



Educational Leadership

Doctoral Program Handbook¹

Educational Policy & Leadership Program

University of Nevada, Las Vegas

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Note: This handbook is subject to change. Updates will be available on the UNLV Degrees Directory
²website. This is not a catalog and does **not** have catalog privileges.

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²<https://www.unlv.edu/degree/edd-educational-leadership>

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Doctor of Education (EdD) – Educational Leadership Program At a Glance (Official Requirements are found in the [Graduate Catalog](#))

Core Content Courses (24 Credit Hours)

EDA 773: Constructs of Leadership Theory (Credit Hours: 3)
EDA 730: Leadership for School System Innovation (Credit Hours: 3)
EDA 710: Ethics and Professionalism, Mission, Vision, and Core Values (Credit Hours: 3)
EDA 758: Community and External Leadership (Credit Hours: 3)
EDA 718: Equity and Cultural Educational Leadership (Credit Hours: 3)
EDA 760: Educational Leadership for Policy, Governance, & Advocacy (Credit Hours: 3)
EDA 761: Management of People, Data, and Processes in Educ Systems (Credit Hours: 3)
EDA 765: Instructional Leadership for Systemic Change (Credit Hours: 3)

Core Research Courses (15 Credit Hours)

EDA 724: Foundations of Research for Educational Leaders (Credit Hours: 3) EDA 725: Quantitative Research Methods for Educational Leaders (Credit Hours: 3) EDA 727: Qualitative Research Methods for Educational Leaders (Credit Hours: 3) EDA 707: Critique of Research in the Leadership Process (Credit Hours: 3) EDA 728: Action Research for Educational Leaders (Credit Hours: 3)

Core Experiential Learning Courses (3 Credit Hours)

EDA 790: Independent Study: Local Internships (Credit Hours: 3)

Core Milestone Courses (18 Credit Hours)

EDA 795: Educational Leadership Comprehensive Exam (Credit Hours: 3)
EDA 796: Prospectus for Dissertation (Credit Hours: 3)
EDA 799: Dissertation (Credit Hours: 12)

Doctor of Education (EdD) – Educational Leadership Program Handbook

Welcome

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

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

Mission Statement

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

Purpose

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

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

Program Graduate Faculty

A current listing of the graduate faculty can be found in the UNLV [Graduate Catalog](#). Faculty must hold the appropriate level of graduate faculty status to be involved in graduate education at UNLV. For up-to-date information regarding graduate faculty status in the Department of Educational Psychology and Higher Education, visit the Graduate Faculty status web page.

Department Information		
Educational Psychology Leadership and Higher Education Department Chair Miguel (Mike) Gonzales, Ed.D. miguel.gonzales@unlv.edu		
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Program Admission Requirements

Program requirements regarding admission, coursework, and culminating experience can also be found in the [Graduate Catalog](#).

The following provides information that helps the applicant with the online application which is submitted via the [Grad Rebel Gateway portal](#):

Graduate College Admission Requirements (Please see official requirements in the [Graduate Catalog](#))

1. Completed application in the Application Portal and non-refundable application fee.
2. Applicants are required to hold a regionally accredited master's degree.
3. Grade Point Average – You must have a minimum overall grade point average of 2.75 (4.00=A) for the bachelor's degree or a minimum 3.00 (4.00=A) for the last two years (60 semester credits).
4. All applicants are required to submit an unofficial transcript from each postsecondary institution attended, showing all degrees and coursework, the dates awarded, and grades received. Official transcripts required upon admission.
5. Credentials not in English must be accompanied by an English translation certified as true by a university official, an official representative of a United States embassy or consulate, the United States Information Service, the United States Education Foundation, or an approved professional translating service. Notarized copies of originals or translations are not considered official.

Sample Program Admission Requirements (Please see the [Grad Catlaog](#) for any updated information)

Two letters of recommendation –. These letters should detail the applicant's (a) leadership experiences and strengths, (b) academic skills and abilities)

1. A maximum two page, single-spaced letter of application/interest that clearly **articulates the following:** (a) prior experience and qualifications for the program (b) the career objectives and professional goals upon completion of the program, including how the degree will assist in attaining these objectives and goals; and (c) how the applicant will apply the doctoral degree to improve the field of education.
2. A curriculum vitae/resumé of professional preparation and experience, including evidence of at least three years of leadership experience in education (broadly defined).
3. Representative samples of professional writing related to professional study (e.g., thesis, professional paper, grant applications, opinion/editorial, newsletter, class paper).
4. Successful interview with program faculty.

Admissions Review Committee Procedures

Departmental Receipt of Applications.

Applications of students, who have submitted the requirements to the Graduate College, as outlined in the [Graduate Catalog](#) are forwarded to the Educational Psychology, Leadership, and Higher Education Department, then forwarded to the Program Coordinator.

The Committee's Recommendation.

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

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

The Admission Decision.

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

General Information.

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

Upon admission to the program, students will be assigned an advisor, who is also the Doctor of Education in Educational Leadership program coordinator. Following the second semester in the program, doctoral students will participate with program faculty in selecting Graduate Advisory Committee (GAC) Chair and GAC.

Graduate Advisory Committee (GAC) Guidelines

GAC Chair

It is the responsibility of the student to initiate the selection of a GAC chair. This committee will approve the dissertation proposal and dissertation and jury the oral proposal and dissertation defenses.

- The student should choose a GAC chair from the EPL program that has knowledge, experience, and expertise in the student's problem of practice focus area. The GAC Chair must hold appropriately approved Grad Faculty Status of chair GACs.
- . The GAC chair will assist in the development and supervision of the student's dissertation study. The GAC chair will also consult on the composition of the GAC.

The student should begin the selection of a GAC chair no sooner than the final month of their second fall semester, after they have heard presentations from EPL faculty members on their areas of research. Presentations will be made by EPL faculty members during the student's second fall semester. Students should contact EPL faculty directly to solicit interest in serving as GAC chair and EPL faculty should promptly indicate their interest/availability to serve.

Students should choose their GAC chair expeditiously to ensure that their preferred chair still has the capacity/availability to serve in the role. Selection of a GAC chair must occur by the end of their second spring semester.

GAC Chairs and GAC committees are officially appointed using the “Appointment of Advisory Committee” form in Grad Rebel Gateway.

Co-Chairs

Co-chairs may also be selected given the student’s research interest and/or methodology, a faculty member’s schedule, or in other circumstances.

Faculty members and/or GAC chairs who have left the university may not serve as GAC chairs. However, they may remain on the committee as a co-chair or member, if they coordinate with the Graduate College to maintain Graduate Faculty Status within the Department of Educational Psychology, Leadership, and Higher Education.

Additional GAC Members

Following the selection of the GAC chair, the student may proceed with the selection of the remainder of their GAC members, in consultation with the GAC chair. They should choose at least one additional committee member from the EPL program as a second member. For their third member, they may choose an EPL faculty member or a member of the Educational Psychology, Leadership, and Higher Education (EPLHE) Department. Their fourth member serves as the Graduate College representative and must be from outside of the EPLHE department.

Students should strive for a GAC that mainly includes faculty from the student’s scholarly emphasis area, thus ensuring a committee with expertise to support the student’s dissertation study. They should discuss with prospective committee members their academic interests/areas of expertise and willingness to support the student’s dissertation study.

GAC members are formally appointed using the “Appointment of Advisory Committee” form in Grad Rebel Gateway, which must be initiated by the student.

Changing GAC Chair or GAC Members

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 process must be done with courtesy on the part of the student and chair/member. The process must be

initiated in one of two ways: 1) by the student with an in-person or virtual conversation with the GAC chair or GAC committee member; or 2) by an email to the program coordinator sharing detailed thoughts on why a change is necessary which will be shared first with the committee member involved and then discussed in the next EPL meeting. One of these two mechanisms must be accomplished prior to the circulation of the “Change in Advisory Committee” form in Grad Rebel Gateway by the student. Should a faculty member not respond within 10 business days after the request for a meeting has been made, the student may circulate the “Change in Advisory Committee” form.

Degree Program Benchmarks

Comprehensive Exam

Students must be enrolled in EDA 795: Educational Leadership Comprehensive Exam Preparation (3 credits) to complete their comprehensive exam. The written comprehensive exam consists of Chapters 1 (Introduction and Statement of the Problem) and 2 (Review of Literature) of the planned dissertation.

Students should submit a draft of their written comprehensive exam to their GAC chair. The GAC chair and GAC must approve the final comprehensive exam. An oral defense of the comprehensive exam is permitted but not required.

Should the GAC chair and GAC not approve the comprehensive exam prior to the conclusion of EDA 795, the student shall receive an incomplete in EDA 795 and shall be placed on academic probation. The student will have one semester to resolve the incomplete by receiving GAC chair and GAC approval of the comprehensive exam prior to dismissal/separation from the program for failing to make satisfactory progress.

Dissertation Prospectus

Students must be enrolled in EDA 796: Prospectus for Dissertation (3 credits) to complete their Dissertation Prospectus. The written dissertation prospectus consists of Chapters 1 (Introduction and Statement of the Problem), 2 (Review of Literature), and 3 (Methodology) of the planned dissertation.

Students should submit a draft of their written dissertation prospectus to their GAC chair. One receiving the GAC chair’s approval, the student should schedule an oral defense of the dissertation prospectus at least two weeks after the written dissertation prospectus was provided to the GAC.

The GAC chair and GAC must approve the dissertation prospectus at the oral defense. Should the student not pass the oral defense, one retake is permitted.

Should the GAC chair and GAC not approve the dissertation prospectus prior to the conclusion of EDA 796, the student shall receive an incomplete in EDA 796 and shall be placed on academic probation. The student will have one semester to resolve the incomplete by receiving GAC chair and GAC approval of their dissertation prospectus prior to dismissal/separation from the program for failing to make satisfactory progress.

Following the successful completion of the Prospectus, the student submits “Plan of

Study Parts I and II” in Grad Rebel Gateway. Following approval of “Plan of Study Parts I and Parts II,” the student submits the “Advancement to Doctoral Candidacy” form. Students may only enroll in dissertation credits after they have approved “Advancement to Doctoral Candidacy” status.

Prospectus Requirements.

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

- Statement of the “problem” to be studied (in the form of a question or questions)— what is it, what gives rise to it, why does it merit study, what theoretical or conceptual framework will be used to frame it and why, and what will education glean from the study of it;
- Review of relevant content and research literature bases that are relevant/important to the proposed study—a critical appraisal of this literature, how the proposed study relates to and differs from this literature, and how the proposed study will build on this literature in improving understanding of/helping to solve the problem studied; theories that are used for the research designs and data analysis.
- Methodology: A detailed description of how study of the problem will be carried out/designed—qualitative or quantitative or mixed approach, with what participants, at what sites, using what data collection and analysis tools, over what time period, in spite of what limitations; pilot testing of the design or components of it (e.g., data collection instruments, etc.) may be indicated.

Institutional Review Board Approval

UNLV IRB

Approval from UNLV’s Institutional Review Board (IRB) is required prior to undertaking the study. Working in consultation with their GAC chair and Office of Research Integrity (<http://www.unlv.edu/research/integrity>) IRB staff, students must complete, through the IRB system, the IRB form and secure IRB approval for their proposed study. IRB approval can be garnered concurrent with the proposal development and defense process; the proposed study and IRB must both be approved before the study can begin. – Only those students who have advanced to candidacy are permitted or eligible to register for dissertation credits, EDA 799. Doctoral Candidates are defined as those individuals who have completed all coursework, passed any required qualifying and/or comprehensive exams, completed and successfully defended dissertation prospectus.

CCSD IRB

In addition to UNLV's IRB process, students who wish to conduct research in the Clark County School District (CCSD) will also need to secure IRB approval from the CCSD Assessment, Accountability, Research, and School Improvement Division (AARSI). An appropriate district representative must sponsor studies in CCSD. Students are encouraged to work with their GAC chair to facilitate this process.

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. Chapter 3 outlines the research methodology that the study employed in executing the study, Chapter 4 documents the findings or results of the research, and Chapter 5 analyzes the implications of the study.

Preparing the Dissertation

Typically, GAC 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 given to committee members to read and provide feedback on. However, committee members may be more involved in the chapter preparation process if they wish, and the GAC chair and student agree that this involvement would be helpful to the student. To best support the student, the student, chair, and members should determine at the outset of the dissertation writing process what chapter preparation protocols will be followed.

Once the student and GAC 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 student should forward it to the committee members. Two weeks prior to the dissertation defense, the student will submit the completed dissertation to all committee members and the UNLV Graduate College representative.

It is the responsibility of the student to adhere to all [Graduate College Graduation Timelines](#) when scheduling the oral defense.

Preparing for the Dissertation Defense

Defenses of the dissertation are open to guest observers (e.g., other doctoral students, faculty, friends, and family). 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 student should secure the room for the defense (in consultation with the EPL office) and then inform the committee of the location.

During the defense, committee members can also request that corrections or changes be

made to the dissertation at the oral defense. Although the GAC chair should work with the student in ensuring the appropriate changes are made, the committee may or may not request to see the changes.

The student must pass the oral defense unanimously.

Following the successful completion of the dissertation defense, the student submits “Culminating Experience Results” form in Grad Rebel Gateway.

Program Timeline

The Ed.D. in Educational Leadership may take anywhere from three to six years to complete.

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the [Graduate Catalog](#).

Probation

If a student fails to successfully progress in their degree program, their department/school will recommend that the student be placed on probation by the Graduate College.

Students on probation may be dismissed/separated from their program for failing to successfully meet the conditions of their probation by the deadline provided. Please see the **Probation and Separation** section below for more information.

Additional Program Information

Faculty and Student Roles

Role of GAC Chair (and Co-Chairs).

The working relationship between student and program chair is determined at the discretion of the student and GAC. The responsibilities of the GAC 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 prospectus in consultation with the committee members.
- Support the student to send their near-final prospectus to the committee for formal review.
- Support the student to schedule an oral defense of the prospectus.
- Guide the student in completing the IRB form through the IRB system • Supervise the writing of the dissertation.
- Support the student to send the dissertation to the committee members. • Support the student to consult with the committee, set a date for the oral defense of the dissertation.

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.

Role of the Student.

The student should exhibit a willingness to go beyond meeting the minimum requirements of her/his program of study and demonstrate desire for, and dedication to advanced-level independent learning.

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

- Establish a reasonable timeline for completion of all degree requirements and work to maintain fidelity to this timeline.
- Select a GAC chair and GAC members who, in consultation with the student, will support the student in the development and execution of an appropriate program of study culminating the successful defense of the comprehensive examination.
- Select a GAC chair and GAC members who, in consultation with the student, will support the student in the development and execution of an appropriate dissertation study culminating the successful defense of the dissertation prospectus, approval of the IRB, execution of the dissertation study, and successful defense of the dissertation.
- Seek to be highly successful: prepare well for all written or oral evaluative benchmarks (in courses and the rest of degree program) by developing, in an on going and cumulative manner, accuracy, depth, and breadth of knowledge in the appropriate areas of general and specific study focus in the program.
- Submit work that meets or exceeds expected standards (fidelity to the prospectus, conformity to current APA style, readability, and accuracy, depth, and breadth of data presentation and analysis).
- In consultation with their chair, closely monitor progress toward degree completion.
- Complete all required Graduate College forms, including the "Appointment of Advisory Committee" form, the "Plan of Study I and II" forms, the "Advancement to Doctoral Candidacy" form, and the "Culminating Experience Results" form.

Summer or Other Off-Contract Times.

Typically, qualifying examinations, proposals, dissertations, and related oral defenses must be scheduled during the regular academic year (fall and spring). Summer or other off-contract dates for defenses cannot be guaranteed. If the student's GAC chair and committee members agree, these benchmarks can be scheduled at other times.

Virtual/Remote Participation in Defenses.

It is typical that students present their defenses in the same physical location on campus with the committee members. Under extenuating circumstances, a student may submit an appeal for remote involvement of the student or committee member to take place. An **appeal form** must be submitted and approved by the GAC Chair, departmental Chair and Graduate Dean for a remote defense to take place. The appeal form should be submitted at the time the defense is scheduled. The appeal form must specify the reason—the undue hardship or emergency—for the request for up to two of the student and committee members to participate remotely. How and where the defense will take place must also be specified; this includes technical capacity and support. Such circumstances might include a faculty emergency or undue hardship on a student related to international travel. To ensure the integrity of the defense process and exchange, at most, two remote connections (e.g., a student and a committee member would count as a maximum of two remote connections) may be allowed at a defense. A Graduate College representative must be present in person. The defense location must have the necessary technical capacity to allow a remote defense. If technical problems interfere with the ability to successfully conduct the presentation and discussion, the defense meeting must be rescheduled.

Required Student Forms (in alphabetical order)

Appointment of Graduate Advisory Committee (GAC).

- All students must submit this form. This form will appear under Required Student Forms in their [Grad Rebel Gateway](#) account.
- Refer to the GAC section for committee composition, requirements, roles and responsibilities.
- To change the membership of the GAC, students must submit a Change of Advisory Committee Form.

Plan of Study Parts I and II.

- The Plan of Study Form lists all courses the student has and will complete for the degree or certificate program. The courses listed must fulfill all degree or certificate requirements specified in the [Graduate Catalog](#) according to the student's requirement term.
- The Plan of Study Form has two parts: Part I is an electronic signature page available in the student's Grad Rebel Gateway portal, and Part II is available in the [Degrees Directory](#) for the student's graduate degree or certificate program under the Program

Information section. Part II of the form is where the student will list all of the courses they have and will be completing to satisfy the requirements of the program. Look for the announcement for a new repository that will house Part II for all degree and certificate programs soon.

- On departmental approval, the Graduate College will accept up to two course substitutions listed on Part II. Not counting any already approved transfer credits, more than two substitutions will require an approved appeal before the Plan of Study Parts I and II may be approved. If the student completed courses required for the current degree or certificate as part of a previously earned degree, and are therefore required to replace those credits, those replacements will not count toward the maximum allowable two substitutions and should be noted by the student's advisor or graduate coordinator when they approve the form.
- Students will also need to submit a Time Limit Extension form for approval to use courses they successfully completed more than 10 years ago per the Course Credit Expiration policy (see [Registration, Enrollment and Curricular Policies](#)).

Advancement to Doctoral Candidacy.

- Doctoral students must submit the Advancement to Doctoral Candidacy Form to indicate that the dissertation or doctoral project/dissertation proposal has been defended and approved by the GAC; all coursework required for the program has been completed; all prior required forms have been approved; and any/all qualifying, preliminary, and/or comprehensive exams have been passed. Only after approval of this form may students proceed to work on their final document.
- Refer to the section on [Milestone Examinations & Culminating Experience Requirements](#) for Advancement to Doctoral Candidacy requirements, policies, and procedures.
- Registering for dissertation credits before approval of this form is prohibited.

Culminating Experience Results.

- Students submit the results of their oral dissertation defense immediately after completion and by the deadline posted on the [Graduation Deadlines webpage](#) for the student's respective graduation term.
- The first page of the iThenticate text only summary report must be uploaded into the Culminating Experience Results Form in the [Grad Rebel Gateway](#) before submission to the Graduate College.

Continuous Enrollment

After admission to a graduate program, students must register for and complete a minimum total of six graduate credits over the current and two previous semesters (summer enrollment counts toward this minimum enrollment requirement). Dropped, audited, and withdrawn classes do not count towards enrollment. Students who have not registered for academic work

within the three rolling semesters will be separated from their program and must reapply for admission should they wish to continue.

All students must be enrolled in a minimum of one credit in the semester that students defend their prospectus and when they are taking a qualifying, comprehensive or preliminary exam. Students must also register for at least three graduate credits in the final semester of their program.

Additionally, if students have fulfilled their program thesis or dissertation credit requirements but have not yet completed and been given final approval for their thesis or dissertation, they must adhere to the enrollment and registration guidelines outlined in their respective program handbooks. Programs may establish more stringent registration credit requirements during this stage of thesis or dissertation completion but the guidelines may not reduce the credit enrollment requirements outlined above per Graduate College policies.

Leave of Absence

If a graduate student is unable to meet the continuous enrollment policy, the student may request approval for a leave of absence (LOA) from a degree program. The Leave of Absence Form is located in the Grad Rebel Gateway on the Forms tab under Additional Forms. The Graduate College cannot approve an LOA request for a student who is enrolled in courses, so students must withdraw from courses prior to the leave request being approved.

During the leave of absence, the student should remain in contact with the department about their return plans.

One year is the standard leave period; two years is the maximum allowable leave. Military leave is the exception, and military orders must be attached to the form at the time of submission. If a student does not return by the end of their approved LOA, they must apply for an additional LOA, by submitting another Leave of Absence Form via the Grad Rebel Gateway, or they may be separated from their graduate program.

Approved LOAs stop the clock for students regarding time to degree, incomplete grade reconciliation, and generally, probation requirements. The amount of time a student has left to reconcile an incomplete grade at the time they begin their leave of absence will be the amount of time they will have once they return from leave. Approved student LOA forms will state any special circumstances or requirements that may apply.

Graduate students receiving an 'I' grade have one calendar year to complete all course requirements and remove the 'I' grade. Students who are fulfilling an incomplete do not register for the course but make individual arrangements with the instructor who assigned the 'I' grade. The amount of time a student has left to reconcile an incomplete grade at the time they begin their leave of absence will be the amount of time they will have once they return from leave. However, the 'I' grade will automatically default to an 'F' after one calendar year regardless of LOA approval. In this circumstance, the Graduate College dean's office will request the change to a grade on notification from the course instructor or graduate coordinator. Approved student LOA forms will state any special circumstances or requirements that may apply. Details can be found in the [Graduate Catalog](#). Please refer to the Incomplete Grade section for more information.

Medical Leaves and Voluntary Health Withdrawal: Students may apply for a Voluntary Health Withdrawal (VHW) using the VHW form if they experience medical or psychological conditions that impair their ability to function successfully and safely in their role as a student. The Graduate College does not adjudicate requests for medical leave. Students should refer to information available on the VHW website for information regarding medical-related leave requests.

Probation and Separation

Academic probation at the graduate level is a non-punitive mechanism used to ensure graduate students who are not successfully progressing in their graduate programs are provided with clear information and requirements to guide them to appropriate progression and successful program completion.

Students who are in any way struggling, failing to progress, or otherwise at-risk should be placed on probation. Probation neither goes on a student's permanent record or transcript, nor does it necessarily result in the loss of a GAsip. Academic probation is not to be used as punishment. Instead, graduate probation is a proactive and supportive step that advises students of concerns their faculty have about their performance and/or degree progression, clearly outlines steps to take to remedy the issue(s) and get back on track, provides information about resources that may help the student succeed, and sets a reasonable and appropriate timeline in which students must do so. If a student on probation fails to take the appropriate actions to improve their performance and meet all the requirements established in their probation letter from the Graduate College within the time provided, the department/school may submit a request to the Graduate College to separate a student.

For the purposes of evaluating student progression, UNLV considers student performance in individual graduate classes; timely and successful completion of required milestones; appropriate engagement with and completion of scholarly, research, professional, and creative requirements of their program; adherence to expectations and timelines established by their advisor or graduate coordinator; graduate program GPA; as well as other indicators of academic success and timely program completion. So, unsuccessful degree program progression includes, but is not limited to, a failure to:

- maintain a minimum degree GPA of 3.0;
- earn satisfactory grades, including no more than two incompletes; grades below a B or B- (depending on the program's handbook); and no repeated withdrawals from courses required for the degree program;
- maintain continuous enrollment by completing six (6) graduate credits each rolling three semesters (including summer) toward their program requirements;
- be enrolled for at least one graduate-level credit during the semester in which a qualifying, comprehensive/preliminary, prospectus, or final examination is taken;
- consult with their advisor within a reasonable amount of time when requested;
- establish a GAC, when required;

- consult with a GAC when requested;
- develop and submit an official, approved degree program in a timely manner; • establish the groundwork for an acceptable thesis or dissertation and successfully defend the prospectus in a timely manner;
- complete required comprehensive and/or qualifying examinations on schedule; • meet a department milestone or pass the culminating experience in an appropriate time frame;
- successfully defend a thesis or dissertation in a timely manner;
- and/or meet approved requirements in their department's graduate handbook.

If a student fails to successfully progress in their degree program, their department/school will recommend that the student be placed on probation by the Graduate College. Departments, schools, and academic programs may not place students on academic probation on their own; they must recommend the probation to the Graduate College who will send the official notice of probation to students. Students on probation may be dismissed/separated from their program for failing to successfully meet the conditions of their probation by the deadline(s) provided.

Students may be dismissed/separated based on the Student Program Dismissal Procedures which include:

- 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;
- failing to follow appropriate degree program handbook requirements that are more stringent than Graduate College requirements;
- and failure to successfully progress in one's degree program and failure to meet academic probation requirements within the prescribed time frame.
- Please note that graduate students will be separated for failure to meet admissions conditions or provisions or failure to comply with the continuous enrollment policy.

An UNLV graduate student who has been put on probation or separated for academic reasons has up to 30 days from the date of academic probation/separation to appeal the decision. The appeal for separation must be submitted to the Graduate College to be considered for academic reinstatement; and if approved, the student may be required to (re)apply to their desired degree program and complete the standard application process.

Students who are applying for admission or reentry into programs beyond the 30 day appeal period, may submit an application but are strongly encouraged to discuss their plans with the Department/program prior to application submission.

Please note that all probation and separation recommendations must be submitted to the

Graduate College and only the Graduate College may officially place students on probation or separate students. Programs may not place students on “department” probation, nor separate students. These actions must be done in coordination with the Graduate College. All students are guaranteed due process rights and protections so students are always given the right to submit academic appeals.

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 (<http://www.unlv.edu/graduatecollege>). Generally, matters of form (e.g., capitalization, abbreviation, quotations, footnotes, references, etc.,) should follow American Psychology Associations (APA) protocols documented in:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association (seventh edition)*. Washington, D.C.

Professional Organizations

American Educational Research Association
University Council for Educational Administration

Conferences

Annual Meeting of the American Educational Research Association
Annual Meeting of the University Council for Educational

Administration

Important Journals

[Academy of Educational Leadership Journal](#)
[AERA Open](#)
[American Educational Research Journal](#)
[Canadian Journal of Educational Administration and Policy](#)
[Economics of Education Review](#)
[Educational Administration Quarterly](#)
[Educational Assessment, Evaluation and Accountability](#)
[Educational Evaluation and Policy Analysis](#)
[Educational Leadership](#)
[Educational Management Administration & Leadership](#)
[Educational Policy](#)
[Educational Researcher](#)
[International Journal of Education Policy and Leadership](#)
[Journal of Education](#)
[Journal of Educational Administration](#)
[Journal of Educational and Behavioral Statistics](#)

[Journal of School Leadership](#)
[Leadership \(Association of California School Administrators\)](#)
[Leadership and Organization Development Journal](#)
[Leadership Quarterly](#)
[Phi Delta Kappan](#)
[Principal Leadership](#)
[Review of Educational Research](#)
[Studies in Educational Evaluation](#)
[Training and Management Development Methods](#)

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](#).

Institutional Engagement and Experience

The vision of the [Institutional Engagement and Experience](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission is to provide leadership and support for UNLV's engagement mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office is housed under the Division of Human Resources and 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.

Graduate Appeals and Issue Resolution

The Office of Graduate Student Services at the Graduate College assists graduate and professional students with addressing concerns and overcoming personal, academic, or financial challenges that might hinder their ability to be successful in their program. The office also provides information and student-centered issue-resolution services and offers guidance, information, and assistance when regular channels have failed to provide graduate students with the information they need to solve problems. Please see website for more information: <https://www.unlv.edu/graduatecollege/appeals-issue-resolution>

UNLV Global and the Office of International Student and Scholar Compliance

[International Student and Scholar Compliance\(ISSC\)](#) 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, 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
09/08/2025	Program Faculty	6-0; 09/08/2025	Revision of GAC Chair selection (Effective for new students Fall 2025)