curriculum and Instruction (3 credits)

CIG 697 Curriculum & Instruction Culminating Experience (1-3 credits)

The culminating experience activity provides students with the opportunity to synthesize knowledge and experience gained throughout their master's program of study. Students will demonstrate depth and breadth of knowledge in their major emphasis concentration of study. The culminating experience project (paper or e-portfolio) will focus the application of theory, research, content, pedagogy, and standards for effective educational practices. It is recommended that students keep copies of coursework from all master's program of study classes in preparation for the culminating experience. Within the project students are required to use the American Psychological Association (APA) writing style format.

The T&L Culminating Experience is offered every Spring, Summer and Fall semesters. Eligibility for the culminating experience requires the completion of 30-36 graduate semester hours in the C&I Master of Education degree program. If you register for the culminating experience before 30-36 hours of your program have been completed, you will be asked to disenroll. An application is no longer required for the culminating experience. Once students have completed 30-36 hours of their program, they may register themselves for the culminating experience, choosing the section with the student's advisor as the instructor. Once registered, students are required to confirm with their advisor the culminating experience requirements and procedures as per each student's M.Ed. emphasis concentration program of study. Once enrolled in CIG 697, student should apply for **graduation**.

Due dates for CIG 697

- Spring: submit to your advisor on or before April 1st
- Summer: submit to your advisor on or before July 1st
- Fall: submit to your advisor on or before November 1st

NOTE: If due date is on a weekend or holiday, the due date will be next business day.

All culminating papers address a common **CIG 697 Evaluation Rubric**. While the rubric criteria may have been modified in particular content areas to align with specific expectations (see below), the scoring scale employed is the same across content areas. Content specific evaluation rubrics, if available, can be found in the culminating experience descriptions below. Those receiving a total score of 12-18, with no ratings of 0 receive an *S (Satisfactory)* grade; those between 8 and 11 receive a *No Pass* and have the opportunity to revise and resubmit on or before the Friday of the last week in instruction. Resubmitted work must receive a total score of 12-18 for an *S (Satisfactory) or Pass* on the culminating experience.

When a student receives a *No Pass* grade for the culminating experience paper, he or she must retake the entire culminating experience in the following semester by following all the process described above. If requested, the Graduate Coordinator and/or the Department Chairperson will be available to meet with the student and advisor. Subject Content Area faculty may also be asked to meet with the student and advisor. If the student fails a second time, requests for a third chance will not be permitted by the Graduate College.

Evaluation of the culminating experiences is based on a **program-wide evaluation rubric**. Further information about the culminating experiences in the various content areas is available via the links below:

Career & Technical and Postsecondary Education
(http://tl.unlv.edu/sites/default/files/CTPE_Culminating.pdf)

Educational Technology (<http://tl.unlv.edu/content/technology/culminating>)

English Language Arts Education (<http://tl.unlv.edu/content/english/culminating>)

Elementary Education (http://tl.unlv.edu/sites/default/files/elementary_culminating.pdf)

Mathematics Education (http://tl.unlv.edu/sites/default/files/culminating_math_0.doc)

Multicultural Education (<http://tl.unlv.edu/content/multicultural/culminatingexperience>)

Science Education (http://tl.unlv.edu/sites/default/files/culm_exp_v10.pdf)

Secondary Education (http://tl.unlv.edu/sites/default/files/Secondary_Culminating.pdf)

CIG 689 - Seminar in Curriculum and Instruction (minimum of 1 semester hour)

CIG 698 - Professional Paper/Project in Curriculum & Instruction (3 semester hours)

The Professional Paper/Project in C&I is offered every Spring, Summer and Fall semesters.

Any graduate student who selects the Professional Paper/Project option for the M.Ed. must seek an academic advisor (T&L faculty member) who agrees to guide the student through the two-semester culminating process (CIG 689 C&I Seminar for a minimum of 1 semester hour followed by CIG 698 C&I Professional Paper/Project for 3 semester hours).

In the M.Ed. program of study, CIG 689 replaces one semester hour of CIG 697 Curriculum and Instruction Culminating Experience. CIG 698 replaces three semester hours of elective or a course within the cognate; requires prerequisite of CIG 689 Seminar in Curriculum & Instruction the semester prior to CIG 698. CIG 689 requires completion of a literature review research foundation followed by filing an abstract form that must be approved by the advisor, committee members, outside representative, and graduate coordinator prior to enrollment in CIG 698.

Master's degree students may choose to complete a professional paper/project as the culminating activity for their M.Ed. (emphasis concentration exceptions: Alternative Route to Licensure (ARL)-

Graduate Licensure Program for elementary and secondary, Teacher for America programs, Elementary Education Endorsement, and RPDP Mathematics or Science Education). The purpose of the professional paper/project is for students to identify an educational issue and translate theory into practice through application, within a professional setting.

Students who are interested in culminating their master's degree experience with the professional paper/project must indicate CIG 689 Seminar in Curriculum and Instruction (minimum of 1 semester hour) and CIG 698 Curriculum and Instruction Professional Paper/Project (3 semester hours) on their program of study. Together the student and advisor will select a committee composed of the advisor who acts as chair, two C&I faculty who are committee members, and one faculty outside of the C&I who represents the Graduate College. If CIG 698 does not appear on the original program of study, students must formally declare their intention to complete a professional paper/project before 18 hours of coursework has been completed by filing a "Program of Study Change" form.

The professional paper/project is accomplished as a multi-step process:

1. Students enroll in the appropriate CIG 689 for a minimum of 1 semester hour seminar the semester prior to enrollment in CIG 698. Preferably before and/or early in the semester in which students take the seminar, they should meet with their advisor to discuss and ultimately determine a focus topic. In the seminar, students will begin to identify an educational issue of interest, conduct a thorough literature review, and be introduced to the paper/project organizational format. If the CIG 698 paper/project requires human subjects approval, this process should be initiated during the semester that CIG 689 Seminar in Curriculum and Instruction is taken.
2. After midterm of the CIG 689 seminar semester, students must meet with their advisor to complete and file the "Professional Paper/Project Abstract" form. The "Professional Paper/Project Abstract" must be completed by the student in conjunction with their advisor, signed by the student's advisor, and returned to the C&I Department's Graduate Program Office three (3) weeks prior to the last day of instruction of the semester before enrolling in CIG 698. The C&I Graduate Studies office will obtain signatures from the committee members and forward the form to the Graduate College.
3. The semester after completing CIG 689 and filing the "Professional Paper/Project Abstract," students enroll in CIG 698 Curriculum and Instruction Professional Paper/Project. The call number for registration is available in the C&I Graduate Studies office, but will not be given unless the student has filed an approved "Professional Paper/Project Abstract" form.
4. During the CIG 698 semester, students will complete the paper/project under their advisor's supervision. The paper/project must be read and approved by all committee members and the student may be requested to give a committee presentation. It is the student's responsibility to allow sufficient time for the committee to read the professional paper/project. The student should also allow time to make content and editorial corrections requested by the committee.

Three (3) weeks prior to the last day of instruction in the semester the student is enrolled in the professional paper/project hours (CIG 698), two (2) completed and approved final copies of the Professional Paper/Project must be delivered to the C&I Department's Graduate Studies office (CEB 368A).

General Outline for CIG 698 C&I Professional Paper/Project

This outline serves as a general guideline for students and advisors. Students may make modifications to fit the needs of their specific paper/project with the approval of their advisor and committee members. All paper/projects should be written in **American Psychological Association (APA)** style. First person is acceptable. **A template is available for download.**

Program Timeline

The M.Ed. in Curriculum and Instruction may take anywhere from one to six years to complete. For those with full-time teaching jobs, a full course load during the fall and springs semesters is six credits per semester.

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.

Additional Program Resources

- Forms: <http://tl.unlv.edu/forms/>
- Deadlines: <http://tl.unlv.edu/masters/>
- Planning Calendar: <http://tl.unlv.edu/masters/>
- Student Responsibilities: <http://tl.unlv.edu/masters/#responsibilities>

Discipline Resources

Writing Style Guide

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association (sixth edition)*. Washington, D.C.: Author. <http://www.apastyle.org/> Purdue Online Writing Lab (OWL) is a helpful resource for APA style: <https://owl.english.purdue.edu/owl/section/2/10/>

National/International Professional Organizations

American Association of Colleges for Teacher Education
<http://aacte.org/>

American Educational Research Association (AREA)
<http://www.aera.net/>

Association for the Advancement of Computing in Education (AACE)
<https://www.aace.org/>

Association for Career and Technical Education (ACTE)
<https://www.acteonline.org/>

Association of Teacher Educators (ATE)
<http://www.ate1.org/pubs/home.cfm>

International Reading Association (IRA)
<http://www.reading.org/>

International Society for Technology in Education (ISTE)
<http://www.iste.org/>

National Association for Multicultural Education (NAME)
<http://nameorg.org/>

National Association for Research in Science Teaching (NARST)
<http://www.narst.org/>

National Council for the Social Studies (NCSS)
<http://www.socialstudies.org/>

National Council of Teachers of English (NCTE)
<http://www.ncte.org/>

National Science Teachers Association
<http://www.nsta.org/>

National Science Teachers Association (NSTA)
<http://www.nsta.org/>

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/dissertation 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 (GPSA)

The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA 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

Last revised	Revised by	Changes summary