

Doctor of Philosophy in Multilingual Education - Program Handbook

Welcome

On behalf of the Dean, the Department Chair, the Graduate Coordinator, and Departmental Faculty, we welcome you to your scholarly home for advancing knowledge relating to multilingual learners ranging from early care and education through PK-12, across English-medium and dual language bilingual settings. You will join a collaborative community where rigorous research is paired with mentorship, critical reflection, and opportunities for partnerships with schools and the larger community. Together we hope you will deepen your expertise in language, teaching, learning, and policy to generate knowledge that is rooted in theory and translatable into action for families, practitioners, and policymakers. We are excited to champion your growth as a researcher, educator, and policy leader to expand opportunity and access for multilingual children and youth.

Mission Statements

The Doctor of Philosophy (Ph.D.) degree program in Multilingual Education will develop students' understandings of language, teaching, learning, and policy relating to multilingual learners in both English-medium and dual language bilingual education (DLBE) settings. This program will principally focus on preparing doctoral students to conduct research relating to the teaching and learning needs of bi/multilingual students inclusive of students identified as English language learners in early care and education settings (e.g., serving infants, toddlers, and preschool-age children) as well as in elementary, middle, and high school (i.e., prekindergarten to 12th grade [PK-12] settings). Program graduates will be prepared for research and teaching careers in higher education, as policy leaders in school district and state leadership positions, and language specialists in various settings.

Purpose

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: gradassociatedean@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

Doctor of Philosophy (Ph.D.) degree program in Multilingual Education

Contact Information

<https://www.unlv.edu/ems>

Department Chair

Joseph Morgan, Ph.D.

Carlson Education Building (CEB), Room 143

Joseph.Morgan@unlv.edu

Graduate Coordinator

Alain Bengochea, Ph.D.
Carlson Education Building (CEB), Room 151
EMS.doc.gradcoord@unlv.edu

Department Main Office
Carlson Education Building (CEB), Room 143
EMSdept@unlv.edu

Program Requirements

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

This Handbook is effective Fall 2026.

Advisory Committee Guidelines

Retention & Progression. Once accepted, students will be assigned an advisor who will recurrently engage with the student within and across semesters to ensure their retention and progression in the following ways:

- Students and program faculty will attend a program orientation to review the student handbook, discuss short- and long-term goals, and address any questions before the start of their coursework.
- Students will co-develop a research and teaching plan that will be revisited from year to year to ensure mutually agreed goals are being met.
- A Qualifying Exam will take the form of a student portfolio to be reviewed by the Ph.D. program faculty prior to enrollment in ESP 799 Dissertation. To provide guidance on academic progress, students will work with their faculty advisor to produce a portfolio in the 3rd semester. This will allow the faculty to review academic progress in advance of the 5th semester portfolio and give the student time to meet program expectations and address any concerns. In semester 3 and again prior to enrolling in ESP 799, students will submit a portfolio checklist form that provides guidelines and lists components of the portfolio; Statement of Purpose; and a Curriculum Vitae. Per Catalog, doctoral students may not enroll in dissertation credits until they have completed all required coursework and exams, and their submitted Advancement to Candidacy Form is approved in Grad Rebel Gateway. Doctoral students must enroll in and successfully complete a minimum of 12 dissertation credits over at least two semesters, which may include summer terms. Continuous enrollment in dissertation credits after advancement to candidacy is strongly encouraged to ensure steady progress toward degree completion. Students will be encouraged to apply for dissertation and travel grants offered at UNLV and scholarly organizations (e.g., AERA) to support their research.
- Given the high productivity and interdisciplinary, collaborative nature of the department faculty, students will be encouraged to engage in research projects from the beginning of their studies.

Completion. Upon successful completion of the comprehensive examination, the student selects a dissertation committee (i.e., minimum of three faculty members from the Department of Early Childhood, Multilingual, and Special Education and an outside member approved by the Graduate College) and submits a dissertation proposal to the committee. Two weeks after this proposal is submitted to the dissertation committee, the committee meets with the student to accept or reject the proposal, as well as provide a critique of its relative strengths and areas in need of further development. Upon acceptance of the student's dissertation proposal, a recommendation for advancement to candidacy is submitted to the Graduate College. Upon completion of the full dissertation, a defense is scheduled. Students need to obtain *The Guide to Preparing and Submitting a Thesis or Dissertation* from the Graduate College web site.

Degree Program Benchmarks

At-a-Glance Timeline

- **Semesters 1–2:** Coursework, research preparation with faculty advisor.
- **Semester 3:** Formative Portfolio Review. Submit the Qualifying Portfolio Checklist (Statement of Purpose; CV). Ph.D. faculty review progress and provide feedback ahead of the formal exam.
- **Semester 5 (before enrolling in ESP 799): Qualifying Examination (Portfolio).** Resubmit the Qualifying Portfolio Checklist with: Statement of Purpose, CV, and Evidence of Research Ability/Achievement. After a Pass, form your dissertation committee, submit/defend your proposal, file Advanced to Candidacy, then enroll in ESP 799 Dissertation.
- **Dissertation Phase:** Complete and defend the dissertation; follow the Graduate College's thesis/dissertation preparation guide.

Qualifying Examination (Portfolio)

Structure & Areas: The Qualifying Exam is a portfolio reviewed by Ph.D. program faculty (the student's advisory/qualifying committee). It must address three areas:

1. Core Knowledge in Multilingual Education,
2. Methodology & Research Design,
3. Cultural & Linguistic Diversity.

Deadlines: Submissions are typically due mid-October or mid-March; the Graduate/Program Coordinator sets exact dates. Semester 3 is formative; Semester 5 is the formal, summative exam required prior to ESP 799 enrollment.

Review, Extensions & Remediation: The committee provides written feedback and may recommend improvements. Extensions of up to two semesters may be granted for substantial entry deficiencies or documented extenuating circumstances; extensions are not granted simply for incomplete work.

Grading & Outcomes:

- Pass, Pass with Distinction (requires a unanimous vote of the committee, excluding the Graduate College representative), or Fail.
- On Fail, the student is placed on probation; the re-examination must occur no later than the following semester. A second non-passing result leads to separation from the program.

Dissertation (Proposal, Candidacy, Defense)

Committee Composition: At least three EMS Department faculty plus one outside member approved by the Graduate College. The list of faculty approved to serve as Graduate College Representative (GCR) may be found on the GFS website:

<https://www.unlv.edu/graduatecollege/graduate-faculty-status>

Proposal & Candidacy: After a Pass on the Qualifying Exam, select your committee and submit the dissertation proposal. Approximately two weeks after submission, the committee meets to accept or reject the proposal and provide critique. Upon acceptance, the program submits the Advanced to Candidacy recommendation to the Graduate College. Only after a successful proposal defense and filing all required forms (and subsequently approved) may you enroll in *ESP 799 Dissertation* credits.

Final Defense & Submission: When the dissertation is complete, schedule the final defense with your committee and prepare the manuscript in accordance with the *Graduate College's Guide to Preparing and Submitting a Thesis or Dissertation* (see Graduate College website).

Program Timeline

Sample Full-Time Path (typical time to degree: 4 years)

- **Years 1-2 (Semesters 1-4):** 9 credits each fall/spring focused on core and specialization coursework; follow the representative semester-by-semester plan (8 total semesters shown).
- **Semester 3:** Submit the Qualifying Portfolio (formative check) using the program checklist.
- **Semester 5:** Submit the Qualifying Examination Portfolio (addresses Core Knowledge in Multilingual Education, Research Methodology & Design, and Cultural & Linguistic

Diversity). Results: Pass / Pass with Distinction / Fail; mid-October or mid-March submission windows.

- **Semesters 6-8:** Complete ESP 796 (Prospectus); defend dissertation proposal; file Advanced to Candidacy, then enroll in ESP 799 Dissertation (typically 6 credits in Sem 7 + 6 credits in Sem 8); finish with a public defense.

Sample Part-Time Path (example pacing: approximately 6 years, depending on load)

- **Years 1-2:** 6 credits each fall/spring (optional summer credits as feasible) to progress through core requirements. Aim to submit the Semester-3 formative portfolio by the end of your third enrolled term (e.g., Fall Year 2 if taking two terms/year).
- **Years 3-4:** Continue specialization/research methods; target the Qualifying Examination Portfolio by about the fifth enrolled term; mid-Oct/mid-Mar windows apply and grading follows the same scale.
- **Years 4-6:** Enroll in ESP 796 to finalize the prospectus, defend proposal, advance to candidacy, then complete 12 dissertation credits in ESP 799 followed by the final defense.

Program Credits & Policies (for both paths)

- **Minimum credits:** 69 total (distribution across core, specialization, research design/methods, prospectus & dissertation). **Two-thirds of non-dissertation credits must be taken at UNLV.**
- **Advancement to candidacy is required before any ESP 799 dissertation enrollment.** Per Catalog, doctoral students may not enroll in dissertation credits until they have completed all required coursework and exams, and their submitted Advancement to Candidacy Form is approved in Grad Rebel Gateway.
- **Qualifying exam outcomes & retake policy:** Pass / Pass with Distinction (unanimous committee vote, excluding Grad College rep) / Fail; one resubmission allowed 4+ months later and no later than the following semester.
- **Representative full-time semester plan** (8 terms, with dissertation in Semesters 7-8) is provided in the proposal for planning purposes.

Professional Code of Ethics/Discipline Guidelines

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

Statement of Professional Standards and Expectations

- Doctoral students in Multilingual Education are members of a research, teaching, and service community. You are expected to uphold university policies on academic integrity and conduct; protect human subjects and privacy; practice inclusive, ethical scholarship; and make steady, timely progress toward your degree.

What we expect of every doctoral student

- **Academic integrity & professionalism.** Follow UNLV's Student Conduct Code and Academic Integrity Policy in all coursework, research, and teaching.
- **Ethical research & compliance.** Obtain IRB approval before collecting or analyzing human subjects data; conduct research consistent with the Belmont Report's principles of respect for persons, beneficence, and justice.
- **Privacy & data stewardship.** Safeguard confidential information and student records in accordance with FERPA and applicable university guidance.
- **Scholarly conduct & authorship.** Adhere to disciplinary ethics for education researchers (e.g., transparency, proper citation, fair authorship, conflict-of-interest disclosure).
- **Professional engagement.** Participate in relevant professional communities (e.g., AERA, AAAL, TESOL, NABE, SRCD, NAEYC) and follow their codes of conduct and standards when presenting, publishing, or volunteering.
- **Progress & communication.** Meet program benchmarks and deadlines (qualifying portfolio, proposal, candidacy, dissertation) and communicate proactively with your advisor and committee per Graduate College/handbook guidance.

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 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.

Discipline Resources

Bookmark these links and build a monthly routine: (1) scan 2–3 journals for recent articles aligned to your research strand; (2) check conferences for Call for Proposal deadlines and proposal formats; (3) engage with professional organizations for SIGs (Special Interest Groups), webinars, and policy updates; and (4) follow the APA resources for writing and formatting.

Writing Style Guide (APA)

- **APA Style, 7th ed. (official site):** <https://apastyle.apa.org/>
- **APA Quick Reference (official PDF):** <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>
- **Purdue OWL – APA 7th (tutorials & samples):**
https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html

When to use: Throughout all coursework, portfolio materials, proposals, IRB submissions, and the dissertation.

Professional Organizations (Bilingual/Multilingual/Literacy Focus)

- **TESOL International Association:** <https://www.tesol.org/>
- **National Association for Bilingual Education (NABE):** <https://nabe.org/>
- **American Association for Applied Linguistics (AAAL):** <https://www.aaal.org/>
- **American Educational Research Association (AERA):** <https://www.aera.net/>
- **AILA – International Association of Applied Linguistics:** <https://aila.info/>
- **WIDA Consortium (UW–Madison):** <https://wida.wisc.edu/>
- **Center for Applied Linguistics (CAL):** <https://www.cal.org/>
- **Literacy Research Association (LRA):** <https://literacyresearchassociation.org/>
- **Society for Scientific Studies of Reading (SSSR):** <https://www.triplesr.org/>

When to use: Join relevant interest sections/SIGs, monitor policy briefs, and access webinar libraries. Ideal for networking, job boards, and identifying co-authors across subfields.

Professional Organizations (Early Childhood Focus)

- **NAEYC – National Association for the Education of Young Children:**
<https://www.naeyc.org/>
- **SRCD – Society for Research in Child Development:** <https://www.srkd.org/>
- **DEC – Division for Early Childhood (DEC):** <https://www.dec-sped.org/>
- **ZERO TO THREE:** <https://www.zerotothree.org/>
- **EECERA – European Early Childhood Education Research Association:**
<https://www.eecera.org/>
- **ELLRA - Early Language Learning Research Association:** <https://ellra.org/>

- **IASCL - International Association for the Study of Child Language:**
<https://www.childlanguage.org/>

- **CDS - Cognitive Development Society:** <https://cogdevsoc.org/>

When to use: Track research-to-policy updates, practice standards, and position statements. Most offer student memberships, travel awards, and methods workshops.

Conferences (Bilingual/Multilingual/Literacy)

- **TESOL International Convention & Expo:** <https://www.tesol.org/international-convention/>
- **NABE Annual Conference:** <https://nabe.org/> (conference details posted seasonally)
- **AAAL Annual Conference:** <https://www.aaal.org/events>
- **AERA Annual Meeting (multiple language-related SIGs):**
<https://www.aera.net/Events-Meetings/Annual-Meeting>
- **International Symposium on Bilingualism (ISB):**
<https://www.bcbl.eu/events/isb15/en/>
- **LRA Annual Conference** <https://literacyresearchassociation.org/current-conference/>
- **Society for the Scientific Study of Reading Annual Meeting:** <https://www.triplesr.org/>

When/How to use: Identify Call for Proposal themes, word/character limits, and proposal rubrics; build your annual presentation plan (aim for at least one submission per year).

Conferences (Early Childhood)

- **NAEYC Annual Conference:** <https://www.naeyc.org/events/annual>
- **SRCD Biennial Meeting:** <https://www.srcd.org/events>
- **ZERO TO THREE LEARN Conference:** <https://www.zerotothree.org/learn-conference/>
- **EECERA Annual Conference:** <https://www.eecera.org/conferences/>
- **APPAM Fall Research Conference (policy-focused, many ECE strands):**
<https://www.appam.org/conference-events/>
- **IASCL Triennial Meeting:** <https://www.childlanguage.org/>
- **CDS Biennial Meeting:** <https://cogdevsoc.org/>

When to use: Map methods-focused pre-conference workshops; target sessions that connect ECE and multilingual learner policy/practice.

Important Journals (Bilingual/Multilingual Research)

- **TESOL Quarterly (Wiley):** <https://onlinelibrary.wiley.com/journal/15457249>
- **International Journal of Bilingual Education and Bilingualism (Taylor & Francis):**
<https://www.tandfonline.com/journals/rbeb20>
- **Journal of Multilingual and Multicultural Development (Taylor & Francis):**
<https://www.tandfonline.com/journals/rmmm20>
- **International Journal of Multilingualism (Taylor & Francis):**
<https://www.tandfonline.com/journals/rmjm20>
- **Bilingualism: Language and Cognition (Cambridge):**
<https://www.cambridge.org/core/journals/bilingualism-language-and-cognition>
- **Journal of Language, Identity & Education (Taylor & Francis):**
<https://www.tandfonline.com/journals/hlie20>
- **The Modern Language Journal (Wiley):**
<https://onlinelibrary.wiley.com/journal/15404781>
- **Language Policy (Springer):** <https://link.springer.com/journal/10993>
- **Bilingual Research Journal (Taylor & Francis):**
<https://www.tandfonline.com/journals/ubjr20>
- **International Journal of the Sociology of Language (De Gruyter Brill)**
https://www.degruyterbrill.com/journal/key/ijsl/html?lang=en&srsId=AfmBOooST-nldmZeLV5X90Sw8g-zhL9mD-g6HlqLp4ePSC_dQ7b2qhFA
- **Current Issues in Language Planning (Taylor & Francis):**
<https://www.tandfonline.com/toc/rcip20/current>

- **Journal of Child Language (Cambridge):**
<https://www.cambridge.org/core/journals/journal-of-child-language>
- **Applied Psycholinguistics (Cambridge):**
<https://www.cambridge.org/core/journals/applied-psycholinguistics>

When to use: Start an alert for your keywords; skim “Early View/Online First” to track methods and datasets; reference recent special issues in proposals.

Important Journals (Early Childhood Research)

- **Early Childhood Research Quarterly (Elsevier):**
<https://www.sciencedirect.com/journal/early-childhood-research-quarterly>
- **Early Education and Development (Taylor & Francis):**
<https://www.tandfonline.com/journals/heed20>
- **Child Development (SRCD/Oxford/Wiley platform):**
<https://academic.oup.com/chidev>
- **International Journal of Early Childhood (Springer):**
<https://link.springer.com/journal/13158>
- **International Journal of Early Years Education (Taylor & Francis):**
<https://www.tandfonline.com/journals/ciey20>
- **Journal of Early Childhood Literacy (SAGE):** <https://journals.sagepub.com/home/ecl>
- **Reading Research Quarterly (ILA/Wiley):**
<https://ila.onlinelibrary.wiley.com/journal/19362722>
- **AERA Open (SAGE, open access):** <https://journals.sagepub.com/home/ERO>

When to use: Align your literature maps and target journals with your study design (e.g., ECRQ for mixed-methods ECE policy/practice; RRQ for literacy-focused interventions; AERA Open for rapid, open-access dissemination).

Tips for Staying Current

- Set Google Scholar alerts for 5-7 keywords (e.g., “dual language bilingual education,” “TESOL,” “early childhood,” “multilingual learners”).
- Create Table-of-Contents (TOC) alerts for 3-5 target journals.
- Join at least one organization and one SIG; attend a webinar each month.
- Before submitting, study 2-3 recent articles in your target journal to mirror structure, framing, and reporting standards.

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 \(ISSC\)](#) 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
12/11/2025	Alain Bengochea	17-0-0	Voting to adopt handbook