

Doctor of Philosophy - Special Education

v 2 Graduate Program Change 2019-20

I. General Information

Select *Program* below.

Type of Program* Program
 Shared Core

Read before you begin

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. Changes will only be tracked after proposal is launched. FILL IN ONLY fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking  in the top left corner.
 After launching the proposal, make all changes and fill in all additional fields.

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.

College/ Department* Early Childhood, Multilingual, and Special Education

Degree Type* Doctor of Philosophy

Program Type* Doctoral

Program Title* Doctor of Philosophy - Special Education

Program Code* ESPPHD

II. Program Changes

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:

Provide a Brief Summary of Proposed Changes*

Faculty working in the Doctor of Philosophy in Special Education program in the Department of Early Childhood, Multilingual, and Special Education propose the following changes to our core course requirements in the doctoral program:

1. Delete ESP 784 and ESP 787 as core requirements for doctoral students.
2. Add ESP 7630 and ESP 786 as core requirements for doctoral students.

We are proposing to remove two courses that are currently required as core requirements and replace them with two others. There will be no change in the number of credits required overall in the program and no change to the structure of the doctoral program.

Provide a rationale for each proposed change*

Outlined below is the rationale for the proposed changes described above.

1. Delete ESP 784 and ESP 787 as core requirements for doctoral students.
 - ESP 784 (Advanced Seminar in Special Education Technology) is a course that covers content related to assistive/educational technology for students with disabilities. At the time this course was added, this was a critical skill for doctoral students to have as they entered the academy in special education. Technology, now, has become so pervasive that its use is covered in multiple different aspects of our program. We no

longer feel that a standalone seminar related to assistive/educational technology is required.

- ESP 787 (Philosophical and Ethical Perspectives in Special Education) is that covers philosophies of education and ethics of being a faculty member in higher education. We believe that ethics should be covered in all of our coursework (and currently cover content related to the AAUP and ethics in every core course) and also believe that philosophical perspectives can be covered in one of our other seminars. Therefore, we no longer think that this should be a required course in the doctoral core.

2. Add ESP 763O and ESP 786 as core requirements for doctoral students.

- ESP 763O (Seminars in Selected Special Education Topics: Diversity) is a course that discusses the consideration of culturally and linguistically diverse learners in special education research, teacher education, and leadership in the field. As modern public schools increasingly diversify, we believe that it is important for doctoral students to understand characteristics of diverse student populations and how to ensure that their perspectives are integrated into a graduate of our program's role in higher education. This course covers topics related to cultural and linguistically diverse student populations in the United States, bias and its impact in education, and intervention and research design relative to working with culturally and linguistically diverse populations. We believe that this course will better prepare our candidates for positions in higher education.
- ESP 786 (Legal and Political Issues in Special Education) is a course that covers the federal laws that govern the field of special education (i.e., the Individuals with Disabilities with Education Act, the Vocational Rehabilitation Act, the Americans with Disabilities Act), federal court cases that have shaped the field throughout its history, and administrative policy related to programming in special education. Major judicial and legislative events have occurred recently, and we believe that it is in our doctoral students' best interest to have a firm understanding of the legal requirements of special education. Additionally, we have found that many of our students have never had a course in the legal implications of our field and we believe that is a gap in their knowledge as they graduate from our program.

The changes described above are aligned to the current landscape of the field of special education and we believe will better prepare our doctoral students to conduct research and work as faculty leaders at colleges and universities across the country upon their completion.

Follow these steps to build the new program curriculum:

Step 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.

Step 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.

Step 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.

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

Prospective Curriculum*

Plan Description

The Doctor of Philosophy Degree (Ph.D.) is designed with an emphasis in the development of skills in scientific inquiry and leadership. Students enrolled in this study program gain an understanding of philosophy and theory as they relate to the conduct of research and program evaluation. Graduates pursue careers in schools, institutions of higher education, research centers and agencies that require the competencies developed through a Ph.D. course of study. 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. Applicants to the Special Education Ph.D. program must complete the Graduate College Application for Admission and arrange to have official transcripts sent to the Graduate College. Graduate level transcripts should indicate grade point averages (and receipt of a post baccalaureate degree in special education or a related field). The following materials also should be submitted through the online application network. A letter of application that clearly articulates professional and research goals that are related to the focus of the Ph.D. degree program in Special Education; Three letters of recommendation – at least one from an individual familiar with the applicant's academic performance and potential for doctoral degree completion and at least one from an individual knowledgeable of the applicant's quality of work experience; Representative samples of scholarly writing, preferably in APA style, and/or other media samples related to professional study; A resume of professional preparation and experience (a minimum of two to three years of professional experience in special education, general education or other relevant field as a teacher, administrator or related service provider for children and adults with disabilities and/or giftedness is preferred); Scores from the verbal, quantitative and analytical sections of the Graduate Record Examination (GRE) (taken within five years from the date of application for admission). Applicants should arrange to have official notification of GRE scores sent to the Department of Early Childhood, Multilingual, and Special Education. The department does not impose minimum GRE scores. It is the student's responsibility to ensure that his/her applicant file is complete. Incomplete files will not be considered. Application materials for U.S. residents requesting financial support are due March 1. Note: The department admissions committee may request additional materials and/or conduct a personal interview after reviewing initial applicant files. In general, applicants will be expected to have a 3.50 grade point average on all graduate-level work and an indication of potential to complete all requirements of doctoral study successfully (provided through submitted writings or creative products, letters of recommendation and GRE results) to be admitted as doctoral students in the Department of Early Childhood, Multilingual, and Special Education. After Admission Committee review, the Doctoral Program Coordinator may recommend to the department faculty that the applicant be: 1) admitted fully to the Ph.D. program in special education, 2) admitted provisionally to the Ph.D. program or 3) denied admission to the Ph.D. program in special education. A recommendation for provisional admission may occur when an applicant has not met the criteria or prerequisites to do advanced graduate level work. Provisional admission requires the satisfactory completion (e.g., with a minimum 3.50 grade-point average) of nine or more hours in regularly scheduled graduate courses approved by the student's advisor and departmental

faculty. After completion of the provisional program, the Doctoral Coordinator and Department Chair recommend to the Graduate College that the student either be transferred to regular status or dropped from the program. Note: To apply for a Graduate Assistantship, applicants must complete online the Graduate Assistant Application for the Department of Early Childhood, Multilingual, and Special Education. 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

Total Credits Required: 72

Course Requirements

Required Courses – Credits: 21

ESP 782R Professional Seminar in Special Education

ESP 783R Leadership Seminar in Special Education

ESP 785 Issues, Trends and Futures in Special Education

ESP 788 Single Subject Methods in Special Education

ESP 789 Grant Writing for Human Services

ESP 763 Seminars in Selected Special Educational Topics

ESP 786 Legal and Political Issues in Special Education Programming

Research Courses – Credits: 6

EPY 721 Descriptive and Inferential Statistics: An Introduction

ESP 791 Proposal Design and Analysis**Statistics Course – Credits: 3**

Complete one of the following courses, or another advisor-approved equivalent course.

EPY 722 Inferential Statistics and Experimental Design

KIN 751 Selected Application of Statistical Techniques I

Additional Research Courses – Credits: 6

Complete 6 credits from the following list of courses, or other advisor-approved courses.

EPY 716 Evaluation Research Methods

EPY 718 Qualitative Research Methodologies

EPY 733 Multivariate Statistics

EPY 790 Research Seminar in EPY

KIN 752 Selected Application of Statistical Techniques II

Internship Course – Credits: 6

Credits must include 3 credits in Topic A: Research and 3 credits in Topic B: Teaching.

ESP 794 Internship in Special Education

Leadership & Exceptionality Courses – Credits: 15

Complete 15 credits of advisor-approved leadership and exceptionality courses from one or more of the following leadership concentrations: Parenting, Administration, Research, Diagnosis/Assessment, Transition, Early Childhood Special Education, Early Childhood Education, Higher Education, Technology, Consultation, or Curriculum. Complete credits in two specialty areas from the following list: Autism, Learning Disabilities, Emotional Disturbance, Mental Retardation, Gifted and Talented Education, Developmental Disabilities/Children at Risk.

Prospectus Course – Credits: 3

Complete the following course as an independent study supervised by the advisor.

ESP 796 Dissertation Prospectus

Dissertation – Credits: 12

ESP 799 Dissertation

Plan Degree Requirements

The program of study requires a minimum of 72 semester hours. Only credits that meet the following criteria may be included on the formal Program of Study: Those not previously used to fulfill requirements for another degree; Those taken while enrolled at an accredited graduate degree-granting institution in a degree-granting program; Those taken as a non-degree seeking student (not to exceed 15 total semester hours); and Those for which a grade of B or higher was earned. Doctoral students must earn a grade of B or higher in all core curriculum courses. Doctoral Students must earn a grade of B or higher in EPY 721 and EPY 722/KIN 751. Doctoral students are required to spend a minimum of two consecutive semesters (Fall-Spring, Spring-Summer or Summer-Fall) in full-time resident study in the Department of Early Childhood, Multilingual, and Special Education. Full-time resident study is defined as being enrolled in at least nine semester hours of graduate level course work from an approved Program of Study (six semester hours if the student is a graduate assistant). In cases where residency includes a semester of course work prior to submission of the Program of Study, the advisor must approve residency. Work during residency is allowed. However, if the student is employed as a graduate assistant, any additional work beyond that performed as an assistant must conform to the rules of the University and Graduate College. Two-thirds of the total semester hours included on the formal Program of Study (not including dissertation) must be taken at UNLV. Faculty members of the Department of Early Childhood, Multilingual, and Special Education instructing specialist's and/ or master's classes initiate an interaction with doctoral students enrolled in these courses regarding the appropriateness of both the content and performance requirements for doctoral students. Students not admitted to the doctoral program in Early Childhood, Multilingual, and Special Education (or to another doctoral program in the College of Education) may enroll in: ESP 782 - Professional Seminar in Special Education (formerly ESP 760) and two additional Core Curriculum Courses with consent of instructor prior to

formal admission. The Early Childhood, Multilingual, and Special Education Doctoral Colloquium typically is held one Friday each

semester. The Doctoral Coordinator coordinates these meetings with the assistance of the special education faculty and doctoral students. The comprehensive examination is taken during the semester immediately preceding enrollment in ESP 799 Dissertation. The comprehensive examination consists of 16 hours of written examinations with eight hours structured by the student's major advisor and eight hours structured by the other internal committee members. The examinations are scheduled on two successive Fridays. The student's advisor determines the specific dates of the examination. The questions on the comprehensive examination address elements of the Core, Research, Leadership Studies, Exceptionality Specialties, and any course work taken for licensure or endorsements. The student's Doctoral Studies Committee provides general parameters from which questions are selected. "Take-home" examinations, in whole or in part, are not allowed. Students may use college provided technology for word-processing. Grading consists of three categories: Pass, Fail, and Pass with Distinction. Pass with Distinction occurs contingent upon a unanimous vote of the committee excluding the Graduate College representative. Students who fail the comprehensive examination will be placed on probation and must wait 4 months from the date of the failed examination to re-write their exam. However, under no circumstances may the reexamination be later than the semester following the failed examination. Students not passing the comprehensive examination on the re-write will be "excused" from the program. Upon successful completion of the comprehensive examination, the student selects a dissertation committee (i.e., minimum of three faculty members from the Department of Early Childhood, Multilingual, and Special Education and an outside member appointed by the Graduate College) and submits a dissertation proposal to the committee. This proposal includes an introduction, review of the literature, and a discussion of study methods. Two weeks after this proposal is submitted to the dissertation committee, the committee meets with the student to accept or reject the proposal, as well as provide a critique of its relative strengths and weaknesses. Upon acceptance of the student's dissertation proposal, a recommendation for advancement to candidacy is submitted to the Graduate College. Upon completion of the full dissertation, a defense is scheduled. Students need to obtain *The Guide to Preparing and Submitting a Thesis or Dissertation* from the Graduate College web site.

Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements. The student must submit and successfully defend his/her dissertation by the posted deadline. The defense must be advertised and is open to the public. After the dissertation defense, the student must electronically submit a properly formatted pdf copy of

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 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*

III. Department Vote Information

Date faculty voted on proposal 4/12/19

Result of vote 13-0-0

Manner of vote Face 2 Face

IV. Unit Vote Information

Date faculty voted on proposal 5-9-19

Result of vote unanimous vote for approval - 6-0

Manner of vote Face to face

V. Graduate College Use Only

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

Processing Notes

**Aalog Processing
Date**

Initials

VI. Registrar Use Only

Processing Notes

**PS Processing
Date**

Initials