



## **Master of Education in English Language Learning Program Handbook**

### **Welcome**

Welcome to the Master of Education in English Language Learning Program at the University of Nevada Las Vegas. This program is designed for individuals with baccalaureate degrees who are interested in working with English learners in various contexts (P-12; ESL with adult learners; EFL internationally). Class assignments are flexible to allow scholars to focus their interest on the target population with whom they will work (e.g., young children, adults in the U.S., English internationally). While assignments may be differentiated and individualized, the main focus of all our courses is the same: to give professionals the skills and knowledge needed to support the cultural, cognitive, academic, and linguistic needs of English learners. Students in this program will have the opportunity to work with faculty who are engaged in active scholarship related to second language acquisition and bilingualism and who are recognized as experts in their field. Students will also have the opportunity to complete clinical field experiences to practice the application of the knowledge they are gaining.

The information in this handbook is designed to provide students with an overview of the major requirements of the Master of Education in English Language Learning program. Students are encouraged to review this handbook thoroughly to best prepare themselves for navigating their graduate education. On behalf of the faculty in the English Language Learning program, welcome to our field! We very much look forward to working with you.

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Department of Early Childhood, Multilingual, and Special Education

### **Mission Statement(s)**

Department of Early Childhood, Multilingual, and Special Education

The Department of Early Childhood, Multilingual, and Special Education is designed and dedicated to prepare professionals for specialized services in schools, community agencies, and higher education settings. Our undergraduate and graduate students participate in coursework and clinical experiences that contain a solid theoretical and practical knowledge base in the areas of research design and implementation, teaching, and the provision of mandated services at the community, state, and national level. The faculty produces new knowledge concerning critical educational and clinical issues through original research and scholarly inquiry. We promote and embrace the concept of cultural diversity and we affirm our commitment to the ethical standards of our respective disciplines. The department will maintain professional accreditation in Early Childhood, English Language Learner Programs, and Special Education. Through external funding (national and state grants), the creation of sustainable research labs, and publication of our research in ranked scholarly journals, department faculty contribute to the scientifically-based literature across all the professional areas represented in the department.

### **Master of Education in English Language Learning**

The Master of Education in English Language Learning program in the Department of Early Childhood, Multilingual, and Special Education prepares individuals with baccalaureate degrees to work with English Learners in a variety of educational settings. All educational experiences are designed to support scholars in mastering the following learning outcomes:

1. Scholars will (SW) demonstrate understanding of language as a system (phonology,

- morphology, syntax, pragmatics, semantics) and develop learning experiences that support ELLs language and literacy development in all content areas (*Language*).
2. SW construct supportive learning environments for ELLs through application of major theories and research related to the role of culture in learning and language acquisition (*Culture*).
  3. SW plan, implement, and manage high quality standards-based ESL and content instruction integrating evidence-based practices and technology to simultaneously develop content and language skills (*Planning, Implementing, and Managing Instruction*).
  4. SW demonstrate understanding in the selection, use and interpretation of cognitive, academic, and linguistic assessments for ELLs (*Assessment*).
  5. SW utilize historical perspectives, current policy, and advances in the research field to improve instructional practices and advocacy in the field of ELL education (*Professionalism*).

## **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](mailto:valarie.burke@unlv.edu) or [gradassociatedean@unlv.edu](mailto:gradassociatedean@unlv.edu).

## **Department Graduate Faculty**

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

## **Program Information**

[Master of Education in English Language Learning](#)

Subplans

- English Language Learning
- Bilingual Education

Specific information about the Master of Education in English Language Learning program and its subplans can be found in the [Graduate College Catalog](#).

### **Contact Information**

<http://education.unlv.edu/ecs/>

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Joseph Morgan, Ph.D

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## Program Requirements

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

### Advisory Committee Guidelines

Students in the Master of Education in English Language Learning program will be assigned an advisor in their particular area of interest upon admission to the program. Students are required to schedule a meeting with their advisor during their first semester of coursework. At that meeting, the advisor and the student will constitute the student's Advisory Committee. This committee is comprised of two other faculty members from the Department of Early Childhood, Multilingual, and Special Education who have experience and knowledge about the student's area of interest, as well as a Graduate College Representative from outside of the department.

### Degree Program Benchmarks

Students in the Master of Education in English Language Learning will be required to complete a culminating experience at the conclusion of their program of study. Students will complete an e-portfolio related to the professional standards. The e-portfolio must contain the primary assignments and grading rubrics from all courses on the student's program of study. It is each student's responsibility to collect and retain the assignments and graded rubrics at the end of each semester.

Students must earn a B or better on the assignment for it to be included in the e-portfolio. In addition, the e-portfolio must include a matrix of the appropriate TESOL Standards linked to the primary assignments from each course. Further, the e-portfolio must include a table of contents and a one-page reflection for each TESOL standard. Each academic advisor will provide additional information and guidelines on the e-portfolios. The e-portfolio must be completed and turned in for evaluation by each student to the academic advisor during the student's last semester of coursework or in the semester immediately following the student's last semester of coursework.

### Sample Program Timeline

#### *Semester One*

- Schedule meeting with advisor •
- Establish Advisory Committee •
- Complete Program of Study •
- Review Graduate College Handbook

#### *Semester Prior to Final Semester*

- Set up practicum experience with your advisor

#### *Final Semester*

- Apply for graduation
- Complete culminating experience

### Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog. Scholars enrolled in the Master of Education in English Language Learning are to also follow the TESOL Professionalism Standards.

## Annual Mandatory Individual Development Plan

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead. 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 metrics related to the annual productivity of all students. 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.

## **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.

## **Discipline Resources**

American Psychological Association (APA) Writing Style Scholarship in the Master of Education in English Language Learning program follows the APA 6th edition Publication Manual. All students in this program are encouraged to purchase an APA manual to structure their written assignments.

Students can find additional information about the APA writing style on the APA Style website.

The two main organizations in the field of language acquisition are the National Association of Bilingual Education and TESOL International.

### **National Association of Bilingual Education (NABE)**

NABE works to advocate for educational equity and excellence for bilingual/multilingual students in a global society. The organization aims to: (a) improve instructional practices for linguistically and culturally diverse children; (b) provide bilingual educators with more high-quality professional development opportunities; (c) secure adequate funding for the programs serving limited-English proficient students; and (d) keep the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.

### **Teachers of English to Speakers of Other Languages (TESOL)**

TESOL is an international association of professionals advancing the quality of English language teaching through professional development, research, standards, and advocacy.

### **Major Journals in Multilingual and English Language Learning**

There are many journals available to students in the Master of Education in English Language Learning. Students are encouraged to work with their advisor and faculty in their specific area of interest to identify appropriate journals for their program.

### **Conferences in Multilingual and English Language Learning**

Each year NABE and TESOL hold annual conferences that highlight research and policy focused on the education of English learners. Students are encouraged to work with their advisor and faculty in their specific area of interest to identify other conferences that may be available for their attendance and professional development.

## **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 130,000 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](#)

#### 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:

- 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 [Graduate Student Handbook](#), and 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 at [Title IX Reporting Form](#), by email at [titleixcoordinator@unlv.edu](mailto: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**

<b>Last revised</b>	<b>Revised by</b>	<b>Changes summary</b>
<b>April 14, 2022</b>	Sharolyn D. Pollard-Durodola	<b>Names of Coordinator and Department Chair</b>