

Doctor of Philosophy Teacher Education Program Handbook

Welcome

Congratulations and welcome to the Department of Teaching and Learning!

We are delighted that you have chosen to study with us and honored that our team of faculty will be engaged in your journey of exploration, enrichment, and transformation. The Department of Teaching and Learning offers doctoral degree programs noted for their rigorous coursework led by dedicated faculty who are well recognized for their research and talents nationally and internationally. Our esteemed faculty will guide and prepare you in the breadth and depth of learning that will enable you to participate in high quality work that can impact theory, practice, and policy in your various fields and career paths. We hope that you find this handbook beneficial in providing guidelines to ensure your journey is a successful and fruitful one.

All the best in your educational endeavors,

P.G. Schrader, Ph. D

Chair, Department of Teaching and Learning

Mission Statement(s)

The *College of Education* is committed to creating an intellectual environment that promotes quality instruction, significant research, and professional service. Particular attention is focused on preparing professionals for diverse educational settings and on contributing to educational and pedagogical knowledge through scholarly endeavors. The college provides leadership in both the art and science of educational practice. Furthermore, the college is committed to creating an inclusive learning environment that values and promotes diversity.

Collaboration among students, faculty, other professionals, and community members is essential to the college in achieving its goals. Integral to the mission is a dedication to being a premier college of education that serves our dynamic and expanding community, the state, the region, and the nation.

The *Department of Teaching & Learning* holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

The *Ph.D. in Teacher Education* in the Department of Teaching & Learning is projected for professional educators who have an interest in becoming both research- and practitioner-oriented scholars in teacher education and who are interested in teacher education as a content area for research. Completing this degree will enable individuals to answer the national call for teacher educators and researchers in this field. The program is one of only a few in the nation devoted to teacher education.

Purpose

The purpose of this handbook is to provide information that is not found in the UNLV Graduate Catalogue as well as cross reference the catalogue and other guiding documents. 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, the Teaching and Learning Doctoral website, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College:
valarie.burke@unlv.edu or emily.lin@unlv.edu.

Department Graduate Faculty

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

Program Information

[Ph.D. in Teacher Education](#)

Contact

Information

Teaching and
Learning

Department Chair

Dr. P.G. Schrader

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Doctoral Graduate Coordinator

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702-895-3597 (phone) 702-895-4898 (fax)

Program Requirements

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

Specific processes to the Ph.D. in Teacher Education can be found on the [Teaching and Learning Doctoral Website](#).

General academic and other policies relevant the Doctoral Students can be found on the [graduate catalog](#).

Specific policies of the Department of Teaching and Learning above and beyond the general academic and other policies can be found in this document.

Department of Teaching and Learning Policies (Alphabetical Order)

Advisor / Chair

Department of Teaching and Learning doctoral programs require students to have an approved advisor in the student's program who serves as Chair of the Doctoral Advisory Committee. At the beginning of each academic year the Doctoral Coordinator will send out the current list of program advisors as determined by program leaders.

NOTES:

- Advisors may be from any published list that corresponds to years in the respective program.
- Approved advisor listings are maintained in the Department Teaching and Learning Doctoral Office.
- Faculty who have left the university may not serve as chairs. 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 Teaching and Learning, and with the approval of the current dissertation chair.

Annual Review

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 [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. Failing to comply with the annual review requirement will initiate a warning letter to be sent to the student and the student's

Failing to comply with the annual review requirement will initiate a warning letter to be sent to the student and the student's advisor. Students must comply in sending the annual review within 30 days of the warning and in all subsequent years. Failure to comply will initiate the Department of Teaching and Learning recommending probation to the Graduate College. Not completing the terms of that probation will result in recommendation to the Graduate College by the Department of Teaching and Learning for separation from the program.

Appeals

In addition to the appeals process noted in the [graduate catalog](#), note that in the Department of Teaching and Learning, all appeals are first heard by the Doctoral Committee; recommendations are forwarded to the Doctoral Coordinator and then to the Department Chair before completing the process up through the Dean of the Graduate College. When submitting an academic appeal, it is the student's responsibility to provide a clear and concisely written statement explaining the reason for the appeal and the remedy being requested. The student must also provide all relevant documentation to be reviewed and considered in the appeal decision.

Changing Committee Composition

Any change of committee composition must be reflected by a Change of Advisory committee form in [Grad Rebel Gateway](#). This form will require the approval of any members being removed as well as any members being added.

Changing of Doctoral Program from Outside of Teaching and Learning

Students wishing to change from a UNLV doctoral program outside of the Department of Teaching and Learning to a doctoral program within the Department of Teaching and Learning will need to follow the Admission Policy and Guidelines. Students should verify the yearly application deadline with the Department of Teaching and Learning Doctoral Studies applications.

NOTES:

- Students are required to complete all Department of Teaching and Learning milestones (exam, proposal, and dissertation) in the program and/or subplan area where the degree is completed, reflective of the knowledge and expertise associated with the area of study; previously passed milestones will not carry over to the new program.
- Coursework substitutions and transfers are limited by both the Department of Teaching and Learning Transfer policy and Substitution policy.

Changing of Doctoral Program from Within Teaching and Learning

Students wishing to change degree programs within the Department of Teaching and Learning must:

1. Meet all of the requirements for admission for the Department of Teaching and Learning doctoral degrees.
2. Submit an appeal through [Grad Rebel Gateway](#) portal and provide written notification to the current advisor and written support from the proposed advisor for the new program.
3. If approved by the Graduate College, students are required to complete all paperwork and processes outlined by the Graduate College which may include, though not limited to, a new application, and application fee to process the change.

NOTES:

- Students are required to complete all Department of Teaching and Learning milestones (exam, proposal, and dissertation) in the program and/or subplan area where the degree is completed, reflective of the knowledge and expertise associated with the area of study; previously passed milestones will not carry over to the new program.
- Coursework substitutions and transfers are limited by both the Department of Teaching and Learning Transfer policy and Substitution policy.
- If approved, any forms required in [Grad Rebel Gateway](#) will need to be updated and reflective of the new degree program.

Committee Composition:

- Prior to the qualifying examination, students must complete an Appointment of Advisory Committee form in [Graduate Rebel Gateway](#). To complete that form a student must have an Advisory Committee of at least four members. The committee must include:
- Chair/s from the student's program. Chairs and Co-chairs must possess Graduate Faculty Status (GFS) with the appropriately approved privileges in the Department of Teaching and Learning.
- Additional member/s: at least one additional member if co-chaired and at least two additional

members if chaired. Additional members must possess GFS with and approved committee roles in the Department of Teaching Learning. Additional members should be determined in consultation with the Advisory Committee Chair/Co-Chairs, and in line with program or sub-plan area guidelines.

- Graduate College Representative: at least one member from an outside department with GFS and approved Graduate College Representative (GRC) rights to serve as the Graduate College Representative. The GRC may not have GFS in the Department of Teaching and Learning
- Faculty recommended from outside UNLV must be approved by the Graduate College to have appropriate committee roles in the Department of Teaching and Learning, following the Graduate College's [Graduate Faculty Status](#) guidelines.

Coursework Requirements for All Teaching and Learning Students

All doctoral programs in the Department of Teaching and Learning have six credits of Departmental Core Required Coursework (CIG 761 & CIG 790) as well as two Research Required Courses (EPY 718 & EPY 721). Official degree requirements are found in the Graduate Catalog.

- Courses required of all students in the Department of Teaching and Learning are not eligible for substitution (see the exception in the Substitutions policy).
- Beyond the requirements of all students in the Department of Teaching and Learning, each program or subplan area defines its own program or sub-plan area required, elective, and/or internship courses.
- All students must complete the 12 required CIG 799 dissertation hours, taken over at least two semesters; students must be enrolled in at least three credits the semester they graduate.

NOTE:

See the relevant program or subplan area handbook for guidance below.

Defenses

Three milestones in a Department of Teaching and Learning doctoral program require a formal defense: qualifying exam, proposal, and dissertation. Defenses cannot be scheduled without the explicit approval of a student's committee chair. Once the committee chair approval is secured in writing, all committee members must also provide written agreement to the defense date; written agreement can be furnished on paper or by email to the Department of Teaching and Learning Doctoral Studies Office, which must be notified at least three weeks prior to the defense. Any paperwork required by the Graduate College prior to a milestone (e.g.,

Plan of Study) must be completed and approved prior to the defense date. Students must have a unanimous vote of pass on these milestone defenses.

Qualifying Exam

Regardless of the outcome, the Departmental Milestone Form must be signed by the full committee within one working day of the defense. The Departmental Milestone Form is initiated by the student in the [Grad Rebel Gateway](#).

Proposal

- After successfully passing of the proposal defense the Advancement to Candidacy form must be submitted in [Grad Rebel Gateway](#).
- Students must pass their proposal defense prior to seeking IRB approval; this does not preclude the preparation of the IRB materials prior to the defense, nor does it preclude pilot study IRB approvals prior to the proposal defense.
- The approved IRB must reflect the study approved at the proposal in order to begin collecting data for the dissertation study.
- Students must comply with the Graduate College policy regarding when dissertation hours may be taken.

Dissertation

- Students must submit their written dissertation to iThenticate, receive a report, and submit to the committee at the defense. This form will also be required in the culminating experience form.
- The committee chair must complete required information on the culminating experience form.
- After passing the final dissertation defense a culminating experience form must be completed in the [Grad Rebel Gateway](#)
- Dissertation: The dissertation picks up where the dissertation proposal leaves off. The written document, guided by the program or subplan area procedures, must minimally:

- 1) address an articulated statement of the problem and related research question/s;

- 2) provide a related review of literature pertaining to the research problem and question/s;
- 3) include relevant data, analysis of that data, and findings/results from the study;
- 4) engage with discussion and/or implications; and
- 5) accurately reference and list cited material drawing upon the program or sub-plan area requirements for citation and in line with Graduate College policy.

- Students must notify the Department of Teaching and Learning Doctoral Office at least three weeks prior to the defense via an email to tldoc@unlv.edu.
- Notification shall include the student name, NSHE number, date, time, and location of the defense as well as title and committee membership.
- To comply with the public defense requirement a room location, meeting link, or webinar link must be provided and that will be advertised.
- Webinar links must be coordinated with Mr. Young Bok Kim at least four weeks to the proposed date, to comply with the three-week notification requirements.
- The department will coordinate notifying the Graduate College of the defense.
- The committee must be provided the dissertation document a minimum of two weeks prior to a defense, and have agreed to the scheduled defense date.

NOTES:

- The specific processes and formats for a dissertation are at the discretion of the program or subplan area as outlined in the program handbooks, and must be consistent with Graduate College, UNLV, and NSHE policies.
- Students must receive a unanimous pass for all milestone defenses.
- Students not receiving a unanimous pass at the dissertation defense may repeat the defense after a minimum of 30 days and after addressing feedback provided by the Doctoral Advisory Committee.
- If a student fails to receive an unanimous pass the first attempt, the student will be recommended to the Graduation for probation. If a student fails to receive an unanimous pass on the second attempt the student will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.

Exam (Qualifying Exam)

The qualifying examination is designed to assess a student's understanding of core concepts and preparedness to pursue advanced study related to a dissertation topic.

The exam requires the student to:

- 1) demonstrate a significant level of knowledge in a selected field of study, in writing; and
 - 2) defend that written work at an oral defense.
- Qualifying exams may be taken upon completion of minimum Department of Teaching and Learning requirements which include: Department of Teaching and Learning required courses and research required courses.
 - An exam may not be taken until the Plan of Study I, Plan of Study II, and Appointment of Advisory Committee forms are initiated and approved in the [Grad Rebel Gateway](#).
 - Once minimum program requirements are met, the determination of exam eligibility is at the discretion of the Advisory Committee Chair or Co-Chairs in consultation with the advisory committee.
 - Exams must be submitted to the committee at least three weeks prior to the exam oral defense.
 - Students must notify the Department of Teaching and Learning Doctoral Office at least three weeks prior to the defense.
 - The Departmental Milestone Form must be submitted in the [Grad Rebel Gateway](#) within one business day of the exam.

NOTES:

- Students must pass the oral defense by a unanimous vote of the Advisory Committee.
- A student who fails the exam on the first attempt will be recommended to the Graduate College by the Department of Teaching and Learning for probation. The student must comply with the terms of the probation (e.g., take additional coursework, rewrite part or all of the exam) and may retake the exam once more.
- If a student fails the exam a second time the student will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.
- Each program/subplan area may outline more specific exam procedures.

GPA and Course Grades

The Department of Teaching and Learning requires a minimum GPA of 3.0 for all graduate coursework taken while matriculated in a Department of Teaching and Learning doctoral degree. Students may not have any grades lower than a B- while in the program. Any grade lower than a B-, while matriculated in a Department of Teaching and Learning degree will initiate a recommendation of probation (see the probation policy). Any additional grades lower than a B- in graduate coursework while matriculated in a Department of Teaching and Learning degree and while on probation will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.

IRB

Approval from UNLV's Institutional Review Board (IRB) is required prior to undertaking a study with human subjects/participants. Working with the dissertation chair and Office of Research Integrity IRB staff, students must complete, through the IRB system the IRB form, and secure IRB approval for their proposed study, including any required training. The proposed study and IRB must both be approved before the study can begin. 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.

Leave of Absence

In addition to the Graduate College Policy on Leave of Absence, students should remain in contact with the department about return plans by contacting the Department of Teaching and Learning Doctoral Studies Office by email (tldoc@unlv.edu). If a student does not return by the end of the LOA or does not request for additional time (if eligible), the student will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.

Probation

For the purposes of evaluating student progression, the Department of Teaching and Learning, like the Graduate College, considers student performance in individual graduate classes, successful completion of required milestones, graduate and degree GPA, as well as other considerations.

If a student fails to successfully progress in their degree program within the Department of Teaching and Learning a recommendation for probation will be initiated by the Doctoral Coordinator or the Department Chair. Students on probation will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program for failing to successfully meet the condition/s of any approved probation by the deadlines provided in the probation letter.

While the Graduate College outlines unsuccessful degree program progression we wish to also communicate that for the Department of Teaching and Learning unsuccessful progression includes, but is not limited to:

- a failure to maintain a minimum GPA of 3.0 for all graduate coursework taken while matriculated in a Department of Teaching and Learning doctoral degree.
- more than two active incompletes
- any grade below a B-
- any repeated (two or more) withdrawals from courses required for the degree program
- failure to maintain continuous enrollment
- failure to meet all degree requirements in the timely manner outlined for each requirement or milestone in the respective Doctoral Handbook

Students will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program for the following:

- violations of ethical, professional, and/or student conduct in the field of study and/or as reflected in the UNLV Student Conduct code and adjudicated by the UNLV Student Conduct board review process;
- failure to successfully progress toward degree;
- and/or failure to meet academic probation requirements in a timely manner.

Proposal

The dissertation proposal is designed to articulate why a specific study is needed, the state of literature related to the study, how the study will be carried out, and what significance the results may have (anticipated) for the particular field of study. The proposal document must minimally:

- 1) provide a statement of the problem;
 - 2) provide a review of literature pertaining to the research problem;
 - 3) provide an explanation of the methodological approach and specific methods planned to address the question/s; and accurately and consistently reference and list cited material use the current edition of the style manual appropriate to your field. Students should work, under supervision of the advisor, on the preparation of the proposal.
- Once the advisor is satisfied that the proposal can move forward to a defense the student should submit the proposal to the full advisory committee including the advisor.
 - The proposal must be defended orally.
 - A committee must be provided the proposal a minimum of three weeks prior to a defense and have agreed to the scheduled defense date.
 - Students must notify the Department of Teaching and Learning Doctoral Office at least two weeks prior to the defense.

NOTES:

- Students are required to have a unanimous pass in order to advance to Candidacy, and must follow policy as well as program area procedures.
- While there is no limit to the amount of times a proposal defense may occur as a means of policy, an advisor or advisory committee may make a recommendation to the Doctoral Coordinator of probation for failure to progress based on multiple failed proposal defenses.

Substitutions

No more than six hours of coursework substitution is allowed for a Department of Teaching and Learning doctoral degree. The two required departmental core courses and the required research courses are not eligible for substitution, with the following exceptions:

- If one or more of the departmental cores or required research courses were completed as part of a previously conferred degree a substitution will be allowed and will not count against the substitution limit.
- In the event that one or both departmental core courses were taken, the course/s would need replacing with a 700-level class in the Department of Teaching and Learning.
- In the event that one or both required research courses were taken, a more advanced 700 level research course in that/those methodological area/s must be substituted.
- The substitutions outlined here will be indicated as resulting from the required coursework having been previously completed and will be permitted substitutions that will not count against the six-credit limit, and only relate to the specific required courses having been previously completed.

Summer Months and Other Off-Contract Times

Qualifying examinations, proposals, dissertations, and related oral defenses must generally be scheduled during the regular academic year (fall and spring).

- Summer or other contract dates for defenses cannot be guaranteed.
- For any qualifying examinations, proposals, or dissertation defense outside of the regular academic year the student should obtain written agreement for participation from the Advisory Committee Chair and all Advisory Committee Members.
- Agreement documentation should be sent to the Department of Teaching and Learning Doctoral Studies Office via email (tldoc@unlv.edu) at least two weeks prior to the activity.

Time in Program

Doctoral degree programs in the Department of Teaching and Learning may take no more than eight years to complete as follows:

- Doctoral students in the Department of Teaching and Learning beginning doctoral degree programs and holding a master degree must complete all doctoral degree program requirements, and graduate, within six years.

The department follows any policy applications with respect to both part-time and full-time students as outlined, or not, by the Graduate College.

NOTES:

- Students violating the maximum time to degree policy may request an extension of time once, via an appeal (see [Grad Rebel Gateway](#)).
- The Department of Teaching and Learning Doctoral Committee will generally consider a request up to three additional semesters (including summer).
- Appeals will be first heard by the Department of Teaching and Learning Doctoral Committee.
- The Appeal must address why the extra time is needed and provide a clear action plan to complete the degree requirements and graduate by the end of the requested extension.
- Students not meeting the time to degree policy and/or whose appeal has been denied will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.
- Any approved appeals for extra time will require a Six-Year/Eight-Year Course Limit Extension Request form in the [Grad Rebel Gateway](#) if any of the coursework would be older than six years at the time of graduation (see Coursework Revalidation policy).
- Any approved appeal for time will result in a recommendation for probation to run concurrent with the appealed for time extension; a condition of the probation is successful graduation by the end of the probationary period.
- Any students granted a one-time extension through appeal and Graduate probation who fails to complete the degree requirements and graduate within the three-semester timeframe will be recommended to the Graduate College by the Department of Teaching and Learning for separation from the program.
- Students violating the maximum time to degree policy for whom an appeal is approved are not automatically eligible to complete their program using the degree requirements in place at the time of admission. This decision is left to the discretion of the Department of Teaching and Learning in consultation with the student's advisor, the College of Education, and Graduate Dean.

Transfer Hours

Students are limited to transferring a maximum of 15 hours to a Department of Teaching and Learning doctoral degree. Once admitted students must obtain prior written consent from the Department of Teaching and Learning and the Graduate Dean, by way of a [Transfer Credit Request Form](#), to take coursework elsewhere and use it in a Department of Teaching and Learning doctoral degree.

To be considered for use:

1. Course/s must have been taken at a regionally accredited institution in the U.S. or equivalent;
2. The course/s must be graded (e.g., it may not be pass/fail or S/U or S/F);
3. The course/s must have been completed with a grade of B- or higher
4. The course/s must be documented by official transcripts sent directly from the issuing institution to the Graduate College;
5. The course/s must be posted to the student's permanent academic record;
6. The course/s must be comparable in content, substance, and rigor to the course work it is replacing in the student's degree program;
7. The course/s may not be used to replace a Department of Teaching and Learning core required course or required research courses (see exceptions in the substitution policy)
8. Course/s fulfilling requirements for one degree may not be transferred to a new degree.

Transfer credit is approved only when evidence exists that the work is certifiably graduate-level. The age of the transfer work under consideration may also be a factor in the decision as to whether or not the course work is admissible. The student is responsible for providing evidence and documentation as required. If approved, non- semester credits will be converted to semester credits for transfer. Transferred hours that would be greater than six years old at the time of graduation will require additional approval through Six-Year/Eight-Year Course Limit Extension Request found in the [Graduate Rebel Gateway](#).

University Resources

The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of the Professional Development 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](#).

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](#), in this document, and the processes outlined by each program area or subplan area on the [Teaching and Learning Doctoral Studies page](#). students may 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 at [Title IX 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.

Last revised	Revised by	changes summary
12.15.2014	PG Schrader	I new content.
10.02.2017	Katrina Liu	I new content.
04.19.2019	Katrina Liu & Teacher Education Faculty	I new content.
04.30.2020	Kenneth Varner	policy and approach redesigned - votes 5/24 7-0-0

Advisory Committee Guidelines

Committee Chair

It is the responsibility of the student to initiate the selection of a dissertation chair. The dissertation chair must be a Teacher Education faculty. In consultation with the Committee Chair, the student finalizes the dissertation committee. The dissertation committee chair may, or may not, be the same as the initial program advisor. Per the requirement of the Graduate College, a degree plan must be developed jointly by the student and the committee chair and submitted to the Graduate College. If a faculty member has signed the paperwork to be the dissertation chair or a committee member, the student needs to notify them before making changes in composition of the dissertation committee.

Students are required to:

- Consult with the dissertation chair about the composition of the dissertation committee.
- Ensure that at least two of the dissertation committee members must be faculty in the Teacher Education Program and should have expertise that will support the student's dissertation study, one additional committee member who has relevant expertise related to the student's dissertation research, and one faculty from outside the department as the Graduate College Representative.
- Discuss with prospective committee members their academic interests/areas of expertise and willingness to support the student's dissertation study.

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

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

Note: If the interests of the student and/or chair/member change, or if the chair or a member should leave UNLV, there may be a need to select replacements. This should be done with courtesy, only after consultation with the departing and potential new faculty, and following the same procedures outlined above for the original selection of a committee chair and members.

Co-Chairs

At the discretion of the dissertation chair and agreement with the student, a co-chair may be selected. In this case, the co-chair must have expertise in the areas relevant to the student's dissertation research.

When co-chairing is approved by the dissertation chair, the student must:

- Ensure to communicate with both chairs;
- Ensure to create qualifying examination questions in consultation with both chairs;
- Receive approval from both chairs prior to scheduling any oral defenses;
- Receive approval from both chairs prior to submitting the final dissertation to the Graduate School.

Faculty members and/or chairs who have left the university may not serve as sole chairs. However, they may remain on the committee as a co-chair or member, provided that they coordinate with the graduate college to maintain full graduate faculty status within the Department of Teaching and Learning.

Degree Program Benchmarks

Qualifying Examination

Overview

The qualifying examination is designed to assess students' understanding of core concepts and preparedness to pursue advanced study related to a dissertation topic. The qualifying examination is

administered to provide doctoral students with the opportunity to demonstrate their level of knowledge in a selected field of study and to synthesize that knowledge into a professionally written paper. The committee members have discretion in how they choose to assess students' knowledge and preparedness. Qualifying exams may be taken upon completion of minimum program requirements and the discretion of the dissertation chair.

Minimum Program Requirements

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

CIG 760R - Inquiry into Teacher Education

CIG 761 - Theoretical Foundations of Education

CIG 762 - Instructional Strategies and Learning to Teach in Higher

Education EPY 718 - Qualitative Research Methodologies

EPY 721 - Descriptive and Inferential Statistics: An Introduction

One additional research methods course to be decided by the dissertation chair and the student.

Qualifying Examination Questions

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

1. Focused on the student's demonstration and general understanding of Teacher Education as a field.
2. Focused on the student's particular research interest explicitly linked to research in teacher education. Students are expected to identify gaps in the literature, regarding theoretical frameworks, methods, and findings, to justify particular research questions(s) and approaches to bridge the gaps.
3. Focused on the student's demonstration and general understanding of applying theoretical framework(s) in framing a study to explore the research questions identified in Question 2.

Qualifying Examination Procedures

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

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

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

Qualifying Examination Oral Defense

The purpose of the oral defense is to assess the quality of the student's written qualifying examination and demonstrated ability to read, understand, critique, and propose research. The qualifying examination must be completed successfully before students can begin working on their dissertation proposal. Students are required to follow these procedures:

- 1) Within two (2) weeks of the student's submission of the completed responses, the chair schedules a date and time for the oral defense.
- 2) In consultation with the Doctoral Studies Office, the student should secure the room for the defense and inform the committee of the defense location. The whole defense lasts for two (2) hours. In the oral defense, the student gives a presentation on the three qualifying examination questions.
- 3) After the student's presentation, the committee chair and members ask questions for the student to respond. The student then is sent out of the room so that the committee chair and members can

deliberate and determine the final outcome of the student's qualifying examination.

- 4) The final outcome of the student's qualifying examination is based on three levels: Pass, Pass with Revisions, and Fail. The student must pass the oral defense by a unanimous vote of the dissertation committee. If the committee votes unanimously to pass or fail the student, that vote is final.
 - If the committee votes unanimously Pass, the committee members will sign the required forms to document the student passes the oral defense successfully.
 - If the committee votes unanimously Pass with Revisions, the student does not need to have a second oral defense. The committee members will provide specific revision requests and the student has to revise the qualifying examination to meet the committee's revision expectations. After the committee members read the revised version and decide the student has met the revision expectations, the committee members sign the required forms to document the student passes.
 - If the committee votes unanimously Fail, the student will be placed on probation and may be separated from the program as outlined in the Graduate Catalog.
- 5) If the dissertation committee vote is not unanimous, the student, in consultation with his/her dissertation chair, must request that the committee administer a second oral defense in order to pass. The student must wait at least three months before taking the second oral defense, during which time the department may require additional course work, substantial reworking of their responses, or whatever is believed necessary to prepare the student for a successful second oral defense. See [Graduate Degree Progression Policies & Procedures](#) for specific policies.
- 6) The qualifying examination oral defense is not open to public.

Dissertation Proposal

Overview

In general, the dissertation proposal is a document specifying why a specific study is needed, how it will be carried out, and what significance the results will have for education. The dissertation proposal can be thought of as a sort of theoretical and practical guide for conducting the dissertation study.

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

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

Selecting and Shaping the Dissertation Research Topic

Students should focus their dissertation proposal on a specific topic of interest related to their core, electives, and inquiry concentrations. With this topic of interest in mind, the student should develop depth and breadth of knowledge as to what previous research on this topic has revealed and through what methods of study, and, thus, where additional inquiry needs to be undertaken and in what manners. In doing this, students will come to identify compelling research questions, research approaches, and analytical orientations toward which their proposed study can be directed.

Preparing the Dissertation Proposal

The proposal typically has three chapters. Chapter 1 provides an overview of the proposed study; Chapter 2 reviews the literature from which the proposed study will draw and on which it will build, and provides a theoretical framework; and Chapter 3 outlines the research methods that the proposed study will employ to execute the study. The proposal must be specific enough so that any reader understands why the proposed study is needed (its significance to education), how it relates to and differs from prior studies on similar topics, and how it will be carried out. Generally, the proposal should attend to the following:

- Statement of the "problem" to be studied—what it is, what gives rise to it, why it merits study, what theoretical or conceptual framework will be used to frame it and why, and what education application will glean from the study;
- Review of relevant literature—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 bridging the gap and add to collective knowledge;
- Justification of theoretical framework(s) that will be used for the research designs and data analysis in the proposed study;
- 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 sources, what data collection methods to obtain the data, and what analysis tools to analyze

the data, over what time period, and in spite of what limitations. Pilot testing of the design or components of it (e.g., data collection instruments, etc.) may be indicated.

Note: Typically, the dissertation chair will approve the chapters of the proposal (and the dissertation) before it is given to the committee members to read. However, each committee may decide how closely committee members will monitor and provide feedback on the writing of individual chapters and whether the document is read chapter-by-chapter or in its totality. The dissertation chair and committee should agree on this procedure as soon as possible after the formulation of the entire committee.

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

Preparing for the Dissertation Proposal Defense

After the dissertation chair has approved the proposal, it is considered by the student's committee at a scheduled oral defense. The purpose of the oral defense is to assess the quality of the student's written proposal and demonstrated ability to complete the proposed study. The chair should forward it to the committee members, who have a minimum of two (2) weeks to read the proposal before the oral defense. If any committee member wants the student to make corrections or changes to the proposal before the oral defense, they should forward those edits to the committee chair as soon as possible so that a revised draft can be resubmitted to committee members at least one (1) week prior to the oral defense.

The student should secure the room for the defense (in consultation with the Doctoral Studies Office) and then inform the committee of the location. The defense lasts for two hours.

The final outcome of the student's dissertation proposal oral defense is based on four levels: Pass, Pass with Minor Revisions, Pass with Major Revisions, and Fail. The student must pass the oral defense by a unanimous vote of the dissertation committee. If the committee votes unanimously to pass or fail the student, that vote is final.

- If the committee votes unanimously Pass, the committee members will sign the required forms to document the student passes the oral defense successfully.
- If the committee votes unanimously Pass with Minor Revision, the committee members, except the chair, will sign the required forms to document the student passes the oral defense successfully. The committee will request some corrections or changes be made to the dissertation. The chair will ensure revisions are made before providing the final signature.
- If the committee votes unanimously Pass with Major Revisions, the student does not need to have a second oral defense. The committee members will provide specific revision requests and the student has to revise the dissertation proposal to meet the committee's revision expectations. After the committee members read the revised version and decide the student has met the revision expectations, the committee members will sign the required forms to document the student passes the oral defense successfully.
- If the committee votes unanimously Fail, the student will be placed on probation and may be separated from the program as outlined in the Graduate Catalog.

If the dissertation committee vote is not unanimous, the student, in consultation with his/her dissertation chair, must request that the committee administer a second oral defense in order to pass. The student must wait at least three months before taking the second oral defense, during which time the department may require additional course work, substantial reworking of the qualifying exam, or whatever is believed necessary to prepare the student for a successful second oral defense. See [Graduate Degree Progression Policies & Procedures](#) for specific policies.

The defense consists of an oral presentation open to university graduate faculty, staff, students, and the community. The oral presentation may be followed by general questions of clarification from attendees (other than the advisory committee members). The advisory committee and chair may choose to include a session of more in-depth questioning open only to the advisory committee and the UNLV Graduate Faculty. An additional phase of questioning with only the advisory committee and candidate may also be included. The final phase of closed deliberation, and the vote to pass or fail the student, will only be open to the student's appointed advisory committee, after which the student will be immediately informed of the committee's decision.

Anyone planning to attend a defense should notify the candidate's dissertation chair of this intent. A copy of the dissertation proposal can be made available for review in the Teaching and Learning Office prior to the defense. The date, time, and location of defenses are advertised via departmental listservs and at departmental Doctoral Colloquia in accordance with UNLV Graduate College public notification requirements.

Doctoral Candidacy Status

After the proposal is successfully defended and until the dissertation is completed, a student obtains doctoral candidacy status. Doctoral Candidates are defined as those individuals who have completed all course work (See Graduate Catalog), passed any required qualifying and/or comprehensive exams, completed and successfully defended a dissertation proposal that has been approved by the Department and Dean of the Graduate College. The student then must register for a minimum of three (3) dissertation credits (CIG 799) every semester (excluding summer sessions) until graduation. The minimum dissertation credits are 12. Only satisfactory or unsatisfactory grades are reported for dissertation credits (CIG 799). When the final copies of the dissertation are submitted to the UNLV Graduate College and approved by the Dean of the Graduate College, the title of the dissertation is posted on the student's transcript and the number of credits taken are noted. Please see the Catalog for course and program requirements.

Gaining Dissertation Study Approval

IRB Timing

Students should be advised that the process for securing concurrent IRB approval from UNLV and CCSD is time-consuming. The CCSD AARSI office requests documentation of IRB approval from UNLV. CCSD requests approval three or more months prior to data collection. Accordingly, students should plan as far in advance as possible to ensure that co-IRB approval is obtained in time for their studies to be carried out thoughtfully and in accordance with various academic deadlines.

Dissertation

Overview

Following the agreement established by the dissertation proposal, the dissertation picks up where the dissertation proposal leaves off. The proposal describes research to be done in the future, the dissertation describes completed research. Typically, the dissertation has five (5) chapters. Chapter 1 provides an overview of the study, Chapter 2 reviews the literature and theory from which the study drew and on which it is built, Chapter 3 outlines the research methods that the student has employed in executing the study, Chapter 4 documents the findings or results of the research, Chapter 5 discusses the findings or results of the research, provides conclusions, implications, limitations of the research and future research plans.

Preparing the Dissertation

Typically, the dissertation chair will work closely with the student to ready each chapter (chapters 1-3 from the proposal, and chapters 4-5 from the dissertation) of the dissertation before the chapters are, in sum, given to committee members to read and provide feedback on. However, committee members may be more involved in the chapter-readying process if they want to be and the chair and student agree that this involvement would be helpful to the student. To best support the student, the student, chair, and committee members should determine at the outset of the dissertation writing process what chapter-readying protocols will be followed.

Once the student and chair agree that the dissertation is ready to be read by the committee—i.e., it meets minimum expected standards (fidelity to the prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis)—and the student is prepared to orally defend it, the chair should forward it to the committee members no later than eight (8) weeks prior to the last day of instruction in the semester the student plans to graduate. Committee members have a minimum of two (2) weeks to read the dissertation before the oral defense. If any committee member wants the student to make corrections or changes to the dissertation before the oral defense they should forward those edits to the committee chair as soon as possible so that a revised draft can be resubmitted to committee members at least one (1) week prior to the oral defense. It is permissible for students to see examples of departmental dissertations. These examples can be secured from the student's chair, committee members, and/or the Doctoral Studies Office.

Preparing for the Dissertation Defense

When the committee is in agreement that the dissertation meets standards of quality and rigor, the chair will schedule a date and time for the oral defense. The purpose of the oral defense is to assess the student's written dissertation and demonstrated ability to successfully conduct, report, and present the dissertation research. Required forms documenting successful completion of all pre-requisite steps in the doctoral process must be received by the UNLV Graduate College at least two (2) weeks prior to the date that the oral defense is scheduled; additionally, the defense must be held at least three (3) weeks prior to the last day of instruction in the semester in which the student plans to complete degree requirements.

The student should secure the room for the defense (in consultation with the Doctoral Studies

Office) and then inform the committee of the location. The date, time, and location of defenses are advertised via departmental listservs and at departmental Doctoral Colloquia in accordance with UNLV Graduate College public notification requirements.

The final dissertation defense lasts for two hours, consisting of an oral presentation and defense of the student's original dissertation research. During the oral defense, the student must be able to demonstrate a comprehensive understanding of a broad field of study and a detailed understanding of a more limited field.

The final outcome of the student's dissertation oral defense is based on four levels: Pass, Pass with Minor Revisions, Pass with Major Revisions, and Fail. The student must pass the oral defense by a unanimous vote of the dissertation committee. If the committee votes unanimously to pass or fail the student, that vote is final.

- If the committee votes unanimously Pass, the committee member will sign the required forms to document the student passes the oral defense successfully.
- If the committee votes unanimously Pass with Minor Revision, the committee members except the chair will sign the required forms to document the student passes the oral defense successfully. The committee members will request some corrections or changes be made to the dissertation. The chair will ensure revisions are made before providing the final signature.
- If the committee votes unanimously to Pass with Major Revisions, the student does not need to have a second oral defense. The committee members will provide specific revision requests and the student has to revise the dissertation to meet the all committee members' revision expectations. After the committee members read the revised version and decide the student has met the revision expectations, the committee members sign the required forms to document the student passes the oral defense successfully.
- If the committee votes unanimously Fail, the student will be put on probation and may be separated from the program as outlined in the Graduate Catalog.

If the dissertation committee vote is not unanimous, the student, in consultation with his/her dissertation chair, must request that the committee administer a second oral defense in order to pass. The student must wait at least three months before taking the second oral defense, during which time the department may require additional course work, substantial reworking of the dissertation, or whatever is believed necessary to prepare the student for a successful second oral defense. See [Graduate Degree Progression Policies & Procedures](#) for specific policies.

The defense consists of an oral presentation open to university graduate faculty, staff, students, and the community. The oral presentation may be followed by general questions of clarification from attendees (other than the advisory committee members). The advisory committee and chair may choose to include a session of more in-depth questioning open only to the advisory committee and the UNLV Graduate Faculty. An additional phase of questioning with only the advisory committee and candidate may also be included. The final phase of closed deliberation, and the vote to pass or fail the student, will only be open to the student's appointed advisory committee, after which the student will be immediately informed of the committee's decision.

Anyone planning to attend a defense should notify the candidate's dissertation chair of this intent. A copy of the dissertation can be made available for review in the Teaching and Learning Office prior to the defense. The date, time, and location of defenses are advertised via departmental listservs and at departmental Doctoral Colloquia in accordance with UNLV Graduate College public notification requirements.

Sample Program Timeline

See Graduate Catalog for office degree requirements.

The Ph.D. in Teacher Education may take anywhere from three to six years to complete. The following is an example of a three-year schedule with additional research courses and elective courses information provided. Each individual student will work with their advisor on their specific schedule.

Sample Three-Year Schedule

Year / Semester	Course # and Prefix	Course Title	Credits
Year 1 / Fall	CIG 760R	Inquiry into Teacher Education	3
Year 1 / Fall	CIG 761	Theoretical Foundations of Education	3
Year 1 / Fall	CIG 790	Doctoral Research Seminar	3
Year 1 / Spring	CIG 762	Instructional Strategies and Learning to Teach in Higher Education	3
Year 1 / Spring	EPY 718	Qualitative Research Methodologies	3
Year 1 / Spring	EPY 721	Descriptive and Inferential Statistics: An Introduction	3

Year / Semester	Course # and Prefix	Course Title	Credits
Year 1 / Summer	Elective		3
Year 1 / Summer	CIG 791*	Teaching and Research Internship	3
Year 2 / Fall	CIG 763	Advanced Research in Teaching and Teacher Education	3
Year 2 / Fall	EPY 719	Advanced Qualitative Research	3
Year 2 / Fall	Elective		3
Year 2 / Spring	EPY 722	Inferential Statistics and Experimental Design	3
Year 2 / Spring	CIT 772	Technology and Teacher Education (offered odd years in Spring)	3
Year 2 / Spring	CIG 791*	Teaching or Research Internship	3
Year 2 / Summer	Elective		3
Year 2 / Summer	Elective		3
Year 3 / Fall	CIG 799		6
Year 3 / Spring	CIG 799		6
Total Credits			60

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog.

Additional Program Information

Internship Requirement (6 credits total)

Students are required to complete a three-credit teaching internship and a three-credit research internship. Both internship courses use the course number CIG791*. When the student decides to complete an internship, the student should enroll in CIG 791* under the faculty who supervises and mentors the student's internship.

Teaching internship options include:

1. If the student is assigned to teach courses as part of their Graduate Assistantship responsibilities in the Department of Teaching and Learning, upon the approval from the student's chair, the student could use one of the courses to fulfill the teaching internship requirement under the supervision and mentoring of a faculty member.
2. If the student does not have teaching assignments as part of their Graduate Assistant responsibilities in the Department of Teaching and Learning, upon the approval from the student's chair, the student could work with a faculty member to observe, assist, and co-teach in the faculty member's class. The student is required to teach independently or co-teach with the faculty at least 3 class sessions.
3. If the student does not have teaching assignments as part of Graduate Assistantship responsibilities, upon the approval from the student's chair and the Teaching and Learning Department Chair, the student could be assigned to teach a course in the Department of Teaching and Learning under the supervision and mentoring of a faculty member. The student will not be paid for this teaching internship.

Research internship: The student should work with the chair to develop research internship plans.

Faculty and Student Roles

Role of Dissertation Chair (and Co-Chairs)

The working relationship between student and program chair is determined at the discretion of the student and chair. The responsibilities of the dissertation chair include, but are not limited to:

- In consultation with the student, recommend committee members. If changes in the committee membership are desired, incoming and outgoing committee members must be duly notified.
- In consultation with the student, develop, have approved, and supervise execution of the residency requirement independent study project.
- Guide the student in formulating/writing the proposal in consultation with the committee members.
- Forward the student's near-final proposal to the committee for formal review.
- Schedule an oral defense of the proposal no earlier than ten (10) working days after the committee members have received a copy of the near-final proposal for review.
- In consultation with the committee, set a date for the oral defense of the proposal.
- Two (2) weeks prior to the defense of the proposal, e-mail the Teaching and

Learning Doctoral Studies Office (tldoc@unlv.edu) with the date, time, and room number of the defense, and the title of the proposal.

- Guide the student in completing the IRB form through the chair's IRB account. Support the student to work with the [Office of Research Integrity](#) IRB staff in revising the form and securing IRB approval for the proposed study.
- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- In consultation with the student, ready the dissertation.
- Forward the dissertation to the committee members.
- In consultation with the committee, set a date for the oral defense of the dissertation.
- Two (2) weeks prior to the defense of the dissertation, e-mail the Teaching and Learning Doctoral Studies Office (tldoc@unlv.edu) with the date, time, and room number of the defense, names of the committee chairperson and members, and the title of the dissertation.
- Complete and submit the appropriate paperwork at the appropriate times (e.g., "Prospectus Approval," "Oral Defense Results," and "Dissertation Approval" forms).

Role of Dissertation Committee Members

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

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

Note: Typically, the dissertation chair will approve the chapters of the proposal and the dissertation before it is given to the committee members to read. However, each committee may decide how closely committee members will monitor and provide feedback on the writing of individual chapters and whether or not the document is read chapter-by-chapter or in its totality. The dissertation chair and committee should agree on this procedure as soon as possible after the formulation of the entire committee

Role of the Student

The student should exhibit a willingness to go beyond meeting the minimum requirements of her/his program of study (including, where relevant, in the execution of graduate assistantship duties), and demonstrate desire for, and dedication to advanced-level independent learning.

Additionally, the responsibilities of the doctoral student include, but are not limited to, the following:

- Establish a reasonable timeline for completion of all degree requirements and work to maintain fidelity to this timeline.
- Select a program chair and committee members who, in consultation with the student, will support the student in the development and execution of an appropriate program of study culminating in the successful defense of the comprehensive examination.
- Select a dissertation chair and committee members who, in consultation with the student, will support the student in the development and execution of an appropriate dissertation study culminating in the successful defense of the dissertation proposal, approval of the IRB, execution of the dissertation study, and successful defense of the dissertation.
- Seek to be highly successful: prepare well for all written or oral evaluative benchmarks (in courses and the rest of degree program) by developing, in an on-going and cumulative manner, accuracy, depth, and breadth of knowledge in the appropriate areas of general and specific study focus in the program.
- Submit work that meets or exceeds expected standards (fidelity to the prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis).
- In consultation with her/his chair, closely monitor progress toward degree completion.

Agendas at Oral Defenses

Oral defenses are typically scheduled to take two (2) hours. The meeting is organized and run at the chair's discretion. Broadly, this generally begins with introductions, an opportunity for the student to present (e.g., results, findings, materials), an opportunity for questions, an

opportunity for both public and private discussion, and an opportunity to provide the review. Specifically, the oral defense often involves:

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

Discipline Resources

Writing Style Guide

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

American Psychological Association (APA). (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Major Professional Organizations

American Educational Research Association

Association of Teacher Educators

American Association of Colleges for Teacher Education

[Association of Teacher Educators Standards:](#)

[American Educational Research Association Division \(K\): Teaching and Teacher Education:](#)

Important Conferences:

Annual Meeting of American Educational Research Association

Annual Meeting of Association of Teacher Educators

Annual Meeting of American Association of Colleges for Teacher

Education Society for Information Technology and Teacher Education

Important Journals:

American Educational Research

Journal Action in Teacher Education

Journal of Teacher

Education Teachers

College Record Teaching

and Teacher Education

Journal of Technology and Teacher

Education The New Educator

Journal of Education for

Teaching Urban Education

The Urban Review

Contemporary Issues in Technology and Teacher Education