

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 of education of education~~ as university researchers or leaders in an array of other education-related settings, both in the United States ~~and abroad and abroad and abroad~~ **and abroad**. The completion of this degree will particularly enable individuals to become skilled researchers as members ~~of university of university of university~~ **of university** faculties. Upon completion of the program, graduates will: **1.** Have an understanding of the theoretical and historical foundations of education. **2.** Demonstrate knowledge and synthesis of major research in ~~teaching and schooling education~~ **education**. **3.** Demonstrate knowledge and research application in ~~the an~~ area of emphasis: ~~career Career & technical Technical and post-secondary education Post-Secondary Education~~ **Career & Technical Education (CTPE)**, ~~cultural studies Cultural Studies, international International, and multicultural education Multicultural Education~~ **Cultural Studies (CSIEME)**, ~~interaction Interaction and media sciences mediasciences Media Sciences (IMS), literacy Literacy Education, mathematics education Mathematics Education, and or science education Science Education~~ **Media Sciences (IMS), Literacy Education, Mathematics Education, and Science Education**. ~~Demonstrate college-level teaching experience~~ **4.** Understand and apply the major tenets of research design and analysis spanning ~~methodological approaches, including qualitative, quantitative, and qualitative mixed methods approaches~~ **methodological approaches, including qualitative, quantitative, and qualitative mixed methods approaches**. ~~Begin to disseminate findings in refereed journals~~ **5.** Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in ~~a defensible a defensible a defensible~~ **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 (CTPE) Career (CTPE) The Career & Technical and Postsecondary Education (CTPE) is emphasis area has~~ a research and professional leadership degree. ~~It CTPE~~ 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 and economic and economic~~ **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 Multicultural Education (CSIEME) Cultural (CSIEME) Cultural (CSIEME) Cultural (CSIEME) The (CSIEME) The Cultural Studies, International Education, and Multicultural Education (CSIEME) emphasis area is~~ **a highly** comprised of three related disciplinary strands that promote interdisciplinary ~~field, drawing and decolonizing approaches to research and teaching~~ **interdisciplinary field, drawing 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 ~~philosophy knowledge, literature reflection, the arts and action (praxis), sociology~~ **philosophy knowledge, literature reflection, the arts and action (praxis), sociology** Multicultural Education accepts and affirms ~~through radical transformation of interpersonal interactions, psychology curricula, political science political science political science and instructional strategies—the pluralism that students, technology their families and communities, and media educators represent~~ **through radical transformation of interpersonal interactions, psychology curricula, political science political science political science and instructional strategies—the pluralism that students, technology their families and communities, and media educators represent**. ~~Cultural Studies connects those scholars interested~~ **Through the core Multicultural Education strand, CSIEME students critically re/consider the Eurocentric canon in examining re/claiming educational processes that challenge and challenging relationships challenging relationships challenging relationships of power reject white supremacy, predatory capitalism, racism, culture sexism, and knowledge o ther other forms of discrimination in PK-12 and higher education and society. Through the**

International Education ~~is an umbrella term encompassing comparative education~~ **comparative education** strand CSIEME students engage critical views of comparative, international, ~~transnational education~~ global, inter-nation, and ~~pan-global indigenous studies~~. ~~Included in these studies are a series of large-scale~~ related diaspora educational constructs, ~~cross-national comparisons~~ in ~~student achievement~~ particular challenging the global north-south binary that perpetuates the belief that Westernization and Western approaches to education/educational systems are superior and, ~~teaching practice~~ thus, ~~curriculum~~ should continue to drive education around the world. Through the Cultural Studies strand, CSIEME students critically examine factors fostering the emergence and ~~educational policy~~. ~~Multicultural Education~~ ~~Multicultural Education~~ ~~Multicultural Education~~ ~~is an instructional~~ proliferation of critical consciousness about social structures and ~~pedagogical paradigm~~ systems that ~~integrates the history~~ oppress, ~~cultural traditions~~ marginalize, ~~social norms~~ minoritize, ~~life experiences~~ ~~life experiences~~ ~~life experiences~~ and/or discriminate, ~~and learned~~ ~~contributions that members~~ as well as of ~~non-dominant groups~~ have made critical action leading to ~~all aspects of local and global society~~ ~~globalsociety~~ ~~global society~~ emancipation, especially those aspects that are typically codified in PK-12 solidarity, liberation, and freedom from these structures and ~~higher education courses of study in the United States~~ ~~United States~~ ~~United States~~ systems. Interaction and ~~Media Sciences~~ ~~Interaction~~ ~~Media Sciences~~ ~~(IMS)~~ ~~Interaction~~ ~~Sciences~~ ~~The Interaction and~~ ~~Media~~ ~~Sciences~~ ~~The Sciences'~~ ~~goal of our program is to enable~~ ~~Sciences~~ ~~emphasis area~~ ~~enables~~ students to become university ~~faculty~~ ~~fac~~ ~~ulty~~, researchers, ~~instructional ins-tructional~~ ~~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~~ ~~prepares~~ 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~~ ~~Literacy~~ ~~Education~~ ~~will be engaged in exploring~~ ~~The Literacy Education~~ ~~emphasis area~~ ~~explores~~ relationships among language, literacy, culture and social justice. ~~They will~~ ~~Students~~ 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 re-lated~~ ~~related~~ to ~~gender gende r~~ ~~gender literacy equity~~, ~~race, and class~~; and ~~attention to comparative, international, and cross-cultural studies in education~~) ~~writing~~). Students ~~will~~ ~~have~~ ~~have~~ ~~have~~ opportunities for clinical and field-based ~~work~~ ~~w~~ ~~ork~~ 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~~ ~~Mathematics~~ ~~Education~~ ~~The Mathematics~~ ~~Education~~ ~~is to prepare~~ ~~emphasis area~~ ~~prepares~~ 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~~ ~~student~~ knowledge about the field of mathematics education. Students choosing this area of ~~study~~ ~~s~~ ~~study~~ ~~study~~ will find themselves challenged with the latest ideas and theories in the field. The program is consistent with other top graduate programs ~~and a~~ ~~nd~~ is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching. Science ~~Education~~ ~~Doctoral~~ ~~Education~~ ~~Science~~ ~~education~~ ~~Education~~ ~~The Science~~ ~~Education~~ ~~emphasis area~~ ~~engages~~ students ~~electing this Ph. D. /Ed. D. area of study will be engaged~~ in developing expertise in critical analysis, ~~deconstruction~~, of scientific phenomena in relation to teaching and learning. Further, ~~science education will support students to do~~ research on teaching and learning, science including, but not limited to: curriculum design, assessment, scientific literacy, policy, media, popular culture, and issues related to race, gender, ~~class~~, and ~~attention to comparative, international, and cross-cultural studies in education~~. ~~In essence~~ ~~class~~, ~~the development and offering of this Ph. D.~~

~~/Ed. D. emphasis is~~ consistent with offerings at other top graduate schools of education. ~~Indeed, this goal is consistent with UNLV planning documents 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: **1.** All domestic and international applicants **must review, including students currently matriculated in graduate programs at UNLV outside of the Department of Teaching and Learning, must meet the minimum** Graduate College Admission and Registration Requirements, **as well as the specific policies outlined below.** **Hold 2. Prior to the admission start date, a master's master degree from an accredited program in an area closely related to the chosen field of specialization. Normally is required, 18 semester hours unless seeking admission to the MS/PhD track in education are Curriculum & Instruction where a Bachelor degree is required. Have a grade point average of 3.0 or higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program. Have completed** **Submit a minimum of 2 years of successful professional educational experience upon entrance to complete** Graduate College online application, by the **program. Obtain three stated application date, including the following:** **oThree** letters of recommendation from **individuals professionals** 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 letter, minimally,** must be from a university faculty member addressing **your** past academic success and future potential in a **doctoral docto ral** program. **Submit These letters of recommendation will be requested by and must be submitted through the Graduate College online application system. oSubmit** one set of **official** transcripts from all previously attended colleges and universities as requested in the Graduate College online application. **You may upload unofficial Unofficial transcripts should be uploaded** via the online application **as a supplement if you have the documents for any degrees or coursework in a digital computer file (e.g., PDF) progress at the time of application.** Unofficial transcripts **do will** NOT substitute for the official documents **required prior to enrollment, with the exception of coursework taken a t at UNLV. Submit oSubmit official** Graduate Record Examination (GRE) scores for the General Exam. **The scores should, which must be sent directly received prior to the Doctoral Studies Office application deadline. oAnswering any questions required in the application portal. 4. After initial screening, applicants moving forward in the process will be invited to an interview. Interviews are conducted by members of the Department of Curriculum Teaching and Instruction Learning graduate faculty. Applicants Interviews are encouraged not guaranteed g uaranteed simply by means of applying to provide self-reported scores for the program. The Doctoral Studies Office and program faculty members will work to plan interviews with selected applicants. 5. Students with less than a 145 Verbal, or a 145 Quantitative, or a 3.5 Analytical Writing, or any combination thereof on the GRE can only be admitted on a conditional basis; if admitted a student must earn a 3.30 (B+) GPA in the Standardized Tests section of Departmental Core (CIG 761& 790) and two Required Research Courses (EPY 718& 721) in order remove the Graduate College online application conditional status. Submit a Personal Statement via the Graduate College online application that addresses 6. Students enrolled or matriculated in detail: Emphasis area a graduate program at UNLV outside of study Reasons fo r pursuing a doctorate in education Expectations concerning the doctoral program Potential areas Department of study The name of a faculty member in Teaching and Learning currently are not guaranteed to have program coursework from the department with whom you would like previous program accepted for transfer or substitution to work [optional] Submit a written statement regarding when the residency**

~~requirement will be met (see Department of Teaching and Learning degree. 7. The aforementioned requirements are the **Doctoral Handbook** minimum requirements; meeting the minimum requirements does not guarantee admission. 8. This statement should be uploaded via Recommendations to the Graduate College ~~online application in for admission are based 1) on applicants meeting the **Supplementary Information section as an "Other Required Document."** Demonstrate oral communication skills through an interview conducted by members minimum requirements along with 2) a comprehensive review of the **C&I graduate application materials by program and/or subplan area** 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~~ **subdisciplines** 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 Track
Subplan 2: Cultural Studies, International Education, and Multicultural Education Track
Subplan 3: Interaction and Media Sciences Track
Subplan 4: Literacy Education Track
Subplan 5: Mathematics Education Track
Subplan 6: Science Education 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 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
[After] CIG 761 and CIG 790 are not eligible for substitution.	

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[Before]	

EPY 718 and 721 are not eligible for substitution.

~~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

[After] Complete two additional advisor approved research courses (6 credits)

Individual Specialization Required Courses – Credits: 15

Complete 15 credits 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~~ **subplan area.**

Applied Research and/or Instructional Practice – Credits: 6

Complete six credits of ~~a~~ **an advisor approved** combination 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

~~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. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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. Submit a manuscript for a peer-reviewed publication~~ See Degree Requirements after subplan listings.

Graduation Requirements

See ~~Plan~~ Graduation Requirements ~~below~~ after subplan listings.

Subplan 2 Requirements: Cultural Studies, International Education, and Multicultural Education 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

[After] CIG 761 and CIG 790 are not eligible for substitution.

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[After] EPY 718 and 721 are not eligible for substitution.	
[After] Complete two additional advisor approved research courses.	

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. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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). Submit a manuscript for a peer-reviewed publication~~ See Degree Requirements after subplan listings.

Graduation Requirements

See ~~Plan~~ Graduation Requirements ~~below~~ after subplan listings.

Subplan 3 Requirements: Interaction and Media Sciences 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

[After] CIG 761 and CIG 790 are not eligible for substitution.

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] EPY 718 and 721 are not eligible for substitution.

~~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

[After]

Complete ~~two~~ **three** additional **advisor-approved** advanced research courses ~~approved by an advisor~~.

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. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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). Submit a manuscript for a peer reviewed publication See Degree Requirements after subplan listings.~~

Graduation Requirements

See ~~Plan~~ Graduation Requirements ~~below~~ **after subplan listings**.

Subplan 4 Requirements: Literacy Education 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
[After] CIG 761 and CIG 790 are not eligible for substitution.	

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
[After] EPY 718 and 721 are not eligible for substitution.	

Individual Specialization Required Courses – Credits: 9

Complete three of the four following courses:

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
CIG 773 Critical Literacies/Critical Pedagogies	3

Individual Specialization Elective Courses – Credits: 21

Complete 21 credits of ~~advisor approved~~ **advisor approved specialization** 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. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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. Submit a manuscript for a peer-reviewed publication~~ **See Degree Requirements after subplan listings.**

Graduation Requirements

See ~~Plan~~ Graduation Requirements **below after subplan listings.**

Subplan 5 Requirements: Mathematics Education 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

[After] CIG 761 and CIG 790 are not eligible for substitution.

Research Required Courses – Credits: 12

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3
[Before] EPY 718 and 721 are not eligible for [After] substitution.	
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
[After] Complete two additional advisor approved research courses.	

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 **emphasis-area specialization** 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. Complete the residency requirement for the degree through one of the three options available as

~~described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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). Submit a manuscript for a peer-reviewed publication See Degree Requirements after subplan listings.~~

Graduation Requirements

See ~~Plan~~ Graduation Requirements ~~below~~ after subplan listings.

Subplan 6 Requirements: Science Education 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

[After] CIG 761 and CIG 790 are not eligible for substitution.

Research Required Courses – Credits: 12

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

[After] EPY 718 and 721 are not eligible for substitution.

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

[After] Complete two additional advisor approved research courses.

Individual Specialization Required Courses – Credits: 9

Complete three advisor approved Science Education courses (e. g., CIG 775, 776, 777, 785, 786, 788)

~~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~~

Individual Specialization Elective Courses – Credits: ~~15-21~~ 15

Complete ~~15-21~~ 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

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. Complete the residency requirement for the degree through one of the three options available as described in the current Doctoral Studies Guide on the department Web site. Attend the Teaching and Learning Department Doctoral Colloquium held periodically throughout their years of study. 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). Submit a manuscript for a peer-reviewed publication See Degree Requirements after subplan listings.~~

Graduation Requirements

See ~~Plan~~ Graduation Requirements ~~below~~ after subplan listings.

~~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	3

~~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 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

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 710 Introduction to Cultural Studies in Education

3

CME 720 Comparative Studies in Learning, Teaching, and Curriculum

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

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

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).~~

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~~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.~~

~~EDW 768 Grantsmanship in Education~~

~~3~~

~~EPY 719 Advanced Qualitative Research~~

~~3~~

~~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 733 Multivariate Statistics~~

~~3~~

~~EPY 738 Discourse Analysis~~

~~3~~

~~Individual Specialization Required Courses—Credits: 9~~

~~GIL 772 Cognitive Foundations of Literacy~~

~~3~~

~~GIL 774 Historical Foundations of Literacy
Research and Instruction~~

~~3~~

~~GIL 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 790 Doctoral Research Seminar	3
[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
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~~

~~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).~~

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~~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**~~

~~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 775 Theoretical Frameworks for Science Education** **3**
CIG 776 Philosophical Foundations of Science Education **3**
CIG 777 Principles of Learning Science **3**
CIG 784 Theory and Research in School Science **3**~~

~~Applied Research and Practice—Credits: 6~~

~~**CIG 788 Individual Instruction in Science Education** **3**~~

~~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**~~

~~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.

New Core Plan Degree Requirements

1. Complete a minimum of 60 credit hours beyond the master's degree. 2. All coursework must be approved by the doctoral student's advisor. 3. CIG 761, CIG 790, EPY 718, and EPY 721 are not eligible for substitution. 4. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level; 5. In consultation with his/her advisor, a student must organize a dissertation committee of at least three departmental members, including a chair from the student's subplan area. 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. 6. Pass, and defend orally, a written qualifying examination prior to commencing work on the dissertation proposal. 7. Pass, and defend orally, a written proposal as well as complete all coursework before Advancing to Candidacy and taking dissertation hours. 8. Comply with all requirements for and successfully defend the dissertation as well as any specific graduation requirements and processes (see Graduation Requirements below). 9. Follow all UNLV, Graduate College, and Teaching and Learning Policies and adhere to any subplan processes outlined in the Doctoral Handbook or doctoral website.

Plan Graduation Requirements

1. 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~~ 2. ~~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. 3. 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.~~