



# **DOCTORAL POLICIES AND PROCEDURES <sup>1</sup>**

**(Doctor of Philosophy in Special Education)**

**DEPARTMENT OF EARLY CHILDHOOD, MULTILINGUAL,  
AND SPECIAL EDUCATION  
THE UNIVERSITY OF NEVADA, LAS VEGAS**

<sup>1</sup> The information contained in the following pages is intended to be supplemental to other UNLV publications. It represents the collective actions of the faculty of the Department of Early Childhood, Multilingual, and Special Education. Nothing contained herein is to be construed as contradictory to information presented in the UNLV [Graduate Catalog](#) or other information contained in any official university publication.



### Doctoral Student Affidavit of Commitment

*Please read the Doctoral Policies and Procedures Handbook and review the handbook with your advisor. This affidavit of commitment must be signed in the presence of your advisor and filed by your advisor in your department file when you enter the doctoral program.*

My signature below indicates that I have read and understand the information in the ***Doctoral Policies and Procedures Handbook***, and I agree to be bound to its stipulations, policies, and procedures. I certify that I have discussed the handbook with my advisor and had my questions answered. I understand my rights and responsibilities as a doctoral student in the Department of Early Childhood, Multilingual, and Special Education.

Furthermore, I commit to enroll in courses each consecutive fall and spring semester during my program of study, unless I obtain permission in writing from the Department of Early Childhood, Multilingual, and Special Education and the UNLV Graduate College to do otherwise for a legitimate reason and for a specific period.

Printed Student Name

Student Signature

Date

Faculty Advisor Signature

Date

*Please request a copy of this affidavit for your file.*

## Welcome

The Department of Early Childhood, Multilingual, and Special Education Educational and Clinical Studies welcomes you to the [Doctor of Philosophy in Special Education](#) Handbook. The goals of the program are as follows:

1. To prepare persons from all backgrounds to become ethical scholars who assume roles as leaders of thought in universities, schools, clinics, and agencies addressing the needs of persons with exceptionalities.
2. To guide doctoral students in advancing their knowledge, critical thinking, and performance skills in solving professional problems, resolving major issues, executing trend impact analyses, and developing plans with implementation procedures for creating the future in their areas of specialization.
3. To assist doctoral students in their acquisition of knowledge and performance competencies necessary for rigorous scientific inquiry, research design, statistical analysis, as well as conducting research and program evaluation.

## Mission Statement

The Doctor of Philosophy Degree (Ph.D.) emphasizes the development of skills in scientific inquiry and educational leadership in Special Education. Students gain an understanding of philosophy and theory relating to various research paradigms. Graduates typically pursue careers in higher education, research centers, or local education agencies that require competencies developed through a Ph.D. course of study.

## Purpose

The purpose of this handbook is to provide program specific information 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](#), 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)).

For further information, see the [Graduate College Catalog](#).

## 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 the Department of Early Childhood, Multilingual, and Special Education, visit the [Graduate Faculty status](#) web page.

## Contact Information

Department Chair	Doctoral Coordinator	EMS Main Office
Dr. Joseph J. Morgan <a href="mailto:joseph.morgan@unlv.edu">joseph.morgan@unlv.edu</a>	Dr. Monica R. Brown <a href="mailto:monica.brown@unlv.edu">monica.brown@unlv.edu</a> CEB 147	Carlson Education Building CEB 143 702.895.3205

## Application Requirements

Applicants to the Ph.D. program in special education 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 special education or a related field). The following materials also must be submitted through the online application network.

1. A letter of application that clearly **articulates professional and research goals** related to the focus of the Ph.D. degree program in Special Education. The foci of the letter should include: (a) reasons for pursuing the Ph.D., (b) specific areas of research interest, and (c) professional goals upon completion of the program.
2. **Two** letters of recommendation – at least one from an individual familiar with the applicant's academic performance (e.g., former professor) and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant's quality of work experience.
3. Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study.
4. A resumé of professional preparation and experience (i.e., a minimum of **two to three** years of professional experience in special education, general education or other relevant field as a teacher, administrator or related service provider for children and adults with disabilities and/or giftedness is preferred).

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

In general, applicants are expected to have a 3.50 grade point average on all graduate-level work and show an indication of potential to complete all requirements of doctoral study successfully provided through submitted documents (e.g., writings or creative products, letters of recommendation) to be admitted as doctoral students in special education.

**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 <http://www.unlv.edu/graduatecollege/ga/> and send it to the Department of Early Childhood, Multilingual, and Special Education. **Please note the deadline for applications on the Graduate College website.**

## Admission Procedures

Once an applicant's file is complete, the department Administrative Assistant notifies the Doctoral Coordinator who then reviews the file to ensure that all required materials are, in fact, available. The Doctoral Coordinator notifies each member of the Doctoral Program Committee (DPC) that the file is complete and available for review. After initial review of the file, the DPC meets to determine whether the applicant meets the basic criteria to move forward to an interview. If the applicant is selected for an interview, select members of the DPC committee conducts the interview and provides feedback to the whole DPC committee. The DPC then formulates a final recommendation. The DPC may recommend to the department faculty that the applicant be: (a) fully admitted to the Ph.D. Doctoral Program in Special Education, (b) admitted provisionally to the Ph.D. Program, contingent upon satisfaction of prerequisite requirements, or (c) denied admission to the Ph.D. Program in Special Education. Provisional admission requires the satisfactory completion (i.e., with a 3.5 grade-point average) of nine or more hours in regularly scheduled graduate courses assigned by the DPC. After completion of the provisional courses, the Doctoral Coordinator will, in consultation with the Advisor, and Department Chair, recommend to the Graduate College that the student (a) be transferred to regular status, or (b) be dropped from the program.

After the DPC has formed a recommendation regarding admission of an applicant, the Doctoral Coordinator notifies the Department Chair and faculty via email of the applicant and the recommendation of the DPC. The Doctoral Coordinator requests that faculty review the applicant's file and vote on the recommendation within 48 hours. It is the responsibility of the Doctoral Coordinator to forward, in writing, the final recommendation of the faculty to both the Graduate College and to the applicant.

## Residency

Students admitted to the Ph.D. 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 Early Childhood, Multilingual, and Special Education. Full-time resident study is defined as being enrolled in at least nine credits of graduate level coursework 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 (Official program listings are found in the [Catalog](#))

The Department of Early Childhood, Multilingual, and Special Education generally tailors its special education doctoral program to meet students' needs and career goals. A content core of courses **is required of all doctoral students**. In addition, students select concentrations in Leadership Studies or Exceptionality Specialties as appropriate to meet the requirements for the Ph.D. degree. This content may **not** be waived.

## Non-Degrees Seeking Students

Students not formally admitted to the Ph.D. program in special education (i.e., non-degree

seeking students; or to another doctoral program in the College of Education) may enroll **only** in ESP 782R. If they are successful in 782R, they can then take an additional two courses before applying for and being formally admitted into the program. Admission into these courses is contingent on instructor approval.

**Doctoral students must earn a grade of B or higher in all coursework.**

**Core Curriculum Requirement for the Ph.D. Degree** **18 units**

1. ESP 782R Professional Seminar in Special Education (3 units)  
*Note: This Core course MUST be taken in the fall of Year 1.*
2. ESP 763O Seminar in Selected Special Education Topics (diversity) (3 units)
3. ESP 785 Issues, Trends and Futures in Special Education (3 units)
4. ESP 788 Single Subject Methods in Special Education (3 units)
5. ESP 789 Grant Writing for Human Services (3 units)
6. ESP 796 Dissertation Prospectus (3 units)  
(To be taken as an independent study supervised by the advisor)

**Core Research Requirement for the Ph.D. Degree** **6 units**

7. EPY 721 Descriptive and Inferential Statistics (3 units)
8. EPY 722 Inferential Statistics and Experimental Design (3 units)  
**Or KIN 751 Selected Application of Statistical Techniques I**

**Core Leadership Research Requirement for the Ph.D. Degree** **9 units**

ESP 791 Proposal Design and Analysis in Special Education (3 units)

To meet the core leadership requirement an additional 6 semester hours in research must be selected from courses such as:

- EPY 716 Evaluation Research Methods (3 units)
- EPY 718 Qualitative Research Methodologies (3 units)
- EPY 733 Multivariate Statistics (3 units)
- EPY 790 Research Design (3 units)
- KIN 752 Selected Application of Statistical Techniques II (3 units)
- EPY 731 Mixed Methods Research (3 units)

**Core Internship Requirements for the Ph.D. Degree** **9 units**

**Research Internship**

- ESP 793 Internship in Special Education (Research) (6 units)

**Advisor Note:** ESP 793 MUST be taken in the fall and spring of Year 2 of the Ph.D. program regardless of how many credits have been completed prior to the start of Y2.

**Teaching Internship**

- ESP 794 Internship in Special Education (Teaching) **3 units**

After completion of the Teaching Internship course, the Ph.D. student may apply to teach an internship course within the Department of Early Childhood, Multilingual, and Special Education under the mentorship of their advisor. The mentored internship must be completed satisfactorily prior to the Ph.D. student being allowed to teach a course as a part time instructor (i.e., for pay).



***Policies Related to Teaching within the Department of Early Childhood, Multilingual, and Special Education***

- Doctoral students in EMS (including Graduate Assistants) **MUST** take ESP 794: Internship in Special Education (Teaching) and successfully teach a course under the mentorship of their advisor for one semester **PRIOR** to teaching a course for pay as a part time instructor (PTI).
- If a part time instructor for the Department of Early Childhood, Multilingual, and Special Education is **NOT** in the Ph.D. Doctoral Program and subsequently gets admitted to the Ph.D. Doctoral Program, they must take ESP 794: Internship in Special Education (Teaching) and complete a mentored internship **PRIOR** to additional teaching for pay as a part time instructor (PTI).

**Dissertation Requirement for the Ph.D. Degree****12 units**

Upon completion of coursework, the Ph.D. doctoral student will enroll in a minimum of 12 units of dissertation credit (ESP 799 *Dissertation*).

**Writing Proficiency Requirement for the Ph.D. Degree**

Students are required to demonstrate doctoral level writing proficiency beginning with the first doctoral seminar, ESP 782R.

The EMS doctoral program adheres to the current edition of the APA Style and Writing Guidelines. All academic (i.e., course) and scholarly papers, presentations, etc. **MUST** follow those guidelines.

**Doctoral Studies Committee**

Each student is required to select faculty members to serve on their Doctoral Studies Committee (referred to as the Doctoral Examination Committee in the [UNLV Graduate Catalog](#), also sometimes referred to as the Advisory Committee). This committee consists of a Committee Chair (the student's Advisor) who must be selected by the time ~~9 to~~ at least 12 units of coursework have been completed, two other faculty from the Department of Early Childhood, Multilingual, and Special Education, and a Graduate College Representative. Please refer to the [UNLV Graduate Catalog](#) for additional policies and forms to assist with the appointment of an appropriate committee. This committee oversees the student's progress, including the Comprehensive Examination.

Below are two forms that require signatures from the Doctoral Studies/Examination Committee.

***Doctoral Advisory Committee Form***

At the completion of at least 12 units, students must prepare a *doctoral advisory form* in conjunction with their advisor. All faculty members of the student's doctoral committee, including the Graduate College Representative, must agree upon and sign the *Program of Study Plan*. This link includes a list of GC forms

([https://www.unlv.edu/sites/default/files/page\\_files/27/GC-Forms-June-2022.pdf](https://www.unlv.edu/sites/default/files/page_files/27/GC-Forms-June-2022.pdf))

### ***Proposed Program Plan Form***

The *Program of Study* consists of two parts. *Parts I and II* comprise the *Formal Program of Study* and must be submitted (on standard Graduate College forms) to the Department of Early Childhood, Multilingual, and Special Education, College of Education, and Graduate College for approval. *Part I* requires signatures of approval for the planned *Program of Study*. *Part II* requires a list of courses that will be taken during doctoral study.

**Note:** The GC advises that students do not submit the formal plan until closer to the completion of coursework to avoid having to submit multiple changes/amendments (e.g., course changes, etc.) to the *Plan/Program*.

No course may be included on the *Formal Program of Study* that:

- a) Has previously been used to fulfill requirements for another degree.
- b) Is not from an accredited graduate degree granting institution.
- c) Was taken as a "non-degree seeking student" when the effect of including the course means that more than 15 units of work taken as a non-degree student would appear on the *Formal Program of Study*.
- d) Resulted in a grade of B- or lower.
- e) Was completed more than six years prior to the anticipated date of completion of all degree requirements.
- f) Has not been approved for inclusion by the student's Advisor and Doctoral Studies Committee.

Finally, after all of the above have been carefully considered, 66 percent of the total number of units on the *Formal Program of Study* (not including dissertation units) **MUST** have been taken at UNLV (**Note:** as required by the Graduate College, see [UNLV Graduate Catalog](#)).

### **The "typical" Formal Program of Study includes:**

<b>Core Areas</b>	<b>Total Units</b>
Core Curriculum Requirement	18
Core Research Requirement	6
Core Leadership Research	9
Core Leadership Cognate OR Core Exceptionality Specialties	12
Core Internship	9
Dissertation	12
<b>Total units for Ph.D. in special education</b>	<b>66</b>

### Doctoral Competencies and Benchmarks

In addition to successfully completing all coursework included on the *Program of Study*, students enrolled in the Ph.D. program must meet the following competencies and benchmarks.

#### COMPETENCIES

Competency	Pillar	Deliverable/Evidence	Suggested timeline (end)
Write 1+ research manuscript of publishable quality, such as a systematic literature review or data-based study.	Research/ Scholarship  <b>ESP 782R, 785, 793</b>	Complete written manuscript or published PDF. If submitted to journal, also include confirmation letter from journal or decision letter.	<b>Y2</b>
Demonstrate competencies needed to lead data-based studies, through leading or supporting a data-based study, including: (a) completing CITI training, (b) submitting or complying with an approved IRB protocol, (c) collecting data, and (d) analyzing data.	Research/ Scholarship  <b>ESP 793</b>	Certificate of completion for CITI training that is up to date (i.e., not expired) and approval letter for IRB proposal (if applicable). Signed letter from faculty member for items b, c, and d.	<b>Y2</b>
Presenting author at 2+ conferences, such as national, regional, state, or local conferences.	Research/ Scholarship  <b>ESP 782R, 785, 793</b>	Letter of acceptance from conference or conference program, indicating the student is the presenting author.	<b>Y2</b>
Assist faculty member with grant proposal, lead and submit student competition grant proposal (e.g., dissertation grant), or write a grant proposal of submittable quality.	Research/ Scholarship  <b>ESP 789</b>	Written grant proposal (if student was primarily responsible for writing proposal), confirmation letter from funding agency confirming proposal submission (if student was primarily responsible for writing proposal), or signed letter from faculty member describing meaningful student contribution.	<b>Y3</b>
Demonstrate record of teaching for 1+ courses as instructor of record or co-teacher.	Teaching  <b>ESP 794</b>	Student evaluations of teaching using university evaluation system (in the case of instructor of record) or anonymous student evaluation survey (in the case of co-teaching). Also include 1-page reflection on methods to improve teaching for future courses, based on colleague feedback, student feedback, and/or self-reflection.	<b>Y3</b>
Serve on 1+ professional committee (e.g., professional organization), academic committee (e.g., college, department), or as a volunteer for professional or conference activity.	Service	Signed letter from member of the organization confirming service, certificate or letter from organization, or copy of student name in organization materials (e.g., conference program, organization website).	<b>Y1</b>

Competency	Pillar	Deliverable/Evidence	Suggested timeline (end)
Review a manuscript for a journal under supervision of a faculty member.	Service	Signed letter from faculty member or confirmation letter from journal.	Y3

All competencies must be completed to move into candidacy and begin dissertation research. The Chairperson of the student's doctoral studies committee is responsible for monitoring the quality and completion of the listed competencies.

## BENCHMARKS

### 1. Second-Year Presentation and Paper (end of Y2)

- a) In Year 2, students are expected to carry out a small study under the leadership of the instructor of ESP 793 and their advisor. The study will make use of data collected by the doctoral student. This project is presented in the spring of the students' second year of study following the completion of ESP 793. Students are required to participate in a poster presentation at the conclusion of the spring semester. The 2<sup>nd</sup>-year research project requirement will be considered filled when a panel of DPC members and the advisory committee chair have signed a form indicating the student's project is suitable for presentation at an academic conference.
  - All students **MUST** complete and pass ESP 793 (6 units), have their presentation signed off on by the DPC panel + advisory committee chair, and complete the academic paper.
  - If a student fails to have their poster signed off on, they cannot continue in the program. They will be placed on academic probation via the Graduate College process.
  - If a student does not take the spring 793 course to complete the 2<sup>nd</sup>-year presentation, they will not be able to take courses until this benchmark is successfully completed.
- b) Write a paper/proposal suitable for submission to an academic conference. This paper can be one completed for ESP 782R or 785. The student should continue to develop the paper after completing the course (whichever one they decide) so that they have it to present as part of the 2<sup>nd</sup>-year benchmark.

### 2. Comprehensive Exam (completion of ALL coursework)

The Ph.D. student takes the Comprehensive Examination during the semester immediately preceding enrollment in ESP 799 *Doctoral Dissertation*. **It is the student's responsibility to file the required "Notification of Comprehensive Examination" form with the department Administrative Assistant.**

The comprehensive examination consists of 16 hours of written examinations with eight hours structured by the student's advisor and eight hours structured by the other members of the student's doctoral studies committee. Comprehensive examinations occur for eight hours on each of two successive Fridays, typically either the first two Fridays in the month of October or the first two

Fridays in the month of March of each academic year. Students may petition their doctoral studies committee for permission to take the exams in the summer and/or on dates other than those indicated in this paragraph. Approval for the variance **MUST** also be obtained from the doctoral coordinator. Only under the most exceptional of circumstances will permission be given to take the exams on other than two days one week apart.

The questions on the comprehensive examination address elements of the Core, Exceptionality Specialties, and Leadership Cognate areas. The student's doctoral studies committee will give only **general parameters** from which questions will be designed. "Take-home" examinations, in whole or in part, are not allowed. Students **MUST** use department technology for word-processing. Grading will consist of three categories: Pass, Fail, and Pass with Distinction. The following procedures shall be followed related to the comprehensive examination process:

- a) Students planning to take their comprehensive examinations meet with their advisor and members of their committee to discuss the general parameters for their questions no later than four **(4) months** before the scheduled date of the examinations.
- b) All members of the comprehensive exam committee (i.e., advisor, committee members, Graduate College representative) will read the entire exam. The advisor and department committee members will meet to formally vote regarding "pass" "fail" or "pass with distinction." For a student to pass the exam, the committee **MUST** unanimously agree on a grade of Pass or Pass with Distinction. Should the Ph.D. student "fail" the exam, input will be solicited from the Graduate College representative concerning the decision.
- c) Students who fail the comprehensive examination **MUST wait at least 4 months** from the date of the failed examination to re-write their examinations. However, under no circumstances may the re-examination be later than the semester following the failed examination. Students who fail after the first attempt will be placed on probation via the Graduate College process.
- d) Students not passing the comprehensive exam on the second attempt will be separated from the program.

*Determination of "Pass" or "Fail" is to be made by unanimous vote of the entire Graduate Advisory committee, in a formal meeting, attended by all members including the Graduate College representative.*

### **3. Proposal Defense**

Upon completion and passing of the comprehensive exam, the *doctoral advisory committee* (i.e., comprehensive exam committee) can be dissolved. The student **MUST** do one of two things: (a) keep the same committee members for the dissertation committee or (b) select a new committee to work with through the proposal and dissertation defenses. If b is selected, it is the responsibility of the student to notify the former *doctoral advisory committee* members that they will no longer serve on the committee and to complete all the necessary paperwork for the formation of the new committee.

This dissertation committee will have a minimum of three faculty members from the department

(including the student's advisor), as well as a graduate college representative. Students are required to submit a dissertation proposal to their dissertation committee and to **submit the accompanying "Dissertation Prospectus Approval" form to the UNLV Graduate College.** The proposal includes an introduction (Chapter 1), review of the literature (Chapter 2) [optional depending on committee], and a discussion of study methods (Chapter 3). It is important that the student develop the proposal with sufficient detail to ensure that the committee can determine that the study is a logical extension of current research, not merely a replication of already published work or a premature effort to test an under-developed hypothesis. Further, it is important that the dissertation committee has a sense that the student holds a comprehensive understanding of the scope and complexity of the proposed area of study. The proposal should include sufficient detail in discussion of methods to ensure the student, and each member of the committee agree to the research questions and/or hypotheses, the exact procedures for the study, and how the data are to be collected and analyzed.

**Two weeks** prior to the proposal defense, the student will submit the completed written proposal to all committee members - including the UNLV Graduate College representative. **One week** prior to the proposal defense, all committee members will submit, in writing, their questions or concerns to the dissertation advisor. It is the responsibility of the advisor and student to meet and review the feedback provided prior to the scheduled proposal meeting.

At the proposal meeting, the committee will meet with the student to accept or reject the proposal, as well as to provide a critique of its relative strengths and weaknesses. If approved, an abbreviated form of the proposal is submitted to the UNLV Social Sciences Institutional Review Board (IRB). Before any research with human subjects is undertaken, the UNLV Social Sciences IRB for the protection of human subjects must give approval. In order to gain IRB approval, the student and advisor **MUST** jointly submit a protocol that describes the research questions, methods and procedures for the protection of human subjects. The advisor's and student's *Certificates of Completion, CITI Course in the Protection of Human Research Subjects* **MUST** accompany the protocol (see <https://about.citiprogram.org/>).

#### **Advancement to Candidacy**

After submission of the dissertation prospectus form to the graduate college, students are advanced to candidacy. ***It is the student's responsibility to file the "Advancement to Doctoral Candidacy" form with the graduate college. Only after advanced to candidacy may students enroll in dissertation credits per Catalog.***

#### **4) Dissertation Defense**

**Two 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 committee members will submit, in writing, their questions or concerns to the dissertation advisor. It is the responsibility of the advisor and doctoral candidate to meet and review the feedback provided prior to the scheduled dissertation defense.

Upon completion of the full dissertation, an oral defense will be scheduled and carried out in accordance with Graduate College policies for thesis and dissertation completion. The student prepares a presentation related to his or her study and defends the dissertation through responses to committee members' questions.

Graduates **MUST** provide bound copies of their dissertations to the Department of Early Childhood, Multilingual, and Special Education and each member of their dissertation committee. These copies may be ordered through the UNLV library.

## **ORIENTATIONS and COLLOQUIA**

### **New Doctoral Student Orientation**

Each fall, and prior to the beginning of the semester, **ALL** newly admitted doctoral students will attend a **required** doctoral orientation. The purpose of the orientation is to cover the doctoral student handbook, provide information regarding campus resources to assist the student as they move through the program, and to answer any questions the student may have about the program. This orientation will be conducted by the current Doctoral Program Committee (DPC).

During this orientation, several 3<sup>rd</sup> – year doctoral students will present their poster presentations from ESP 793 for the new doctoral students.

### **Colloquia**

- 1) Each fall, new and current doctoral students **MUST** attend a scheduled colloquium. The colloquium will be held on a Friday at 4:30 pm. The DPC will coordinate the colloquium with the assistance of members of the faculty. **Attendance is mandatory for all admitted doctoral students.** Unless non-attendance is approved by the doctoral coordinator in advance, doctoral students who do not attend the colloquium will not be eligible for departmental travel monies. Faculty members of the Department of Early Childhood, Multilingual, and Special Education are invited to attend. This meeting will serve as an informal meet and greet for new and current doctoral students.
- 2) Each spring, new and current doctoral students **Must** attend a scheduled colloquium. The colloquium will be held on a Friday at 4:30 pm. The DPC will coordinate the colloquium with the assistance of members of the faculty. **Attendance is mandatory for all admitted doctoral students.** Unless non-attendance is approved by the doctoral coordinator in advance, doctoral students who do not attend the colloquia will not be eligible for departmental travel monies, Faculty members of the Department of Early Childhood, Multilingual, and Special Education are invited to attend. Topics of the colloquia will vary.

### **Grades and Progress**

Doctoral students must earn a grade of B or higher in all coursework. Students who earn less than a B will be allowed to repeat a course. In the event that they do not achieve a grade of B or higher during the second enrollment, they will be placed on probation. They may petition their doctoral studies committee who may remove students from probation after the student has met the conditions of the probation. The doctoral studies committee may, after consultation with the instructor of the class, recommend that the student have an alternative means of demonstrating mastery of the content taught in the course in question. If the student doesn't meet the conditions of the probation, they may be separated from the program. In addition, to be advanced to candidacy,

the student must have an overall grade point average of 3.00 or better for all courses in Part II of the *Program of Study*.

Doctoral students in the Department of Early Childhood, Multilingual, and Special Education enrolled in master's level classes accept responsibility for initiation of an interaction with the professor(s) teaching the class regarding the appropriateness of both the content and performance requirements for them as doctoral students. This interaction may include the doctoral student being assigned extra assignments to complete commensurate to the doctorate level.

Consistent with the requirements of the UNLV Graduate College, as detailed in the [UNLV Graduate Catalog](#), department faculty will review the academic performance of each doctoral student at the end of each semester and/or academic year. See form in Appendix A. If the faculty determines a student is not making satisfactory progress toward meeting degree requirements, they may request that the UNLV Graduate College Dean place the student on probation. Failure to make satisfactory progress may be determined in several ways, such as unsatisfactory grades (e.g., incompletes, grades below B, or withdrawals); failure to consult with the advisor when requested; failure to develop a *Program of Study*; or failure of comprehensive examinations. The burden of demonstrating satisfactory progress is being made rests with the student. Probationary students who do not meet the terms of their probation may be separated from the EMS doctoral program.

Please follow the link to read policies related to academic policies, registration and grading, safe and respectful learning spaces, and academic resources for student success. These policies are for **ALL** UNLV students and update semesterly.

All Ph.D. students in the Department of Early Childhood, Multilingual, and Special Education are expected to abide by this code of conduct. It is the student's responsibility to become familiar with these policies and procedures.

Follow this link for current policies: <https://www.unlv.edu/policies/students>

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

## **PROFESSIONAL STANDARDS**

Faculty and students in the Department of Early Childhood, Multilingual, and Special Education adhere to the advanced professional standards of the Council for Exceptional Children (CEC). See standards below. Please read them carefully. Pay special attention to Standard 6: Professional and Ethical Practice.

Use this link to access the CEC Advanced Professional Standards:

[https://exceptionalchildren.org/sites/default/files/2020-07/Advanced\\_Preparation\\_Standards.pdf](https://exceptionalchildren.org/sites/default/files/2020-07/Advanced_Preparation_Standards.pdf)



## EMS DOCTORAL PROGRAM RESOURCES

Some professional associations associated with the EMS Ph.D. program:

Organization	Website
Council for Exceptional Children (CEC)	<a href="https://www.cec.sped.org">https://www.cec.sped.org</a>
Council for Learning Disabilities (CLD)	<a href="https://council-for-learning-disabilities.org/">https://council-for-learning-disabilities.org/</a>
The National Association for the Education of Young Children (NAEYC)	<a href="https://www.naeyc.org/">https://www.naeyc.org/</a>
TASH	<a href="https://tash.org/">https://tash.org/</a>
American Association on Intellectual and Developmental Disabilities (AAIDD)	<a href="https://www.aaid.org/home">https://www.aaid.org/home</a>
American Educational Research Association (AERA)	<a href="https://www.aera.net/">https://www.aera.net/</a>
Teacher Educators for Children with Behavior Disorders (TECBD)	<a href="https://education.asu.edu/annual-tecbd-conference">https://education.asu.edu/annual-tecbd-conference</a>

### Annual Mandatory Individual Development Plan (IDP)

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 are 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.

## 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.

### Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement 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 Services

[International Students and Scholars \(ISSS\)](#) 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.

### The Care Center

The [Care 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 Rights and Responsibilities**

The [Office of Student Rights & Responsibilities](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities 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 veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. 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](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

Last revised	Revised by	Department Vote Tally: Yes/No/Abs. (date of vote)	Changes summary
5/19/25	Monica Brown	Unanimous (5/13/25)	Formatting, GC policies added