

Doctor of Philosophy - Curriculum & Instruction

Plan Description

This course of study is for professional educators who desire to extend and advance knowledge in the theory and practice of education as university researchers or leaders in an array of other education-related settings, both in the United States and abroad. The completion of this degree will particularly enable individuals to become skilled researchers as members of university faculties.

Upon completion of the program, graduates will:

Have an understanding of the theoretical and historical foundations of education.

Demonstrate knowledge and synthesis of major research in teaching and schooling.

Demonstrate knowledge and research application in the area of emphasis: career & technical and post-secondary education (CTPE), cultural studies, international, and multicultural education (CSIEME), interaction and media sciences, literacy, mathematics education, and science education.

Demonstrate college-level teaching experience.

Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.

Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of research emphasis include:

Career & Technical and Postsecondary Education (CTPE)

The Doctor of Philosophy (Ph.D.) - Curriculum and Instruction with a Concentration in Career & Technical and Postsecondary Education (CTPE) is a research and professional leadership degree. It is designed to develop future leaders/educators who will make well-informed, theory-based, research supported, and data driven decisions related to planning, organizing, delivering and evaluating the many components and systems connecting education, work, and economic development. Program graduates typically seek research and teaching faculty positions in universities; administrative and policy positions in local, state and national education and other governmental agencies; instructional/curricular leadership positions within school districts; leadership and teaching positions in secondary, community and technical colleges, and training positions in a variety of adult education and training environments. Graduates will be prepared to assume leadership positions in Southern Nevada and throughout Nevada and the Nation.

Cultural Studies, International Education, and Multicultural Education (CSIEME)

The Cultural Studies, International Education, and Multicultural Education (CSIEME) emphasis is comprised of three related disciplinary strands that promote interdisciplinary and decolonizing approaches to research and teaching. Multicultural Education is the emphasis' core strand. Multicultural Education engages critical pedagogy as the basis for social change through promotion of the democratic principles of social justice. Through enactment of critical pedagogy focused on knowledge, reflection,

and action (praxis), Multicultural Education accepts and affirms—through radical transformation of interpersonal interactions, curricula, and instructional strategies—the pluralism that students, their families and communities, and educators represent. Through the core Multicultural Education strand, CSIEME students critically re/consider the Eurocentric canon in re/claiming educational processes that challenge and reject white supremacy, predatory capitalism, racism, sexism, and other forms of discrimination in PK-12 and higher education and society. Through the International Education strand CSIEME students engage critical views of comparative, international, global, inter-nation, and related diaspora educational constructs, in particular challenging the global north-south binary that perpetuates the belief that Westernization and Western approaches to education/educational systems are superior and, thus, should continue to drive education around the world. Through the Cultural Studies strand, CSIEME students critically examine factors fostering the emergence and proliferation of critical consciousness about social structures and systems that oppress, marginalize, minoritize, and/or discriminate, as well as of critical action leading to emancipation, solidarity, liberation, and freedom from these structures and systems.

Interaction and Media Sciences

The goal of our program is to enable students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology. The focus of the program is on content, pedagogy, technology, and a wide range of associated issues. Students will develop expertise in critical analysis, deconstruction, and research on educational technology. The program will prepare students for a variety of professional careers related to teaching and learning in both academic and non-academic settings, such as K-12 schools, community colleges, universities, state and federal agencies, and private organizations.

Literacy Education

Doctoral students in Literacy Education will be engaged in exploring relationships among language, literacy, culture and social justice. They will develop expertise in critical analysis and methodological approaches for conducting research on literacy teaching and learning (e.g., curriculum design; assessment; policy; new literacies; issues related to gender, race, and class; and attention to comparative, international, and cross-cultural studies in education). Students will have opportunities for clinical and field-based work in conjunction with our teacher education program, the Gayle A. Zeiter Literacy Development Center, the Southern Nevada Writing Project, and other community organizations. Through an emphasis on the integration of theory, research and practice, students will demonstrate a well-grounded understanding of the literacy content, pedagogy, technology, and issues associated with teaching and learning in literacy education.

Mathematics Education

The purpose of the Ph.D. Program in Mathematics Education is to prepare individuals for research and teacher education careers in higher education and for leadership positions in educational settings. The program is designed to develop expertise in conceptualizing, conducting and reporting research in mathematics education and to improve student knowledge about the field of mathematics education. Students choosing this area of study will find themselves challenged with the latest ideas and theories in the field. The program is consistent with other top graduate programs and is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching.

Science Education

Doctoral students electing this Ph.D. area of study will be engaged in developing expertise in critical analysis, deconstruction, and research on teaching and learning science including, but not limited to: curriculum design, assessment, and scientific literacy. Through our program students will engage in critical study of teaching and learning science. Students will have the opportunity to participate in

research projects and teaching experiences aimed at improving science learning for all ages and across a range of settings. In essence, the development and offering of this Ph.D. emphasis is consistent with offerings at other top graduate schools of education. Indeed, this goal is consistent with UNLV Top Tier goals designed to advance the research functions of UNLV while maintaining high quality teaching.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

Plan Admission Requirements

Application deadlines

Applications available on the UNLV Graduate College website.

Specific admission criteria for the PhD - Curriculum and Instruction include:

All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.

For subplans 7-12, post-bachelors, hold a bachelor's degree from an accredited program in an area closely related to the chosen field of specialization.

Have a grade point average of 3.0 or higher in all graduate level coursework for the post-master's subplans.

Have a grade point average of 3.0 or higher in all undergraduate level coursework for the post-bachelor's subplans.

*Please note that one third of the total program hours may be transferred from another accredited doctoral program.

Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.

Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.

Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.

Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.

Submit a Personal Statement via the Graduate College online application that addresses in detail:

Emphasis area of study
 Reasons for pursuing a doctorate in education
 Expectations concerning the doctoral program
 Potential areas of study
 The name of a faculty member in the department with whom you would like to work [optional]

Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

Subplan 1: Career & Technical and Postsecondary Education Post-Master's Track
 Subplan 2: Cultural Studies, International Education, and Multicultural Education Post-Master's Track
 Subplan 3: Interaction and Media Sciences Post-Master's Track
 Subplan 4: Literacy Education Post Master's Track
 Subplan 5: Mathematics Education Post-Master's Track
 Subplan 6: Science Education Post-Master's Track
 Subplan 7: Career & Technical and Postsecondary Education Post-Bachelor's Track
 Subplan 8: Cultural Studies, International Education, and Multicultural Education Post-Bachelor's Track
 Subplan 9: Interaction and Media Sciences Post-Bachelor's Track
 Subplan 10: Literacy Education Post Bachelor's Track
 Subplan 11: Mathematics Education Post-Bachelor's Track
 Subplan 12: Science Education Post-Bachelor's Track

Subplan 1 Requirements: Career & Technical and Postsecondary Education Post-Master's Track

Total Credits Required: 60

Course Requirements

T&L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] Complete two additional advisor approved research courses (6 credits)	
CIG 690 Teachers as Action Researchers	3
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
[After] EPY 720 - Research Design in Education	
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 729 Qualitative Case Study Research	3
EPY 730 Advanced Research Methods	3
EPY 731 Mixed Methods Research	3
EPY 733 Multivariate Statistics	3
EPY 738 Discourse Analysis	3

Individual Specialization Required Courses – Credits: 15

Select five of the following:

EDW 719 Leadership in Workforce Education and Development	3
EDW 745 Theories of Adult Learning	3
EDW 746 History and Development of Two Year Postsecondary Institution	3
EDW 747 Workforce Education Teaching	3
EDW 749R Evaluation of Workforce Education Programs	3
EDW 763 Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership	3
EDW 768 Grantsmanship in Education	3

Individual Specialization Elective Courses – Credits: 9

Complete 9 credits of advisor-approved courses outside the CTPE program (e.g., Technology, learning and cognition, cultural studies, etc.) should be selected to broaden the student's knowledge and research procedures.

Applied Research and/or Instructional Practice – Credits: 6

Complete six credits of a research internship and/or a college teaching internship.

EDW 735 Practicum in Workforce Education	3
CIG 791 Internship in Curriculum and Instruction	1 – 3

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

All coursework must be approved by the doctoral student's advisor.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Cultural Studies, International Education, and Multicultural Education Post-Master's Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] Complete two additional advisor approved research courses. (6 credits)	

CIG 690 Teachers as Action Researchers	3
EPY 719 Advanced Qualitative Research	3
[After] EPY 720 Research Design in Education	3

EPY 729 Qualitative Case Study Research	3
EPY 730 Advanced Research Methods	3
EPY 738 Discourse Analysis	3
EPY 768 Problem Solving and Reasoning	3

Individual Specialization Required Courses – Credits: 9

CME 640 Theory and Research Multicultural Education	3
CME 720 Comparative Studies in Learning, Teaching, and Curriculum	3
CME 710 Introduction to Cultural Studies in Education	3

Applied Research and Practice – Credits: 6

CIG 791 Internship in Curriculum and Instruction	1 – 3
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Individual Specialization Elective Courses – Credits: 15

Complete 15 credits of advisor-approved courses.

CME 600 Multicultural Education	3
CME 620 Topics Multicultural Education	3
CIG 773 Critical Literacies/Critical Pedagogies	3

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

All coursework must be approved by the doctoral student's advisor.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Interaction and Media Sciences Post-Master's Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 15

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
CIT 780 Educational Technology Research and Practice	3

[After] Complete two additional advanced research courses approved by an advisor.

EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
[After] EPY 720 - Research Design in Education	
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 730 Advanced Research Methods	3
EPY 733 Multivariate Statistics	3
EPY 738 Discourse Analysis	3

Content Area Required Courses – Credits: 18

CIT 770 Foundations in Technology & Learning	3
CIT 773 Interaction Design	3
CIT 774 Behavioral Sciences & Technology	3
CIT 775 Affect & Technology	3
CIT 776 Emerging Technologies for Learning	3
CIT 778 Instructional Design	3

Individual Specialization Elective Courses– Credits: 9

Complete 9 hours of advisor-approved courses within and/or outside the department.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 4 Requirements: Literacy Education Post-Master's Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] Complete two additional advisor approved research courses.	
EPY 719 Advanced Qualitative Research	3
[After] EPY 720 - Research Design in Education	
EPY 729 Qualitative Case Study Research	3
EPY 730 Advanced Research Methods	3
EPY 738 Discourse Analysis	3
EDW 768 Grantsmanship in Education	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 733 Multivariate Statistics	3

Individual Specialization Required Courses – Credits: 9

CIL 772 Cognitive Foundations of Literacy	3
CIL 774 Historical Foundations of Literacy Research and Instruction	3
CIL 776 Social and Political Issues in Literacy	3

Individual Specialization Elective Courses – Credits: 21

Complete 21 credits of advisor-approved courses within and/or outside the department to support applied research, practice, theory, and content that aligns with individual scholarly goals.

Dissertation – Credits: 12

CIG 799 Dissertation

3

Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process). Students may begin developing their qualifying examination questions and commence their qualifying exam upon completion of minimum program requirements and advisor approval.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Mathematics Education Post-Master's Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] Complete two additional advisor approved research courses.	
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 730 Advanced Research Methods	3
EPY 733 Multivariate Statistics	3

Individual Specialization Required Courses – Credits: 9

CIG 720 Principles of Mathematics Learning	3
CIG 783 Theory and Research in School Mathematics	3
CIG 787 Individual Instruction in Mathematics Education	3

Applied Research and Practice/Internship – Credits: 6

CIG 791 Internship in Curriculum and Instruction	1 – 3
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Individual Specialization Elective Courses – Credits: 15

Complete 15 credits of advisor-approved courses within and/or outside the department.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Science Education Post-Master's Track

Total Credits Required: 60

Course Requirements

T & L Required Courses – Credits: 6

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] Complete two additional advisor approved research courses.	
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 730 Advanced Research Methods	3

EPY 733 Multivariate Statistics	3
EDW 768 Grantsmanship in Education	3

Individual Specialization Required Courses – Credits: 9

CIG 777 Principles of Learning Science	3
CIG 784 Theory and Research in School Science	3
[After] Complete one additional advisor approved course.	
CIG 775 Theoretical Frameworks for Science Education	3
CIG 776 Philosophical Foundations of Science Education	3

Applied Research and Practice – Credits: 6

CIG 788 Individual Instruction in Science Education	3
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Individual Specialization Elective Courses – Credits: 15

Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department. Courses will be selected to broaden the student's knowledge in areas related to student's area of emphasis (e.g. science content courses with a BIO, CHE, PHY, ENV, GEO, GEY, ENG, AST, or SCI prefix, technology, learning and cognition, and cultural studies)

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

Complete a minimum of 60 credit hours beyond the master's degree.

Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 7 Requirements: Career & Technical and Postsecondary Education Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits:9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course-Credits:3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis	3 – 9
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction	

T & L Required Course-Credits:3

CIG 790 Doctoral Research Seminar**3****Research Course-Credits:3**

Complete one of the following courses or another advisor approved research course.

CIG 690 Teachers as Action Researchers	3
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 729 Qualitative Case Study Research	3
EPY 730 Advanced Research Methods	3
EPY 731 Mixed Methods Research	3
EPY 733 Multivariate Statistics	3
EPY 738 Discourse Analysis	3

Individual Specialization Required Courses-Credits: 15

Select five of the following:

EDW 719 Leadership in Workforce Education and Development	3
EDW 745 Theories of Adult Learning	3
EDW 746 History and Development of Two Year Postsecondary Institution	3
EDW 747 Workforce Education Teaching	3
EDW 749R Evaluation of Workforce Education Programs	3
EDW 763 Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership	3
EDW 768 Grantsmanship in Education	3

Individual Specialization Elective Courses-Credits: 9

Complete 9 credits of advisor-approved courses outside the CTPE program (e.g., Technology, learning and cognition, cultural studies, etc.) should be selected to broaden the student's knowledge and research procedures.

Applied Research and/or Instructional Practice-Credits: 6

Complete six credits of a research internship and/or a college teaching internship

EDW 735 Practicum in Workforce Education	3
CIG 791 Internship in Curriculum and Instruction	1 – 3

Dissertation-Credits: 12

CIG 799 Dissertation

3

Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 8 Requirements: Cultural Studies, International Education, and Multicultural Education Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits: 9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course-Credits: 3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis	3 – 9
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction	

T & L Required Course- Credits:3

CIG 790 Doctoral Research Seminar	3
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Research Course-Credits:3

Complete one advisor approved research course

Individual Specialization Required Courses-Credits: 9

CME 640 Theory and Research Multicultural Education	3
CME 720 Comparative Studies in Learning, Teaching, and Curriculum	3
CME 710 Introduction to Cultural Studies in Education	3

Applied Research and Practice-Credits: 6

CIG 791 Internship in Curriculum and Instruction

1 – 3

Individual Specialization Elective Courses-Credits: 15

Complete 15 credits of advisor-approved courses

Dissertation-Credits: 12

CIG 799 Dissertation

3

Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 9 Requirements: Interaction and Media Sciences Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits: 9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course-Credits: 3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department and/or via RPDP (Regional Professional Development Program) linked approved UNLV classes with an emphasis in Interaction and Media Sciences or educational technology.

RPDP courses must be approved by the faculty advisor and graduate coordinator. Not all RPDP courses count.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis	3 – 9
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction	

T & L Required Course-Credits: 3

CIG 790 Doctoral Research Seminar	3
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Research Course-Credits: 6

Complete two of the following courses or other advisor approved research courses

CIT 780 Educational Technology Research and Practice	3
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 730 Advanced Research Methods	3
EPY 733 Multivariate Statistics	3
EPY 738 Discourse Analysis	3

Content Area Required Courses-Credits: 18

CIT 770 Foundations in Technology & Learning	3
CIT 773 Interaction Design	3
CIT 774 Behavioral Sciences & Technology	3
CIT 775 Affect & Technology	3
CIT 776 Emerging Technologies for Learning	3
CIT 778 Instructional Design	3

Individual Specialization Elective Courses-Credits: 9

Complete 9 hours of advisor-approved courses within and/or outside the department

Dissertation-Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 10 Requirements: Literacy Education Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits: 9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course-Credits: 3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department and/or via RPDP (Regional Professional Development Program) linked approved UNLV classes with an emphasis in Literacy Education.

RPDP courses must be approved by the faculty advisor and graduate coordinator. Not all RPDP courses count.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis **3 – 9**
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction

T & L Required Course-Credits: 3

CIG 790 Doctoral Research Seminar **3**

Research Course-Credits: 3

Complete one of the following courses or another advisor approved research course.

EPY 719 Advanced Qualitative Research **3**
EPY 729 Qualitative Case Study Research **3**
EPY 730 Advanced Research Methods **3**
EPY 738 Discourse Analysis **3**
EPY 722 Inferential Statistics and Experimental Design **3**
EPY 726 Advanced Evaluation Research Methods **3**
EPY 733 Multivariate Statistics **3**
EDW 768 Grantsmanship in Education **3**

Individual Specialization Required Courses-Credits: 9

CIL 772 Cognitive Foundations of Literacy **3**
CIL 774 Historical Foundations of Literacy Research and Instruction **3**
CIL 776 Social and Political Issues in Literacy **3**

Individual Specialization Elective Courses-Credits: 21

Complete 21 credits of advisor-approved courses within and/or outside the department to support applied research, practice, theory, and content that aligns with individual scholarly goals.

Dissertation-Credits: 12

CIG 799 Dissertation

3

Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 11 Requirements: Mathematics Education Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits: 9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course-Credits: 3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department and/or via RPDP (Regional Professional Development Program) linked approved UNLV classes with an emphasis in mathematics education.

RPDP courses must be approved by the faculty advisor and graduate coordinator. Not all RPDP courses count.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis	3 – 9
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction	

T & L Required Course-Credits: 3

CIG 790 Doctoral Research Seminar	3
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Research Course-Credits: 3

Complete one advisor approved research course

Individual Specialization Required Courses-Credits: 9

CIG 720 Principles of Mathematics Learning	3
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CIG 783 Theory and Research in School Mathematics **3**

CIG 787 Individual Instruction in Mathematics Education **3**

Applied Research and Practice Internship-Credits: 6

CIG 791 Internship in Curriculum and Instruction **1 – 3**

Individual Specialization Elective Courses-Credits: 15

Complete 15 credits of advisor-approved courses within and/or outside the department.

Dissertation-Credits: 12

Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 12 Requirements: Science Education Post-Bachelor's Track

Total Credits Required: 81

Course Requirements

Research Courses-Credits: 9

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Theoretical Foundations Course- Credits: 3

CIG 761 Theoretical Foundations of Education	3
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Core M.S. Emphasis Area Courses-Credits: 15

600 or 700 level advisor approved courses from within or outside the department and/or via RPDP (Regional Professional Development Program) linked approved UNLV classes with an emphasis in science education.

RPDP courses must be approved by the faculty advisor and graduate coordinator. Not all RPDP courses count.

Thesis-Credits: 6

CIG 699 Curriculum and Instruction Thesis	3 – 9
[After] After successfully completing the requirements above, students are eligible to earn the Master of Science in Curriculum and Instruction	

T & L Required Course-Credits: 3

CIG 790 Doctoral Research Seminar	3
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Research Course-Credits: 3

Complete one of the following courses or another advisor approved research course.

EDW 768 Grantsmanship in Education	3
EPY 716 Evaluation Research Methods	3
EPY 719 Advanced Qualitative Research	3
EPY 722 Inferential Statistics and Experimental Design	3
EPY 726 Advanced Evaluation Research Methods	3
EPY 730 Advanced Research Methods	3
EPY 733 Multivariate Statistics	3

Individual Specialization Required Courses-Credits: 9

CIG 777 Principles of Learning Science	3
CIG 784 Theory and Research in School Science	3
[After] Complete one additional advisor approved course	
CIG 775 Theoretical Frameworks for Science Education	3
CIG 776 Philosophical Foundations of Science Education	3

Applied Research and Practice-Credits: 6

CIG 788 Individual Instruction in Science Education	3
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Individual Specialization Elective Courses-Credits: 15

Complete 15 credits of advisor-approved emphasis-area courses within and/or outside the department. Courses will be selected to broaden the student's knowledge in areas related to student's area of emphasis (e.g. science content courses with a BIO, CHE, PHY, ENV, GEO, GEY, ENG, AST, or SCI prefix, technology, learning and cognition, and cultural studies)

Dissertation-Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

M.S. degree

Students must complete a minimum of 33 credit hours with a minimum GPA of 3.00 for the M.S. degree. EPY 702 must be taken prior to EPY 718 or EPY 721.

In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. Before doing the thesis research, students must defend their thesis proposal to their committee.

It is encouraged for students to do the thesis proposal defense and work on IRB approval prior to the semester when the CIG 699 credits will be taken.

Complete and defend a thesis. Students must be enrolled in thesis credits the semester of graduation.

Ph.D. degree

Maintain an overall GPA of 3.00 or higher for all course work taken to fulfill the minimum 81 credits for the Ph.D. degree.

In consultation with his/her advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.

Pass a written qualifying examination prior to commencing work on the dissertation proposal or dissertation (See the Doctoral Handbook for more detailed information on this process).

Graduation Requirements

See Plan Graduation Requirements below.

Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.

M.S. degree

The student must submit and successfully defend his/her thesis by the posted deadline. See the Graduate College website for required forms, formatting requirements for the thesis, and due dates.

Ph.D. degree

The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public.

After the dissertation defense, the student must electronically submit a properly formatted pdf copy of their dissertation to the Graduate College for format check. Once the dissertation format has been approved by the Graduate College, the student will submit the approved electronic version to ProQuest.

Deadlines for dissertation defenses, format check submissions, and the final ProQuest submission can be found here.

The student must also file a copy of the dissertation with the Teaching and Learning Department.