Executive Educational Leadership
Doctoral Program Handbook

Educational Policy & Leadership Program
University of Nevada, Las Vegas

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Note: This handbook is subject to change. Updates will be available on the UNLV Degrees Directory website. This is not a catalog and does not have catalog privileges.

1 Revised Spring 2021
2 https://www.unlv.edu/academics/degrees/units/education
Doctor of Education (EdD) – Executive Educational Leadership Program Handbook

Welcome

The Department of Education Psychology and Higher Education and the Executive Educational Leadership Program at the University of Nevada, Las Vegas welcomes you to the EdD in Executive Educational Leadership program. The goals of the program are:

1. To prepare graduates for PK-12 leadership positions in schools, districts, state agencies, and other educational organizations.
2. To advance doctoral students’ knowledge, critical thinking, and performance skills in solving professional problems of practice and their ability to develop plans for creating the future in their areas of specialization.
3. To assist doctoral students in their acquisition of the knowledge and performance competencies necessary for rigorous scientific inquiry, research design, and analysis.

Mission Statement

The mission of the Educational Policy and Leadership (EPL) program is to promote equity and excellence for learners in all educational systems through the development of ethical visionary leaders who take charge as innovative, disruptive change agents of the educational systems in which they work. We propose to do this by effectively developing candidates for leadership roles using national standards and a focus on developing creative, effective solutions to current problems of practice in PreK-12 educational systems for a high-performing district.

Purpose

The purpose of this handbook is to provide program-specific information not found in the UNLV Graduate Catalog. The guidelines, policies, and procedures delineated in this handbook apply to all new and currently active students in the program. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College (gradcollege@unlv.edu) or https://www.unlv.edu/graduatecollege/contact).

For further information, see the Graduate College Catalog.

Program 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 the Department of Educational Psychology and Higher Education, visit the Graduate Faculty status web page.
Contact Information

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education@unlv.edu

Additional Program Information
Educational Policy and Leadership Program

Revised Spring 2021
Program Admission Requirements

Program requirements regarding admission, coursework, and culminating experience can also be found in the graduate catalog.

Sample Application Process & Requirements * Official application requirements are found in the Graduate Catalog.

Applicants to the Doctor of Education in Executive Educational Leadership must complete the Graduate College Application for Admission and arrange to have official transcripts sent to the Graduate College. Graduate level transcripts should indicate grade point averages (and receipt of a post baccalaureate degree in educational leadership or a related field). There is a fee associated with the application ($60 for US citizens/permanent residents).

Sample Requirements. Applicants must:
- Hold a master’s degree from a regionally accredited institution in educational leadership or a closely related area.
- Have three years of professional experience in a PreK-12 leadership position.

Process. The following materials also must be submitted through the online application portal GradRebel Gateway:
1. A letter of application/interest that clearly articulates professional and research goals related to the Doctor of Education degree in Executive Educational Leadership. The letter should include: (a) how the applicant will apply the doctoral degree to improve the field of education and (b) the career objectives and professional goals upon completion of the program, including how the degree will assist in attaining these objectives and goals.
2. Three letters of recommendation – at least one from an individual familiar with the applicant’s academic performance and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant’s quality of work experience. These letters should detail the applicant’s (a) leadership experiences and strengths, (b) commitment to excellence, and (c) judgment and decision-making skills.
3. Written statement of leadership philosophy.
4. Representative samples of scholarly writing and/or other media samples related to professional study (thesis or professional paper).
5. A curriculum vitae/resumé of professional preparation and experience where education is the primary professional emphasis, including at least three years of PreK-12 school leadership/administrative experience (e.g., teaching, administration, school counseling, curriculum development, postsecondary, governmental, or private settings).
6. Scores from the verbal, quantitative and analytical sections of the Graduate Record Examination (GRE) (taken within five years from the date of application for admission). Applicants should arrange to have official GRE scores sent. The program does not impose minimum GRE scores.

Finally, following the successful submission and screening of all application materials, applicants will be invited to an interview with program faculty. Following the successful interview with program faculty the applicant will be accepted into the Doctor of Education in Executive Educational Leadership.

It is the applicant’s responsibility to ensure that his/her/their applicant file is complete. Incomplete files
will not be considered.

*Note:* The department admissions committee may request additional materials.

*Note:* To apply for a Graduate Assistantship, applicants must complete the Graduate Assistant Application located at [https://www.unlv.edu/graduatecollege/ga/](https://www.unlv.edu/graduatecollege/ga/) and send it to the Department of Educational Psychology and Higher Education.

**Admissions Review Committee Procedures**

*Departmental Receipt of Applications:* Applications of students, who have submitted the requirements to the Graduate College, as outlined in the graduate catalog and earlier in this document, are forwarded to the Educational Psychology and Higher Education Department, then forwarded to the Doctoral Program Coordinator.

*The Committee's Recommendation:* A rubric is used to assign standard points to the program entrance criteria. If the sum of these points falls within the accepted entrance requirement range, the committee will invite the student for an interview. The interview is also scored using a program-approved form.

Based on the applicant’s scores on the application materials and the interview process the committee either forwards a recommendation to the Graduate Office that the applicant be admitted, or the committee makes the recommendation that the applicant be denied admission.

*The Admission Decision:* The committee's recommendation must be approved by the Graduate College, who will send written notice of the admission decision to the applicant. All students will be notified of admissions decisions in writing.

**General Information**

Students admitted to this doctoral program will begin classes as a cohort group and are required to progress as a cohort group through a sequence of core courses and research courses. The cohort program is designed to provide students with an opportunity to progress through the program in a logical and sequential manner with a group of colleagues pursuing similar professional goals. The degree plan is 60 credit hours.

Upon admission to the program, students will be assigned an advisor, who is also the Doctor of Education in Executive Educational Leadership program coordinator. Following the second semester in the program, doctoral students will participate with program faculty in selecting an adviser. This adviser will remain as the student’s major point of contact until the student selects a Dissertation Advisory Committee Chair and the Dissertation Advisory Committee.

**Residency**

Students admitted to the Doctor of Education in Executive Educational Leadership program are required to spend a minimum of two consecutive semesters (Fall-Spring, Spring-Summer or Summer-Fall) in full-time resident study in the Department of Educational Psychology and Higher Education. Full-time resident study is defined as being enrolled in at least nine credits of graduate level course work approved by the faculty advisor. When the residency includes a semester of coursework prior to submission of the
Program of Study, the advisor must approve the courses taken for residency. Employment during residency is allowed. However, if the student is employed as a Graduate Assistant, any additional employment must conform to the rules of the university and Graduate College.
## Sample Courses of Study

*Please note that official course listings and requirements appear in the Graduate Catalog.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 700</td>
<td>Special Problems in Educational Leadership (Orientation)</td>
<td>1</td>
</tr>
<tr>
<td>EDA 707</td>
<td>Critique of Research in the Leadership Process</td>
<td>3</td>
</tr>
<tr>
<td>EDA 773</td>
<td>Constructs of Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDA 771F</td>
<td>Seminar in Educational Leadership (Research)*</td>
<td>3</td>
</tr>
<tr>
<td>EDA 700</td>
<td>Special Problems in Educational Leadership* (Ethics and Professionalism, Mission, Vision, and Core Values)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 725</td>
<td>Quantitative Research Methods for Practicing Administrators I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 700</td>
<td>Special Problems in Educational Leadership* (Equity and Cultural Leadership)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 700</td>
<td>Special Problems in Educational Leadership (Innovation)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 771G</td>
<td>Seminar in Educational Leadership* (Community and External Leadership)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 726</td>
<td>Quantitative Research Methods for Practicing Administrators II</td>
<td>3</td>
</tr>
<tr>
<td>EDA 700</td>
<td>Special Problems in Educational Leadership* (Policy, Governance, and Advocacy)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 790</td>
<td>Independent Study: Local Internships*</td>
<td>1</td>
</tr>
<tr>
<td>EDA 727</td>
<td>Qualitative Research Methods for Practicing Administrators I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 771A</td>
<td>Seminar in Educational Leadership* (Instructional Leadership)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 788</td>
<td>Independent Study: Washington Trip</td>
<td>1</td>
</tr>
<tr>
<td>EDA 708</td>
<td>Seminar in Educational Leadership* (Management of People, Data, and Processes)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 706</td>
<td>Selected Problems in Educational Leadership (Comps) (Comps must be passed to enroll in Prospectus)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 796</td>
<td>Prospectus for Dissertation (Prospectus must be approved to Register for Dissertation)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 799</td>
<td>Dissertation**</td>
<td>12</td>
</tr>
</tbody>
</table>

* National Educational Leadership Preparation Standards (NELP)-specific content courses.

**Total # of credit hours: 48 Content 12 Dissertation**
Sample EdD in Executive Leadership at a Glance

Year One

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>DISSERTATION RESEARCH</th>
<th>GRADUATE COLLEGE SUBMISSIONS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>EDA 700: Special Problems in Educational Leadership (Orientation) (Credit Hours: 1)</td>
<td>Dissertation Topic Concept and Feasibility Paper within EDA 707</td>
<td></td>
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<tr>
<td></td>
<td>EDA 707: Critique of Research in the Leadership Process (Credit Hours: 3)</td>
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<tr>
<td>Fall</td>
<td>EDA 773: Constructs of Leadership Theory (Credit Hours: 3)</td>
<td>Preliminary Literature Review Draft in within EDA 771F</td>
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<td></td>
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<tr>
<td></td>
<td>EDA 771F: Seminar in Educational Leadership (Research) (Credit Hours: 3)</td>
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<td></td>
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<tr>
<td>Spring</td>
<td>EDA 700: Special Problems in Educational Leadership (Ethics and Professionalism, Mission, Vision, and Core Values) (Credit Hours: 3)</td>
<td>Dissertation Advisor Assigned</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EDA 725: Quantitative Research Methods for Practicing Administrators I (Credit Hours: 3)</td>
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</tbody>
</table>
## Sample EdD in Executive Leadership at a Glance (cont.)

### Year Two

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>DISSERTATION RESEARCH</th>
<th>GRADUATE COLLEGE SUBMISSIONS</th>
<th>OTHER</th>
</tr>
</thead>
</table>
| **Summer** | **EDA 700**: Special Problems in Educational Leadership (Equity and Cultural Leadership) (Credit Hours: 3)  
**EDA 700**: Special Problems in Educational Leadership (Innovation) (Credit Hours: 3) | Scheduled Check-In with Your Advisor | | |
| **Fall** | **EDA 771G**: Seminar in Educational Leadership (Community and External Leadership) (Credit Hours: 3)  
**EDA 726**: Quantitative Research Methods for Practicing Administrators II (Credit Hours: 3) | Scheduled Check-In with Your Advisor | | |
| **Spring** | **EDA 700**: Special Problems in Educational Leadership (Policy, Governance, & Advocacy) (Credit Hours: 3)  
**EDA 790**: Independent Study: *Local Internships (Credit Hours: 1)  
**EDA 727**: Qualitative Research Methods for Practicing Administrators I (Credit Hours: 3) | **Establish Dissertation Advisory Committee**  
- Dissertation Advisor Chair (EPL)  
- 2 Members from Department of Higher Education and Educational Psychology  
- 1 Graduate College Representative | | * Conduct Local Doctoral Practicum |

*Student Submits: [Appointment of Advisory Committee Form](#) (Click Link to Open GradRebel Gateway Login)*
Sample EdD in Executive Leadership at a Glance (cont.)

Year Three

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>DISSERTATION RESEARCH</th>
<th>GRADUATE COLLEGE SUBMISSIONS</th>
<th>Other</th>
</tr>
</thead>
</table>
| **Summer** | **EDA 771A:** Seminar in Educational Leadership (Instructional Leadership)  
Credit Hours: 3  
EDA 788: Independent Study: Washington Trip  
Credit Hours: 1  
EDA 708: Seminar in Educational Leadership (Management of People, Data, and Processes)  
Credit Hours: 3 | Prepare for Comprehensive Exam:  
- Submit First Draft of Dissertation to Advisor for Feedback  
- Chapter 1 (Introduction)  
- Chapter 2 (Literature Review) | | |
| **Fall** | **EDA 706:** Selected Problems in Educational Leadership (Comprehensive Exam)  
Credit Hours: 3 | Submit Comprehensive Exam:  
- Chapters 1 & 2  
- Comprehensive Exam Must Be Approved by the Dissertation Advisory Committee*  
- Oral Defense of Comprehensive Exam*  
(*) Must Pass Comprehensive Exam to Enroll in Prospectus | Student Submits:  
Plan of Study Part 1 and Part 2 Forms  
(Click Link to Open) | All Programmatic Coursework must be Completed Prior to Dissertation Work |
| **Spring** | **EDA 796:** Prospectus for Dissertation  
Credit Hours: 3 | Complete Prospectus:  
- Oral Defense of Prospectus: Chapter 1, Chapter 2, and Chapter 3 (Methodology)  
- Must be Approved by the Dissertation Advisory Committee (4 Members) | Students Submits:  
Advancement to Doctoral Candidacy Form  
(Click Link to Open) | |
Sample EdD in Executive Leadership at a Glance (cont.)

YEAR FOUR (*)

(*) Minimum of 12 Credit Hours of EDA 799 Needed to Graduate

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSEWORK</th>
<th>DISSERTATION RESEARCH</th>
<th>GRADUATE COLLEGE SUBMISSIONS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>EDA 799: Dissertation Credit Hours: 3 - 6</td>
<td>Begin Data Collection Data Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDA 799: Dissertation Credit Hours: 3 - 6</td>
<td>♦ Data Collection ♦ Data Analysis ♦ Prepare for Dissertation Defense: o Submit drafts of Chapters 1-3, 4 (Results) and Chapter 5 (Discussion/Conclusion) to Advisor for Feedback</td>
<td>Student Submits: Application for Graduation Form (*) Located in MyUNLV Student Center</td>
<td>Student May Orally Defend Dissertation in the Fall with Advisor Approval</td>
</tr>
<tr>
<td>Spring</td>
<td>EDA 799: Dissertation Credit Hours: 3 - 6</td>
<td>Student Orally Defends Dissertation</td>
<td>Student Submits: Culminating Experience Results Form (Click Link to Open) which Includes: • The Ithenticate Similarity Report • Oral Defense Dates/Results • Committee Member Signatures Student Submits: Plan of Study Part 1 and Part 2 Forms (Click Link to Open)</td>
<td>Student is Hooded at Graduation</td>
</tr>
</tbody>
</table>
Dissertation Advisory Committee Guidelines

Committee Chair

It is the responsibility of the student to initiate the selection of a Dissertation Advisory Committee Chair and a Dissertation Advisory Committee. This will occur at the conclusion of the second year in the program. This committee will approve the Comprehensive Exam, Dissertation Prospectus, and Dissertation and jury the oral proposal and dissertation defenses. In general, it is in the student’s best interest to:

- Select a Dissertation Advisory Committee 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 Dissertation Advisory Committee Chair with whom there is the possibility of developing a comfortable, productive working relationship.
- Ask a faculty member to serve as Dissertation Advisory Committee Chair who is willing to assist in the development and supervision of the student’s dissertation study.
- Consult with the Dissertation Advisory Committee Chair about the composition of the Dissertation Advisory Committee. The committee must have two (2) additional faculty members who maintain Graduate Faculty Status with the Department of Educational Psychology and Higher Education and one (1) faculty from outside the department (the Graduate College Representative).
- Strive for a Dissertation Advisory Committee that mainly includes faculty from the student’s scholarly emphasis area, thus ensuring a committee with expertise 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. If there are any changes in committee members, students are required to initiate and complete the Change in Advisory Committee form via the Grad Rebel Gateway.

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 Graduate Faculty Status within the Department of Educational Psychology and Higher Education.
Degree Program Benchmarks

Qualifying Examinations (Comprehensive Exam and Prospectus)

Overview
The qualifying examinations are designed to assess students’ understanding of core concepts and preparedness to pursue advanced study related to a dissertation topic. The qualifying examinations are 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. The Dissertation Advisory Committee members have discretion in how they choose to assess students’ knowledge and preparedness. However, a consistent rubric/guidelines/standard shall be used for all students in the assessment. A qualifying exam is taken contingent on Dissertation Advisory Committee Chair and Dissertation Advisory Committee approval.

Qualifying Exams
The Doctor of Education in Executive Educational Leadership program requires students to develop and respond to qualifying examinations designed around the following topics:
1. Educational Leadership
2. Educational Research Area (dissertation topic)

Comprehensive Exam

Procedures
It is the responsibility of the student to indicate to their Dissertation Advisory Committee Chair their readiness to complete the Comprehensive Exam. This should be done at least one month prior to the date that the student intends to begin work on their Comprehensive Exam. Students may begin developing their Comprehensive Exam and commence their Comprehensive Exam upon completion of minimum program requirements (i.e., completion of all coursework) and advisor approval. Students must be enrolled in EDA 706: Selected Problems in Educational Leadership- Comprehensive Exam (3 credits) during the examination semester.

The Comprehensive Exam consists of written and oral components. Based upon the established timelines established by the doctoral student and the Dissertation Advisory Committee Chair and Dissertation Advisory Committee, students should submit their written Comprehensive Exam to their Dissertation Advisory Committee Chair. The exam consists of Chapters 1 (Introduction, Macro Perspective, and Problem Identification), and 2 (Review of Literature and Leadership and Organizational Implications) of the planned Dissertation. (See the document “Comprehensive Exam Policy and Procedure Statement” for further guidance.) Three members of the Dissertation Advisory Committee must approve the written Comprehensive Exam. Within two (2) weeks of the submission of the completed written Comprehensive Exam, the student will schedule a date and time for the oral defense of the Comprehensive Exam. In consultation with the Administrative Assistant in the EPL Office, the student should secure a location for the oral defense and inform the committee of the location. The Dissertation Advisory Committee will make its final decision and communicate it to the student immediately following the oral defense. The committee's assessment must be unanimous in regard to a “pass” or “fail.” Once all parties agree on the “passing” outcome of the exam, the student may continue to the next step, the Dissertation Prospectus.

If three members of the committee do not vote a decision of “pass,” the student may request a second Comprehensive Exam from the Dissertation Advisory Committee Chair and Dissertation Advisory Committee. The student will be placed on academic probation at this time. The student must wait at least three (3) months before attempting the second exam. The chair and/or committee members may require the student to address specific additional academic directives to the revision process. The Comprehensive Exam may be retaken one time.

Revised Spring 2021
Prospectus for Dissertation

Procedures
It is the responsibility of the student to indicate to their Dissertation Advisory Committee Chair their readiness to complete the Prospectus for Dissertation. This should be done at least one month prior to the date that the student intends to begin work on their Prospectus for Dissertation. Students may begin developing their Prospectus for Dissertation and commence their Prospectus for Dissertation upon completion of minimum program requirements and advisor approval. Students must be enrolled in EDA 796: Prospectus for Dissertation (3 credits) during the exam semester.

The Dissertation Prospectus consists of written and oral components. Students should submit their written Prospectus to their Dissertation Advisory Committee Chair and Dissertation Advisory Committee based on the timeline that had been established by the student and the Dissertation Advisory Committee Chair. The written Dissertation Prospectus consists of Chapters 1, 2, and 3 (Methodology) of the planned Dissertation. All four members of the Dissertation Advisory Committee must approve the written Dissertation Prospectus. Once all parties agree, the student may continue to the oral defense of the Dissertation Prospectus. Students should consult with the Dissertation Advisory Committee Chair and the EPL Administrative Assistant to schedule a location for the oral defense of the Prospectus. Additionally, the student should consult with the Dissertation Advisory Committee Chair to determine what the expectation will be in this regard.

Prospectus Review and Defense

Within two (2) weeks of the submission of the completed written Prospectus, the student will schedule a date and time for the oral defense. In consultation with the Graduate College Office, and the Administrative Assistant in the EPL Office, the student should secure the room for the defense and inform the Dissertation Advisory Committee of the location. The committee will make its final decision and communicate it to the student immediately following the oral defense. The committee's assessment must be unanimous in regard to a “pass” or “fail.”

If the committee vote is not a unanimous decision of “pass,” the student may request a second Prospectus Oral examination from the Dissertation Advisory Committee Chair. The student will be placed on academic probation at this time. The student must wait at least three (3) months before attempting the second Prospectus Oral examination. The chair and/or committee members may require the student to address specific additional academic directives in the revision process. The Prospectus Oral examination must be completed successfully before students can submit the IRB and begin working on the collection of data. The Prospectus Oral examination may be retaken one time.

Prospectus Requirements

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

The Dissertation Prospectus is the second post-coursework step in completing the doctoral degree. Following the oral defense of the Dissertation Prospectus are the following steps: gaining IRB approval to conduct the proposed study, conducting that study, writing up the results of it in the Dissertation, and finally, the oral defense of the Dissertation.

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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 Prospectus 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 Dissertation Prospectus

The Dissertation Prospectus typically has three chapters. Chapter 1 provides an overview of the proposed study and statement of the problem, Chapter 2 reviews the literature from which the proposed study will draw and on which it will build, and theoretical framework, and Chapter 3 outlines the research methodology that the proposed study will employ to execute the study. The Dissertation Prospectus 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 Dissertation Prospectus 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.
- Methodology: 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 Advisory Committee Chair will approve the chapters of the Dissertation Prospectus (and the dissertation) before it is given to the Dissertation Advisory 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 Advisory Committee Chair and Dissertation Advisory 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 Prospectus Defense

After the Dissertation Advisory Committee Chair has approved the Dissertation Prospectus, it is considered by the student's committee. Three weeks prior to the proposal oral defense, the student will submit the completed written Dissertation Prospectus to all committee members and the UNLV Graduate College representative. One week prior to the Dissertation Prospectus oral defense, all committee members will submit, in writing, their questions or concerns to the
Dissertation Advisory Committee Chair. It is the responsibility of the advisor and doctoral student to meet and review the feedback provided prior to the schedule proposal meeting.

The student should secure the room for the defense (in consultation with the EPL Office) and then inform the Dissertation Advisory Committee of the location. Committee members can also request that corrections or changes be made to the Dissertation Prospectus 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.

After the Dissertation Prospectus is successfully defended and until the dissertation is completed, a student must register for a minimum of three (3) dissertation credits (EDA 799) every semester (excluding summer sessions) until graduation. A minimum of 12 dissertation credits are required for the degree. Only satisfactory or unsatisfactory grades are reported for dissertation credits (EDA 799).

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/their Dissertation Advisory Committee Chair and Office of Research Integrity (http://www.unlv.edu/research/integrity) IRB staff, doctoral students must complete, through the IRB system, the IRB form and secure IRB approval for their proposed study. IRB approval is sought after successful completion of the oral defense of the Dissertation Prospectus. However, the doctoral student can begin preparing the forms during the development and defense process of the Dissertation Prospectus. The IRB must be approved before the study can begin. Only doctoral students who have advanced to candidacy are permitted or eligible to register for dissertation credits, EDA 799. Doctoral Candidates are defined as those individuals who have completed all coursework, passed any required qualifying and/or comprehensive exams, completed and successfully defended Dissertation Prospectus, and are 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 Dissertation Advisory Committee Chair to facilitate this process.

The physical and mailing address of CCSD’s IRB is:
4212 Eucalyptus Ave, Bldg. 5
Las Vegas, NV 89121
702-799-1041
https://aarsi.ccsd.net/research/research-review-process/

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.

*Note- All doctoral candidates should have completed the Collaborative Institutional Training Initiative (CITI) Protection of Human Subjects training prior to submitting the IRB. Doctor of
Education in Executive Educational Leadership students are required to complete the Social/Behavioral Research Course Modules. In many cases the IRB requires evidence that the CITI training has been completed. [https://www.unlv.edu/research/ORI-HSR/training](https://www.unlv.edu/research/ORI-HSR/training)

**Dissertation**

**Overview**
Following the agreement established by the Dissertation Prospectus, the Dissertation picks up where the Dissertation Prospectus leaves off. The Dissertation Prospectus 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 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 Dissertation**
Typically, the Dissertation Advisory Committee Chair will work closely with the doctoral candidate to ready each chapter (chapters 1-3 from the Dissertation Prospectus, and chapters 4-5 from the Dissertation) of the Dissertation before the chapters are, in sum, given to Dissertation Advisory Committee members to read and provide feedback. However, Dissertation Advisory Committee members may be more involved in the chapter preparation process if they want to be and the Dissertation Advisory Committee Chair and doctoral candidate agree that this involvement would be helpful to the doctoral candidate. To best support the doctoral candidate, the doctoral candidate, Dissertation Advisory Committee Chair, and Dissertation Advisory Committee members should determine at the outset of the Dissertation writing process what chapter preparation protocols will be followed.

Once the doctoral candidate and Dissertation Advisory Committee Chair agree that the Dissertation is ready to be read by the committee (i.e., it meets minimum expected standards (fidelity to the Dissertation Prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis), and the doctoral candidate is prepared to orally defend it, the doctoral candidate should forward it to the Dissertation Advisory Committee members no later than eight (8) weeks prior to the last day of instruction in the semester the doctoral candidate plans to graduate. **Three weeks** prior to the Dissertation Defense, the student will submit the completed Dissertation to all committee members and the UNLV Graduate College representative. **One week** prior to the Dissertation Defense, all Dissertation Advisory Committee members will submit, in writing, their questions or concerns to the Dissertation Advisory Committee Chair. It is the responsibility of the Dissertation Advisory Committee Chair and doctoral candidate to meet and review the feedback provided prior to the schedule Dissertation Defense.

It is permissible for doctoral candidates to see examples of departmental dissertations. These examples can be secured from the doctoral candidate’s chair and/or committee members.

**Preparing for the Dissertation Defense**
When the Dissertation Advisory Committee members are in agreement that the Dissertation meets standards of quality and rigor, the doctoral candidate will schedule a location, date, and time for the oral defense (in consultation with the EPL office). Required forms documenting successful completion of all prerequisite 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 doctoral candidate should secure the room for the defense (in consultation with the EPL
office) and then inform the committee of the location. During the Dissertation Defense, Dissertation Advisory Committee members can also request that corrections or changes be made to the Dissertation at the oral defense. Although the Dissertation Advisory Committee Chair should work with the doctoral candidate in ensuring the appropriate changes are made, the Dissertation Advisory Committee may or may not request to see the changes.

Defenses of the Dissertation are 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 Advisory Committee Chair prior to attending.

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 doctoral candidate must pass the Dissertation oral defense unanimously.

**Program Timeline**
The Ed.D. in Executive Educational Leadership may take 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 winter break and early spring term, graduate students are required to complete the Graduate Student Individual Development Plan (IDP) form. [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students’ submitted IDP and provide acknowledgement that they have reviewed the IDP.

Reported student data is shared with students’ graduate coordinators and advisors to foster opportunities for discussion about students’ strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students.

Students are required to discuss the results of their review with their chair/co-chairs.

**Probation**
If a student fails to successfully progress in their degree program, their department/school will recommend that the student be placed on probation by the Graduate College. Students on probation may be dismissed/separated from their program for failing to successfully meet the conditions of their probation by the deadline provided. Please see the Probation and Separation section of the Graduate Catalog for more information.

**Additional Program Information**

**Faculty and Student Roles**
Role of Dissertation Advisory Committee Chair (and Co-Chairs)
The working relationship between student and Dissertation Advisory Committee Chair is determined at the discretion of the student and chair. The responsibilities of the Dissertation Advisory Committee Chair include, but are not limited to:

- In consultation with the student, recommend Dissertation Advisory 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.
- Support the student in completing the written and oral Comprehensive exam, including consulting with the Dissertation Advisory Committee members.
- Guide the student in formulating/writing the Dissertation Prospectus in consultation with the Dissertation Advisory Committee members.
- Support the student to send their Dissertation Prospectus to the committee for formal review.
- Support the student to schedule an oral defense of the Dissertation Prospectus no earlier than ten (10) working days after the committee members have received a copy of the Dissertation Prospectus for review.
- Support the student to consult with the Dissertation Advisory Committee, set a date for the oral defense of the Dissertation Prospectus.
- Two (2) weeks prior to the defense of the proposal, e-mail the Educational Policy and Leadership Office (george.heim@unlv.edu) with the date, time, and room number of the defense, and the title of the Dissertation Prospectus.
- 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 Dissertation.
- In consultation with the student, ready the Dissertation.
- Support the student to send the dissertation to the Dissertation Advisory Committee members.
- Support the student to consult with the committee, set a date for the oral defense of the Dissertation.

Two (2) weeks prior to the defense of the Dissertation, e-mail the EPHE Office (ephegrad@unlv.nevada.edu) and complete the required form from Graduate Student Services (GradRebel@unlv.edu) with the date, time, and room number of the defense, names of the Dissertation Advisory Committee Chair and members, and the title of the Dissertation.

Complete and submit the appropriate paperwork at the appropriate times (e.g., “Advancement to Candidacy” and “Dissertation Approval” forms).

Role of Dissertation Advisory Committee Members
The responsibilities of Dissertation Advisory Committee members include, but are not limited to, the following:

- As needed, consult with the student and the Dissertation Advisory Committee Chair about the dimensions of the student’s proposed Dissertation study.
- Review and constructively critique preliminary and final drafts of the Comprehensive Exam. Collaboratively determine the student’s readiness to complete the oral defense of the Comprehensive Exam.
- Review and constructively critique preliminary and final drafts of the Dissertation Prospectus. Collaboratively decide the student’s ability to successfully complete the oral defense of the Dissertation Prospectus.
- Evaluate the student’s overall performance (written and oral) on the Dissertation Prospectus.
- As needed, consult with the student and the Dissertation Advisory Committee 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 Advisory Committee Chair will approve the chapters of the Comprehensive Exam, Prospectus, and the Dissertation before it is given to the Dissertation Advisory 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 Advisory Committee 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/their program of study 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 Dissertation Advisory Committee Chair and Dissertation Advisory 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 Dissertation Advisory Committee Chair and Dissertation Advisory Committee members who, in consultation with the student, will support the student in the development and execution of an appropriate Dissertation study culminating the successful defense of the Dissertation Prospectus, 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 Dissertation Prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis).
- In consultation with her/his/their chair, closely monitor progress toward degree completion.

**Summer or Other Off-Contract Times**
Typically, qualifying examinations, Prospectus, 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 Dissertation Advisory Committee Chair and committee members agree, these benchmarks can be scheduled at other times.

**Virtual/Remote Participation in Defenses**
Particularly in traditional, on-campus programs, the Graduate College encourages in-person milestone exams, thesis, and dissertation defenses with the defending student, committee chair, and other committee members present in-person. This defense format enables discussion of a student’s culminating experience and serves as an important landmark in a student’s professional development by presenting to a group of scholars and perhaps a wider community. However, advances in digital technology and variation in...
program delivery (e.g., online programs) warrant flexibility in how in-person vs. remote thesis and dissertation defenses occur. Student defense presentations must be public, although a private defense discussion between the student and committee members must also occur.

Advertisement of the defense must specify how, when, and where the defense will take place so that members of the public may attend/participate, whether the defense is face-to-face (must be on campus), a hybrid format (an on-campus location plus a digital/online component for remote participation), or an entirely online/digital meeting space. For hybrid defenses, the location must have the necessary technical capacity to allow for reliable remote participation with audio and visual capacity for the student and committee members. Students must inform the Graduate College of their defense date, time, place, format, and complete login information (if hybrid or online) to facilitate public attendance at least two weeks in advance of the defense so that it may be advertised on the website.

Regardless of defense mode, the entire GAC, including the GRC, must be in attendance and participate in the entire defense. The GRC must be able to participate and observe all interactions that occur during the defense. If technical or other problems arise and interfere with the ability to successfully conduct the presentation and discussion, the defense meeting must be rescheduled.

* For more information about Defenses, please see Graduate Catalog.

**Agendas at Oral Defenses**

Oral defenses are typically scheduled to take two (2) hours. The meeting is organized and run at the Dissertation Advisory Committee 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 Exam paper, each chapter of the Dissertation Prospectus, each chapter of the Dissertation especially changes to chapters 1-3 since the Dissertation Prospectus and chapters 4-5, respectively);
3. Each Dissertation Advisory 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, engaging in dialogue about the material at focus for the defense;
4. The Dissertation Advisory Committee deliberating (with the student absent from the room) as to the disposition (pass, pass with revisions, fail) of the defense;
5. The Dissertation Advisory 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 (http://www.unlv.edu/graduatecollege) for more information on funding opportunities.
Discipline Resources

Writing Style Guide
All qualifying exams, Comprehensive Exam, Dissertation Prospectus, and Dissertation, 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 (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

The Graduate Academy: Innovative Leadership, Professional, and Career Development
The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

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 120,000 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 Office of the Registrar, 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. It is the students' responsibility to ensure they apply for graduation on time and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College Student Services Team and questions regarding required forms should be directed to the Graduate College RPC Team.

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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.

The Intersection
The Intersection is a one-stop resource for UNLV’s highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

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 and Gateway Building PDAC Room. 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:

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- 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.

Military and Veteran Services Center
The Military and Veteran Service Center 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
- Jean 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

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV’s Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the online reporting form, by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

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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<td>Review Handbook, Add Flowchart, Add clarification for the Dissertation process, Add resources</td>
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