

Master of Education - Special Education

2 Graduate Program Change 2020-21

I. General Information

The faculty member originating this proposal is to complete sections I and II.

TURN ON help text before starting this proposal by clicking  in the top right corner of the heading. You will need to turn on help text again after any actions that refresh the page including after saving proposals, importing information, or running impact reports.

IMPORT curriculum data from the Catalog by clicking  in the top left corner.

Do not make any changes to any information until the proposal has been launched in Step 4.

Department*

Early Childhood, Multilingual, and Special Education

Degree/ Certificate Name*

Master of Education - Special Education

Plan Code*

ESPMED

Degree Type*

Master of Education

Program Type*

Master's

II. Program Changes

FILL IN ONLY fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields. Do not make proposed changes to the information that was imported until after the proposal has been launched in Step 4. Changes will only be tracked after the proposal is launched

Are you changing admission requirements?*

Yes No

Are you changing course requirements?*

Yes No

Are you changing degree completion requirements?*

Yes No

Are you changing the primary instructional mode?*

Yes No

Are you changing program learning objectives?*

Yes No

If yes, describe changes to learning objectives:

Learning objectives for the ESPMED program have been revised to align to an updated version of the Council for Exceptional Children standards in special education. These standards guide the preparation of special education professionals and are required for program approval within the Nevada Department of Education. Additionally, it was noted that the current objectives in the catalog seem to focus only on the Autism subplan and not globally on the special education program. Revisions below are designed to update this so that the objectives reflect all of the subplans in special education.

Objectives for the Master of Education in Special Education are aligned to the Council for Exceptional Children Professional Preparation Standards, which outline the critical knowledge and skills required of special education professionals when working with individuals with disabilities. There are six categories of learning objectives for the Master of Education in Special Education program; subplans individualize these objectives to provide specificity for exceptionality area. The objectives of the program are:

1. Assessment: Candidates will (a) describe different types of formal and informal assessments; (b) select and administer assessments for a variety of educational purposes; and (c) interpret and share results for actionable instruction.
2. Collaboration: Candidates identify (a) characteristics of, and strategies to build, collaborative partnerships with colleagues, families, and the community; and (b) subsequently develop collaborative partnerships with colleagues, families, and the community.
3. Culture: Candidates will (a) identify major theories, research, and practices related to the role of culture in instruction; (b) examine personal/ cultural experiences and biases that influence beliefs and practices brought to the learning environment; and (c) create environments, collaborations, and instruction that foster individual and group cultural identities.
4. Instructional Practice: Candidates will (a) identify, design and implement effective evidence based interventions aligned to learning standards; and (b) adapt instruction based on learner performance data.
5. Learning Environments: Candidates will identify, design, and adapt components of learning environments to support diverse learners' access and participation.
6. Professionalism: Candidates will (a) identify critical issues in their area of study and describe evidence based interventions to address those issues; (b) reflect upon their own skills in implementing evidence based interventions and select professional support based on the reflection; and (c) advocate to ensure equity of access while continuing to uphold standards of ethical practice.

**Provide a Brief
Summary of
Proposed Changes**

There are two categories of changes being made to the Master of Education in Special Education program: (1) revision of inaccurate and inconsistent language in the catalog and (2) clarification of the structure of the special education subplans, addition of new courses approved in the fall for subplans, requirements related to student teaching and field experience, and the comprehensive exam process.

For changes related to the revision of inaccurate and inconsistent language, it was noted that the objectives for the Master of Education in Special Education program that are listed in the catalog are old objectives for the Autism subplan. We are not sure how this language was copied into the overall program, but we are revising that language to better highlight the objectives for the overall degree program. Additionally, there was inconsistent language used across subplans about the student teaching and fieldwork requirements as to whether it was required or optional relative to the Master's degree. We revised language throughout to ensure consistency. These revisions are simply clean-up revisions to fix inaccuracies in the catalog.

For changes related to the clarification of subplans, all subplans were revised to follow a similar structure: (1) required foundational courses, (2) exceptionality-specific courses, (3) special education elective courses, and (3) fieldwork. Each subplan leads to a different licensure area, so there are different courses and structures that adhere to licensure requirements in each area. However, we wanted to highlight the similarities between programs within the special education degree program.

For new courses, we added ESP 710 as a required course in Generalist, Intellectual Disabilities, and Gifted Education subplans; this course replaced ESP 763Q which was removed as a requirement. For the ABA subplan, we added ESP 751 and 753. These are two new courses required for certification from the BCBA credentialing agency. ESP 751 replaced ESP 763N (which was removed) and ESP 753 was added as a new course; both of these courses were approved in the fall.

Language related to student teaching and field experience was clarified throughout. For all subplans, these experiences may be required by the state of Nevada for certification in special education; however, they are optional for the completion of the Master's degree. Additionally, a seminar attached to field experience was added as a required component of field experience if students elected to complete that option. Finally, language related to the ELAD endorsement was revised to reflect new language related to this endorsement approved by the Nevada Department of Education.

Finally, language related to the comprehensive exam process in the department was clarified. This specifically relates to the retake policies for the subplans in the special education program if a student fails comprehensive exams.

Provide a rationale for each proposed change

Rationale for each change is provided below.

1. Objectives and optional status of field experience: these changes are made to accurately reflect the program requirements. The objectives included were copied from the Autism subplan and field experience is optional for the Master's degree but may be required for licensure. This was just unclear in the catalog so these revisions make clear that field experience may be required for licensure but not for the Master's degree.
2. Clarification of the subplans ensures consistency across all of the exceptionality areas in special education and provides more clarity for students and advisors when completing the Plan of Study. Additionally, the Emotional Disturbance subplan was revised to the Emotional and Behavioral Disorders subplan, as that is the current language for this disability area in the field. This reflects more up-to-date information in special education.
3. Two new courses were approved in the fall of 2020 (ESP 710 and ESP 751). These were standalone courses that replaced ESP 763Q and ESP 763N, respectively. Subplans that required these two courses were updated to reflect the new course numbers. Additionally, ESP 753 is a new course approved in fall of 2020 for ABA credentialing. It was added to the ABA subplan. These courses keep our subplans aligned to state certification and credentialing in ABA.
4. A two-credit seminar for student teaching/field experience is required if students choose the option of completing field experience. This two-credit seminar was added to each subplan.
5. Language related to field experience and the ELAD endorsement was updated in the Plan Description to be clear on how students can earn licensure in the state of Nevada after the completion of their Master's degree.
6. Language related to applying for comprehensive exams and the process that occurs if students do not pass their comprehensive exam was added in the Plan Description requirements. It is unclear in the catalog as to what happens when a student does not pass their exam; this was just clarified in the revision.

Do not make any changes to any information until the proposal has been launched in Step 4.

Follow these steps to change the program curriculum:

1. Click on  "View Curriculum Schema." Edit existing cores or click 'Add Core' and name your core (please use a comparable degree program in the current graduate catalog as a template). Edit or add any descriptive text (do not add courses until Step 2). Descriptive text is generally used in the following cores: Plan Description, Plan Admission Requirements, Plan Requirements, Plan Graduation Requirements.
2. There are two options for adding courses (see Step 3 to remove courses): "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.
3. Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 2. Select the courses you wish to add. For removing courses click on the  and proceed.

After you have launched proposal, update prospective curriculum here*

Plan Description

The Master of Education in Special Education program is designed to meet the needs of persons who hold a baccalaureate degree and wish to earn a master's degree in special education or early childhood education special education, with or without licensure. A number of specific focus areas are available and can lead to the following Nevada Department of Education endorsements: Applied Behavior Analysis, Autism, Early Childhood Special Education, Emotional and Behavioral Disorders, Generalist-Mild Disabilities, Gifted and Talented, Intellectual Disabilities, Learning Disabilities, or other professional areas. The Master of Education – Special Education program requires 36 credits of graduate-level coursework. Several subplans in the Master of Education in Special Education program are approved for licensure or certification through outside professional organizations (e.g., Nevada Department of Education, BCBA). Coursework described in each subplan has been approved for these certifications, however there may be additional requirements for students to apply for and earn licensure or certification (e.g., additional testing, student teaching, fieldwork). Students are required to meet with their advisor and review licensure and certification organization websites to ensure that their plan of study and additional activities align to these requirements. 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. In addition to meeting the admission requirements of the Graduate College, as outlined in the front of this catalog, applicants must also meet the requirements established by the Department of Early Childhood, Multilingual, and Special Education. They are: 1. A minimum grade point average of 2.75 for all undergraduate work or a 3.00 grade point average for the last two years of undergraduate work. Admission to a master's degree program in special education requires that students with a GPA of less than 2.75 be admitted to the graduate program with provisional status; and 2. A 350-400 word letter of application/intent that discusses (a) the special education area(s) of concentration you are interested in, (b) your professional and academic goals, and (c) a discussion of your experience relevant to your area of interest. Applications are processed when all credentials required by both the Graduate College and the Department of Early Childhood, Multilingual, and Special Education have been received by the Graduate Coordinator. The Graduate Coordinator evaluates the applicant's credentials and recommends either 1) admission to full, contingency, or provisional graduate standing (depending on the strength of the applicant's academic credentials); or 2) denial. Those who wish to begin studies but who miss the application deadline may enroll as a non-degree graduate student. However, since there is no guarantee that

courses taken as a non-degree student will count toward a degree, and since a maximum of 15 hours taken prior to admission to the program may be used to

meet degree requirements, candidates are urged to seek advisement prior to registering for any course(s). Applicants should log back into their online applications to monitor the status of the application. Official decision letters will be posted in the online application once a decision has been made. Hard-copy letters are not issued. The online decision letter will include the name of the student's advisor. Students are responsible for contacting their advisors. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements. 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: Applied Behavioral Analysis Track Subplan 2: Autism Track Subplan 3: Emotional and Behavioral Disorders Track Subplan 4: Generalist – Mild Disabilities Track Subplan 5: Gifted and Talented Track Subplan 6: Intellectual Disabilities Track Subplan 7: Learning Disabilities Track Subplan 8: Other Professional Areas Track Subplan 9: Early Childhood Special Education Infant Track Subplan 10: Early Childhood Special Education Preschool Track

Subplan 1 Requirements: Applied Behavioral Analysis Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EDV 702 Research Methods	3

Applied Behavior Analysis Courses – Credits: 24

Complete 24 credits from the following list of courses, or other advisor-approved courses.

ESP 712 Applied Behavior Analysis	3
ESP 729 Characteristics of Students with Autism Spectrum Disorders	3
ESP 735 Advanced Behavior Management	3
ESP 739 Advanced Educational Strategies for Students with Autism Spectrum Disorders	3
ESP 740 Speech and Hearing Therapy for Classroom Teachers	3
ESP 762 Ethical Evaluation of Programs for Persons with Exceptionalities/Special Needs	3
ESP 751 Advanced Techniques in Applied Behavior Analysis	3
	<i>(Inactive- Hidden)</i>
ESP 753 Administration and Supervision of Special Education Programs	3

Elective Courses – Credits: 3

Complete 3 credits of advisor-approved course work.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 2 Requirements: Autism Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EPY 702 Research Methods	3

Autism Courses – Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses.

ESP 715 Communication Programming for Persons with Severe Disabilities	3
ESP 729 Characteristics of Students with Autism Spectrum Disorders	3
ESP 735 Advanced Behavior Management	3
ESP 739 Advanced Educational Strategies for Students with Autism Spectrum Disorders	3
ESP 740 Speech and Hearing Therapy for Classroom Teachers	3

Special Education Elective Courses - Credits: 12

Complete 12 credits from the following list of courses, or other advisor-approved courses.

ESP 709 Diagnostic and Prescriptive Assessment for Diverse Learners	3
ESP 719A Advanced Oral and Written Language Instruction for Students with Disabilities	3
ESP 724 Math Methods in Special Education	3
ESP 730 Parent Involvement in Special and General Education	3
ESP 734 Vocational and Career Education for Persons with Disabilities in Transition	3

Fieldwork Courses – Credits: 10 (Optional)

Fieldwork is optional for the completion of the Master of Education in Special Education - Autism degree, however, may be required for licensure in the state of Nevada. Students should meet with their advisor to discuss fieldwork options aligned to licensure requirements. If students register for fieldwork, then they must register for 8 credits of fieldwork (ESP 720) AND 2 credits of seminar (ESP 692; 10 credits total).

ESP 720 Field Experience in Special Education	1 – 9
ESP 692 Student Teaching Seminar	2

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 3 Requirements: Emotional and Behavioral Disorders Track

Total Credits Required: 36

Course Requirements

Required Courses - Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EPY 702 Research Methods	3

Emotional and Behavioral Disorders Courses – Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses. When registering for ESP 717B, you must register for three credits.

ESP 705 Psychological and Sociological Problems of Students with Emotional Disabilities	3
ESP 706 Advanced Educational Strategies for Students with Emotional Disabilities	3
ESP 717B Seminar in Advanced Curriculum Development	1 – 9
ESP 727 Technology in Special Education	3
ESP 735 Advanced Behavior Management	3

Elective Courses – Credits: 12

Complete 12 credits of advisor-approved elective courses.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 4 Requirements: Generalist - Mild Disabilities Track

Total Credits Required: 36

Course Requirements

Required Courses - Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EPY 702 Research Methods	3

Generalist Courses – Credits: 27

Complete 27 credits from the following list of courses, or other advisor-approved courses. When registering for ESP 737I (Resource Room Practicum), you must register for three credits.

ESP 708 Advanced Education Strategies for Students with Disabilities	3
ESP 709 Diagnostic and Prescriptive Assessment for Diverse Learners	3
ESP 710 Data-Based Decision Making and Student Growth Models	3
ESP 719A Advanced Oral and Written Language Instruction for Students with Disabilities	3
ESP 724 Math Methods in Special Education	3
ESP 730 Parent Involvement in Special and General Education	3
ESP 733 Management and Modification of Students with Special Needs	3
ESP 734 Vocational and Career Education for Persons with Disabilities in Transition	3
ESP 737I Resource Room	1-9

Student Teaching Courses – Credits: 12 (Optional)

Student teaching is optional for the completion of the Master of Education in Special Education - Generalist degree, however, may be required for licensure in the state of Nevada. Students should meet with their advisor to discuss student teaching options aligned to licensure requirements. If students register for student teaching, then they must register for 10 credits of student teaching (ESP 691) and 2 credits of seminar (ESP 692; 12 credits total).

ESP 691 Student Teaching in Special Education	1-12
ESP 692 Student Teaching Seminar	2

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 5 Requirements: Gifted and Talented Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 Research Methods	3
ESP 722 Multicultural Perspectives in Special Education	3

Special Education Course – Credits: 3

Complete 3 credits from the following list of courses or other advisor-approved courses.

ESP 701 Introduction to Special Education and Legal Issues	3
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Technology Course – Credits: 3

Complete 3 credits from the following list of courses or other advisor-approved courses.

CIT 601 Technology Applications Elementary Curriculum	3
ESP 727 Technology in Special Education	3

Assessment Course – Credits: 3

ASSESSMENT COURSE – CREDITS: 3

Complete 3 credits from the following list of courses or other advisor-approved courses. ESP 710 - Data-Based Decision Making and Growth Models

ESP 710 Data-Based Decision Making and Student Growth Models	3
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Gifted Education Courses – Credits: 12

Complete 12 credits from the following list of courses or other advisor-approved courses. When registering for ESP 717G, you must register for three credits.

ESP 717G Seminar in Advanced Curriculum Development	1 – 9
ESP 741 Introduction to Gifted Education	3
ESP 742 Dimensions of Giftedness	3
ESP 743 Teaching Models in Gifted Education	3
ESP 745 Experiential Learning in Gifted Education	3
ESP 746 Creativity in Gifted Education	3
ESP 747 Contemporary Considerations Gifted Education	3

Elective Courses – Credits: 9

Complete 9 credits of advisor-approved courses.

Fieldwork Courses – Credits: 10 (Optional)

Fieldwork is optional for the completion of the Master of Education in Special Education - Gifted Education degree, however, may be required for licensure in the state of Nevada. Students should meet with their advisor to discuss fieldwork options aligned to licensure requirements. If students register for fieldwork, then they must register for 8 credits of fieldwork (ESP 720) AND 2 credits of seminar (ESP 692; 10 credits total).

ESP 720 Field Experience in Special Education	1 – 9
ESP 692 Student Teaching Seminar	2

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 6 Requirements: Intellectual Disabilities Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EPY 702 Research Methods	3

Intellectual Disabilities Courses - Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses.

ESP 702 Psychological and Social Problems in Intellectual Disabilities	3
ESP 704 Adaptive Curricular Programming for Persons with Intellectual Disabilities	3
ESP 715 Communication Programming for Persons with Severe Disabilities	3
ESP 718 Assessment of Persons with Severe Intellectual Disabilities	3
ESP 755 A Medically Related Aspects of Disabilities	3

Special Education Elective Courses – Credits: 12

Complete 12 credits from the following list of courses or other advisor-approved courses.

ESP 710 Data-Based Decision Making and Student Growth Models	3
ESP 719A Advanced Oral and Written Language Instruction for Students with Disabilities	3
ESP 724 Math Methods in Special Education	3
ESP 730 Parent Involvement in Special and General Education	3
ESP 733 Management and Modification of Students with Special Needs	3
ESP 734 Vocational and Career Education for Persons with Disabilities in Transition	3

Fieldwork Courses – Credits: 10 (Optional)

Fieldwork is optional for the completion of the Master of Education in Special Education - Intellectual Disabilities degree, however, may be required for licensure in the state of Nevada. Students should meet with their advisor to discuss fieldwork options aligned to licensure requirements. If students register for fieldwork, then they must register for 8 credits of fieldwork (ESP 720) AND 2 credits of seminar (ESP 692; 10 credits total).

ESP 720 Field Experience in Special Education	1 – 9
ESP 692 Student Teaching Seminar	2

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 7 Requirements: Learning Disabilities Track

Total Credits Required: 36

Course Requirements

Required Courses - Credits: 9

Complete the following three (3) courses; if students completed an introduction to special education or disability course in a previous degree, they should meet with their advisor to discuss a possible course substitution.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 722 Multicultural Perspectives in Special Education	3
EPY 702 Research Methods	3

Learning Disabilities Courses – Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses. When registering for ESP 717C, you must register for three credits.

ESP 701 Introduction to Special Education and Legal Issues	3
ESP 707 Theories of Learning Disabilities	3
ESP 708 Advanced Education Strategies for Students with Disabilities	3
ESP 709 Diagnostic and Prescriptive Assessment for Diverse Learners	3
ESP 717C Seminar in Advanced Curriculum Development	1 – 9
ESP 727 Technology in Special Education	3

Elective Courses – Credits: 12

Complete 12 credits of advisor-approved courses.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 8 Requirements: Other Professional Areas Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 Research Methods	3
ESP 722 Multicultural Perspectives in Special Education	3

Special Education Courses – Credits: 15

Complete 15 credits of advisor-approved course work in special education.

Elective Courses – Credits: 15

Complete 15 credits of advisor-approved course work.

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 9 Requirements: Early Childhood Special Education Infant Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 Research Methods	3
ESP 722 Multicultural Perspectives in Special Education	3

Early Childhood Special Education Courses – Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses.

ESP 771 Perspectives on Early Childhood Special Education	3
ESP 772 Family Education in Early Childhood	3
ESP 773 Assessment for Young Children with Disabilities	3
ESP 774 Seminar in Curriculum Development in Early Childhood Special Education	3
ESP 775 Strategies for Early Childhood Special Education	3

Cognate Course – Credits: 3

Complete the following courses.

ESP 779 Early Intervention Service Coordination	3
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Elective Course – Credits: 9

Complete 9 credits of advisor-approved course work.

Fieldwork Courses – Credits: 3-9

Three (3) credits of fieldwork are required for the Master's degree. For licensure in the state of Nevada, a total of nine (9) credits of fieldwork are required, with two different required placements: one working with young children from birth-2 and one working with young children (3-5) in an early childhood special education setting on a public school campus.

**ESP 780 Field Experience in Early Childhood
Special Education - Infancy**

3 or 6

Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Subplan 10 Requirements: Early Childhood Special Education Preschool Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 6

EPY 702 Research Methods	3
ESP 722 Multicultural Perspectives in Special Education	3

Early Childhood Special Education Courses – Credits: 15

Complete 15 credits from the following list of courses, or other advisor-approved courses.

ESP 771 Perspectives on Early Childhood Special Education	3
ESP 772 Family Education in Early Childhood	3
ESP 773 Assessment for Young Children with Disabilities	3
ESP 774 Seminar in Curriculum Development in Early Childhood Special Education	3
ESP 775 Strategies for Early Childhood Special Education	3

Cognate Course – Credits: 3

Complete the following courses.

ESP 778 Behavior Management for Early Childhood	3
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Elective Course – Credits: 9

Complete 9 credits of advisor-approved courses.

Fieldwork Course – Credits: 3-9

Three (3) credits of fieldwork are required for the Master's degree. For licensure in the state of Nevada, a total of nine (9) credits of fieldwork are required, with two different required placements: one working with young children from birth-2 and one working with young children (3-5) in an early childhood special education setting on a public school campus.

ESP 781 Field Experience in Early Childhood Special Education ↗ Preschool/Kindergarten	8
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Degree Requirements

See Plan Degree Requirements below.

Graduation Requirements

See Plan Graduation Requirements below.

Plan Degree Requirements

Previous course work included in submitted graduate plans of study must have a grade of B or better. Only two subsequent grades of less than B- (one with an ESP or ECE prefix and one with any other prefix) will be permitted in a submitted plan of study. Under no circumstances will a Grade Point Average (GPA) of less than 3.00 be allowed on a finished plan of study. Failure to meet these standards will result in suspension from the degree program. For licensure in the state of Nevada: 1. Students must complete a total of 8-10 credits of student teaching or fieldwork, depending on their licensure area, plus a 2 credit fieldwork seminar; any additional credits will not count towards the degree program. Students should speak with their advisor to determine fieldwork courses that may be required for licensure. 2. In order to be endorsed in English Language Acquisition and Development the following five courses must be completed in addition to the courses required as part of the degree program: TESL 751 – Theory and Practice for Academic English Language Development TESL 752 – TESL Methods and Curriculum for Teaching ELs TESL 754 – TESL Assessment and Evaluation of ELs TESL 759 - Critical Issues and Best Practices for Pre-K/Elementary or Secondary Practicum. 3. To complete their Master's degree, students must successfully complete and pass a comprehensive examination. The comprehensive examination is taken during the student's last semester of coursework or in the semester immediately following completion of coursework listed on the student's Plan of Study. If students opt to take the comprehensive exam the semester after completion of the coursework listed on their Program of Studies, they must enroll in ESP 766 or another graduate course. Per Graduate College Guidelines, students must be enrolled in a minimum of 3 hours of coursework the semester they graduate. Students must apply to take comprehensive examinations. Specific application deadlines are available in the Department of Early Childhood, Multilingual, and Special Education. If a student does not pass their comprehensive examination on the first attempt, students enrolled in the ABA, Autism, Emotional and Behavioral Disorders, Generalist, Gifted, Intellectual Disabilities, Learning Disabilities, and Other Professional Areas subplans can retake their exam one time during the same semester of the initial test. If they fail a second time, they will be recommended for probation with the Graduate College and must apply to retake the exam in the subsequent semester. A third score of fail on the exam will result in separation from the program. For students in the Early Childhood Special Education subplan, students who earn a mark of fail on their comprehensive exams will be recommended for probation with the Graduate College and must apply to take the exam in the subsequent semester. A second score of fail on the exam will result in separation from the program. Master's degrees must be completed within a six-year period and continuous enrollment must be maintained throughout the six years, unless a formal request for a leave of absence is approved by the department and Graduate College.

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 their degree

apply for graduation up to two semesters prior to completing their degree requirements for the program.

The [Degrees Directory](#) provides current and consistent degree information. Submission of this form indicates acknowledgment and understanding that every department is responsible creating and maintaining accurate and updated program information on the UNLV Degrees Directory.

If the changes included on this form impact the program handbook attach the updated handbook before submitting this form. If you need a Word version of the most recent handbook please email GradCurriculum@unlv.edu.

**Degrees Directory
Program Entry***

Check this box to acknowledge the above statement.

**Changes will be
applicable to***

Current Students
 New Students
 Both Current and New Students

**If applicable to
current students,
changes are**

Mandatory Optional

Effective Date*

Fall 2020

4. LAUNCH proposal by clicking  in the top left corner.

5. After launching the proposal, make all changes and fill in all additional fields.

6. Finish the launch of your proposal by clicking the icon  located in the Proposal Toolbox on left side at top. Make your decision, comment is optional, and click on "Make decision".

You can check the status of the proposal by clicking  in Proposal Toolbox to verify that the proposal has gone to the next step.

III. Department Vote Information

Note: This section is to be filled out by the Department Chair on behalf of the committee.

(The role has been assigned to the corresponding person on this step. If incorrect, please notify GradCurriculum@unlv.edu)

1. Review the proposal. Discuss and make appropriate revisions.
2. Fill in vote information.
3. Then go to the proposal toolbox at the top right side. Click on  and select the corresponding decision for the committee. This will enable the proposal to go to the next person on the workflow.

You can check the status of the proposal by clicking  in Proposal Toolbox to verify that the proposal has gone to the next step.

Date faculty voted on proposal	03/13/2020	Result of vote	10-0-0
Manner of vote	Online vote of department faculty.		

IV. Unit Vote Information

Note: This section is to be filled out by the College Committee Chair on behalf of the committee.

(The role has been assigned to the corresponding person on this step. If incorrect, please notify GradCurriculum@unlv.edu)

1. Review the proposal. Discuss and make appropriate revisions.
2. Fill in vote information.
3. Then go to the proposal toolbox at the top right side. Click on  and select the corresponding decision for the committee. This will enable the proposal to go to the next person on the workflow.

You can check the status of the proposal by clicking  in Proposal Toolbox to verify that the proposal has gone to the next step.

Date faculty voted on proposal	March 26, 2020	Result of vote	8-0 in favor
Manner of vote	Webex		

V. Processing Notes (Graduate College/Registrar Use Only)

**Program Alerts (E.g.
This program is no
longer accepting
applications)**

PS Processing Notes

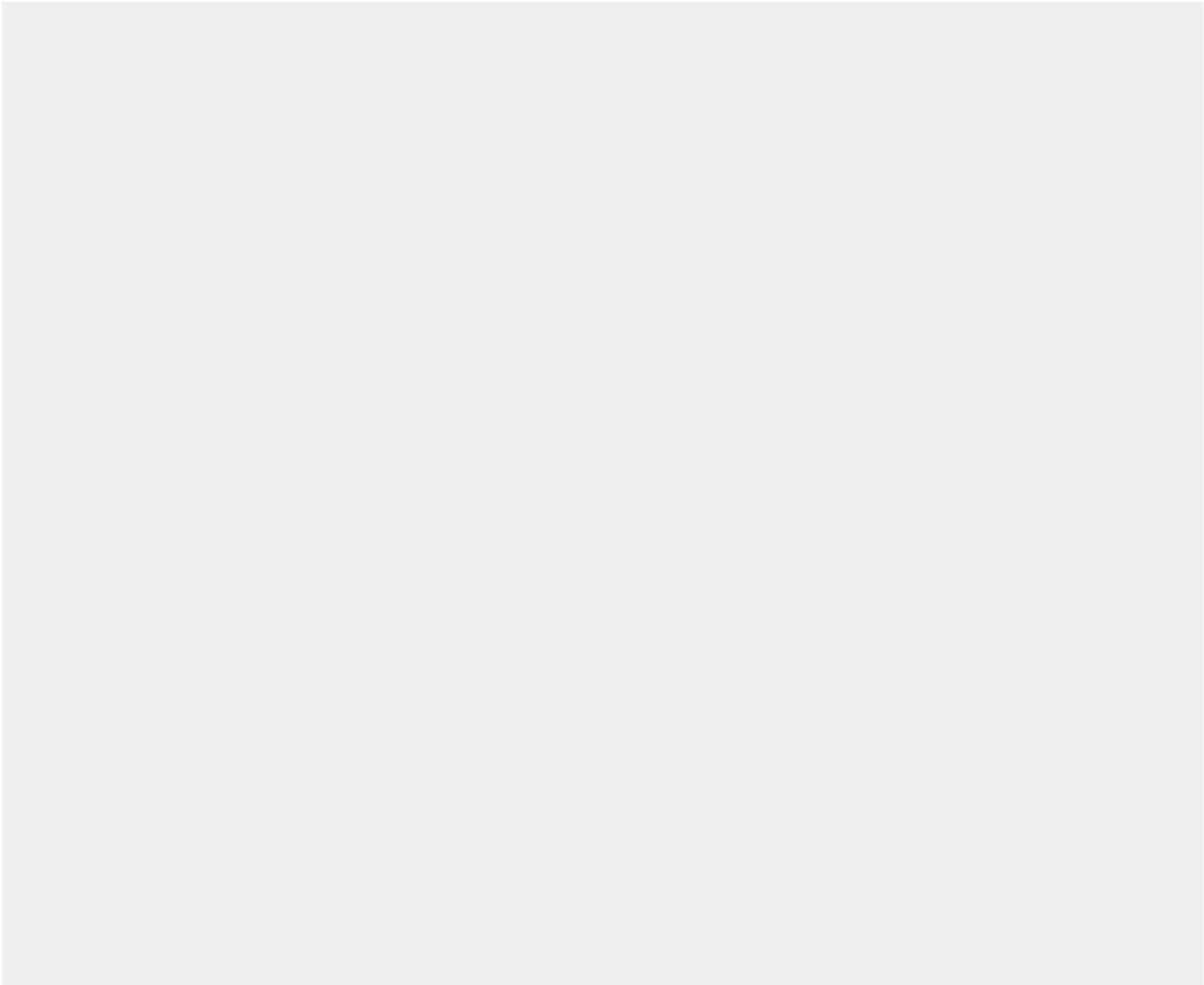
PS Processing Date

Initials

**Aalog Processing
Notes**

**Aalog Processing
Date**

Initials



Comments for Master of Education - Special Education

Curriculog	4/8/2020 3:42 pm Reply
Emily Lin has approved this proposal on Graduate College Dean.	
Curriculog	4/8/2020 12:18 pm Reply
Graduate Curriculum has approved this proposal on Graduate Programs Committee.	
Gregory Moody	4/7/2020 6:24 pm Reply
11 in favor - WebEx Meeting	
Curriculog	4/7/2020 6:24 pm Reply
Gregory Moody has approved this proposal on Graduate Programs Committee.	
Curriculog	4/1/2020 4:24 pm Reply
Tracy Spies has approved this proposal on School/College Associate Dean for Graduate Studies/ Dean.	
Lisa Bendixen	3/26/2020 4:56 pm Reply
Unanimous approval (8/8) in WebEx meeting.	
Curriculog	3/26/2020 4:56 pm Reply
Lisa Bendixen has approved this proposal on School/College Committee.	
Curriculog	3/20/2020 5:01 pm Reply
EMS Chair has approved this proposal on Department Chair.	
Curriculog	3/16/2020 4:43 pm Reply
EMS Doctors Graduate Coordinator has approved this proposal on Graduate Coordinator.	
Curriculog	3/16/2020 4:42 pm Reply
EMS Graduate Coordinator has approved this proposal on Graduate Coordinator.	
Curriculog	3/9/2020 9:12 am Reply

Graduate Curriculum has approved this proposal on Technical Review.

Curriculog

3/6/2020 10:25 am [Reply](#)

Joseph Morgan has approved this proposal on Originator.

Curriculog

3/6/2020 10:25 am [Reply](#)

Joseph Morgan has relaunched this proposal.

Joseph Morgan

3/6/2020 10:25 am [Reply](#)

All recommendations from technical review have been accepted and appropriate revisions have been made.

Graduate Curriculum

3/3/2020 12:16 pm [Reply](#)

- Moving back to originator stage for reviews/edits. Details regarding technical review points have been sent by email, and relate to:
- Adjustments in certain course section headings w/ possible clarification
 - Credit variability from courses can be addressed in section heading
 - ABA is recommended to be fully spelled on course heading
 - Last core after degree reqs. can be removed

An email has been sent to originator with further details and offer of support on making final adjustments before moving forward.

For questions please contact gradcurriculum@unlv.edu

Curriculog

3/3/2020 12:16 pm [Reply](#)

Graduate Curriculum has rejected this proposal on Technical Review.

Curriculog

2/24/2020 4:02 pm [Reply](#)

Joseph Morgan has approved this proposal on Originator.

Curriculog

2/13/2020 3:57 pm [Reply](#)

Joseph Morgan has launched this proposal.