

Doctor of Philosophy – Teacher 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 doctoral degree programs noted for their rigorous coursework led 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.

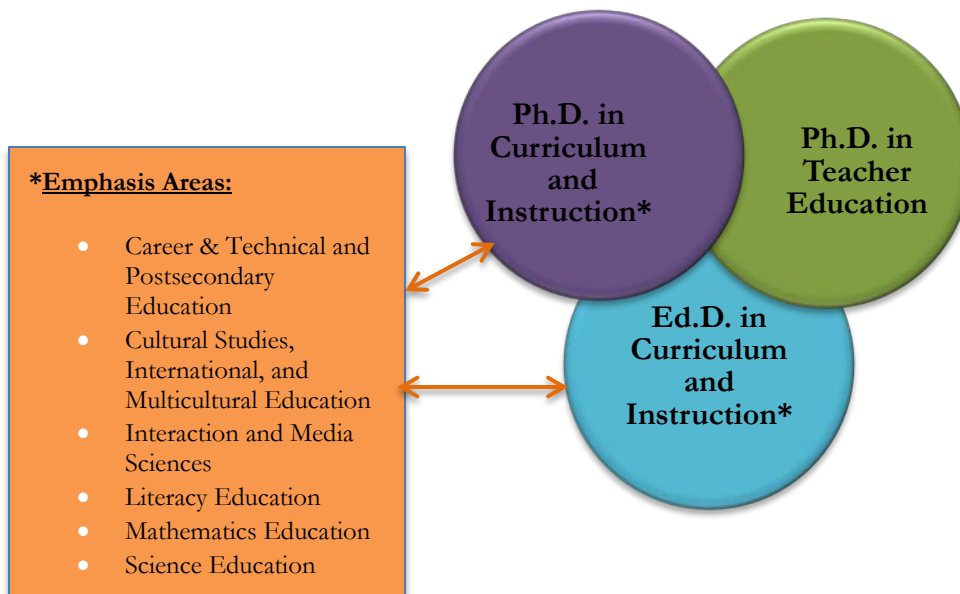
All the best in your educational endeavors,

Emily Lin, Ph. D
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 *Ph.D. in Teacher Education* in the Department of Teaching & Learning is projected for professional educators who have an interest in becoming both research- and 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.

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

Ph.D. in Teacher Education

Contact Information

<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 dissertation chair and a dissertation committee. This may, or may not, be the same as the initial program advisor. Per the requirement of the Graduate College, a degree plan must be developed jointly by the student and the committee chair and submitted to the Graduate College. If a faculty member has signed the paperwork to be the dissertation chair or a committee member, the student needs to notify them before making changes in composition of the dissertation committee.

In general, it is in the student's best interest to:

- Select a dissertation chair who is a faculty member who specializes in Teacher Education and has expertise in the student's area of research interest and/or methodology.
- Select a dissertation chair with whom there is the possibility of developing a comfortable, productive working relationship.
- Ask a faculty member to serve as dissertation chair who is willing to assist in the development and supervision of the student's dissertation study.

- Consult with the dissertation chair about the composition of the dissertation committee. The committee at minimum 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 doctoral program of study and should have expertise that will support the student's dissertation study.
- Discuss with prospective committee members their academic interests/areas of expertise and willingness to support the student's dissertation 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

Qualifying Examination

Overview

The qualifying examination is designed to assess students' understanding of core concepts and preparedness to pursue advanced study related to a dissertation topic. The qualifying examination is administered to provide doctoral students with the opportunity to demonstrate their level of knowledge in a selected field of study and to synthesize that knowledge into a professionally written paper. Questions are designed around students' core coursework. However, the committee members have discretion in how they choose to assess students' knowledge and preparedness. Qualifying exams may be taken upon completion of minimum program requirements and the discretion of the dissertation chair.

Minimum Program Requirements

The students are required to complete the following **18 credits** before they can take the qualifying examination:

CIG 760R - Inquiry into Teacher Education
 CIG 761 - Theoretical Foundations of Education
 CIG 762 - Instructional Strategies and Learning to Teach in Higher Education
 EPY 718 - Qualitative Research Methodologies
 EPY 721 - Descriptive and Inferential Statistics: An Introduction

One additional research methods course to be decided by the dissertation chair and the student from the following options:

EPY 710 – Survey Methods and Design
 EPY 716 – Evaluation Research Methods
 EPY 719 – Advanced Qualitative Research
 EPY 722 – Inferential Statistics and Experimental Design
 EPY 723 – Theory and Practice of Human Measurement I
 EPY 724 – Theory and Practice of Human Measurement II
 EPY 726 – Advanced Evaluation Research Methods
 EPY 729 – Qualitative Case Study Research
 EPY 731 – Mixed Methods Research
 EPY 732 – Multiple Regression and Path Analysis
 EPY 733 – Multivariate Statistics
 EPY 734 – Latent Variable Models: Factor Analysis and SEM
 EPY 738 – Discourse Analysis
 EPY 746 – Multilevel Statistical Models: Theory and Application

EPY 747 – Large Scale Secondary Data Analysis
SOC 705 – Qualitative Methods
SOC 774 – Seminar in Feminist Theories and Research
PSY 707 – Research Methods
PSY 708 – Statistics for Psychologists I
PSY 709 – Statistics for Psychologists II

Qualifying Examination Questions

The Ph.D. in Teacher Education program has students develop and respond to qualifying examination questions designed around the following prompts:

1. Focused the student's demonstration and general understanding of Teacher Education as a field.
2. Focused on the student's particular research interest explicitly linked to research in teacher education, and to demonstrate that the student is ready to move into designing and implementing a study based on that interest (the gap in the existing literature the student's research will seek to fill).
3. Focused on methodology, and to illustrate the student's ability to critique the efficacy of previous work and, from there, design a cogent methodological approach to a study based on the student's research interest.

Qualifying Examination Procedures

It is the responsibility of the student to indicate to their committee chair his/her readiness to take the qualifying exam. This should be done at least one month prior to the date that the student intends to begin his/her qualifying exam. Students may begin developing their qualifying examination questions and commence their qualifying exams upon completion of minimum program requirements and advisor approval. The department recommends that students be enrolled in no more than six (6) credits during the examination semester. It is permissible for students to see examples of departmental qualifying examination questions and completed responses to them prior to taking the exam. These examples can be secured from the student's chair, committee members, and/or the Doctoral Studies Office.

Students should submit a draft of possible questions to their chair. The committee chair will then revise and formulate the questions collaboratively with the student. The entire doctoral committee must approve the three final qualifying exam questions. Once all parties agree on a final version of the questions, the qualifying exam takes the following procedures:

- 1) The student is given four (4) weeks to complete the responses to the qualifying examination questions.
- 2) On or before the deadline, the student sends the responses to the qualifying examination questions to the committee chair.
- 3) Committee chair forwards the students' responses to the committee members for review.
- 4) Committee members are given two (2) weeks to review the students' responses.

Qualifying Examination Oral Defense

- 1) Within two (2) weeks of the student's submission of the completed responses, the chair schedules a date and time for the oral defense.
- 2) In consultation with the Doctoral Studies Office, the student should secure the room for the defense and inform the committee of the location.
- 3) In the oral defense, the student gives a presentation on the three qualifying examination questions.
- 4) After the student's presentation, the committee chair and members ask questions for the student to respond. The student then is sent out of the room so that the committee chair and members can deliberate and determine the final outcome of the student's qualifying examination based on three levels: Pass, pass with revisions, and fail.
- 5) The committee's decision must be unanimous. The committee communicates its final decision to the student immediately following the oral defense.

If the committee's assessment is unacceptable/fail, the student may request a second examination from the department. The qualifying exam may be retaken one time. The student must wait at least three (3) months before attempting the second examination. The committee chair and/or committee members may require the student to address specific additional academic directives in the revision process. The qualifying examination must be completed successfully before students can begin working on their dissertation proposal. Failure of the second examination leads to separating the student from the program for failure to progress.

Dissertation Proposal

Overview

In general, the dissertation 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 dissertation proposal can be thought of as a sort of theoretical and practical guide for conducting the dissertation study.

The proposal is the first post-coursework step in completing the doctoral degree, followed by the oral defense of the proposal, gaining IRB approval to conduct the proposed study, conducting that study, writing up the results in the dissertation, and, finally the oral defense of the dissertation.

Students should understand that writing in the doctoral process is iterative; numerous drafts and revisions of all written work are undertaken to achieve the level of quality and rigor required of doctoral-level professionals.

Selecting and Shaping the Dissertation Research Topic

Students should focus their dissertation proposal on a specific topic of interest related to their core, electives, and inquiry concentrations. 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 Dissertation 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 provides a theoretical framework; and Chapter 3 outlines the research methods 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 application glean from the study;
- Review of relevant content and research literature 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 dissertation chair will approve the chapters of the proposal (and the dissertation) 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 dissertation chair and committee should agree on this procedure as soon as possible after the formulation of the entire committee.

Note: Students may request to see examples of departmental dissertation proposals. These examples can be secured from the student’s chair, committee members, and/or the Doctoral Studies Office.

Preparing for the Dissertation Proposal Defense

After the dissertation chair has approved the proposal, it is considered by the student's committee at a scheduled meeting of the committee. The chair should forward it to the committee members, who have ten (10) working days to read the proposal. If any committee member wants the student to make corrections or changes to the proposal before the oral defense, they should forward those edits to the committee chair as soon as possible so that a revised draft can be resubmitted to committee members at least one (1) week prior to the oral defense.

The student must pass the oral defense unanimously, but typically a student is not allowed to move to defense unless the chair and committee have a high degree of confidence that the student will be able to successfully defend.

The student should secure the room for the defense (in consultation with the Doctoral Studies Office) and then inform the committee of the location. Committee members can also request that corrections or changes

be made to the dissertation proposal at the oral defense. Typically changes requested at the defense are entrusted to the student and chair to make, without the requirement that a revised draft be resubmitted to the committee.

Defenses of the proposal are open to guest observers (other doctoral students and faculty, as well friends and family members of the candidate). Anyone planning to attend a defense should notify the candidate's dissertation chair of this intent. A copy of the dissertation proposal can be made available for review in the Teaching and Learning Office prior to the defense. The date, time, and location of defenses are advertised via departmental listservs and at departmental Doctoral Colloquia in accordance with UNLV Graduate College public notification requirements.

After the proposal is successfully defended and until the dissertation is completed, a student must register for a minimum of three (3) dissertation credits (CIG 799) every semester (excluding summer sessions) until graduation. Only satisfactory or unsatisfactory grades are reported for dissertation credits (CIG 799). When the final copies of the dissertation are submitted to the UNLV Graduate College and approved by the Dean of the Graduate College, the title of the dissertation is posted on the student's transcript and the number of credits taken are noted.

Gaining Dissertation 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 dissertation 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 dissertation 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 a dissertation proposal that has been approved by the Department and Dean of the 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). Although it is not required, a sponsorship (director level or higher) from CCSD can significantly decrease the review process and time. Students are strongly encouraged to work with their committee chair to facilitate this process.

The IRB application has to be submitted to the *AARSI* Office online: <https://www.ccsdapps.net/v/19An>

The physical and mailing address of AARSI Office is:

4260 Eucalyptus Avenue, Annex C
Las Vegas, NV 89121-5207

A CCSD AARSI Administrative Clerk can be reached at:

702 799 1041 Ext 5837

IRB Timing

Students should be advised that the process for securing concurrent IRB approval from UNLV and CCSD is time-consuming. The CCSD AARSI office requests documentation of IRB approval from UNLV. 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 obtained in time for their studies to be carried out thoughtfully and in accordance with various academic deadlines.

Dissertation

Overview

Following the agreement established by the dissertation proposal, the dissertation picks up where the dissertation proposal leaves off. The proposal describes research to be done in the future, the dissertation

describes completed research. Typically the dissertation 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 is built, Chapter 3 outlines the research methods that the student has employed in executing the study, Chapter 4 documents the findings or results of the research, and Chapter 5 discusses the findings or results of the research.

Preparing the Dissertation

Typically, the dissertation chair will work closely with the student to ready each chapter (chapters 1-3 from the proposal, and chapters 4-5 from the dissertation) of the dissertation 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 committee members should determine at the outset of the dissertation writing process what chapter-readying protocols will be followed.

Once the student and chair agree that the dissertation 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 orally 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 two (2) weeks to read the dissertation. If any committee member wants the student to make corrections or changes to the dissertation before the oral defense they should forward those edits to the committee chair as soon as possible so that a revised draft can be resubmitted to committee members at least one (1) week prior to the oral defense.

It is permissible for students to see examples of departmental dissertations. These examples can be secured from the student's chair, committee members, and/or the Doctoral Studies Office.

Preparing for the Dissertation Defense

When the committee is in agreement that the dissertation meets standards of quality and rigor, the chair will schedule a date and time for the oral defense. Required forms documenting successful completion of all pre-requisite steps in the doctoral process must be received by the UNLV Graduate College at least two (2) weeks prior to the date that the oral defense is scheduled; additionally, the defense must be held 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 should secure the room for the defense (in consultation with the Doctoral Studies Office) and then inform the committee of the location. The date, time, and location of defenses are advertised via departmental listservs and at departmental Doctoral Colloquia in accordance with UNLV Graduate College public notification requirements.

The final dissertation defense consists of an oral presentation and defense of the student's original dissertation research. Presentation of the dissertation during the defense is open to guest observers (e.g., other doctoral students, faculty, friends, and family). It is advised that anyone planning to attend a defense should notify the candidate's dissertation chair prior to attending. Immediately following the oral presentation portion, the dissertation committee and chair conduct a session of more in-depth questioning open only to the dissertation committee. The final phase of closed deliberation, and the vote to pass or fail the student, will only be open to the student's appointed dissertation committee. The student will be asked to wait outside during the closed deliberation. After the deliberation, the student will be immediately informed of the committee's decision.

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. Committee members can request that corrections or changes be made to the dissertation at the oral defense. Although the chair should work with the student in ensuring the appropriate changes are made, the committee may or may not request to see the changes.

The student must pass the oral defense by a unanimous vote of the dissertation committee. If the committee votes unanimously to pass or fail the student, that vote is final. If the committee votes unanimously to fail the student, the student can be separated from the program. If the dissertation committee vote is not unanimous, the student, in consultation with his/her advisor, may request that the committee administer a second examination. The student must wait at least three months before taking the second examination, during which time the department may require additional course work, substantial reworking of the dissertation, or whatever is believed necessary to prepare the student for a successful second examination. The Graduate College will not approve third examination requests.

Program Timeline

The Ph.D. in Teacher Education may take anywhere from three to six years to complete. The following is an example of a three-year schedule with additional research courses and elective courses information provided. Each individual student will work with their advisor on their specific schedule. Note that the schedule and list of additional courses is for planning purposes only. Please see the [program catalog page](#) for the most up-to-date degree requirements.

Three-Year Schedule				
Year	Semester	Course # and Prefix	Course Title	Credits
Year 1	Fall	CIG 760R	Inquiry into Teacher Education	3
		CIG 761	Theoretical Foundations of Education	3
		EPY 718	Qualitative Research Methodologies	3
Year 1	Spring	CIG 762	Instructional Strategies and Learning to Teach in Higher Education	3
		EPY 767 or CIL 772	Human Learning and Cognition or Cognitive Foundations of Literacy	3
		EPY 721	Descriptive and Inferential Statistics: An Introduction	3
Year 1	Summer	Elective		3
		CIG 791*	Internship in Curriculum and Instruction	3
Year 2	Fall	CIG 763	Advanced Research in Teaching and Teacher Education	3
		EPY 719	Advanced Qualitative Research	3
		Elective		3
Year 2	Spring	EPY 722	Inferential Statistics and Experimental Design	3
		CIT 772	Technology and Teacher Education (Offered odd years in Spring)	3
		CIG 791*	Internship in Curriculum and Instruction	3
Year 2	Summer	Elective		3
		Elective		3
Year 3	Fall	CIG 799		6
	Spring	CIG 799		6
Total Credits				60

Additional Research Courses (3 credits required)

EPY 710 – Survey Methods and Design
 EPY 716 – Evaluation Research Methods
 EPY 719 – Advanced Qualitative Research
 EPY 722 – Inferential Statistics and Experimental Design
 EPY 723 – Theory and Practice of Human Measurement I
 EPY 724 – Theory and Practice of Human Measurement II
 EPY 726 – Advanced Evaluation Research Methods
 EPY 729 – Qualitative Case Study Research
 EPY 731 – Mixed Methods Research
 EPY 732 – Multiple Regression and Path Analysis
 EPY 733 – Multivariate Statistics
 EPY 734 – Latent Variable Models: Factor Analysis and SEM
 EPY 738 – Discourse Analysis
 EPY 746 – Multilevel Statistical Models: Theory and Application
 EPY 747 – Large Scale Secondary Data Analysis
 SOC 705 – Qualitative Methods
 SOC 774 – Seminar in Feminist Theories and Research
 PSY 707 – Research Methods
 PSY 708 – Statistics for Psychologists I
 PSY 709 – Statistics for Psychologists II

Elective Courses (12 credits required)

Complete four elective courses for a total of 12 credits; all electives must be 700-level or above. Electives should be chosen by the advisor and the student together to create a coherent program of study for the student. Example elective

courses are listed below for your convenience, but additional courses may be selected and reviewed by the advisor according to the preferences and interests of the student:

Teacher Education

CIG 706 – Mentoring Strategies to Improve Teaching
CIG 768 – Advanced Curriculum Studies
CIG 770 – Current Trends and Issues in Education
CIG 780 – Research on Teaching and Schooling
CIG 782 – School Climate
CIL 772 – Cognitive Foundations of Literacy
CIG 786 – Individual Instruction in Education
CIG 792 – Doctoral Dissertation Proposal

Career and Technical Education

EDW 768 – Grantsmanship in Education
EDW 745 – Theories of Adult Learning

Cultural Studies, International Education, and Multicultural Education

CIG 771 – Comparative Studies in Learning, Teaching, and Curriculum
CIG 772 – Introduction to Cultural Studies in Education
CIG 774 – Social Justice Education
CIG 778 – Intergroup Dialogue Facilitation
CIG 793 – Critical Inquiry

Science Education

CIG 777 – Principles of Learning Science
CIG 784 – Theory and Research in School Science
CIG 775 – Theoretical Frameworks for Science Education
CIG 776 – Philosophical Foundations of Science Education

Interaction and Media Studies

CIT 770 – Advanced Seminar in Educational Technology Research (Prerequisite for other courses)
CIT 775 – Affect & Technology
CIT 774 – Behavioral Sciences & Technology
CIT 776 – Emerging Technologies for Learning
CIT 778 – Instructional Design
CIT 780 – Educational Technology Research and Practice

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.

Additional Program Information

Residency Requirement Description

The residency experience incorporates, to the greatest extent possible, a spirit of full-time attention from students to their doctoral studies during the designated residency period. In consultation with the dissertation chair and committee members acting in accordance with the parameters set forth by the departmental Doctoral Studies Coordinator and Committee, students will develop an independent study project to meet the residency requirement. Students must document the details of this study on the Residency Requirement Form (<http://tl.unlv.edu/forms>)

Examples of appropriate residency requirement work are as follows:

1. A student may work with his/her chair or another committee member on a significant research project, grant application, publication(s), or other scholarly project.
2. A student without significant university teaching experience (e.g., one who has been a part-time student and never a GA) may engage in a Scholarship of Teaching and Learning (SOTL) project as delineated in Boyer's work (1997).

3. A student may spend two (2) consecutive semesters taking a full-time load of 9 credits per semester focused in a particular area of scholarship.
4. A student may spend two (2) consecutive semesters as a department teaching and/or research GA.

Satisfying the spirit of the residency means: a) being immersed in advanced study and inquiry; b) substantively interacting with faculty and academic peers; c) meaningfully using the university's educational resources; d) actively engaging in knowledge interchange/exchange within the academic community; and/or, e) broadening the educational and/or cultural experiences of departmental students.

Process for Completing the Residency Requirement

1. Students work with their dissertation committee chair to fashion a residency requirement independent study project (description, goals, expected outcomes, time period).
2. Students document the project details on the Residency Requirement Form (<http://tl.unlv.edu/forms/>) and then submit the form to Doctoral Studies Office (CEB 359B) by the end of their fourth semester in the program.
3. The departmental Doctoral Studies Coordinator reviews the form and approves the project. Disapproved projects are forwarded to the Doctoral Studies Committee for additional review, and revision as necessary until approval is garnered.
4. Students complete their residency requirement independent study project prior to advancement to candidacy.
5. Dissertation committee chair communicates to the Doctoral Studies Office that the student's residency requirement independent study project has been successfully completed.

Internship Requirement

Students are required to complete a three-credit internship teaching a course in the Department of Teaching and Learning under the supervision and mentoring of a faculty member. An additional three-credit internship will be completed by the student and it will be designed in consultation with the student and the initial advisor or the dissertation committee chair.

Faculty and Student Roles

Role of Dissertation 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 dissertation 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.
- Schedule an oral defense of the proposal no earlier than ten (10) working days after the committee members have received a copy of the near-final proposal for review.
- In consultation with the committee, set a date for the oral defense of the proposal.
- Two (2) weeks prior to the defense of the proposal, e-mail the Teaching and Learning Doctoral Studies Office (tlgrad@unlv.nevada.edu) with the date, time, and room number of the defense, and the title of the proposal.
- Guide the student in completing the IRB form through the chair's IRB account. Support the student to work with the Office of Research Integrity (<https://www.unlv.edu/research/ORI-HSR>) 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 dissertation.
- In consultation with the student, ready the dissertation.
- Forward the dissertation to the committee members.
- In consultation with the committee, set a date for the oral defense of the dissertation.
- Two (2) weeks prior to the defense of the proposal, e-mail the Teaching and Learning Doctoral Studies Office (tlgrad@unlv.nevada.edu) with the date, time, and room number of the defense, names of the committee chairperson and members, and the title of the dissertation.
- Complete and submit the appropriate paperwork at the appropriate times (e.g., "Prospectus Approval," "Oral Defense Results," and "Dissertation Approval" forms).

Role of Dissertation Committee Members

The responsibilities of dissertation committee members include, but are not limited to, the following:

- As needed, consult with the student and the dissertation chair about the dimensions of the student's proposed dissertation study.
- Review and constructively critique preliminary and near final drafts of the proposal.
- Collaboratively determine the student's readiness to orally defend the proposal.
- Evaluate the student's overall performance (written and oral) on the proposal.
- As needed, consult with the student and the dissertation chair about the dimensions of the student's actual dissertation study.
- Review and constructively critique preliminary and near-final drafts of the dissertation.
- Collaboratively determine the student's readiness to orally defend the dissertation.
- Evaluate the student's overall performance (written and oral) on the dissertation.
- Be thorough and timely in the review of the student's proposal and dissertation.

Note: Typically, the dissertation chair will approve the chapters of the proposal and the dissertation 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 dissertation 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 doctoral 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 in the successful defense of the comprehensive examination.
- Select a dissertation chair and committee members who, in consultation with the student, will support the student in the development and execution of an appropriate dissertation study culminating in the successful defense of the dissertation proposal, approval of the IRB, execution of the dissertation study, and successful defense of the dissertation.
- Seek to be highly successful: prepare well for all written or oral 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, dissertations, and related oral defenses 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; the candidate who does the qualifying examinations, proposals, dissertations oral defense should follow the related requirements by Graduate College.

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.

Agendas at Oral Defenses

Oral defenses are typically scheduled to take two (2) hours. The meeting is organized and run at the chair's discretion. Broadly, this generally begins with introductions, an opportunity for the student to present (e.g., results, findings, materials), an opportunity for questions, an opportunity for both public and private discussion, and an opportunity to provide the review. Specifically, the oral defense often involves:

1. The student discussing her/his personal, professional, and academic journey leading up to the defense;
2. The student reviewing the material at focus for the defense (each comprehensive examination paper, each chapter of the dissertation proposal, each chapter of the dissertation [especially changes to chapters 1-3 since the proposal defense and chapters 4-5], respectively);
3. Each committee member (individually and/or in a more integrated way with all the committee members—as delineated by the chair), asking questions about, providing feedback on, and engaging in dialogue about the material at focus for the defense;
4. The committee deliberating (with the student absent from the room) as to the disposition (pass, pass with revisions, fail) of the defense;
5. The committee delivering the disposition of the defense to the student.

Dissertation Funding

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

Discipline Resources

Writing Style Guide

Dissertation proposals must be completed in accordance with the guidelines set forth in the Guide to Preparing & Submitting a Thesis or Dissertation available from the UNLV Graduate College (<https://www.unlv.edu/graduatecollege/>). Generally, matters of form (e.g., capitalization, abbreviation, quotations, footnotes, references, etc.) should follow American Psychological Association's (APA) protocols documented in:

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Major Professional Organizations

American Educational Research Association
Association of Teacher Educators
American Association of Colleges for Teacher Education

Important Conferences

Annual Meeting of American Educational Research Association
Annual Meeting of Association of Teacher Educators
Annual Meeting of American Association of Colleges for Teacher Education

Important Journals

American Educational Research Journal
Action in Teacher Education
Journal of Teacher Education Teachers
College Record
Teaching and Teacher Education
The New Educator

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

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.

Last revised	Revised by	Changes summary
12.15.2014	PG Schrader	All new content.
10.02.2017	Katrina Liu	All new content.