

Doctor of Philosophy - Curriculum & Instruction

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*

Teaching and Learning

Degree/ Certificate Name*

Doctor of Philosophy - Curriculum & Instruction

Plan Code*

ICSPHD

Degree Type*

Doctor of Philosophy

Program Type*

Doctoral

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?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Are you changing degree completion requirements?*	<input checked="" type="radio"/> Yes <input type="radio"/> No
Are you changing the primary instructional mode?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
Are you changing program learning objectives?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, describe changes to learning objectives:	
Provide a Brief Summary of Proposed Changes	<p>Cleaning up language for consistency and alignment with departmental vote.</p> <p>Remove the new MS/PHD subplan at this time because of misalignment with departmental approved plans; department will readdress MS/PHD in Fall of 2020 toward accurate changes for the 2021-2022 catalogue.</p> <p>Admissions requirements, degree and graduation requirements updated for consistency and alignment with departmental vote.</p> <p>Language inaccuracies from previous catalogues addressed.</p>
Provide a rationale for each proposed change	Teaching and Learning Doctoral Committee, representing the department worked for alignment and consistency of all doctoral degrees. Additionally the department committed to catching errors related to language, consistency, and parallel construction throughout the catalogue for the T&L degrees.

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 Curriculog 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

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

1. Have an understanding of the theoretical and historical foundations of education.
2. Demonstrate knowledge and synthesis of major research in education.
3. Demonstrate knowledge and research application in an area of emphasis: Career & Technical and Post-Secondary Education (CTPE), Cultural Studies, International, and Multicultural Education (CSIEME), Interaction and Media Sciences (IMS), Literacy Education, Mathematics Education, or Science Education.
4. Understand and apply the major tenets of research design and analysis spanning methodological approaches, including qualitative, quantitative, and mixed methods approaches.
5. Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation. Areas of research emphasis include:

Career & Technical and Postsecondary Education (CTPE) The Career & Technical and Postsecondary Education (CTPE) emphasis area has a research and professional leadership degree. 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 development. Program graduates typically seek research and teaching faculty positions in universities; administrative and policy positions in local, state and national education and other governmental agencies; instructional/curricular leadership positions within school districts; leadership and teaching positions in secondary, community and technical colleges, and training positions in a variety of adult education and training environments. Graduates will be prepared to assume leadership positions in Southern Nevada and throughout Nevada and the Nation.

Cultural Studies, International Education, and Multicultural Education (CSIEME) The Cultural Studies, International Education, and Multicultural Education (CSIEME) emphasis area is comprised of three related disciplinary strands that promote interdisciplinary and decolonizing approaches to research and teaching. Multicultural Education is the emphasis' core strand. Multicultural Education engages critical pedagogy as the basis for social change through promotion of the democratic principles of social justice. Through enactment of critical pedagogy focused on knowledge, reflection, and action (praxis), Multicultural Education accepts and affirms—through radical transformation of interpersonal interactions, curricula, and instructional strategies—the pluralism that students, their families and communities, and educators represent. Through the core Multicultural Education strand, CSIEME students critically re/consider the Eurocentric canon in re/claiming educational processes that challenge and reject white supremacy, predatory capitalism, racism, sexism, and other forms of discrimination in PK-12 and higher education and society. Through the International Education strand CSIEME

students engage critical views of comparative, international, global, inter- nation, and related diaspora educational constructs, in particular challenging the global north-south binary that perpetuates the belief that Westernization and Western approaches to education/educational systems are superior and, thus, should continue to drive education around the world. Through the Cultural Studies strand, CSIEME students critically examine factors fostering the emergence and proliferation of critical consciousness about social structures and systems that oppress, marginalize, minoritize, and/or discriminate, as well as of critical action leading to emancipation, solidarity, liberation, and freedom from these structures and systems.

Interaction and Media Sciences The Interaction and Media Sciences emphasis area enables students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology. The focus of the program is on content, pedagogy, technology, and a wide range of associated issues. Students develop expertise in critical analysis, deconstruction, and research on educational technology. The program 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 The Literacy Education emphasis area explores relationships among language, literacy, culture and social justice. 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 to literacy equity, writing). Students have opportunities for clinical and field-based work in conjunction with our teacher education program, the Gayle A. Zeiter Literacy Development Center, the Southern Nevada Writing Project, and other community organizations. Through an emphasis on the integration of theory, research and practice, students will demonstrate a well-grounded understanding of the literacy content, pedagogy, technology, and issues associated with teaching and learning in literacy education.

Mathematics Education The Mathematics Education 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 knowledge about the field of mathematics education. Students choosing this area of study will find themselves challenged with the latest ideas and theories in the field. The program is consistent with other top graduate programs and is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching.

Science Education The Science Education emphasis area engages students in developing expertise in critical analysis 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, and class, consistent with offerings at other top graduate schools of education. 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, 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. 2. Prior to the admission start date, a master degree from an accredited program in an area closely related to the chosen field of specialization is required. 3. Submit a complete Graduate College online application, by the stated application date, including the following:

- o Three letters of recommendation from professionals who can specifically address the applicant's potential for success in the doctoral program. One letter, minimally, must be from a university faculty member addressing past academic success and future potential in a doctoral program. These letters of recommendation will be requested by and must be submitted through the Graduate College online application system.
- o Submit one set of transcripts from all previously attended colleges and universities as requested in the Graduate College online application. Unofficial transcripts should be uploaded via the online application for any degrees or coursework in progress at the time of application. Unofficial transcripts will NOT substitute for the official documents required prior to enrollment, with the exception of coursework taken at UNLV.
- o Submit official Graduate Record Examination (GRE) scores for the General Exam, which must be received prior to the application deadline.
- o Answering 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 Teaching and Learning graduate faculty. Interviews are not guaranteed simply by means of applying to 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 Departmental Core (CIG 761 & 790) and two Required Research Courses (EPY 718 & 721) in order remove the conditional status. 6. Students enrolled or matriculated in a graduate program at UNLV outside of the Department of Teaching and Learning currently are not guaranteed to have program coursework from the previous program accepted for transfer or substitution to the Department of Teaching and Learning degree. 7. The aforementioned requirements are the minimum requirements; meeting the minimum requirements does not guarantee admission. 8. Recommendations to the Graduate College for admission are based 1) on applicants meeting the minimum requirements along with 2) a comprehensive review of the application materials by program and/or subplan area faculty. Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding 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 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.	
[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	3

Year Postsecondary Institution	
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 subplan area.

Applied Research and/or Instructional Practice – Credits: 6

Complete six credits of an advisor approved combination of a research internship and/or a college teaching internship.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements 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.

Dissertation – Credits: 12

CIG 799 Dissertation

3

Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements 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

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

[After] Complete three additional advisor-approved advanced research courses.

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.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements 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.	
[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 specialization courses.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements 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
[After] EPY 718 and 721 are not eligible for substitution.	
[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 specialization courses.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements 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.	
[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)

Individual Specialization Elective Courses – Credits: 15

Complete 21 credits of advisor-approved courses.

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree Requirements

See Degree Requirements after subplan listings.

Graduation Requirements

See Graduation Requirements after subplan listings.

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 students 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 outline 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. 2. 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 [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

Degrees Directory Program Entry*	<input checked="" type="checkbox"/> Check this box to acknowledge the above statement.
Changes will be applicable to*	<input type="radio"/> Current Students <input type="radio"/> New Students <input checked="" type="radio"/> Both Current and New Students
If applicable to current students, changes are	<input type="radio"/> Mandatory <input type="radio"/> 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	January 31, 2020	Result of vote	Approve 6-1 Opposed
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manner of vote Doctoral committee which has full representation of the department votes, following our bylaws process. The vote, 6-1, was forwarded to the Department Chair who then accepted the faculty vote.

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

Manner of vote WebEx Meeting

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

Acalog Processing Notes

Acalog Processing Date

Initials

Comments for Doctor of Philosophy - Curriculum & Instruction

Curriculog	4/8/2020 3:39 pm Reply
Emily Lin has approved this proposal on Graduate College Dean.	
Curriculog	4/8/2020 12:14 pm Reply
Graduate Curriculum has approved this proposal on Graduate Programs Committee.	
Gregory Moody	4/7/2020 5:52 pm Reply
11 in favor - WebEx Meeting	
Curriculog	4/7/2020 5:52 pm Reply
Gregory Moody has approved this proposal on Graduate Programs Committee.	
Curriculog	4/1/2020 4:23 pm Reply
Tracy Spies has approved this proposal on School/College Associate Dean for Graduate Studies/ Dean.	
Lisa Bendixen	3/26/2020 5:01 pm Reply
Unanimous approval (8/8) in WebEx meeting.	
Curriculog	3/26/2020 5:01 pm Reply
Lisa Bendixen has approved this proposal on School/College Committee.	
Curriculog	3/17/2020 5:25 pm Reply
TL Chair has approved this proposal on Department Chair.	
Curriculog	3/17/2020 3:02 pm Reply
TL Graduate Coordinator has approved this proposal on Graduate Coordinator.	
Curriculog	3/17/2020 2:27 pm Reply
TL Doctors Graduate Coordinator has approved this proposal on Graduate Coordinator.	
Curriculog	3/17/2020 1:49 pm Reply
Graduate Curriculum has approved this proposal on Technical Review.	

Curriculog

3/9/2020 11:17 am [Reply](#)

Kenneth Varner has approved this proposal on Originator.

Curriculog

3/9/2020 10:17 am [Reply](#)

Kenneth Varner has launched this proposal.

Curriculog

3/9/2020 10:15 am [Reply](#)

Kenneth Varner imported from the map 2020-2021 Working Graduate Catalog into the following proposal fields: I. General Information: Department, I. General Information: Degree/ Certificate Name, I. General Information: Plan Code, I. General Information: Degree Type, I. General Information: Program Type, II. Program Changes: After you have launched proposal, update prospective curriculum here, V. Processing Notes (Graduate College/Registrar Use Only): Program Alerts (E.g. This program is no longer accepting applications).