UNLV

University of Nevada, Las Vegas

Program Review Self-Study

Program Reviewed:	Curriculum & Instruction and Teacher Education
Degrees:	C & I: Ed.D., Ph.D.; Teacher Ed: Ph.D.
Program Chair or Director:	Dr. P.G. Schrader
Dean:	Dr. Kim Metcalf
Date of Report:	March 23, 2018

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I.　Program Description

A.　College/Department/School
1. College or School:　　　Education
   a. Unit:　　　　　　　　Teaching and Learning
   b. Web address:　　　　http://tl.unlv.edu/
2. Program(s) being reviewed:
   Teacher Education Ph.D.;
   C&I PhD with the following strands:
   > Career & Technical Postsecondary Education
   > Cultural Studies, International Education, and Multicultural Education (CSIEME)
   > Interaction & Media Sciences
   > Literacy Education
   > Mathematics Education
   > Science Education

   C&I Ed.D. with the following strands:
   > Career & Technical Postsecondary Education
   > Cultural Studies, International Education, and Multicultural Education
   > Educational Technology
   > Literacy Education
   > Mathematics Education
   > Science Education
   > Teacher Education
3. Degrees and their abbreviations: Ph.D. (Philosophical Doctorate) and Ed.D. (Educational Doctorate)

B.　Primary individual completing this worksheet
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2. Title:　　　　　　　Professor
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C.　Other faculty involved in writing this report:
Hasan Deniz, Emily Lin, Travis Olson, and Jeff Shih

D.　Most recent catalog description(s) of the program(s).

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

Upon completion of the program, graduates will:
- Have an understanding of the theoretical and historical foundations of education.
- Demonstrate knowledge and synthesis of major research in teaching and schooling.
- Demonstrate knowledge and research application in the area of emphasis: career & technical and post-secondary education (CTPE), cultural studies, international, and multicultural education (CSIEME), interaction and media sciences, literacy, mathematics education, and science education.

- Demonstrate college-level teaching experience.
- Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
- Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of research emphasis include:

Career & Technical and Postsecondary Education (CTPE)

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

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

Cultural Studies is a highly interdisciplinary field, drawing on philosophy, literature, the arts, sociology, psychology, political science, technology, and media. Cultural Studies connects those scholars interested in examining and challenging relationships of power, culture, and knowledge. International Education is an umbrella term encompassing comparative education, transnational education, and pan-global indigenous studies. Included in these studies are a series of large-scale, cross-national comparisons in student achievement, teaching practice, curriculum, and educational policy. Multicultural Education is an instructional and pedagogical paradigm that integrates the history, cultural traditions, social norms, life experiences, and learned contributions that members of non-dominant groups have made to all aspects of local and global society, especially those aspects that are typically codified in PK-12 and higher education courses of study in the United States.

Interaction and Media Sciences

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

Literacy Education

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

Mathematics Education

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

Science Education

> Doctoral students electing this Ph.D. area of study will be engaged in developing expertise in critical analysis, deconstruction, and research on teaching and learning science including, but not limited to: curriculum design, assessment, scientific literacy, policy, media, popular culture, issues related to race, gender, class, and attention to comparative, international, and cross-cultural studies in education. In essence, the development and offering of this Ph.D.emphasis is consistent with offerings at other top graduate schools of education. Indeed, this goal is consistent with UNLV planning documents designed to advance the research functions of UNLV while maintaining high quality teaching.

1. Is the description correct? If not, what needs to be changed?
   The description is correct.

Ph.D. in Teacher Education: The Ph.D. in Teacher Education in the Department of Teaching & Learning is projected for professional educators who have an interest in becoming practitioner-oriented scholars in teacher education and who are interested in teacher education as a content area for research. Completing this degree will enable individuals to answer the national call for teacher educators and researchers in this field. The program is one of only a few in the nation devoted to teacher education.

Upon completion of this program, graduates will be able to:
- Demonstrate college-level teaching experience;
- Connect theory and research related to teaching and learning to the practice of teaching in schools and to the practice of teaching university courses;
- Design and conduct research using quantitative and qualitative methodologies with particular emphasis on applied research in the context of diverse schools.

1. Is the description correct? If not, what needs to be changed?
   The description is correct.

Ed.D. in Curriculum and Instruction: This program is intended for professional educators who desire to extend and advance their studies in the theory and practice of education. The completion of this degree will enable individuals to become members of university faculties but particularly suited for positions as leaders in school districts and community agencies.

Upon completion of the program, graduates will:
- Have an understanding of the theoretical and historical foundations of education.
- Demonstrate knowledge and synthesis of major research in teaching and schooling.
- Demonstrate knowledge and research application in the area of emphasis:
- Career & Technical and Postsecondary Education
- Cultural Studies, International Education, and Multicultural Education
- Educational Technology
- Literacy Education
- Mathematics Education
- Science Education
- Teacher Education
- Demonstrate knowledge and skill in staff development theory, research, and practice.
- Understand and apply the major tenets of research design and analysis spanning quantitative, qualitative, and evaluation research methods.
- Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of emphasis include:

Career & Technical and Postsecondary Education

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

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Educational Technology

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

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Mathematics Education

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

Science Education

Doctoral students electing this Ph.D./Ed.D. area of study will be engaged in developing expertise in critical analysis, deconstruction, and research on teaching and learning science including, but not limited to: curriculum design, assessment, scientific literacy, policy, media, popular culture, issues related to race, gender, class, and attention to comparative, international, and cross-cultural studies in education. In essence, the development and offering of this Ph.D./Ed.D. emphasis is consistent with offerings at other top graduate schools of education including Penn State and The Ontario Institute for

Studies in Education where these programs currently flourish. Indeed, this goal is consistent with UNLV planning documents designed to advance the research functions of UNLV while maintaining high quality teaching.

Teacher Education

The Ph.D. in Teacher Education is a separate degree program from the Ph.D. in Curriculum and Instruction with an emphasis in Teacher Education. This teacher education emphasis is one of the emphasis are in Curriculum and Instruction Ph.D. and Ed.D. programs. By completing this emphasis and their program, graduates will be able to conduct scholarly research to advance knowledge in specific areas in the field of teaching and teacher education and be well prepared for an academic or professional career position that demands a strong commitment to teaching and research in teacher education. This emphasis is designed in consistence with top doctorate programs in teacher education in research institutions, such as Michigan State University, University of Wisconsin, and University of Georgia and with UNLV strategic goals to advance its research functions while maintaining high quality teaching.

1. Is the description correct? If not, what needs to be changed?
   No, the description is not correct.

The program description in the catalog reflects a previous vision for the Ed.D. in Curriculum and Instruction. For the Fall semester, 2018, faculty approved changes to the Ed.D. in a few important ways. First, sub-plans were eliminated in favor of a broad approach. In the new vision, students would be empowered to pursue the Ed.D. for a variety of purposes, including service to the community. The newly designed degree focuses on student mentorship and identifying, then addressing a "problem of practice" in educational contexts. Students will receive skills that empower them to pursue academic roles, school oriented placements, consulting positions, or community positions. Second, the revisions allow for clear differentiation of Ph.D. and Ed.D degree programs. Both are equally valuable but are distinct degree programs with the main purpose of Ph.D. programs preparing future scholars and researchers and Ed.D. programs preparing the highest level of leading practitioners. The new Ed.D. description is below:

This program aims to cultivate educational leaders through providing innovative solutions to complex problems of practice. The completion of this degree will enable individuals to become members of university faculties but particularly suited for positions as leaders in school districts and community agencies.

- Upon completion of the program, graduates will:
- Have an understanding of the theoretical and historical foundations of education.
- Demonstrate knowledge and synthesis of major research in teaching and schooling.
- Demonstrate knowledge and research application in solving a complex problem of practice.
- Understand and apply the major tenets of research design and analysis spanning quantitative, qualitative, and evaluation research methods.
- Demonstrate the ability to successfully design, defend, and complete an extended educational study addressing a complex problem of practice resulting in a defensible traditional dissertation or a multiple article dissertation.

II.   Centrality to Mission

A. Department/Program Mission

What is the program's mission statement (or the department's if the program does not have one)?

The Department of Teaching & Learning holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission https://www.unlv.edu/toptier/vision, and how it supports achievement of the institution's mission:

According to the current top tier documents, UNLV has outlined its path to Top Tier through progress on nine key measures:

- Impact of our research, scholarship, and creative activities. [VM K1]
- Student achievement of learning outcomes. [VM K2]
- Placement into preferred employment or post-graduate educational opportunities. [VM K3]
- Student, faculty, and staff diversity, including maintaining UNLV's Minority Serving Institution (MSI) status and Hispanic Serving Institution (HSI) status. [VM K4]
- Intellectual activity, patents, startups, and entrepreneurial activity fostered by UNLV. [VM K5]
- Quality and impact of our clinical services. [VM K6]
- Alignment of our physical infrastructure and organizational effectiveness with our Top Tier mission. [VM K7]
- A deeper engagement of UNLV with Las Vegas and our region to ensure ongoing alignment with our diverse community's needs and interests. [VM K8]
- Carnegie Classification criteria (research expenditures; doctoral degrees granted per year; number of non-faculty research staff, such as postdocs; and Carnegie Community Engagement status). [VM K9]

These measures are used to evaluate progress in terms of the following five major goals:

- Research, Scholarship, and Creative Activity Goal
- Student Achievement Goal:
- Academic Health Center Goal
- Community Partnerships Goal:
- Infrastructure and Shared Governance Goal

The Ph.Ds. in Curriculum and Instruction and Teacher Education, as well as the Ed.D. in Curriculum and Instruction promote the high standards outlined in the top tier documents. Collectively, faculty publish regularly and in highly respected, visible journals, produce important chapters and books, present at local, national, and international conferences, and serve on numerous editorial boards [VM K1]. Further, the faculty has a long record of successful grant funding [VM K1; VM K9]. More importantly, faculty regularly engage students in opportunities to partner on these activities [VM K2; VM K3]. A salient strength of the faculty and the programs stems from the broad range of intellectual pursuits. From this, several faculty and students are deeply invested in diversity issues, including NSF, Nevada Department of Education, and Great Teaching and Leading funds for teacher training, professional development, and preparation in underrepresented populations [VM K1; VM K4; VM K8]. Ultimately, our faculty is committed to maintaining high levels of scholarship in their respective areas, while mentoring students throughout the process.

C. Core Themes

1. Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at https://www.unlv.edu/provost/nwccu/core-themes:

Pathway Goal/Core Theme 1 – Advance Student Achievement: Both Ph.D. degrees and the Ed.D. support this goal by providing students with specialize knowledge in content, methods (both qualitative and quantitative), and research practices. Students are empowered with the knowledge and skills to pursue a variety of topics from a variety of perspectives. Courses and mentorship is sequenced purposefully and thoughtfully. For example, faculty adjusted the degree timeline and program requirements within the last three years. With the new policies, students are evaluated earlier (qualifying exam), have fewer but more intentional credit hours (total 60, rather than 72), and have more independent

study options. These opportunities provide students with the necessary scaffolds to complete their degrees in a timely manner and have been widely lauded by students.

Pathway Goal/Core Theme 2 – Promote Research, Scholarship, Creative Activity: This goal/theme is supported through regular and focused efforts in research and scholarship. Faculty members in the department are nationally and internationally recognized for their accomplishments in various areas, including science education, teacher education, diversity studies, personality research, and media sciences. According to internal data, faculty published 41 articles in peer-reviewed journals during 2017. Additionally, faculty published 2 books, numerous chapters, reviews, and other articles that were not reviewed. More importantly, faculty in the department regularly publish with students. One example of the emphasis on research and scholarship includes the Interaction and Media Sciences (IMS) group, which is a sub-plan in the C&I Ph.D. Program faculty in IMS recently developed a lab environment for faculty and student research. In ten months, the lab has produced two articles, one conference proceeding, and seven presentations. Doctoral students have been first author on five of these activities.

Pathway Goal/Core Theme 3 – Create an Academic Health Center: Not applicable.

Pathway Goal/Core Theme 4 – Foster Community Partnerships: A central focus of all doctoral degrees in the department is community engagement. For most sub-plans, the degrees require internship hours. Typically, these hours are satisfied through structured field experience. Most students conduct research in schools as part of their dissertation work. In addition to the efforts associated with the degrees, faculty in the programs are regularly engaged in partnerships with the local school district and other educational agencies in the state. Many funded grants within the department include professional development and community outreach activities, both of which support this goal/theme.

D. Excellence
1. List and briefly describe five highlights or areas of excellence of the program:

For the **Ph.D. and Ed.D. in Curriculum and Instruction**, there are numerous pockets of excellence associated with the sub-plans.

1. Science Education has been recognized for several achievements, including grant awards from the National Science Foundation and collaborations involving colleges across campus.
2. Faculty in the Career & Technical and Postsecondary Education subplan have established a record of successful mentoring and contributions in terms of student scholarship. As a group, they are nationally recognized for their contributions in scholarship. Recently, a student in the program was invited to publish an article in a top tier journal in the field.
3. The Mathematics Education subplan distinguishes itself by financially supported every content-area doctoral student through grants, which exceeded $4,000,000 over the last five years, rather than department level graduate assistantships. Mathematics education faculty have served as PI or a significant collaborator on 14+ grant funded projects that spanned Clark County, the State of Nevada, and nationally. The grant projects funded through both state and federal funds have specifically served to build mathematical content connects for teachers throughout Nevada. Additionally, a current National Science Foundation project was funded for faculty to engage in foundational research in mathematics education with colleagues across the country.
4. Most graduates hold university positions and many hold positions at nationally prominent institutions (e.g., Old Dominion University, Michigan State University, Texas A&M, University of Arizona, Central Florida University, etc.). Other graduates have joined research or testing businesses, some at universities in director's positions, and others have taken positions at K-12 school districts in central administration.
5. During the review period, faculty in the department served as editor, co-editor, and associate editor for ten different journals. Further, faculty collaborated on several special issues on topics that ranged from personality to multicultural diversity, including an issue for Educational Psychologist, a leading publication in the field.

For the **Ph.D. in Teacher Education**, several highlights demonstrate the program's excellence.

1. The program is an established doctoral program as one of the few nationally recognized teacher education programs. Faculty have published articles in top tier journals of teacher education such as Teaching and Teacher Education, Journal of Teacher Education, and Teachers College Record. Teacher education faculty hosted the Journal of Teacher Education and will host Action in Teacher Education Journal in 2019-2012. Additionally, a good number of the faculty play leadership roles in and have significantly contributed to national associations including AERA, ATE, and AACTE. The teacher education program was the finalist of the ATE Distinguished Program award twice.
2. The program design and implementation are aligned with the Association of Teacher Educators standards through careful and intentional incorporation ATE standards in all syllabi.
3. The program recruits and graduates outside the state and international students and scholars as well as students from Nevada. Most doctoral students who graduated from the program were hired by research universities (e.g., University of Mississippi, University of Texas, San Antonio, Central Florida University).
4. The program provides doctoral students' apprenticeship of teaching and research with faculty. The program offers courses related to teaching at higher education and all doctoral students are required to teach course. In addition, the doctoral students use the apprenticeship opportunities to conduct research to publish and present research articles with faculty.
5. The program offers 12 credits' elective courses to allow doctoral students' interdisciplinary collaborations within the college and across the programs at the university.

III. External Demand for Program

A. Stakeholders

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

Locally, a key stakeholder is the Clark County School District (CCSD). The district hires our graduates in a variety of roles, including leadership and teaching roles. Similarly, local community and four-year institutions have hired our graduates (e.g., College of Southern Nevada). In the region and state, several graduates have found employment at four-year institutions. However, most of our graduates take positions at colleges and universities beyond the local area. Several have been placed at national research universities (e.g., Old Dominion University, Michigan State University, Texas A&M, University of Arizona, Central Florida University).

2. What are specific stakeholder needs for graduates?

In higher education, there is a persistent need is for self-directed researchers possessing strong theoretical, methodological, and analytic skills that generalize across educational content and contexts. Faculty and graduates filling positions in higher education are expected to leverage their training and build a line of research that is aligned with their content areas. In addition, universities are expecting numerous publications, teaching experience, and experience working on grant related funding.

In addition, CCSD is chronically short of qualified and skilled professionals. There continues to be a need for evaluators, teachers, directors, and other highly-trained personnel. Stakeholders may expect graduates to be able to apply more basic knowledge to diverse settings.

B. Needs for Graduates and Future Plans

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

Over the last few years, there have been numerous articles and studies that outline what employers seek when they recruit college graduates. According to a 2013 survey of CEOs conducted for the Association of American Colleges and

Universities (AACU) (https://www.aacu.org/publications-research/periodicals/it-takes-more-major-employer-priorities-college-learning-and), the top endorsed educational practices noted as being potentially helpful in preparing college students for workplace success were:
- practices that require students to conduct research and use evidence-based analysis;
- gain in-depth knowledge in the major and analytic, problem-solving, and communication skills;
- apply their learning in real-world settings.

Similarly, a 2015 article from Inside Higher Ed cited Bloomberg research that highlighted the most important, but rarest, skills, including: communication, leadership, problem solving, and strategic thinking (https://www.insidehighered.com/blogs/stratedgy/what-do-employers-want). In addition, strong analytic and quantitative skills were among the skills that were highly valued. Additionally, numerous national organizations (e.g., the American Psychological Association, American Educational Research Association, National Science Foundation) have cited the continued need for empirical research and researchers within the field of education, including those with quantitative, qualitative, and mixed-methods skillsets.

We anticipate that changes to the academic landscape will continue. According to reports by the AACU, nearly all new hires are not tenure-track positions (https://www.aacu.org/publications-research/periodicals/why-are-we-hiring-so-many-non-tenure-track-faculty). Only 30% of new hires fall into the tenure-track category. As a result, graduates of our programs will need to distinguish themselves as potential hires in academia, as well as gain skills associated with parallel careers in evaluation, school-based-education, administration, etc.

Although a formal market analysis has not been undertaken regarding potential and future trends, our department has a record of placing students in tenure-track university positions in education and associated programs. Additionally, students have also found employment in the areas of consulting and evaluation, administration, for profit and not-for-profit organizations, and classroom instruction. We anticipate that these trends will continue, and the demand will remain stable.

2. What changes to the program will those require?

Our existing philosophies and courses already aligned with and promote the skillsets required by employers. Further, we have spent several years updating and revising our programs to continue to serve the evolving job market outside of academia. While we anticipate that this market will remain stable, our objective was to identify ways to differentiate and distinguish our graduates. In part, this has been achieved through changes described later in this report (i.e., section X: Quality, subsection B, question 3).

C. Success of Graduates

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

The department of Teaching and Learning values the success of graduate students. During the evaluation period, our programs were strengthened through a few specific and strategic decisions. First, we revised the existing standards associated with the degree. The annual data regarding student performance and perceptions of our programs revealed some degree of dissatisfaction and disenfranchisement associated with doctoral study. Further examination revealed that students were being forced into taking additional credits due to outdated policies. Several years ago, the Graduate College implemented a credit requirement for dissertation hours (12 credits). This is intended to cover the cost of advisement and resource use during the dissertation phase. Students must defend their dissertation and advance to candidacy before registering for dissertation hours. However, previous department policy stated that students must first complete ALL of their courses prior to beginning the comprehensive exam, a condition that must be met prior to a dissertation proposal. Ultimately, this resulted in too many large milestones toward the end of a program, inadequate opportunities for overall feedback about performance in the program and created a need for a "gap" semester, to bridge the time between

completing comps and being able to register for dissertation hours. These credits were never reflected in the official timeline for degree completion. Consequently, students were completing an average of 6 to 9 additional credits beyond the 72 at the time. Because of our continued data collection and self-analysis, we revised the programs (reduced to 60 credits) and altered the structure of the exam (now a qualifying exam, to be taken after 1/3 or 2/3rds of completed coursework). Data indicate that the change has helped students complete their degrees in a timely manner.

In addition to policy changes, we have continued to engage students through scholarly and social events, like the Doctoral colloquium. Each semester, a subcommittee of faculty and students plan 1-2 colloquia for all doctoral students in the department. Local stakeholders and incoming students are regularly invited to attend. These events focus on several rotating topics that are important to students and faculty throughout their study. In addition, we have begun working at a more content-based level to provide continued community building. The department chair has provided some support for events like brown bags, forums, and discussions for content area groups.

In addition to community building, the department recognizes the importance of student engagement in research. When funds are available, the department provides additional stipends to students for the expressed purpose of presenting their work at conferences. These funds are in addition to any other funds from the Graduate College or College of Education.

2. Discuss the placements of recent graduates:

Based on the best available data, students have taken positions at a variety of venues locally, nationally, and internationally. Most graduates remain in the local area (54%). This may be a factor in determining type and quantity of positions available to graduates. More than half of graduates obtain employment in higher education (52.5%). Graduates employed in Higher Education fill both tenure and non-tenure track positions in roughly equal numbers. In tenure track lines, some graduates have obtained employment at well respected, national universities (e.g., Old Dominion University, Michigan State University, Texas A&M, University of Arizona, Central Florida University, etc.). Other graduates have joined research or testing businesses (locally and nationally), some at universities in director's positions, and others have taken positions at K-12 school districts in central administration. A few graduates returned to the classroom.

Doctoral Graduates (2011-2017) Employment

Category	Raw Count	Percent
Tenure-track position	15/59	25%
Non-tenure position	16/59	27%
Non-professoriate, but related field	19/59	32%
Another field	6/59	10%
Unemployed	2/59	3%
Location of Employment	Raw Count	Percent
Local Employment	32/59	54%
National Employment	22/59	37%
International Employment	3/59	5%
Unemployed	2/59	3%

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?

Although we have maintained contact with most students, the department recognizes the need to remain vigilant in communication with graduates. Until recently, students' advisors served as the main point of contact. With faculty taking

other positions over time, this proved to be a flawed approach. As a result, the responsibility has fallen on our department Administrative Assistant, who maintains a spreadsheet of students' placement and contact information.

4. Do placements match stakeholder needs as identified above in A of this section? If not, please explain.

Although the stakeholder needs are varied, the placement of students meets those needs. Students take positions locally, nationally, and internationally. Students take academic positions within their fields and leverage their degrees outside academia. In general, this aligns with the philosophy of the program and the goals of T&L doctoral students.

5. Does the program assess whether the graduates are meeting employer's needs? If not, what will the program do to place this NSHE-required assessment in place and by what date?

The department has not adopted a formal plan to assess if students meet employers' needs. It is inferred that students who maintain employment, particularly in academia, are also meeting employers' needs. Many of our graduates who are placed in institutions of higher education in tenure-track positions successfully attain promotion and promotion.

6. Additional Comments

The placement of our students is varied and reflects students' interests. Although students are trained with the skills commensurate with a terminal degree, many students elect to work in fields unrelated to academia. The department faculty strongly support students to identify their strengths in addition to research and scholarship. Placements at all levels of academia and other areas is encouraged by our faculty.

IV. Program Resources

A. Faculty Time

1. Faculty and GA Resources

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Full Time Faculty	21	21	24	24
Number of State-Supported GA lines	28	28	27	27
Number of PTIs	11	14	9*	7*
Number of FIRS & Visiting	4	4	4	4

*Indicates that 2 PTI's were also counted as GAs in the row above.

Doctoral Courses	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Percent of classes taught by Full Time Faculty	90.0	87.5	92.9	100
Percent of classes taught by number of State-Supported GA lines	0	0	0	0
Percent of classes taught by number of PTI's	10.0	12.5	7.1	0
Percent of classes taught by number of FIRS & Visiting	0	0	0	0

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Student Credit Hours Taught by Full Time Faculty	297	231	429	363

Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0
Student Credit Hours Taught by Number of PTIs	27	27	27	0
Student Credit Hours Taught by Number of FIRS & Visiting	0	0	0	0

2. For other non-major courses – e.g., upper division for the college or university, estimate the unit's resources allocated to them:

Not applicable.

B. Budget

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget Category	FY15	FY16	FY17
State Operating*	$50,905.43	$41,626.06	$49,195.95
Student Fees (revenue)	$139,290.42	$127,449.62	$172,684.81
IDCR (revenue)	$24,326.38	$15,742.70	$15,728.03
Self-Supporting (revenue)	$95,760.61	$165,193.32	$124,901.73
Total Allocations	$310,282.84	$350,011.70	$362,510.52
Number of Graduate Assistantships (including GAs on grants)	28	29	31

*Indicates annual FY expenditures; $51,402 was the approved budget each FY

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?
The funding for GAs was not entirely sufficient for the requests made by students. In terms of quantity of assistantships, we could meet the approximate need of students. Unfortunately, not all students who requested a GA were granted one. However, most students who requested a Graduate Assistantship but were denied one, could personally fund their education. This presents a recruitment and retention issue. Further, GAs are currently allocated toward teaching, a condition that operates contrary to most of the goals/themes. Lastly, GAs are limited by the college to a 3-year term. Although a 4th year is possible if an exception is made, the 3-year term is not sufficient for most students in our department.

3. If not, approximately what line items and amounts would be needed?
The department of Teaching and Learning increased the GA stipend prior to changes at either the College or Graduate College level. This change occurred during FY 17, in which stipends were increased to $16,750, from $13,000. Currently, we offer stipends at the rate of $20,000. However, we would like to fund students with the same frequency (approximately 30), for longer (a total of 4 years), with a focus on research instead of teaching, and with a higher stipend ($23,000 for each student).

There are many instances in which students are at risk. In some cases, students are at risk of failing to complete their degree. In more extreme cases, they risk food insecurity or even deportation due to work limitations on a student visa. Although the number of stipends is generally adequate, the amount of each stipend is barely sufficient for most graduate students while attending school. This leaves students with the choice to leave a career, only to face financial hardship, or attend doctoral study part time, which results in the lowest completion rates.

C. General Education

1. If your program or unit offers General Education courses, please estimate what proportion of the unit's resources are allocated to this area:

Not applicable.

2. Does the combined load from A and B above affect your unit's ability to offer courses for its major? If so, please describe:

Not applicable.

D. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

Funding from other sources is not sufficient to achieve specified outcomes. The funds that are available, are not consistent over time and do not lend themselves to long-term planning.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

Our faculty members are some of the most aggressive when it comes to grant proposals and funded grants in the College of Education. However, many of these grants are limited in their capacity to provide assistantships or support for faculty. More importantly, the success or failure of grant awards are not directly under faculty control. The lack of control limits the ability to plan programs or activities around such insecure funding.

3. Has any new donor revenue been generated since the last program review?

No donor revenue has been generated since the last program review.

4. Has the unit engaged in fundraising activities to support the program over the last 5 years?

No, the unit has not engaged in fundraising activities in the last 5-years.

5. What has been the result of these fundraising activities?

Not applicable.

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

According to a review of space, there is a continued shortage of space for existing faculty, visiting faculty, and doctoral students. For example, our department hired two new faculty members, but there is an available office (due to turnover) for only one. This shortage exists with our current size, before any plans to develop programs, faculty, and staff further. Similarly, the available space is insufficient room to house all 31 graduate assistants for the department. Even allowing for double and triple occupancy, there is insufficient space for students to work on campus. PTI faculty have never been offered a location to work or advise students.

In terms of instruction, recent decisions forced two important content areas into inadequate locations. Math Methods is currently in a room in which 25% of the space is unusable due to a structural wall. Science Methods was forced to

eliminate significant portions of their curriculum. The new Science Methods room lacks a sink, without which numerous experiments are neither permitted nor safe.

The most significant issue related to space is the simple fact that it is inadequate for current needs. Unfortunately, we have been tasked to continue to grow programs but cannot continue to do so under the current conditions.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

We generally have been able to provide materials and office supplies for faculty in the past. However, faculty have been encouraged to leverage digital formats when possible and limit printing needs. The department is finding it more difficult to meet needs due to the number of faculty and students who require supplies. The department is not in the habit of providing other resources, like books, for faculty or students. In some cases, it would be appropriate to have funds allocated for doctoral students or part time instructors involved in teaching course.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

As part of the University's Office of Information Technology programs, faculty computers are replaced on a revolving basis. The technology has been adequate for research and teaching needs. However, any additional needs or requests are addressed by the department. Specific software requests (e.g., statistical tools or qualitative software) are considered on a case-by-case basis and funded whenever possible. Unfortunately, the department is often unable to provide adequate support for niche programs with more specific technology needs, like the Interaction and Media Sciences subplan for the C&I PhD. Faculty were responsible for self-funding their lab, which includes six high-end computers used for digital research in simulations, games, and virtual reality. When graduate students are provided computers as part of their assistantship, the systems are old but still functioning. It would be an advantage to be able to support faculty research, while replacing aging technology on a regular basis for everyone in the department (including Graduate Assistants).

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

Due to an emphasis on digital materials and virtual storage, our department copier and fax are in stable and working condition.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

Yes, faculty and students can access the high-quality journal resources needed for research and work both on and off campus.

11. Staffing
     a. Are available department staff resources sufficient to attain the program's outcomes?

The current staffing is not fully adequate for current needs. More importantly, the current staffing and workload conditions impose real and predictable limitations on the growth of programs.

     b. If not, what additional staff resources are needed and how would they be funded?

According to data recently compiled through UNLV Analytics, the Department of Teaching and Learning serves 904 of all 1,570 graduate students in the College of Education (54%). Similarly, the department houses nearly half of all doctoral students in the College of Education; 47.5% of all doctoral students in the College of Education are housed in the department of Teaching and Learning. Previously, the department was staffed by three full-time Administrative

Assistants. Administrative responsibilities for graduate and doctoral students were distributed among the third Administrative Assistant and doctoral coordinators. However, one of the Administrative positions was moved to the Dean's office and not replaced. As a result, the staff does not share an equitable workload relative to similar positions across the college or university. Said another way, the department serves more students (i.e., doctoral and graduate) than the remaining three departments combined but does so with identical staffing. Although a significant portion of administration for the Alternate Route to Licensure (ARL) and Teach for America (TFA) plans are now situated in the Dean's office (a move that accompanied the Administrative position), department staff is still responsible for many aspects of those groups' advising, routing, paperwork, appeals, etc.

Additionally, coordinator positions are permitted one semester of reassigned time per academic year. If there are co-coordinators, as is the case in our department, each co-coordinator leverages reassigned time once every two years. Previously, the Chair could extend an additional semester of reassigned time to the coordinator position, giving each co-coordinator at least one semester reassigned time per academic year. This time was vital, given the additional responsibilities that have evolved over the last few years because of several initiatives introduced by the graduate college.

The necessary staffing resources are:
- One additional Administrative Assistant/Administrative Professional who is assigned duties to graduate and doctoral programs.
- Provide the means for appropriate reassigned time for coordinators that is commensurate with workload.

These would be funded by simply returning the line that was removed from the department and eliminating policy that prevents the department to manage reassigned time as it had done previously.

       c. Additional Comments

No additional comments.

V. Size of Program

Academic Level Key
Undergraduate (UGRD):   Graduate (GRAD):
10 – Freshman   GR - Graduate
20 – Sophomore   PHD – PhD
30 – Junior
40 – Senior
50 – Post Bacc Undergrad

Below are headcount, course enrollment, and degrees conferred data from Decision Support.

A. Headcount
Curriculum & Instruction PHD (ICSPHD)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
PHD	47	52	55	52	57	55	61	53	68	65

Teacher Education PHD (ITEPHD)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
PHD	16	13	15	15	16	16	15	6	14	14

Curriculum & Instruction EDD (ICSEDD)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
EDD	12	8	9	6	7	5	8	8	7	5

B. Course enrollments

Department Name of Course	Subject	Course Number Level	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
Teaching & Learning	CIE	500-Level	156	18	174	65	149	58	171
		600-Level	32	66	42	74	36	72	38
	CIG	500-Level							
		600-Level	153	212	228	155	196	145	255
		700-Level	91	110	74	96	86	123	65
	CIL	500-Level	8	69	24	82	40	87	54
		600-Level	73	199	74	145	72	151	55
		700-Level	5		5		8	5	4
	CILR	600-Level						148	164
	CIS	500-Level	15	17	14	35	39	38	22
		600-Level	102	268	95	250	154	179	117
	CIT	600-Level	78	96	79	79	96	89	95
		700-Level	17	10	7	12		14	31
	CITR	600-Level	3	1			8		
	EDW	500-Level	11	10	10	9	10	15	12
		600-Level	5	2	3	2	6	3	3
		700-Level	32	31	26	34	37	43	25
	RPDP	500-Level	350	157	568	159	233	223	308

Note: Includes lecture courses only.
Source: UNLV Analytics - Official Preliminary Enrollment Office of Decision Support, January 2018

C. Degrees conferred

Curriculum & Instruction PHD (ICSPHD)

Academic Year - July to June	Degree Count

2005-06	3
2006-07	1
2007-08	5
2008-09	2
2009-10	5
2010-11	6
2011-12	3
2012-13	3
2013-14	5
2014-15	3
2015-16	11
2016-17	12

Teacher Education PHD (ITEPHD)

Academic Year - July to June	Degree Count
2005-06	1
2006-07	2
2007-08	1
2008-09	1
2009-10	1
2010-11	0
2011-12	1
2012-13	2
2013-14	1
2014-15	2
2015-16	3
2016-17	3

Curriculum & Instruction EDD (ICSEDD)

Academic Year - July to June	Degree Count
2005-06	3
2006-07	2
2007-08	1
2008-09	1
2009-10	1
2010-11	1
2011-12	0
2012-13	0
2013-14	0
2014-15	0
2015-16	0
2016-17	1

Source: UNLV Analytics - Degrees Conferred Office of Decision Support, December 2017

1. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

The number of students enrolled is aligned with both projections and our unit's strategic plan. Enrollments in the Ed.D. and both Ph.D.s have remained relatively stable. At the same time, we have increased recruitment efforts and heightened our selectivity. As a result, we have had an increased number of talented applicants. At the same time, the number of faculty involved in doctoral education has remained stable for the last several years. It should be pointed out, however, that the department withstood a sharp decline in numbers of faculty prior to this evaluation while the enrollments were maintained. As a result, the same advising burden was distributed among fewer faculty members.

2. If not, why not?

Not applicable.

3. Does your program's enrollment trend differ from national trends?

Enrollment trends are aligned with national trends.

4. If yes, please discuss the reasons:

Not applicable.

5. Additional Comments:

Although enrollment trends appear to align with national trends, it is important to note that the trend in placements has shifted during the evaluation period. Year after year, there are fewer tenure-line and tenure-track positions available. As a result, it is incumbent upon department faculty to prepare students for a more competitive job market. Resources and efforts focused on research productivity and job competencies are highly important.

VI. Retention, Progression, Completion

A. Major Course Offerings

    1.   Are enough courses offered to meet enrollment demands?

The quantity of courses meets demand. Students have reported sufficient breadth and depth. However, there is sometimes an issue of frequency. Doctoral enrollments of 6 or 7 are common. Unfortunately, these courses are often at risk of being cancelled. Course cancellation has long-term implications. If a course is offered every other year, as many are, then students may need to wait until their 4th or 5th year to take the course again. This is outside the standard duration of a GA, the target time to degree, and beyond the scope of most timelines. As a result, students often elect to enroll in independent studies. This is a short-term solution and has the dual outcome of limiting future enrollment AND threatening to diminish the integrity of the program.

    2.   How many major courses have been added or eliminated in the last 5 years?

        7 courses were added.   No courses were eliminated

    3.   Why were the actions taken?

The details of each new course are included in Appendix D. In general, they were added to align the department's offered curriculum with evolving fields. In the case of the Interaction and Media Sciences subplan, new courses were required to actualize the direction of the plan.

    4.   After reviewing the program, what additional actions should be taken to improve retention, progression, and completion?

Each year, the doctoral coordinators and faculty examine trends in the programs. This exercise results in continued improvements of programs and attention to retention, progression, and completion. One way to continue this conversation is to regularly schedule sessions to discuss student progress at a department level and establish a shared timeframe for progress. This would directly aid awareness and communication.

    5.   Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

Currently, no courses appear to present difficulty with students enrolling. In some cases, the prerequisite requirements presented an obstacle. In those cases, the prerequisites have already been eliminated.

    6.   If last question was answered yes, what steps can be taken to reduce "bottle-necks" in these courses. Please indicate *both* financially-based and non-financially-based solutions.

Not applicable.

    7.   Can any changes in sequencing of courses be made to facilitate graduations?

Doctoral courses are typically offered on a two-year rotation, with departmental courses being offered every year. This approach ensures that students have access to requirements in a predictable way. Except for courses being cancelled, the sequence is performing as planned. When courses are canceled due to low enrollment, students are forced into taking independent studies to meet their timeframes.

B. Curriculum

1. Is the program's curriculum aligned with current developments in the field?

Our content is continually updated, through formal course updates at the Graduate College level and through syllabi revisions.

2. If not, what needs to be done to make it current?

Not applicable.

C. Graduation Rates

Program graduation numbers and rates are summarized below.

New Doctoral Students Graduating within Eight Years (Curriculum & Instruction PHD - ICSPHD)
Fall 2004 – Fall 2014 Cohorts

Cohort Term	Nbr	Graduated in... 3 Yrs	%	4 Yrs	%	5 Yrs	%	6 Yrs	%	7 Yrs	%	8 Yrs	%
Fall 2004	6	0	0.0%	2	33.3%	2	33.3%	2	33.3%	4	66.7%	5	83.3%
Fall 2005	9	1	11.1%	1	11.1%	4	44.4%	5	55.6%	5	55.6%	5	55.6%
Fall 2006	5	1	20.0%	1	20.0%	3	60.0%	4	80.0%	4	80.0%	4	80.0%
Fall 2007	3	0	0.0%	0	0.0%	1	33.3%	2	66.7%	2	66.7%	2	66.7%
Fall 2008	1	0	0.0%	1	100%	1	100%	1	100%	1	100%	1	100%
Fall 2009	7	0	0.0%	2	28.6%	2	28.6%	4	57.1%	4	57.1%	4	57.1%
Fall 2010	6	0	0.0%	0	0.0%	1	16.7%	2	33.3%	2	33.3%	16/25	64.0%
Fall 2011	9	0	0.0%	0	0.0%	1	11.1%	4	44.4%	18/31	58.1%		
Fall 2012	10	0	0.0%	3	30.0%	4	40.0%	22/40	55.0%				
Fall 2013	5	2	40.0%	3	60.0%	17/50	34.0%						
Fall 2014	10	0	0.0%	11/55	20.0%								
Combined Cohort		4/65	6.2%										

Note: Shows new doctoral students who graduated with a doctoral degree in the College of Education.
Source: UNLV Analytics – RPC Benchmarks Dashboard; Student Tracking; UNLV Data Warehouse Office of Decision Support, January 2018

New Doctoral Students Graduating within Eight Years (Teacher Education PhD - ITEPHD)
Fall 2004 – Fall 2014 Cohorts

Cohort Term	Nbr	Graduated in... 3 Yrs	%	4 Yrs	%	5 Yrs	%	6 Yrs	%	7 Yrs	%	8 Yrs	%
Fall 2004	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2005	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2006	0	-	-	-	-	-	-	-	-	-	-	-	-
Fall 2007	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2008	3	0	0.0%	1	33.3%	2	66.7%	3	100%	3	100%	3	100%
Fall 2009	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2010	5	0	0.0%	0	0.0%	1	20.0%	1	20.0%	2	40.0%	3/7	42.9%
Fall 2011	2	0	0.0%	0	0.0%	1	50.0%	1	50.0%	5/12	41.7%		

Fall 2012	4	0	0.0%	0	0.0%	1	25.0%	5/14	35.7%
Fall 2013	4	2	50.0%	2	50.0%		27.8%		
Fall 2014	4	1	25.0%	3/22	13.6%				
Combined Cohort		3/26	11.5%						

Note: Shows new doctoral students who graduated with a doctoral degree in the College of Education.
Source: UNLV Analytics – RPC Benchmarks Dashboard; Student Tracking; UNLV Data Warehouse Office of Decision Support, January 2018

New Doctoral Students Graduating within Eight Years (Curriculum & Instruction EDD - ICSEDD)
Fall 2004 – Fall 2014 Cohorts

Cohort		Graduated in...											
Term	Nbr	3 Yrs	%	4 Yrs	%	5 Yrs	%	6 Yrs	%	7 Yrs	%	8 Yrs	%
Fall 2004	7	0	0.0%	1	14.3%	1	14.3%	1	14.3%	2	28.6%	2	28.6%
Fall 2005	5	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%
Fall 2006	4	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2007	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100%	1	100%
Fall 2008	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2009	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2010	4	0	0.0%	0	0.0%	0	0.0%	1	25.0%	2	50.0%	2/12	16.7%
Fall 2011	3	0	0.0%	0	0.0%	2	66.7%	2	66.7%	3/16	18.8%		
Fall 2012	1	0	0.0%	0	0.0%	1	100%	3/19	15.8%				
Fall 2013	1	0	0.0%	0	0.0%	3/20	15.0%						
Fall 2014	1	0	0.0%	0/21	0.0%								
Combined Cohort		0/22	0.0%										

Note: Shows new doctoral students who graduated with a doctoral degree in the College of Education.
Source: UNLV Analytics – RPC Benchmarks Dashboard; Student Tracking; UNLV Data Warehouse Office of Decision Support, January 2018

Using the data in the tables above, please answer these questions:

1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?

Although our programs are at the doctoral level, the data indicate that graduation rates are 41% goal for the 6th year cohort across programs. Although the **C&I Ph.D.** is above 50%, both the **Teacher Education Ph.D.** and **C&I Ed.D.** are below 50% for the 6th year cohort. This is most likely caused by a) the credit burden required by both programs during the last few years (66 credits and 69 credits respectively) and b) the fact that both programs are populated by a majority of part-time students.

2. If not, what is being done to reach the goal?

As noted previously, both programs were adjusted in terms of credit hours. Further, the C&I Ed.D. has undergone a re-envisioning process that both distinguishes it from other degrees and purposefully leverages the fact that many students attend part-time. Specifically, the adjustments to the Ed.D. require students to address a problem of practice through internship. This is met through existing work situations and partnerships.

3. Discuss how and why the graduation rate is changing.

The graduation rate is mostly stable over time. However, there was a slight increase recently due to administrative push toward completion. A few students earned an Education Specialist degree, a terminal degree without the dissertation requirement.

   4. Additional Comments

For our part-time students, the department has always experienced challenges with respect to retention, progression, and completion. When faced with the decision to quit their positions and take a profound pay cut, many doctoral students in our programs elect to work full time and study part time. The first and most direct consequence of this decision is that their time to degree (TTD) is typically longer than students who attend full time. A second consequence is that this population of students has a lower completion rate. This is simply the nature of our student population and the candidate pool we serve. That said, we endeavor to maximize the success of all students through targeted activities and continued examination of our programs. In recent years, we have adjusted the doctoral colloquia structure and to the degree plans policies. Through regularly scheduled academic and social events, we have strived to build community among our students. Through continuous examination and reflection on our programs, we strive to remove any policy-oriented impediments.

VII. Relationship to Other Programs

   1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system?

Program faculty and students have been involved in various collaborative research with UNR's Computer Science and Engineering and Raggio Research Center and the Desert Research Institute through grant collaborations (i.e., NSF EPSCoR projects).

   2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

Our programs offer courses that serve as requirements for students in the department and elective courses for students across campus (e.g., Hospitality and Gaming, Nursing). Faculty have been engaged across campus with several colleges, including Engineering, Sciences, Greenspun, and Liberal arts. Faculty also coordinate the Center for Mathematics, Science, and Engineering Education, a multi-college center that is intended to strengthen collaborative granstmanship at UNLV. Funds are intended to strengthen research lines and support students.

Each degree, C&I Ph.D., Teacher Education Ph.D., and C&I Ed.D., has a collaborative relationship with other departments. For example, several courses in the Cultural Studies, International Education, and Multicultural Education (CSIEME) subplan are cross listed across campus. Similarly, the new Learning Sciences Ph.D. (formerly Learning & Technology Ph.D.) housed in the Department of Educational Psychology and Higher Education requires that students take up to six credits in CIT780: Educational Technology Research and Practice. Prior to the approval of the Learning Sciences Ph.D., the Learning & Technology Ph.D. was a dual-department collaborative effort, though housed in EPHE. Lastly, all students in the department are required to take statistics and methods courses, all of which are offered by EPHE.

   3. Additional Comments

   No additional comments.

VIII. Impact

   1. What impact has this program had or will have in the following areas:

    a.   University

The impact of the department's doctoral programs is meaningful and significant for the University. Collectively, there are 84 students working toward doctoral degrees in the department (i.e., Ph.D. in Curriculum and Instruction, Ph.D. in Teacher Education, and Ed.D. in Curriculum and Instruction). This reflects a large portion of the overall doctoral work across the university. More importantly, graduates have secured and maintained successful careers. Successful students provide excellent visibility for the University. In addition to careers outside UNLV, some of our graduates have secured high profile positions within the University, in the Office of the President, Greenspun School of Journalism and Media Studies, and even the College of Education.

    b.   Community

Building on the mission of the College of Education and the department, one of the key impacts of our doctoral programs involves meaningful work with the community. For example, many of the subplans within the Ph.D. degrees require internships. These internships benefit both the doctoral student and the placements that receive the additional time and effort. Similarly, most of the research involves students or members of the community, a significant portion of whom come from CCSD. As students in the program innovate, examine, and implement new ideas, the community directly benefits. Ultimately, the program has had an impact on interventions and evaluations conducted in education at all levels and in non-profit organizations across the community via partnerships that draw upon expertise of faculty and students in program. Our students can problem solve and analyze community-wide data to provide recommendations for educational and/or curricular change or policy.

    c.   Field

Our programs have had a significant impact on the various fields of study within the Department of Teaching and Learning. For example, students from the Ph.D. in Teacher Education have continued to profoundly influence the field. Similarly, other graduates hold positions in well-respected higher-education institutions nationally and internationally and have contributed to the field via scholarship as faculty members. Department faculty have provided strong service to professional organizations, including holding a range of leadership positions, editorial board positions, and editorships. Some faculty have been successful in obtaining external funding from highly competitive sources, like the National Science Foundation, while others have been involved in grant evaluation processes at the federal level, both as reviewers and evaluators.

In the future, we will continue using our expertise to assess educational problems, particularly for CCSD, State of Nevada Department of Education initiatives, and broader communities to provide viable solutions, ideas, and innovations.

2.   What are the benefits to the institution of offering this program?

The university is uniquely situated within the fifth largest school district in the United States and a highly diverse urban center. Further, the university was recently recognized as the second most diverse university in the nation and qualifies as a Minority Serving Institution (MSI), Hispanic Serving Institution (HSI), and an Asian Serving Institution (ASI). As UNLV continues to gain prominence, the doctoral programs in our department will provide an excellent example of the potential to leverage these traits. Our faculty and students exploring topics that directly benefit local populations, as well as the field overall.

3.   Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

There are numerous examples that demonstrate the integration of research, teaching, and service that comprise the main components of faculty workload. It is important to note that the philosophy of integration of each is at the core of the department. For example, faculty in the department are *required* to mentor students and engage them in research

activities, like conferences and scholarly publications. As a result, collaborative student publication is consistent, expected, and predictable. This is reflected in the publication record of both students and faculty. Other evidence includes the thoughtful integration of research, teaching, and service when it comes to external funding. There have been numerous grants that have provided teaching and research opportunities (e.g., the CyberLearning Activities to Scaffold STEM Practices (CLASSP) NSF project, The Solar Energy-Water-Environment Nexus in Nevada NSF project, Nevada State GEAR UP US Department of Education project, the Cyberinfrastructure Development for the Western Consortium of Idaho, Nevada, and New Mexico NSF project). These projects typically involved research, professional development, curriculum development, and public outreach/service. Most were collaborative and funded in partnership with other colleges and/or universities. Nearly all projects were funded for multiple millions of dollars, except for CLASSP, which was funded at the $750,000 level. Ultimately, faculty in the department and the programs are successful because of the integrative approach to these three aspects of academic performance.

4. Additional Comments

No additional comments.

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

Faculty in the Department of Teaching and Learning are highly productive through publications, presentations, grant funding, and leadership positions in professional organizations. From 2014 to 2017, faculty have reported that they have 1,556 publications, presentations, research reports, manuscripts accepted, manuscripts submitted, and awarded grants. A list of grant activity is presented in Appendix A. Specifically, faculty in Teaching and Learning have received grants from the local, state, and federal levels for research and professional development of teachers in Nevada. Additionally, faculty serve in a variety of leadership positions. These positions occur at the department, college, university, local community, state, national, and international levels. A list of leadership activity is presented in Appendix B.

2. Additional Comments

No additional comments.

X. Quality

A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

Specific admission criteria for the **Curriculum & Instruction Ph.D.** include:
1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 of higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the

Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.

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

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

8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
    a. Emphasis area of study
    b. Reasons for pursuing a doctorate in education
    c. Expectations concerning the doctoral program
    d. Potential areas of study
    e. The name of a faculty member in the department with whom you would like to work [optional]

9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document."

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

Specific admission criteria for the **Teacher Education Ph.D.** include:

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

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

3. Have a grade point average of 3.0 of higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.

4. Have satisfactory teaching experience, preferably licensed.

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

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

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

8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
    a. Reasons for pursuing a doctorate in teacher education
    b. Expectations concerning the doctoral program
    c. Potential areas of study within teacher education
    d. The name of a faculty member in the department with whom you would like to work [optional]

9. Submit a written statement regarding when the residency requirement will be met (see the Doctoral Handbook. This statement should be uploaded via the Graduate College online application in the Supplementary Information section as an "Other Required Document."

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

Specific admission criteria for the **Curriculum & Instruction Ed.D.** include:
1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 of higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.
5. Obtain three letters of recommendation from individuals who can specifically address the applicant's potential for success in the doctoral program. These letters of recommendation will be requested and submitted through the Graduate College online application system. One of the letters must be from a university faculty member addressing your past academic success and future potential in a doctoral program.
6. Submit one set of official transcripts from all previously attended colleges and universities as requested in the Graduate College online application. You may upload unofficial transcripts via the online application as a supplement if you have the documents in a digital computer file (e.g., PDF). Unofficial transcripts do NOT substitute for the official documents.
7. Submit Graduate Record Examination (GRE) scores for the General Exam. The scores should be sent directly to the Doctoral Studies Office in the Department of Curriculum and Instruction. Applicants are encouraged to provide self-reported scores for the GRE in the Standardized Tests section of the Graduate College online application.
8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
    a. Emphasis area of study
    b. Reasons for pursuing a doctorate in education
    c. Expectations concerning the doctoral program
    d. Potential areas of study
    e. The name of a faculty member in the department with whom you would like to work [optional]
9. Demonstrate oral communication skills through an interview conducted by members of the C&I graduate faculty. Out-of-state applicants must contact the Coordinator of Doctoral Studies directly to make alternate arrangements to the on-campus interview.

2. Are there any updates that need to be made to the catalog and if so, what are they?

Annually, the program addresses minor changes to the Graduate Catalog (e.g., course numbering, application deadline). This year, the entire Ed.D. in Curriculum and Instruction was changed to be more focused community engagement through addressing a problem of practice. All sub-plans were eliminated and a request for a dissertation topic is now required. The new admission requirements are listed below:

Specific admission criteria for the **Curriculum & Instruction Ed.D.** include:
1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. Hold a master's degree from an accredited program in an area closely related to the chosen field of specialization. Normally, 18 semester hours in education are required.
3. Have a grade point average of 3.0 of higher in all graduate level coursework. *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
4. Have completed a minimum of 2 years of successful professional educational experience upon entrance to the program.

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

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

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

8. Submit a Personal Statement via the Graduate College online application that addresses in detail:
   a. Reasons for pursuing a doctorate in education
   b. Expectations concerning the doctoral program
   c. Preliminary dissertation proposal idea
   d. The name of a faculty member in the department with whom you would like to work [optional]

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

3. How many full-time advisors are available at the college level?

Students are assigned to a faculty advisor from the department at the time of admission. They may change that appointment later (e.g., change in topic, time of assembling their dissertation committee).

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at http://provost.unlv.edu/Assessment/plans.html. Please attach the most recent assessment report as an Appendix.

See Appendices C, D, and E: Assessment Report for C&I Ph.D., Teacher Education Ph.D., and C&I Ed.D.

2. Describe specific program changes made based on the program's evaluation of its assessment reports:

Every year, we examine data from multiple sources, including students' report of productivity, students' perceptions of programs, outcomes of meetings with advisors, and the Graduate College reports. These data have exposed several needs: a need for community engagement among our doctoral students, additional training in areas like methods and analysis, and needs for research opportunities. These needs have been addressed at department meetings, planning meetings, and doctoral governance meetings. Specifically, we have augmented and adjusted the Doctoral Colloquia to meet evolving needs, added research space like the Interaction and Media Sciences Lab, and have hired new faculty in needed areas.

3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?

Yes, see below.

a. If yes, what changes were made and why?

Yes, each program made significant changes to the degree plans, including prerequisites, during the last five years. Details are provided below.

Curriculum & Instruction Ph.D.
For the 2015-2016 academic year, the **Curriculum & Instruction Ph.D.** (all subplans) were changed in the following ways:
- 72 credits reduced to 60 credits.
- Teacher Education was eliminated as a subplan.
- Teaching & Learning course requirements implemented (6 total credits).
- Educational Technology was dramatically overhauled: renamed Interaction and Media Sciences.

The change from 72 credits to 60 credits was the direct result of ongoing self-study and analysis of student data, including their experiences. The change included limiting dissertation hours to 12 credits (the Graduate College recommendation) instead of 15 credits. Further, the changes prompted a review of requirements and electives. All subplans increased the number of electives, while reducing the number of credits overall. This was intended to allow greater flexibility and opportunity to customize doctoral study.

Teacher Education was eliminated as a subplan due to unnecessary overlap, redundancy, and advising issues.

Teaching & Learning course requirements were introduced to provide a minimal and shared foundation across all students in programs within the department. Topics covered (i.e., theoretical foundations of education and doctoral research seminar) apply to all students in the department.

Educational Technology was completely revamped to shift from an aging paradigm (i.e., Educational Technology) and aligned with a more broadly appealing area: Interaction and Media Sciences. The change involved a shift from typical K12 settings, to include educationally related topics on a broader level. Ultimately, the change was intended to enable students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology. The focus of the program is on content, pedagogy, technology, and a wide range of associated issues. Students will develop expertise in critical analysis, deconstruction, and research on educational technology.

Teacher Education Ph.D.
For the 2015-2016 academic year, the **Teacher Education Ph.D.** was changed in the following way:
- 72 credits reduced to 60 credits.

The change from 72 credits to 60 aligned the degree with the C&I Ph.D.

Curriculum & Instruction Ed.D.
For the 2018-2019 academic year, the **Curriculum & Instruction Ed.D.** was changed in the following ways:
- 69 credits will be reduced to 60 credits.
- Seven subplans will be reduced to a single flexible plan (no subplans).
- Applicants are required to submit a statement of purpose describing preliminary version of their dissertation study.
- Internships credits will be increased from 6 credits to 15 credits.

Other programs (PhD in C&I and PhD in Teacher Education) are 60 credits each. Reducing the number of credits for the EDD from 69 to 60 will make the program compatible with our revised C&I Ph.D. program.

Reducing the number of subplans from 7 to 1 will provide breadth and flexibility for the degree program overall. This revised approach encourages interdisciplinary study with an emphasis on addressing problems of practice within students' internship sites. Further, this flexibility will permit a program of study that match students' area of interest.

Applicants are required to submit a statement of purposes describing preliminary version of their dissertation study. The main purpose is to recruit and enroll students who have already considered the purpose of their degree and have an objective in mind. Because the revised program places a heavy emphasis on advisor-advisee interaction, the admission

committee will decide whether or not the faculty has resources to support the research/activities described in the statement of purpose. This change is likely to greatly improve completion rates within the degree program.

The number of internship credits will be increased from 6 credits to 15 to provide further opportunities to analyze the problem of practice described in the statement of purpose. Ideally, internships will be a one location, spread across several semesters. With advising approval, the internship will serve as a data gathering and idea testbed as students work through their customized degree program. The increased emphasis on the internship provides a unique opportunity to meaningfully examine a problem of practice over time, serving as a foundation for the dissertation.

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

The department provides numerous courses for its 97 doctoral students. Courses are continuously evaluated for alignment with the field and updated when necessary.

a. If yes, what changes were made and why?

The changes are numerous. The department continually evaluates, updates, and revises programs and courses. In five years, the department implemented programmatic and/or curricular changes approximately 25 times. Many changes were implemented in one request (e.g., program name change, credit update, culminating experience revision). With respect to courses, the department added seven doctoral courses (700 level) and implemented changes to nine others. The course change forms are included in Appendix F. Each form details the nature of the change and justifications for the changes, both of which are required by the Graduate College. In general, changes reflect themes of streamlining process by eliminating unnecessary prerequisites and updating course content.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

The major changes have been listed and were based on the assessment reports.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

Based on annual evaluation data, students have demonstrated additional scholarship activities AND reported being more engaged in the doctoral community.

7. Additional Comments

Due to the significant number of doctoral students and the breadth of subplans and degrees, the department offers a very wide range of courses. Each content area maintains those courses and updates them regularly. Updates are typically informed by three sources of data: 1) annual evaluation and assessment data, 2) reviews with stakeholders, and 3) faculty understanding of the field and its future through their own research activities.

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self-study?

April 9, 2018

2. What were the results of the faculty review?

Faculty were in consensus that the report was accurate. Faculty affirmed programmatic needs, especially with respect to existing resources for continued operation and with respect to expected growth.

3. What are the top 3 priorities and/or needs for the future development of the program?

Faculty confirmed that needs included: 1) tenure track faculty to support enrollment demands, overall program health, and growth demands; 2) continued state-funded graduate assistants to ensure student success, publication opportunities, and mentorship into the profession, and 3) adequate space for current operations (i.e., research, teaching, office, and programs) and additional space for expected growth.

4. What are the strengths of the program?

Faculty have stated that student success is one of the highlights of the programs. Student enrollments are high, while graduation rates remain high. Overall, the department has a more desirable time-to-degree than other, similar programs. Another important strength in preparing graduate students includes faculty publication rates and success in securing external funding. These activities continue to provide doctoral students with opportunities to engage in the field. Additionally, many of the sub-plans have attained local, national, and international recognition. In particular, there is a continued and growing partnership with the local k-12 district.

5. What are the challenges facing the program?

Currently, there are limited resources, including time and space, to serve the existing programs. Ironically, we have been charged with growing and improving programs. Additional resources would be necessary to provide faculty lines and resources for students.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

Collaborative advocacy involving faculty and graduate students (with state legislators, state department of education, and PK-12 and higher education stakeholders) to develop and pass Assembly Bill 196. This bill established a state-level cultural competency endorsement for licensed school personnel in alignment with the needs of the local PK-12 district. This bill addresses a teacher-student demographic diversity gap that is among the highest in the country, while student academic outcomes are the lowest.

B. Other comments
1. Is there anything else you would like to discuss about the program?

No other comments.

The NSHE also requires that any action steps identified based on the review of the program and the status of the action steps be ready for consideration at the December board meeting the year the program review is completed. You will be contacted about this after the external review has been completed.

NEXT STEPS:
A. Email the self-study to:
- Chair of the Faculty Senate Program Review Committee found here: http://facultysenate.unlv.edu/committees/program-review or the Chair of the Graduate College Program Review Committee found here: https://www.unlv.edu/graduatecollege/program-review-committee.
- Dr. Rainier Spencer, Vice Provost for Academic Programs, rainier.spencer@unlv.edu, 702-895-5833.
- Nora Carroll, eleonora.carroll@unlv.edu, 702-895-1888

Congratulations on completing the self-study!

XII. Appendices

A. Appendix A: Assessment Report for the C&I Ph.D.

1. What are the Student Learning Outcomes?

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.
3. Demonstrate knowledge and research application in the area of emphasis: (e.g., cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education).
4. Demonstrate college-level teaching experience.
5. Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
6. Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Our Ph.D. program in Curriculum and Instruction currently has 69 students enrolled across the emphasis areas below. There is a total of 95 students enrolled in the department. All students are combined in terms of evaluation of programs and departmental activities:
- Career and Technical and Postsecondary Education (CTPE)
- Cultural Studies, International Education, and Multicultural Education (CSIEME)
- Interaction and Media Sciences
- Literacy Education.
- Mathematics Education
- Science Education

2. Which learning outcomes were assessed?

According to the Assessment Plan for this program, each SLO was evaluated during the Spring, Summer, & Fall 2017 Academic Semesters.

3. How were they assessed?

Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, the planned assessments to be conducted during the Fall 2017 Academic Semester included an annual review/response to surveys (the **Doctoral Student Annual Review** (**SAR**) and the **Doctoral Program Evaluation** (**DPE**)), with a corresponding meeting with an advisor regarding their progress at various stages (i.e. course study plan, comprehensive exam, proposal, and dissertation). In addition, data from the **Graduate College Survey** (**GCS**) were included when relevant.

The **SAR** survey included progress, courses, and other milestones. The **DPE** survey included student perceptions of their doctoral experiences across several different dimensions of advanced graduate study, the sections for which are listed in the table below. While data for the Doctoral Student Review were collected with identity information (i.e., to audit and verify progress), data for the Doctoral Program Evaluation were collected anonymously. Both surveys were distributed via Qualtrics using the T&L list serv. These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs.

The expanded assessment matrix was:

Assessment Instrument	Description	SLO's Assessed	Expected Measures	Timeline
Student Annual Report (SAR)	The SAR is a survey distributed to students in conjunction with faculty advising. There are multiple sections: 1. Demographics 2. Academic Progress 3. Scholarship and Research Activities 4. Teaching and Supervision	SLO1 - Have an understanding of the theoretical and historical foundations of education.	GCS #13: Demographics • Area of Emphasis • GPA SAR #2: Academic Progress • Area of Emphasis • Grade (B or higher)] DPE #2: Educational Theories DPE #3: Literature Review	Annual, December
		SLO2 - Demonstrate knowledge and synthesis of major research in teaching and schooling.	GCS #6: Program experiences • Completion time GCS #7: Advising SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications SAR #4: Teaching & Supervision DPE #2: Educational Theories DPE #3: Literature Review	Annual, December
Graduate College Survey (GCS)	The GCS is a survey distributed to students in all graduated programs. It contains items that range from university resources to career goals. There are multiple sections: 1. University resources 2. Student support 3. Communication 4. Graduate assistantships 5. Program challenges and opportunities 6. Program experiences 7. Advising 8. Course preferences 9. Obstacles 10. Research 11. Program rating and satisfaction 12. Post-degree goals	SLO3 - Demonstrate knowledge and research application in the area of emphasis: cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education.	GCS #6: Program experiences • Completion time SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications • Research projects DPE #3: Literature Review DPE #4: Research Methods DPE #6: Scholarly Identity Development	Annual, December
		SLO 4 - Demonstrate college-level teaching experience.	GCS #4: Graduate Assistantships GCS #6: Program experiences GCS #7: Advising SAR #4: Teaching & Supervision	Annual, December

	13. Demographics			
Doctoral Program Evaluation (DPE)	The DPE is an anonymous survey distributed to students about their perceptions of doctoral study. There are multiple sections 1. Demographics 2. Educational Theories 3. Literature Review 4. Research Methods 5. Professional Experiences 6. Scholarly Identity Development 7. Program	SLO 5 - Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.	SAR #3: Scholarship and Research Activities • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) • Conferences • Publications DPE #4: Research Methods DPE #5: Professional Experiences DPE #6: Scholarly Identity Development	Annual, December
		SLO 6 - Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.	GCS #6: Program experiences Completion time SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications • Research projects	Annual, December

4. Undergraduate results.
N/A.

5. Graduate results.

     In the Fall 2017 semester, 44 students completed **DPE** survey and 28 students completed the **SAR** survey. Doctoral enrollment for 2017-2018 was 92 active students and the return rates were 47.8% and 30.4%, compared to a return rate of 36.8% for 2016. Among these 44 responses from the **DPE** survey, no one indicated that they were enrolled in the Ed.D. program, 2 were enrolled in the Teacher Education PhD program, and 42 were enrolled in the C&I PhD program. A total of 19 students indicated that they had a GA, 23 indicated that they were employed elsewhere, and 2 indicated that they were not employed. According to the Grad College survey, roughly 2/3rds of students (66%) attend full time. Students reported that they had an average of 4 semesters in the program. This duration was considerably lower than the previous report of an average of 7.5 years, indicating that our departmental efforts to complete students have been successful.

     Because the SAR was anonymous, it contained demographics. Of the 28 students responding to the **SAR**, the majority (68%) of respondents were female. White/European American/Caucasian was the most common identified race (44%), followed by Black/African American and Asian/Asian American/Pacific Islander/Hawaiian, into which 16% of respondents identified with each category. One participant identified as Hispanic/Latina/o and five participants (20%) reported their race as "other," including mixed and white/Asian.

     These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs. Please see the table below for data from the students reporting on the survey

Student Learning Outcome:	Evidence of Progress:

1.	All but one student indicated they were making adequate progress toward their degree. **All** students reported continuous enrollment in doctoral research and content courses or dissertation hours with grades meeting the department criteria of B or better. These data were confirmed by the graduate coordinator through consultation with student advisors.
	
	In addition, students reported at least some level of agreement in areas associated with understanding and SLO1.
	  • Educational Theories (DPE #2):
	     ○ Understand the importance of educational theories (91% agree)
	     ○ Developed satisfactory knowledge of theories (89% agree)
	     ○ Learned how to apply educational theories (84% agree)
	  • Literature Review (DPE #3):
	     ○ Understand the importance of a literature review in educational research (93% agree)
	     ○ Learned how to develop a review (91% agree)
	     ○ Have successfully done so (86% agree)

2., 3., 4., and 5.	In terms of knowledge, teaching, and progress, 5 students completed a program of study, 4 completed their qualifying exams, and 2 completed their dissertation proposal and advanced to candidacy. One respondent indicated that they defended their dissertation. Across students, there were 20 presentations made to regional, national, and international conferences. Across the students, there were also 4 articles published or in press during the evaluation period, with another 3 that were accepted for publication. A total of 2 were listed as under review. In terms of other research activities, there were 12 active research projects in various stages of data collection,

	all with approved IRBs. Although our sample includes part time students, the limited data indicate that a total of 16 courses were taught, not including the role of site facilitator. In addition, students reported at least some level of agreement in areas associated with scholarship, research, and practice and SLO2, SLO3, and SLO5. • Research Methods (DPE #4): ○ Understand the importance of research methods (91% agree) ○ Developed satisfactory knowledge of research methods (81% agree) ○ Learned how to apply research methods (79% agree) • Professional Experiences (DPE #5): ○ Have opportunities to work with faculty on research (67% agree) ○ Presented at conferences (40% agree) ○ Have submitted manuscripts for publication (or been published) (38% agree) • Scholarly Identity Development (DPE #6): ○ My professional identity is being changed (74% agree) ○ I am developing a scholarly identity (83% agree) ○ I understand the expectations of me (83% agree)
6.	All but one student indicated that they were making adequate progress toward their degree. When possible, these findings were confirmed with their faculty advisors, who were asked to meet with their students.
Overall Program	

6. What was learned from the assessment results?

From these data, we infer that our students are actively teaching, doing research, and engaged in campus service activities, particularly in the GPSA organization. They graduate and go on to positions in academe at major universities (e.g. Vanderbilt, Boston College), and state colleges (e.g. in the California State University system). Their career trajectories result in promotion and tenure at these institutions, reflecting very positively on the doctoral student experience in our department, college, and at UNLV.

Collectively, the data from the surveys provide information about perceptions of and performance in our programs. From these, we were also able to discern that students are receiving the appropriate instruction in order to make progress toward the SLOs. Students indicated high levels of agreement with respect to theory, research, and methods. Although the response rate was somewhat lower than expected, a large portion of students are actively engaged in publications and research. However, the data also uncovered an unfortunate reality; some students lack access to research opportunities. The responses from DPE #5 distribution (have opportunities to work on research with faculty) exhibited the most negatively skewed results in our survey. This indicates that although students enjoy access on average, a few students lack opportunities to work with faculty on research. This important point will be raised at upcoming meetings of faculty.

In addition to performance in the program, we also elected to capture information pertaining to the doctoral program and student preparation for work beyond graduation. Although the overall evaluation of the program was relatively high, the mean ranges for these items were noticeably lower than the other categories. Further, there appears to be some room for improvement when it comes to research. These data also reflect another reality of our programs: they are diverse in their goals and approaches to scholarship. It is clear from the preparation of students, they are receiving multiple messages about what is necessary for

job preparation. Some programs approach preparation in terms of research publications, while others approach it from a more advocacy and engagement perspective.

These data will be conveyed to the Doctoral Studies Committee for additional recommendations. Based on this annual report, we believe our doctoral students are making good progress toward graduation and that the program is meeting students' needs overall. However, we have reason to explore improvements to their preparation for academic careers and opportunities for research engagement. We will continue to expand our faculty ranks, as well as seek ways to involve students in research projects that will be meaningful for all doctoral students

7. How did the program respond to what was learned?

Although we have not yet had the opportunity to respond directly to these data, we continue to refine our Doctoral programs. We continue to refine and offer a Doctoral Colloquium multiple times a year. One session is typically focused on student progress and models of success (i.e., student presentations of research), another is focused on instruction to new faculty and existing faculty members' lines of research, and a third colloquium is dedicated to introducing students to a broader perspective and area of research through guest speakers. One insight from these data and from feedback pertaining to doctoral colloquium relates to the intellectual diversity of our programs. While there is an advantage of meeting and engaging in meaningful discourse across content areas and disciplines, students requested time with their area faculty and peers to engage in more targeted discussions. This idea, supported by the DPE and SAR data, was endorsed by the department chair. In the last year, content area groups (aligned with degree sub-plans) were asked to meet with their areas outside of doctoral colloquium. As a result, the continued development of a department-wide community has been maintained, while an additional emphasis has been placed on area-based communities of learners.

Beyond addressing culture, both scholarship and grantsmanship have become stipulations for hiring in our department. Faculty are encouraged to continue to seek and provide opportunities for students to meaningfully engage in research.

B. Appendix B: Assessment Report for the Teacher Education Ph.D.

1. What are the Student Learning Outcomes?

Upon completion of the program, graduates will:

7. Have an understanding of the theoretical and historical foundations of education.
8. Demonstrate knowledge and synthesis of major research in teaching and schooling.
9. Demonstrate knowledge and research application in the area of emphasis: (e.g., cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education).
10. Demonstrate college-level teaching experience.
11. Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
12. Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Our PhD program in Teacher Education currently has 16 students enrolled.

2. Which learning outcomes were assessed?

According to the Assessment Plan for this program, each SLO was evaluated during the Spring, Summer, & Fall 2017 Academic Semesters.

3. How were they assessed?

Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, the planned assessments to be conducted during the Fall 2017 Academic Semester included an annual review/response to surveys (the **Doctoral Student Annual Review** (**SAR**) and the **Doctoral Program Evaluation** (**DPE**)), with a corresponding meeting with an advisor regarding their progress at various stages (i.e. course study plan, comprehensive exam, proposal, and dissertation). In addition, data from the **Graduate College Survey** (**GCS**) were included when relevant.

The **SAR** survey included progress, courses, and other milestones. The **DPE** survey included student perceptions of their doctoral experiences across several different dimensions of advanced graduate study, the sections for which are listed in the table below. While data for the Doctoral Student Review were collected with identity information (i.e., to audit and verify progress), data for the Doctoral Program Evaluation were collected anonymously. Both surveys were distributed via Qualtrics using the T&L list serv. These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs.

The expanded assessment matrix was:

Assessment Instrument	Description	SLO's Assessed	Expected Measures	Timeline
Student Annual Report (SAR)	The SAR is a survey distributed to students in conjunction with faculty advising. There are multiple sections: 1. Demographics 2. Academic Progress 3. Scholarship and Research Activities 4. Teaching and Supervision	SLO1 - Have an understanding of the theoretical and historical foundations of education.	GCS #13: Demographics • Area of Emphasis • GPA SAR #2: Academic Progress • Area of Emphasis • Grade (B or higher)] DPE #2: Educational Theories DPE #3: Literature Review	Annual, December
		SLO2 - Demonstrate knowledge and synthesis of major research in teaching and schooling.	GCS #6: Program experiences • Completion time GCS #7: Advising SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications SAR #4: Teaching & Supervision DPE #2: Educational Theories DPE #3: Literature Review	Annual, December
Graduate College Survey (GCS)	The GCS is a survey distributed to students in all graduated programs. It contains items that range from university resources to career goals. There are multiple sections: 1. University resources 2. Student support 3. Communication 4. Graduate assistantships 5. Program challenges and opportunities 6. Program experiences 7. Advising 8. Course preferences 9. Obstacles 10. Research 11. Program rating and satisfaction 12. Post-degree goals	SLO3 - Demonstrate knowledge and research application in the area of emphasis: cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education.	GCS #6: Program experiences • Completion time SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications • Research projects DPE #3: Literature Review DPE #4: Research Methods DPE #6: Scholarly Identity Development	Annual, December
		SLO 4 - Demonstrate college-level teaching experience.	GCS #4: Graduate Assistantships GCS #6: Program experiences GCS #7: Advising SAR #4: Teaching & Supervision	Annual, December

	13. Demographics			
Doctoral Program Evaluation (DPE)	The DPE is an anonymous survey distributed to students about their perceptions of doctoral study. There are multiple sections 　1. Demographics 　2. Educational Theories 　3. Literature Review 　4. Research Methods 　5. Professional Experiences 　6. Scholarly Identity Development 　7. Program	SLO 5 - Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.	SAR #3: Scholarship and Research Activities 　• Milestones (e.g., qualifying exams, dissertation proposal, dissertation) 　• Conferences 　• Publications DPE #4: Research Methods DPE #5: Professional Experiences DPE #6: Scholarly Identity Development	Annual, December
		SLO 6 - Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.	GCS #6: Program experiences Completion time SAR #2: Academic Progress 　• Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities 　• Conferences 　• Publications 　• Research projects	Annual, December

4. Undergraduate results.
N/A.

5. Graduate results.

In the Fall 2017 semester, 44 students completed **DPE** survey and 28 students completed the **SAR** survey. Doctoral enrollment for 2017-2018 was 92 active students and the return rates were 47.8% and 30.4%, compared to a return rate of 36.8% for 2016. Among these 44 responses from the **DPE** survey, no one indicated that they were enrolled in the Ed.D. program, 2 were enrolled in the Teacher Education PhD program, and 42 were enrolled in the C&I PhD program. A total of 19 students indicated that they had a GA, 23 indicated that they were employed elsewhere, and 2 indicated that they were not employed. According to the Grad College survey, roughly 2/3rds of students (66%) attend full time. Students reported that they had an average of 4 semesters in the program. This duration was considerably lower than the previous report of an average of 7.5 years, indicating that our departmental efforts to complete students have been successful.

Because the SAR was anonymous, it contained demographics. Of the 28 students responding to the **SAR**, the majority (68%) of respondents were female. White/European American/Caucasian was the most common identified race (44%), followed by Black/African American and Asian/Asian American/Pacific Islander/Hawaiian, into which 16% of respondents identified with each category. One participant identified as Hispanic/Latina/o and five participants (20%) reported their race as "other," including mixed and white/Asian.

These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs. Please see the table below for data from the students reporting on the survey

Student Learning Outcome:	Evidence of Progress:

1.	All but one student indicated they were making adequate progress toward their degree. **All** students reported continuous enrollment in doctoral research and content courses or dissertation hours with grades meeting the department criteria of B or better. These data were confirmed by the graduate coordinator through consultation with student advisors.
	
	In addition, students reported at least some level of agreement in areas associated with understanding and SLO1.
	• Educational Theories (DPE #2):
	    ○ Understand the importance of educational theories (91% agree)
	    ○ Developed satisfactory knowledge of theories (89% agree)
	    ○ Learned how to apply educational theories (84% agree)
	• Literature Review (DPE #3):
	    ○ Understand the importance of a literature review in educational research (93% agree)
	    ○ Learned how to develop a review (91% agree)
	    ○ Have successfully done so (86% agree)

2., 3., 4., and 5.	In terms of knowledge, teaching, and progress, 5 students completed a program of study, 4 completed their qualifying exams, and 2 completed their dissertation proposal and advanced to candidacy. One respondent indicated that they defended their dissertation. Across students, there were 20 presentations made to regional, national, and international conferences. Across the students, there were also 4 articles published or in press during the evaluation period, with another 3 that were accepted for publication. A total of 2 were listed as under review. In terms of other research activities, there were 12 active research projects in various stages of data collection,

	all with approved IRBs. Although our sample includes part time students, the limited data indicate that a total of 16 courses were taught, not including the role of site facilitator.
	
	In addition, students reported at least some level of agreement in areas associated with scholarship, research, and practice and SLO2, SLO3, and SLO5.
	• Research Methods (DPE #4):
	    ○ Understand the importance of research methods (91% agree)
	    ○ Developed satisfactory knowledge of research methods (81% agree)
	    ○ Learned how to apply research methods (79% agree)
	• Professional Experiences (DPE #5):
	    ○ Have opportunities to work with faculty on research (67% agree)
	    ○ Presented at conferences (40% agree)
	    ○ Have submitted manuscripts for publication (or been published) (38% agree)
	• Scholarly Identity Development (DPE #6):
	    ○ My professional identity is being changed (74% agree)
	    ○ I am developing a scholarly identity (83% agree)
	    ○ I understand the expectations of me (83% agree)

6.	All but one student indicated that they were making adequate progress toward their degree. When possible, these findings were confirmed with their faculty advisors, who were asked to meet with their students.
Overall Program	

6. What was learned from the assessment results?

From these data, we infer that our students are actively teaching, doing research, and engaged in campus service activities, particularly in the GPSA organization. They graduate and go on to positions in academe at major universities (e.g. Vanderbilt, Boston College), and state colleges (e.g. in the California State University system). Their career trajectories result in promotion and tenure at these institutions, reflecting very positively on the doctoral student experience in our department, college, and at UNLV.

Collectively, the data from the surveys provide information about perceptions of and performance in our programs. From these, we were also able to discern that students are receiving the appropriate instruction in order to make progress toward the SLOs. Students indicated high levels of agreement with respect to theory, research, and methods. Although the response rate was somewhat lower than expected, a large portion of students are actively engaged in publications and research. However, the data also uncovered an unfortunate reality; some students lack access to research opportunities. The responses from DPE #5 distribution (have opportunities to work on research with faculty) exhibited the most negatively skewed results in our survey. This indicates that although students enjoy access on average, a few students lack opportunities to work with faculty on research. This important point will be raised at upcoming meetings of faculty.

In addition to performance in the program, we also elected to capture information pertaining to the doctoral program and student preparation for work beyond graduation. Although the overall evaluation of the program was relatively high, the mean ranges for these items were noticeably lower than the other categories. Further, there appears to be some room for improvement when it comes to research. These data also reflect another reality of our programs: they are diverse in their goals and approaches to scholarship. It is clear from the preparation of students, they are receiving multiple messages about what is necessary for

job preparation. Some programs approach preparation in terms of research publications, while others approach it from a more advocacy and engagement perspective.

These data will be conveyed to the Doctoral Studies Committee for additional recommendations. Based on this annual report, we believe our doctoral students are making good progress toward graduation and that the program is meeting students' needs overall. However, we have reason to explore improvements to their preparation for academic careers and opportunities for research engagement. We will continue to expand our faculty ranks, as well as seek ways to involve students in research projects that will be meaningful for all doctoral students

7. How did the program respond to what was learned?

Although we have not yet had the opportunity to respond directly to these data, we continue to refine our Doctoral programs. We continue to refine and offer a Doctoral Colloquium multiple times a year. One session is typically focused on student progress and models of success (i.e., student presentations of research), another is focused on instruction to new faculty and existing faculty members' lines of research, and a third colloquium is dedicated to introducing students to a broader perspective and area of research through guest speakers. One insight from these data and from feedback pertaining to doctoral colloquium relates to the intellectual diversity of our programs. While there is an advantage of meeting and engaging in meaningful discourse across content areas and disciplines, students requested time with their area faculty and peers to engage in more targeted discussions. This idea, supported by the DPE and SAR data, was endorsed by the department chair. In the last year, content area groups (aligned with degree sub-plans) were asked to meet with their areas outside of doctoral colloquium. As a result, the continued development of a department-wide community has been maintained, while an additional emphasis has been placed on area-based communities of learners.

Beyond addressing culture, both scholarship and grantsmanship have become stipulations for hiring in our department. Faculty are encouraged to continue to seek and provide opportunities for students to meaningfully engage in research.

C. Appendix C: Assessment Report for the C&I Ed.D.

1. What are the Student Learning Outcomes?

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.
3. Demonstrate knowledge and research application in the area of emphasis: (e.g., cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education).
4. Demonstrate college-level teaching experience.
5. Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.
6. Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Our EDD. program in Curriculum and Instruction currently has 7 students enrolled across the emphasis areas below. There is a total of 95 students enrolled in the department. All students are combined in terms of evaluation of programs and departmental activities.

- Career and Technical and Postsecondary
- Cultural Studies, International Education, and Multicultural Education
- Educational Technology
- Literacy Education
- Mathematics Education
- Science Education

2. Which learning outcomes were assessed?

According to the Assessment Plan for this program, each SLO was evaluated during the Spring, Summer, & Fall 2017 Academic Semesters.

3. How were they assessed?

Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, the planned assessments to be conducted during the Fall 2017 Academic Semester included an annual review/response to surveys (the **Doctoral Student Annual Review** (**SAR**) and the **Doctoral Program Evaluation** (**DPE**)), with a corresponding meeting with an advisor regarding their progress at various stages (i.e. course study plan, comprehensive exam, proposal, and dissertation). In addition, data from the **Graduate College Survey** (**GCS**) were included when relevant.

The **SAR** survey included progress, courses, and other milestones. The **DPE** survey included student perceptions of their doctoral experiences across several different dimensions of advanced graduate study, the sections for which are listed in the table below. While data for the Doctoral Student Review were collected with identity information (i.e., to audit and verify progress), data for the Doctoral Program Evaluation were collected anonymously. Both surveys were distributed via Qualtrics using the T&L list serv. These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs.

The expanded assessment matrix was:

Assessment Instrument	Description	SLO's Assessed	Expected Measures	Timeline
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		SLO2 - Demonstrate knowledge and synthesis of major research in teaching and schooling.	GCS #6: Program experiences • Completion time GCS #7: Advising SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications SAR #4: Teaching & Supervision DPE #2: Educational Theories DPE #3: Literature Review	Annual, December
Graduate College Survey (GCS)	The GCS is a survey distributed to students in all graduated programs. It contains items that range from university resources to career goals. There are multiple sections: 1. University resources 2. Student support 3. Communication 4. Graduate assistantships 5. Program challenges and opportunities 6. Program experiences 7. Advising 8. Course preferences 9. Obstacles 10. Research 11. Program rating and satisfaction 12. Post-degree goals	SLO3 - Demonstrate knowledge and research application in the area of emphasis: cultural studies, international education, and multicultural education, interaction and media sciences (formerly instructional technology), literacy, mathematics education, science education, teacher education.	GCS #6: Program experiences • Completion time SAR #2: Academic Progress • Milestones (e.g., qualifying exams, dissertation proposal, dissertation) SAR #3: Scholarship and Research Activities • Conferences • Publications • Research projects DPE #3: Literature Review DPE #4: Research Methods DPE #6: Scholarly Identity Development	Annual, December
		SLO 4 - Demonstrate college-level teaching experience.	GCS #4: Graduate Assistantships GCS #6: Program experiences GCS #7: Advising SAR #4: Teaching & Supervision	Annual, December

	13. Demographics			

Doctoral Program Evaluation (DPE)	The DPE is an anonymous survey distributed to students about their perceptions of doctoral study. There are multiple sections
	  1. Demographics
	  2. Educational Theories
	  3. Literature Review
	  4. Research Methods
	  5. Professional Experiences
	  6. Scholarly Identity Development
	  7. Program
		SLO 5 - Understand and apply the major tenets of research design and analysis spanning quantitative and qualitative methods. Begin to disseminate findings in refereed journals.	SAR #3: Scholarship and Research Activities
			  • Milestones (e.g., qualifying exams, dissertation proposal, dissertation)
			  • Conferences
			  • Publications
			DPE #4: Research Methods
			DPE #5: Professional Experiences
			DPE #6: Scholarly Identity Development
				Annual, December

		SLO 6 - Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.	GCS #6: Program experiences
			Completion time SAR #2: Academic Progress
			  • Milestones (e.g., qualifying exams, dissertation proposal, dissertation)
			SAR #3: Scholarship and Research Activities
			  • Conferences
			  • Publications
			  • Research projects
				Annual, December

4. Undergraduate results.

N/A.

5. Graduate results.

In the Fall 2017 semester, 44 students completed **DPE** survey and 28 students completed the **SAR** survey. Doctoral enrollment for 2017-2018 was 92 active students and the return rates were 47.8% and 30.4%, compared to a return rate of 36.8% for 2016. Among these 44 responses from the **DPE** survey, no one indicated that they were enrolled in the Ed.D. program, 2 were enrolled in the Teacher Education PhD program, and 42 were enrolled in the C&I PhD program. A total of 19 students indicated that they had a GA, 23 indicated that they were employed elsewhere, and 2 indicated that they were not employed. According to the Grad College survey, roughly 2/3rds of students (66%) attend full time. Students reported that they had an average of 4 semesters in the program. This duration was considerably lower than the previous report of an average of 7.5 years, indicating that our departmental efforts to complete students have been successful.

Because the SAR was anonymous, it contained demographics. Of the 28 students responding to the **SAR**, the majority (68%) of respondents were female. White/European American/Caucasian was the most common identified race (44%), followed by Black/African American and Asian/Asian American/Pacific Islander/Hawaiian, into which 16% of respondents identified with each category. One participant identified as Hispanic/Latina/o and five participants (20%) reported their race as "other," including mixed and white/Asian.

These data are reported in aggregate for all T&L doctoral programs to highlight progress toward and achievement of SLOs. Please see the table below for data from the students reporting on the survey

Student Learning Outcome:	Evidence of Progress:

1.	All but one student indicated they were making adequate progress toward their degree. **All** students reported continuous enrollment in doctoral research and content courses or dissertation hours with grades meeting the department criteria of B or better. These data were confirmed by the graduate coordinator through consultation with student advisors.
	
	In addition, students reported at least some level of agreement in areas associated with understanding and SLO1.
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	all with approved IRBs. Although our sample includes part time students, the limited data indicate that a total of 16 courses were taught, not including the role of site facilitator. In addition, students reported at least some level of agreement in areas associated with scholarship, research, and practice and SLO2, SLO3, and SLO5. - Research Methods (DPE #4): - Understand the importance of research methods (91% agree) - Developed satisfactory knowledge of research methods (81% agree) - Learned how to apply research methods (79% agree) - Professional Experiences (DPE #5): - Have opportunities to work with faculty on research (67% agree) - Presented at conferences (40% agree) - Have submitted manuscripts for publication (or been published) (38% agree) - Scholarly Identity Development (DPE #6): - My professional identity is being changed (74% agree) - I am developing a scholarly identity (83% agree) - I understand the expectations of me (83% agree)
6.	All but one student indicated that they were making adequate progress toward their degree. When possible, these findings were confirmed with their faculty advisors, who were asked to meet with their students.
Overall Program	

6. What was learned from the assessment results?

From these data, we infer that our students are actively teaching, doing research, and engaged in campus service activities, particularly in the GPSA organization. They graduate and go on to positions in academe at major universities (e.g. Vanderbilt, Boston College), and state colleges (e.g. in the California State University system). Their career trajectories result in promotion and tenure at these institutions, reflecting very positively on the doctoral student experience in our department, college, and at UNLV.

Collectively, the data from the surveys provide information about perceptions of and performance in our programs. From these, we were also able to discern that students are receiving the appropriate instruction in order to make progress toward the SLOs. Students indicated high levels of agreement with respect to theory, research, and methods. Although the response rate was somewhat lower than expected, a large portion of students are actively engaged in publications and research. However, the data also uncovered an unfortunate reality; some students lack access to research opportunities. The responses from DPE #5 distribution (have opportunities to work on research with faculty) exhibited the most negatively skewed results in our survey. This indicates that although students enjoy access on average, a few students lack opportunities to work with faculty on research. This important point will be raised at upcoming meetings of faculty.

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These data will be conveyed to the Doctoral Studies Committee for additional recommendations. Based on this annual report, we believe our doctoral students are making good progress toward graduation and that the program is meeting students' needs overall. However, we have reason to explore improvements to their preparation for academic careers and opportunities for research engagement. We will continue to expand our faculty ranks, as well as seek ways to involve students in research projects that will be meaningful for all doctoral students

7. How did the program respond to what was learned?

Although we have not yet had the opportunity to respond directly to these data, we continue to refine our Doctoral programs. We continue to refine and offer a Doctoral Colloquium multiple times a year. One session is typically focused on student progress and models of success (i.e., student presentations of research), another is focused on instruction to new faculty and existing faculty members' lines of research, and a third colloquium is dedicated to introducing students to a broader perspective and area of research through guest speakers. One insight from these data and from feedback pertaining to doctoral colloquium relates to the intellectual diversity of our programs. While there is an advantage of meeting and engaging in meaningful discourse across content areas and disciplines, students requested time with their area faculty and peers to engage in more targeted discussions. This idea, supported by the DPE and SAR data, was endorsed by the department chair. In the last year, content area groups (aligned with degree sub-plans) were asked to meet with their areas outside of doctoral colloquium. As a result, the continued development of a department-wide community has been maintained, while an additional emphasis has been placed on area-based communities of learners.

Beyond addressing culture, both scholarship and grantsmanship have become stipulations for hiring in our department. Faculty are encouraged to continue to seek and provide opportunities for students to meaningfully engage in research.

Perhaps the most notable change to the EDD in Curriculum and Instruction involves a complete overhaul of the program. Several years ago, we endeavored to update the PhD programs in the department. We have done a similar change to the EDD, a process that has taken over two years to complete. The first notable difference is the elimination of sub-plans. The second is a focus on a problem of practice. And the final important change is an emphasis on mentor-guided engagement with that problem of practice. Students who complete the updated degree will be trained to fulfill a variety of educational roles and positions, far beyond academic faculty. The changes have been approved and will be implemented in Spring, 2018.

D. Appendix D: T&L Faculty External Funding Inventory

Faculty Name	Program Title	Submission Year	Sponsor	Scope	Status	Type	Proposed $ ($ Awarded)
Bickmore, Steven	UNLV COE and Clark County School District Zoom School Relationship		Clark County School District		Awarded	Contract	
Boone, Randall	Special Education Research Programs		Institute of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
Canady, Fawn			Conference on College Composition and Communication		Unfunded	Grant, Research	$9,959.00
Clark, Christine	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Clark, Christine	Enhancing Essential Understanding in Preparing Educators to Effectively Serve Tribal Communities in Southern Nevada (Tribal Esteem)		U.S. Department of Education		Unfunded		
Clark, Christine	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator Development (SEED) Program		U.S. Department of Education		Unfunded	Grant	$3,987,861.00
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Submitted		
Clark, Christine		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Clark, Christine	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community Through Teaching		Nevada Department of Education		Awarded	Grant	
Clark, Christine	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
Clark, Christine	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching		Nevada Department of Education		Awarded	Grant	

	Profession: Giving Back to the Community through Teaching						
Cole, Merryn	Project PRISM		Clark County School District		Awarded	Contract	
Cole, Merryn			Clark County School District (Mathematics and Science Partnership Program, Department of Education)				($17,497.00)
Davila, Denise	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Davila, Denise	Great Teaching and Leading Fund	2017	Nevada Department of Education	National	Submitted	Grant, Research	$82,552.00
Davila, Denise	NSF Education	2015	National Science Foundation	National	Awarded	Grant, Research	$299,986.00
Davila, Denise	Enhancing Essential Understanding in Preparing Educators to Effectively Serve Tribal Communities in Southern Nevada (Tribal Esteem)		U.S. Department of Education		Unfunded		
Davila, Denise	Preparing Urban 4th and 5th Grade Teachers to Teach Mathematical Modeling Through the Integration of Children's Literature		National Science Foundation		Submitted		
Davila, Denise	Camp and Communities for Novice Teachers and Teacher Leaders		Nevada Department of Education		Submitted		
Davila, Denise	Family Engagement, Service Learning and Preparation of K-8 Teachers		Nevada Department of Education		Submitted		
Davila, Denise	Post-Doctoral Fellowship Program	2017	Spencer Foundation	International	Submitted	Fellowship	$70,000.00
Davila, Denise	Building Bonds: Linking STE(A)M Experts with Linguistic Diverse Families Through Narrative		Institute of Museum and Library Services		Unfunded		
Davila, Denise	2017 NWP Advanced Institute to Scale Up the College-Ready Writers Program		National Writing Project Corp.		Awarded	Grant	

Davila, Denise	Great Teaching and Leading Fund	2017	Nevada Department of Education	Statewide	Submitted	Grant, Research	$125,249.00
Davila, Denise		2015	American Educational Research Association	National	Awarded	Grant, Research	$5,000.00 ($5,000.00)
Davila, Denise	Striving Readers	2017	U.S. Department of Education	National	Submitted	Grant, Teaching	$12,323,538.00
Davila, Denise		2016	Arne Nixon Center. Library at California State University, Fresno	International	Awarded	Fellowship	$2,000.00 ($2,000.00)
Davila, Denise	Effect of Physical Therapist Services on Patients in the Acute Hospital		American Educational Research Association		Awarded	Grant	
Deniz, Hasan	NSF Education	2015	National Science Foundation	National	Awarded	Grant, Research	$299,986.00
Deniz, Hasan	UNLV Robert Noyce Scholarship Program		National Science Foundation		Submitted		($1,176,993.00)
Deniz, Hasan	UNLV Robert Noyce Scholars Program		National Science Foundation		Unfunded		
Deniz, Hasan	Dimensions: Collaborative Network: Phylogeographic and Functional Genomics of Past Extinction Resistance and Future Extinction Risk for a Diverse Fauna in the Western Desert Region		National Science Foundation		Unfunded		
Deniz, Hasan	Integrating and Evaluating the impact of learning Computer Science, the common core, and NGSS, with K-8 students in Nevada	2013	NSF	National	Unfunded	Grant, Research	$449,048.00
Deniz, Hasan	Increasing Computer Science Enrollment by Using Unmanned Aerial Systems (UAS) as a Fun Tool		National Science Foundation		Unfunded		
Deniz, Hasan	Developing Integrated Elementary Science, Engineering and Language Arts Modules Aligned with Next Generation Science Standards		National Science Foundation		Submitted		($299,991.00)
Deniz, Hasan	Developing Integrated Elementary Science, Engineering and Language		National Science Foundation		Awarded	Grant	($299,991.00)

	Arts Modules Aligned with Next Generation Science Standards						
Deniz, Hasan	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Awarded	Subcontract	
Deniz, Hasan	Math Science Partnership		Nevada Department of Education	Statewide	Awarded	Grant, Research	$865,000.00 ($315,000.00)
Deniz, Hasan	Integrating Computer Science into the Next Generation Sciences (NGSS) and Common Core State Standards (CCSS)		National Science Foundation		Unfunded		
Deniz, Hasan	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Submitted		
Gordon, Howard	Career Exploration Behaviors Predicting Students' Academic and Career Trajectories		American Educational Research Association		Submitted		
Jackson, Iesha	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Jackson, Iesha		2017	Spencer Foundation	Local	Submitted	Grant, Research	$49,727.00
Ladd, Sophie	Family Engagement, Service Learning and Preparation of K-8 Teachers		Nevada Department of Education		Submitted		
Liu, Yan	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Liu, Yan	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded		
Liu, Yan	Research to Enhance Educational Equity		U.S. Department of Education		Submitted		($780,184.00)
Liu, Yan	National Science Foundation, DRK-12	2016	National Science Foundation, DRK-12	National	Unfunded	Grant, Research	($1,388,317.00)
Liu, Yan	Early Childhood Science for Diverse Learners		National Science Foundation		Submitted		
Liu, Yan	NSF Research Experience for Teachers	2015	National Science Foundation	National	Submitted	Grant, Service	$598,733.00
Liu, Yan	Understanding China Through Music		U.S. Department of Education		Awarded	Grant	
Liu, Yan	Understanding China Through Music		U.S. Department of Education		Submitted		($78,000.00)

Marrun, Norma	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Marrun, Norma	BPE - Leveraging a Culturally-Responsive Community of Practice as a Pathway to the Engineering Professoriate		National Science Foundation		Submitted		
Marrun, Norma	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator Development (SEED) Program		U.S. Department of Education		Unfunded	Grant	$3,987,861.00
Marrun, Norma	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Submitted		
Marrun, Norma		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Marrun, Norma	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Marrun, Norma	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community Through Teaching		Nevada Department of Education		Awarded	Grant	
Marrun, Norma	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
McCarthy, Jane	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
McCreery, Michael	Special Education Research Programs		Institute of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
McCreery, Michael	Using Minecraft for Stealth Assessment: Direct Measurement of Childhood Aggression		Florida State University		Submitted		
Olson, Travis	Improving Critical Thinking and Analytical Skills for Undergraduate Students in Earth and Environmental		National Science Foundation		Submitted		($376,512.00)

	Science Using Modern Analytical Techniques						
Olson, Travis	GP-EXTRA: Application for Geochemistry in Earth and Environmental Science and Mineral Exploration Using Modern Analytical Techniques in Geological Data Collection and Data Processing		National Science Foundation		Submitted		($300,089.00)
Olson, Travis	NeCoTIP: Transitions in Mathematics for Middle School (TIMMS) - Cohort II		Nevada System of Higher Education		Awarded	Subcontract	
Olson, Travis	Mathematics and Science Partnership Program	2015	Washoe School District	Regional	In-Progress	Grant	$279,024.00 ($254,749.00)
Olson, Travis	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Submitted		($282,632.00)
Olson, Travis	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Awarded	Subcontract	
Olson, Travis	Collaborative Research: Investigating Middle Grades Mathematics Teachers' Curricular Reasoning		National Science Foundation		Awarded	Grant	($266,710.00)
Olson, Travis	Collaborative Research: Investigating Middle Grades Mathematics Teachers' Curricular Reasoning and the Connection to Mathematical Knowledge for Teaching		National Science Foundation		Submitted		
Olson, Travis	Collaborative Research: Enhancing the Ability of Teachers to Take Action on Formative Assessment Feedback (Project TAFA)		University of Hawaii		Unfunded		
Olson, Travis	Nevada Mathematics Project - Phase III		University of Nevada, Reno		Awarded	Subcontract	
Olson, Travis	Nevada Mathematics Project - Phase III		University of Nevada, Reno		Submitted		
Olson, Travis	Nevada Mathematics and Science Partnership Program	2015	US Department of Education	Statewide	Submitted	Grant, Research	$415,781.00
Olson, Travis	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)

Quinn, Linda	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention - Phase II		Nevada Department of Education		Submitted		
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention: Phase II		Nevada Department of Education		Awarded	Grant	
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention		Nevada Department of Education		Awarded	Grant	
Quinn, Linda		2016		Local	Awarded	Subcontract	
Quinn, Linda	A Collaborative Pyramid Supporting Professional Development, Teacher Leadership and Teacher Retention		Nevada Department of Education		Submitted		
Schrader, Peter	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded		
Schrader, Peter	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00
Schrader, Peter	CodeBotix		National Science Foundation		Submitted		
Schrader, Peter	Complex Systems Science of Learning - Collaborative Network		Georgia Southern University-FPT		Submitted		
Schrader, Peter	CodeBotix		National Science Foundation		Unfunded		($1,195,452.00)
Schrader, Peter	LSTA 5 Year Evaluation		Nevada State Library and Archives		Awarded	Contract	
Schrader, Peter	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Schrader, Peter	GEAR UP		US Department of Education	Statewide	In-Progress	Grant	($21,000,000.00)
Scott, Chyllis	Institute of Education Sciences. Program Announcement: Research Training Program in Special	2014	Institute of Education Sciences	Local	Unfunded	Grant, Research	$394,349.00

	Education: Early Career Development and Mentoring CFDA 84.324B						
Scott, Chyllis	Developing Critical Readers and Thinkers: Effective Content Area Literacy Instruction in the Slump Grade Levels		U.S. Department of Education		Unfunded		
Scott, Chyllis	Remixing Rhetoric Through Multimodal Composition - Fawn Canady		Conference on College Composition and Communication		Submitted		
Scott, Chyllis			Conference on College Composition and Communication		Unfunded	Grant, Research	$9,959.00
Shih, Jeffrey	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Shih, Jeffrey	Preparing Urban 4th and 5th Grade Teachers to Teach Mathematical Modeling Through the Integration of Children's Literature		National Science Foundation		Submitted		
Shih, Jeffrey	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		($300,000.00)
Shih, Jeffrey	Mathematics and Science Partnership Program	2015	Washoe School District	Regional	In-Progress	Grant	$279,024.00 ($254,749.00)
Shih, Jeffrey	Mathematics and Science Partnership Program	2015	Clark County School District		In-Progress	Grant	($282,386.00)
Shih, Jeffrey	The Inclusive and Informal STEM Elementary		Clark County School District-FPT		Submitted		
Shih, Jeffrey	Collaborative Research: Enhancing the Ability of Teachers to Take Action on Formative Assessment Feedback (Project TAFA)		University of Hawaii		Unfunded		
Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Awarded	Subcontract	
Shih, Jeffrey	Discovery Research K-12 Program (NSF DRK-12)	2013	National Science Foundation		Unfunded	Grant, Research	$3,000,000.00
Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Submitted		

Shih, Jeffrey	Part II: Intuitive Thinking in K-3 Mathematics		Washoe County		Submitted		
Shih, Jeffrey	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Smith, Allison	Changing Narrative About Teaching & Transforming Teaching Praxis in Underserved Communities: Recruiting, Preparing & Sustaining Equity-Conscious Educators for Excellence		U.S. Department of Education		Submitted		
Smith, Allison	U.S. Department of Education (USDOE), Office of Innovation and Improvement (OII), Supporting Effective Educator Development (SEED) Program		U.S. Department of Education		Unfunded	Grant	$3,987,861.00
Smith, Allison		2016	State Farm Companies Foundation		Unfunded	Grant, Research	
Smith, Allison	Great Teaching and Leading Fund		Nevada Department of Teaching		Awarded	Grant	($335,000.00)
Smith, Allison	Great Teaching and Leading Fund	2016	Nevada Department of Education	Statewide	Awarded	Grant	($335,000.00)
Smith, Allison	Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching		Nevada Department of Education		Awarded	Grant	
Smith, Allison	Global Arts Activities Program for Youth	2015	Evangelical Lutheran Church of America	Local	Awarded	Grant	($12,000.00)
Stohlmann, Micah	DK-12	2016	National Science Foundation	International	Submitted	Grant, Research	$431,982.00
Stohlmann, Micah		2017	Nevada Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00
Stohlmann, Micah	NSF STEM	2016	National Science Foundation	National	Submitted	Grant, Research	$254,119.00
Stohlmann, Micah	CAREER: Project SMILE (STEM, Integration and Mathematical		National Science Foundation		Submitted		

	Modeling Integrated for Latina/o Students' Excellence in Mathematics						
Stohlmann, Micah	Project SMILE (STEM Integration and Mathematical Modeling Integrated for Latina/o Students' Excellence in Mathematics)		National Science Foundation		Unfunded		($564,427.00)
Stohlmann, Micah		2017	National Science Foundation	National	Submitted	Grant, Research	$446,256.00
Stohlmann, Micah	Preparing Urban 4th and 5th Grade Teachers to Teach Mathematical Modeling Through the Integration of Children's Literature		National Science Foundation		Submitted		
Stohlmann, Micah	CAREER: Developing Middle School Teacher's Pedagogical Content Knowledge from the Development and Implementation of STEM Modeling Activities		National Science Foundation		Unfunded		
Stohlmann, Micah		2016	National Science Foundation	National	Unfunded	Grant, Research	$431,982.00
Stohlmann, Micah		2016	National Science Foundation	National	Submitted	Grant, Research	$254,119.00
Stohlmann, Micah	NeCoTIP: Transitions in Mathematics for Middle School (TIMMS) - Cohort II		Nevada System of Higher Education		Awarded	Subcontract	
Stohlmann, Micah		2016	U.S. Department of education		Submitted	Grant, Research	$271,543.00
Stohlmann, Micah	Mathematics and Science Partnership Program	2015	Clark County School District		In-Progress	Grant	($282,386.00)
Stohlmann, Micah	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Submitted		($282,632.00)
Stohlmann, Micah	NeCoTIP: Project TIMMS (Transitions in Mathematics for Middle School)		Nevada System of Higher Education		Awarded	Subcontract	
Stohlmann, Micah	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Awarded	Subcontract	
Stohlmann, Micah	Part II: Intuitive Thinking in K-3 Mathematics		Clark County School District		Submitted		
Tettegah, Sharon		2014	National Science Foundation		Submitted	Grant	($5,200,000.00)
Tettegah, Sharon			National Center for Supercomputing Applications		Completed	Grant	($32,000.00)

Tettegah, Sharon		2014	National Science Foundation		Submitted	Grant	($2,500,000.00)
Tettegah, Sharon	XSEDE	2014	National Science Foundation	National	Awarded	Grant, Research	($21,528.63)
Tettegah, Sharon		2013	Extreme Science & Engineering Discovery Environment (XSEDE)		Awarded	Grant	
Tettegah, Sharon	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00
Tettegah, Sharon	IUSE 15-585	2016	NSF	National	Submitted	Grant, Research	$299,195.00
Tettegah, Sharon		2014	National Science Foundation		Unfunded	Grant	($1,931,223.00)
Tettegah, Sharon	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		
Tettegah, Sharon	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		($300,000.00)
Tettegah, Sharon		2013	National Science Foundation		Unfunded	Grant	($1,048,821.00)
Tettegah, Sharon		2014	National Science Foundation		Unfunded	Grant	($1,235,864.00)
Tettegah, Sharon		2013	National Science Foundation		Unfunded	Grant	($1,493,956.00)
Tettegah, Sharon		2012	National Science Foundation		Unfunded	Grant	($207,085.00)
Vallett, David	Cognition and Student Learning CDFA 84.305A	2016	Institute of Education Sciences	National	Submitted	Grant, Research	$3,299,285.00
Vallett, David	Professional Development on the Critical Questions Model of Argument		U.S. Department of Education		Submitted		
Vallett, David	ITEST	2016	NSF	National	Unfunded	Grant, Research	$1,999,650.00
Vallett, David	ITEST	2016	NSF	Regional	Unfunded	Grant, Research	$1,199,399.00
Vallett, David	IUSE 15-585	2016	NSF	National	Submitted	Grant, Research	$299,195.00

Vallett, David	CodeBotix		National Science Foundation		Submitted		
Vallett, David	Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering		National Science Foundation		Submitted		
Vallett, David	Argumentation and Learning in Secondary Science (ALSS)		Nevada Department of Education		Submitted		
Vallett, David	CodeBotix		National Science Foundation		Unfunded		($1,195,452.00)
Vallett, David	RET Site: Enhancing Educational Excellence in STEM with Micro-Nanotech		National Science Foundation		Submitted		($599,373.00)
Vallett, David	ITEST	2015	NSF	National	Unfunded	Grant, Research	$274,074.00
Vallett, David	Special Education Research Programs		Institute of Education Sciences	National	Unfunded	Grant, Research	$1,175,458.00
Vallett, David			Clark County Educators Association	Regional	Awarded	Contract	($51,253.00)
Vallett, David			Clark County School District (Mathematics and Science Partnership Program, Department of Education)				($17,497.00)
Vallett, David	Collaborative Research: SprEaD: Graduate		National Science Foundation		Submitted		
Vallett, David			Clark County Educators Association	Regional	Awarded	Contract	($60,000.00)
Vallett, David	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Awarded	Subcontract	
Vallett, David	Successful Project Expansion and Dissemination: Games Requiring Advanced Developmental Understanding and Achievement in Technological Endeavors (SprEaD: GRADUATE)		George Mason University		Submitted		

Vallett, David			Clark County School District/ Clark County Educator's Association	Local	Awarded	Contract	$120,000.00 ($120,000.00)
Vallett, David	Math Science Partnership		Nevada Department of Education	Statewide	Awarded	Grant, Research	$865,000.00 ($315,000.00)
Vallett, David	Moving All Nevada Teachers Through Awareness of the NVACSS (MANTA)		Nev. Dept. of Educ.		Submitted		
Vallett, David	The Solar Energy-Water-Environment Nexus in Nevada, National Science Foundation - EPSCoR Track 1 Research Infrastructure Improvement (RII)		NSF	National	In-Progress	Grant	($20,000,000.00)
Wiens, Peter	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Wiens, Peter		2017	Nevada Department of Education	Statewide	Unfunded	Contract	$195,000.00 ($0.00)
Wiens, Peter			Clark County Educators Association	Regional	Awarded	Contract	($51,253.00)
Wiens, Peter			Clark County Educators Association	Regional	Awarded	Contract	($60,000.00)
Xing, Xue	Career Exploration Behaviors Predicting Students' Academic and Career Trajectories		American Educational Research Association		Submitted		
Zhang, Shaoan	Establishment of a Scholarship for Service Program at University of Nevada, Las Vegas		National Science Foundation		Submitted		
Zhang, Shaoan	Great Teaching and Leading Fund		Nevada State Department of Education	Statewide	Unfunded	Grant, Research	$743,658.00 ($0.00)
Zhang, Shaoan	Pathways Training; Research to Enhance Educational Equity (RE3)		U.S. Department of Education		Unfunded		
Zhang, Shaoan	Research to Enhance Educational Equity		U.S. Department of Education		Submitted		($780,184.00)

Zhang, Shaoan	Pathways to the Education Sciences Research Training Program (Pathways Training Program)	2015	Department of Education via the Institute of Education Sciences (Institute)	National	Submitted	Grant, Research	$780,184.00
Zhang, Shaoan	Research to Enhance Educational Equity (RE3)	2015	Institute of Educational Sciences, Pathways Training Program			Grant	$780,184.00
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School and Community College STEM Teachers		National Science Foundation		Submitted		
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School and Community College STEM Teachers	2016	NSF	Local	Submitted	Grant, Research	
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastructure-Enabled Computational Science for High School STEM Teachers		National Science Foundation		Submitted		($599,330.00)
Zhang, Shaoan	RET Site: Research Experience in Cyberinfrastucture-Enabled Computational Science for High School STEM Teachers; You do not have access to modify this field. RET Site: Research Experience in Cyberinfrastucture-Enabled Computational Science for High School STEM Teachers	2015	NSF	National	Submitted	Grant, Research	$599,330.00
Zhang, Shaoan	Expanding University Research-oriented Cyberinfrastructure (CI) to Impact and Recruit Female Minority Students to Multidisciplinary STEM Programs	2016	Toyota	Local	Unfunded	Outreach	$131,105.00

E. Appendix E: Faculty Leadership Roles in Organizations

Faculty Name	Role	Organization	Scope	Start Year	Elected or Appointed?	Responsibilities
Bickmore, Steven	Chair	Faculty Chair College of Education	Local	2016	Yes, elected	The faculty chair calls all faculty meetings for the COE, organizes and supports the work of college committees, and meets with the Dean as a voice of the faculty. Requires meeting with the college leadership and with faculty.
Bickmore, Steven	Board Member/Commissioner	Vegas Valley Book Festival	State	2016	Yes, appointed	I am a member of the board who advise on young adult literature, including recommending, contacting, escorting, and facilitating presentations by young adult authors.
Bickmore, Steven	Editor	Dr. Bickmore's YA Wednesday	International	2014	No, neither	This is an academic blog that addresses research, advocacy, pedagogy, and awards in the area of Young Adult Literature. I am the editor and contribute twice a month. I edit and adjudicate the other blog entries from scholars, teachers and librarians in the scholarly committee in Young Adult Literature.
Bickmore, Steven	Editorial Review Board Member	The ALAN Review	National	2014	Yes, appointed	Reviewing articles as requested by the editors.
Bickmore, Steven	Editor	Study and Scrutiny: Research on Young Adult Literature	International	2014	No, neither	We founded this journal to a gap. Previously, there has not been a journal that is specifically devoted to full-length research articles (both empirical and critical) on young adult literature. The other journals have focused on pedagogy, promotion, and advocacy. We have a 20-member board of international scholars.
Bickmore, Steven	Editorial Review Board Member	The Signal Journal	National	2014	Yes, appointed	Work reviewing articles for the journal. Help with recruiting young adult authors for the annual SIG meeting during the International Reading Association.
Bickmore, Steven	Editorial Review Board Member	First Opinions, Second Reactions	International	2014	Yes, appointed	This is a journal that is published three times a year.
Bickmore, Steven	Officer, President/Elect/Past	Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN)	International	2017	Yes, elected	During the first year I have specific responsibilities for awards and some program features for the organization and its annual two-day workshop. During the second year I organize the 70 to 85 speakers in partnerships with the various publishers of young adult literature, select

						the theme, select keynote speakers, organize the program, and run the meetings and the workshop.
Boone, Randall	Editorial Review Board Member	Journal of Special Education Technology	International	2011	Yes, appointed	
Boone, Randall	Editorial Review Board Member	Learning Disabilities Quarterly	International	2011	Yes, appointed	
Boone, Randall	Editor, Journal Editor	Intervention in School and Clinic, Hammill Institute on Disabilities	International	2005	Yes, appointed	I am co-editor of the ranked (Thomson Reuters) academic journal, Intervention in School and Clinic. ISC is published 5 times per year and includes approximately 10 articles/manuscripts each issue.
Boone, Randall	Editorial Review Board Member	Journal of Educational Multimedia and Hypermedia	International	1991	Yes, appointed	
Boone, Randall	Chairperson	Department Tenure and Promotion	Local	2017	Yes, elected	I chaired the department Tenure and Promotion committee
Boone, Randall	Co-Chairperson	Promotion and Tenure	Local	2016	Yes, elected	assist in conducting meetings and writing reports
Clark, Christine		National Education Policy Center		2015		National Education Policy Center Nevada Point Person for communications with Senator Reid's education staff regarding the Reauthorization of the Elementary and Secondary Education Act: Time to Move Beyond Test-Focused Policies
Cole, Merryn	Editorial Review Board Member	Journal of Teacher Action Research		2016	Yes, appointed	Review and provide constructive feedback on articles submitted to JTAR.
Cole, Merryn	Editorial Review Board Member	Electronic Journal of Science Education		2015	Yes, appointed	Review articles submitted to EJSE.
Cole, Merryn	Session Chair	Alpha Chi Sigma		2008	Yes, appointed	Co-chair and co-developer of the Alpha Chi Sigma Professional Poster Session at the Biennial Meeting of Alpha Chi Sigma, Professional in Chemistry. Coordinate the call for posters, review of poster submissions, and the set-up/presentation/take-down of posters during the event.
Cole, Merryn	Mentor	1000 Girls, 1000 Futures		2015	Yes, appointed	Mentor an adolescent girl who is interested in pursuing some are of STEM Education.

						Meet regularly with the girl, providing advice on finding, applying to, and entering post-secondary programs in an area of interest. Mentor girl through program coursework.
Davila, Denise	Program Organizer	Literacy Focus Area Meeting Coordinator	Local	2017	No, neither	I coordinate the Literacy Focus Area meetings and Call for Agenda Items. I usually serve as the meeting facilitator.
Davila, Denise	State Ambassador	International Board on Books for Youth	International	2017	Yes, appointed	Represent organization for the state of Nevada. Promote use of international books by Nevada teachers.
Davila, Denise	Director	Southern Nevada Writing Project	Regional	2017	Yes, appointed	Direct SNWP program. Re-invigorate and update the program to support more CCSD teachers. Oversee professional development, summer camps, grant projects, and conferences/events. Represent UNLV at national meetings.
Davila, Denise	Co-Chairperson	Zeiter Literacy Development Center	Regional	2017	Yes, appointed	Significant collaboration with Director, Dr. Ladd, COE personnel, and donors to coordinate all initiatives, conferences, clinics, family engagement programs, and events.
Deniz, Hasan	Chairperson	Graduate Studies Committee	Local	2016	Yes, elected	Coordinators the efforts of graduate programs across three departments in College of Education.
Deniz, Hasan	Co-Chairperson	Doctoral Committee	Local	2015	Yes, appointed	Advising current doctoral students Reviewing doctoral applications and making acceptance decisions Running monthly committee meetings (preparing the agenda and taking minutes) Preparing doctoral colloquiums
Deniz, Hasan	Editorial Review Board Member	Journal of Learning and Teaching in Digital Age	International	2015	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Chair	Science Education Program Coordinator	Local	2013	Yes, appointed	Preparing the schedule of courses Assigning instructors to individual courses
Deniz, Hasan	Editorial Review Board Member	Journal of Science Teacher Education Editorial Board Member	International	2012	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.

Deniz, Hasan	Editorial Review Board Member	International Journal of Environmental and Science Education	International	2008	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Editorial Review Board Member	Electronic Journal of Science Education	International	2007	Yes, both	Reviewing manuscripts and advising the editor on publication decisions.
Deniz, Hasan	Chair	Science Education Assistant Professor Search Committee	Local	2017	Yes, appointed	Writing position description Advertising the position Answering applicants' inquiries about the position Conducting phone and campus interviews
Deniz, Hasan	Chairperson	Science Education Assistant Professor Position Search Committee	Local	2016	Yes, appointed	Writing position description Advertising the position Answering applicants' inquiries about the position Conducting phone and campus interviews
Gordon, Howard	Chairperson	ACTER	National	2017	Yes, appointed	
Gordon, Howard	Program Organizer	AERA, CTE SIG	National	2017	Yes, elected	
Gordon, Howard		AERA	National	2017	No, neither	
Gordon, Howard	Editor	Journal of Research in Technical Careers	National	2016	Yes, appointed	
Gordon, Howard	Officer, Secretary	AERA CTE/SIG	National	2016	Yes, elected	
Gordon, Howard	Task Force Member	eMentorship Project at North Carolina State University	Regional	2015		Provision of STEM-based mentoring and learning experiences for underrepresented students living in rural areas of North Carolina
Gordon, Howard	Discussant	AERA CTE/SIG	National	2015	Yes, appointed	
Gordon, Howard	Officer, President/Elect/Past	Association for Career and Technical Education Research	National	2014	Yes, elected	
Gordon, Howard	Discussant	ACTER	National	2010	Yes, appointed	
Grove, Karen	Chair	COE Scholarship and Honors Committee	Local	2016	Yes, elected	Plan and Chair meetings to address criteria and review applications for student scholarships and faculty honors awards
Grove, Karen	Chair	T & L Sunshine Committee	Local	2006	Yes, elected	morale, support, and spirit for department colleagues
Grove, Karen	Co-Chairperson	COE Awards Ceremony				Recognize recipients and present the College Faculty Awards for the 2016-2017 academic year.

Ladd, Sophie	Parent Representative	Vassiladis Elementary School Organizational Team	Regional	2017	Yes, elected	Primary responsibilities include: providing input on the school performance plan and budget; continued advice to the principal in carrying out the school plan; assist with the selection of the next principal when there is a vacancy.
Ladd, Sophie	Invited columnist	Children's Literature Assembly of the National Council of Teachers of English	National	2016	Yes, appointed	As an invited columnist for the Journal of Children's Literature I am the co-author of a book review column with Dr. Davila. The primary goal is to write and publish a book column twice a year focused on current, diverse children's literature for a broad audience.
Ladd, Sophie	Program Coordinator	Gayle A. Zeiter Children's and Young Adult Literature Conference	Regional	2017		As the Coordinator of the annual Zeiter Conference I secured authors, speakers and facilities for the event. I am working with local, school and university organizations such as SNWP, the TDRL and Lied Libraries, CCSD to reach a broad audience.
Ladd, Sophie	Site-based Professor/Coordinator	CCSD Partnership for Literacy Instruction I (EDRL 442)	State	2016	No, neither	To best create experiences and courses for our undergraduate, ARL students and students in CCSD I sought out school partnerships to offer site-based literacy courses. Each week I will teach EDRL at a local elementary school, demonstrating the connection between theory and practice while working closely with CCSD teachers and students in the classroom setting.
Ladd, Sophie	Program Coordinator	Gayle A. Zeiter Children's and Young Adult Literature Conference	Regional	2016		As the coordinator of the annual Zeiter Conference I secured authors, speakers and facilities for the event. I worked with local, school and university organizations such as SCBWI, SNWP the TDRL, CCSD to reach a broad audience. I was also responsible for administrative tasks such as creating a website for participants to register for the conference, creating the program brochure and organizing book sales with vendors.
Levitt, Gregory	Program Coordinator	NCSS National Council for the Social Studies	National	2017	No, neither	Creating an online Nevada Hub for the NCSS C3Teachers.org national website for Inquiry Based Lessons.

Lin, Emily	Department Chair	Teaching and Learning Leadership	Local	2014	Yes, elected	The Department Chair is the leader/administrator responsible for the climate, policy compliance, and productivity of the department. The Chair serves a dual leadership role that is part-administrator (managing, budgeting, scheduling) and part-faculty (teaching, remaining engaged in the department's academic life and direction), yet always involves leading the department forward. Though a critical part of the role, Chairs are not merely a communication conduit from the Dean to the faculty or from the faculty to the Dean. Even in those departments that choose to govern themselves through consensus, the Chair retains responsibility for a wide variety of activities that involve administering the department and leading it forward.
Lin, Emily	Member	Alternative Route to Licensure Pedagogy Requirement Subcommittee for the Commission on Professional Standards in Education	State	2013	Yes, appointed	Served as a major contributor in shaping and changing the regulations and laws governing teacher licensure in the state.
Lin, Emily	Member	UNLV Minority Serving Institution (MSI) Taskforce	Regional	2013	Yes, appointed	The MSI Task Force provides institutional oversight, leadership, and support for establishing UNLV as a leading Title III and Title V - Minority Serving Institution. The task force includes representatives from the following organizations. Office of Diversity Initiatives Office of the Provost Office of the President Division of Student Affairs Academic Success Center Office of Decision Support Honors College Graduate College

							Multicultural Programs for Engineering, Sciences & Allied Health
							Sciences/Nursing
							Faculty Leadership
							Student Leadership
							Community & Industry Leadership
Lin, Emily	Director	College of Education International Student Teaching	Local	2013		Yes, appointed	Direct all activities related to international student teaching for the College.
Lin, Emily	Member	Nevada Department of Education Parental Involvement Committee	State	2013		Yes, appointed	UNLV/COE representative in changes to teacher preparation in parental involvement issues and regulations.
Lin, Emily	Mentor	Provost Faculty Mentoring Program Alliance	Local	2013		Yes, appointed	Serve as the mentor for Dr. Robbin Hickman, Department of Physical Therapy.
Lin, Emily	President	Nevada Association of Colleges for Teacher Education (NvACTE)	State	2012		Yes, elected	The Nevada Association of Colleges for Teacher Education (NvACTE) is a statewide organization committed to facilitating the improvement of educator preparation in Nevada. Our membership is comprised of both private and public colleges and universities with educator preparation programs. We are also the state affiliate of the American Association of Colleges for Teacher Education (AACTE), which is located in Washington, D.C. NvACTE is committed to maintaining an effective voice for educator preparation at the state level in issues of policy, legislation, regulations, and other matters related to educator preparation and licensure. We sponsor two statewide conferences annually with the main purpose of informing membership institutions of work about innovative and best practices and educator preparation matters at the state and national level.
Lin, Emily	COE Graduate Representative	Music Education, College of Liberal Arts	Local	2012		Yes, appointed	COE Graduate Representative, UNLV Thesis Committee representative on M.Sc.

Lin, Emily	Co-founder and member	Asian Pacific American Faculty Staff Alliance (APAFSA)	Regional	2011	No, neither	APAFSA's mission is to address the needs of Asians and Pacific Americans on campus, promote professional development and cooperation among members, and to serve the community through social and cultural activities, education, and advocacy.
Lin, Emily	Grant Reviewer	Research Grants Council of Hong Kong	International	2008	Yes, appointed	
Lin, Emily	Research member	FIT-Choice Research Team with Monash University, Australia	International	2006	No, neither	
Lin, Emily	Book reviewer	Corwin Press Co.	National	2005	No, neither	
Lin, Emily	Book and proposal reviewer	Allyn & Bacon Co.	National	2005	No, neither	
Lin, Emily	Book reviewer	McGraw-Hill Higher Education Co.	National	2004	No, neither	
Lin, Emily	Book Reviewer	Houghton Mifflin Co.	National	2002	No, neither	
Liu, Yan	SIG Program Chair, Interim Chair	American Educational Research Association	National	2015	Yes, elected	I attended the SIG business meeting at AERA, selected reviewers for the proposals submitted to the SIG, reviewed all the submissions, and made final decisions for acceptance or rejection of the proposals.
Liu, Yan	Editorial Review Board Member	Sage Open	National	2015	No, neither	I organize/invite reviewers to review articles and make final acceptance/refusal decisions to the journal editor.
Liu, Yan	Editorial Review Board Member	Frontier Psychology	National	2012	Yes, appointed	Reviewed papers and made decision recommendations to the journal editors.
Liu, Yan	Commencement Faculty Marshal		Local	2017	No, neither	
Marrun, Norma	Co-Coordinator	CSIEME Program Master's (M.S./M.Ed.) and Doctoral (Ph.D./Ed.D.) Program, UNLV (Department) Content Area Co-Coordinator		2017	Yes, appointed	Coordinate/Co-Coordinate CSIEME Content Area Programs, including the Graduate Certificate Programs in CDOHE (with Lough, Nancy (Lead); Clark, Christine), SJS (with Clark, Christine), and Multicultural Education (ME) (with Clark, Christine (Co-Lead), and the Undergraduate Multicultural Education Course (EDU 280: Valuing Cultural

						Diversity) and Graduate Assistant Teaching Cohort (with Clark, Christine).
McCreery, Michael	Coordinator	Teaching & Learning Research Subject Pool		2017	No, neither	I lead the development of the Teaching & Learning Subject Pool and coordinate all of its activities throughout the semester.
McCreery, Michael	Editorial Review Board Member	Intervention in School and Clinic	International		Yes, appointed	One of only 39 ranked practitioner journals in special education in Web of Science. One of the few practitioner journals with an impact factor: 0.468.
Olson, Travis	Officer, Secretary	Research Council of Mathematics Learning Executive Board	National	2017	Yes, elected	I am responsible for taking minutes of the RCML Board meetings, as well as serve as an elected member of the Executive Board.
Olson, Travis	Chair	Graduate College Curriculum Committee	Local	2016	Yes, appointed	
Olson, Travis	Chair	College of Education Bylaws Committee	Local	2015	Yes, elected	Chair the committee, and monitor the alignment between departmental, college, and university bylaws. Additionally, we are working on developing work load policies within the college bylaws.
Olson, Travis	Chair	Department of Teaching & Learning Masters Studies Committee		2015	Yes, appointed	
Olson, Travis	Program Coordinator	Master's Program		2015	Yes, appointed	
Olson, Travis	Chair	Department of Teaching & Learning By-Laws Committee	Local	2014	Yes, appointed	
Olson, Travis	Board of Directors: Member	Nevada Mathematics Council	National	2012	Yes, appointed	The Nevada Mathematics Council is the statewide affiliate of the National Council of Teacher of Mathematics.
Olson, Travis	Board of Directors: Member	Southern Nevada Mathematics Council	Regional	2011	Yes, appointed	This organization is an affiliate of NCTM and has been instrumental in organizing regional NCTM conferences in Las Vegas.
Olson, Travis	Board of Directors of a Company	National Council of Supervisors of Mathematics	National	2015	Yes, appointed	I'm on the NCSM board primarily because of my Associate Editorship for the NCSM journal. However, I am intimately involved in the NCSM Digital Initiative through my Board work. This is a role that has continued since my initial involvement on

						their Digital Visioning Initiative and is culminating in a digital professional development program for the organization.
Olson, Travis	Editor, Associate Editor	The NCSM Journal of Mathematics Education Leadership	International	2015	Yes, appointed	
Quinn, Linda	Chair	Elementary Teacher Education Committee	Local	2016	Yes, appointed	
Schrader, Peter	Co-Chairperson	Tenure and Promotion - Department	Local	2017	Yes, elected	Responsible for organizing, reviewing, and presenting committee results for promotion and tenure and annual reviews.
Schrader, Peter	Co-Chairperson	Governance: Doctoral Program	Local	2015	Yes, appointed	Coordinate doctoral activities and programs for the department.
Schrader, Peter	Editorial Review Board Member	Journal of Game-Supported Interactive Learning	International	2015	No, neither	Editorial board member of this new journal.
Schrader, Peter	Advisory Committee Member	Gathering Genius	State	2012	Yes, appointed	Advises the state on STEM policies and practices.
Schrader, Peter	Name reader at graduation	University Graduation Name Reader	Local	2010	Yes, appointed	
Schrader, Peter	Session chair/discussant	AERA: Session Chair/Discussant	National	2004	Yes, appointed	Serve as session chair and/or discussant for AERA.
Scott, Chyllis	Officer, Vice President	Literacy Research and Instruction	National	2016	No, neither	Reviewer for the Literacy Research and Instruction Journal.
Scott, Chyllis	Classroom Volunteer	Thomas Elementary School	Local	2016	No, neither	Volunteering in a 2nd grade classroom for the 2016-2017 school year.
Scott, Chyllis	Director	UNLV POWER Writing Studios (Co-Director)	Local	2014	No, neither	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research" 4-week writing studio offered for graduate students in the College of Education at UNLV each semester. As a co-director of this program, our involvement as a team intersects research, teaching, and service. POWER also provides motivational and instrumental support for academic writing. As a member of the UNLV POWER team (Chyllis Scott, Margarita Huerta, and Chad Scott.) we

						strive to support the College of Education and other colleges at UNLV.
Scott, Chyllis	Co-Director	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research"	Local	2014	No, neither	P.O.W.E.R "Promoting Outstanding Writing for Excellence in Research" 4-week writing studio offered for graduate students in the College of Education and Workforce Development at UNLV. POWER provides motivational and instrumental support for academic writing. As a member of the UNLV POWER team we strive to support the graduate students and faculty. POWER consultants and instructors include: Drs. Chyllis Scott, Margarita Huerta, and Chad Scott.
Shih, Jeffrey	Director	AMTE STaR Program		2017	Yes, appointed	
Shih, Jeffrey	Advisory Board to grant	NSF ECR grant of Dr. Travis Olson		2017		
Shih, Jeffrey	Associate Chair	Associate Chair	Regional	2016	Yes, appointed	Documentation of curriculum changes, assist with personnel issues, web site update, sports and physical activity program
Shih, Jeffrey	Editor, Senior Editor	Cognition and Instruction	International	2016	Yes, appointed	Executive Editor solicits reviewers, write's a summative review, and also works with authors that have been encouraged to revise manuscripts. One level under the Editor.
Shih, Jeffrey	Director	Center for Mathematics, Science, and Engineering Education		2015	Yes, appointed	Co-director of the Center that assists faculty in the pursuit of external funding in STEM fields
Shih, Jeffrey	Editorial Review Board Member	SAGE Open		2013		
Shih, Jeffrey	Director	Nevada Collaborative Teaching Improvement Program (NeCoTIP)	State	2006	Yes, appointed	I run the entire Title2a, Higher Ed state-wide grant program.
Shih, Jeffrey	Editor, Associate Editor	Investigations in Mathematics		2016	No, neither	

		Learning special issue on validity				
Shih, Jeffrey	Conference Organizer	Validity Evidence for Measurement in Mathematics Education (V-M^2Ed)	International	2016	No, neither	One of four leaders in NSF-funded conference about validity issues in mathematics education
Shih, Jeffrey	Co-Director	AMTE STaR Program	National	2016	Yes, appointed	One of three program leaders in the only mentoring program for new mathematics education faculty in the United States. Originally funded by the National Science Foundation, the Service, Teaching, and Research (STaR) program is now housed in the Association of Mathematics Teacher Educators (AMTE). Beginning in 2016, I am co-Director of the program
Shih, Jeffrey	Editorial Review Board Member	Mathematics Teacher Educator journal	International	2014	Yes, appointed	Participate 3 multiday panel meetings; review policy and procedures for journal; review quantitative manuscripts
Tettegah, Sharon	Officer, Treasurer	American Psychological Association	International	2017	Yes, elected	
Tettegah, Sharon	Evaluator/Judge	Chief Learning Officer Learning Elite	International	2017	Yes, appointed	Chief Learning Officer is a multimedia publication focused on the importance, benefits and advancements of a properly trained workforce. Our award-winning content caters specifically to executives in the enterprise learning market.
Tettegah, Sharon	Volunteer/consultant	Rainbow Dreams Academy	Local	2017	No, neither	
Tettegah, Sharon	Campus Representative	XSEDE Extreme Science and Engineering Discovery Environments	National	2015	Yes, appointed	As an XSEDE champion I serve as: •Source of local, regional and national high-performance computing and cyberinfrastructure information on campus •Source of information regarding XSEDE resources and services that will benefit research and education on campus •Source of start-up accounts on your campus to quickly get researchers and educators using their allocations of time on XSEDE resources, and

						•Conduit for the campus high-performance computing needs, requirements and challenges, with direct access to XSEDE staff.
Tettegah, Sharon	iFoundry Fellow	IFoundry, University of Illinois at Urbana - Champaign		2012		The Illinois Foundry for Innovation in Engineering Education (iFoundry) is a cross-disciplinary curriculum incubator in the College of Engineering. It was founded in 2008 as a pilot dedicated to transforming the education and student experience of our undergraduates in ways that align with the challenges and opportunities they will confront in the 21st century. iFoundry rests on a set of core principles around changing organizations, advancing concepts, and honoring aspirations, and asserts that effective reform requires: · Deep reflection and attention to the complex system in which engineering education is embedded · Communities that foster collective learning and action among the members and shareholders in that complex system · Honoring and supporting students' aspirations, choices, and engagement in the educational process
Tettegah, Sharon	Editorial Review Board Member	American Educational Research Journal	International	2012	Yes, appointed	Member, Editorial Board, AERJ
Tettegah, Sharon	Editor, Associate Editor	Elsevier, Official Publication of the British Computer Society	International	2011	Yes, appointed	Applications Special Editorial Board (similar to Associate Editor) The interdisciplinary journal of Human-Computer Interaction An official publication of the British Computer Society Interacting with Computers:• acts as an international forum for the discussion of HCI issues • fosters communication between academic researchers and practitioners • encourages the flow of information across the boundaries of its contributing disciplines • stimulates ideas and provokes widespread discussion with a forward-looking perspective Topics

						covered include: • systems and dialogue design • evaluation techniques • user interface design • HCI tools, techniques and methodologies • empirical evaluations • users and user modelling • new research paradigms • design theory, process and methodology • organizational and societal issues • intelligent systems • training and education applications • emerging technologies • hypertext and hypermedia • computer-supported co-operative work
Tettegah, Sharon	Editor, Associate Editor	International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)	International	2011	Yes, appointed	The International Journal of Gaming and Computer-Mediated Simulations (IJGCMS) is a peer-reviewed, international journal devoted to the theoretical and empirical understanding of electronic games and computer-mediated simulations. The journal is interdisciplinary in nature; it publishes research from fields and disciplines that share the goal of improving the foundational knowledge base of games and simulations. The journal publishes critical theoretical manuscripts as well as qualitative and quantitative research studies, meta-analyses, and methodologically-sound case studies. The journal also includes book reviews to keep readers on the forefront of this continuously evolving field. Occasional special issues from the journal provide deeper investigation into areas of interest within either gaming or simulations.
Tettegah, Sharon	Evaluator	CODIE Awards Software Information and Industry Association	International	2010	Yes, appointed	The CODiE Awards are annual awards given within the software industry. They are given by the Software and Information Industry Association for excellence in software development. There are awards in more than 75 categories. [1] The CODiE Awards program attempts to showcase the best software products and services and also honors excellence in

						corporate philanthropy. It is one of the most recognized peer-recognition awards in the software industry. The name "CODiE" is derived from code, which relates to the instructions making up a computer program.
Tettegah, Sharon	Editorial Review Board Member	Symphony Journals, Symphony Journals	International	2010	Yes, appointed	
Tettegah, Sharon	Editor, Associate Editor	Interacting with Computers	International	2009	Yes, appointed	Interacting with Computers is the interdisciplinary journal of Human-Computer Interaction. First published in 1989 to provide access to the results of research in the field, it breaks down barriers by actively fostering communication between academic researchers and practitioners to encourage the flow of information across the boundaries of its contributing disciplines. This highly-rated journal is recognized as a leading international forum for the discussion of HCI issues - a catalyst for novel and inspired thinking, which demands of its readers a forward-looking perspective. Topics covered include: HCI and design theory; new research paradigms; interaction process and methodology; user interface, usability and UX design; development tools and techniques; empirical evaluations and assessment strategies; new and emerging technologies; ubiquitous, ambient and mobile interaction; accessibility, user modelling and intelligent systems; organizational and societal issues.
Tettegah, Sharon	Solar System Ambassador	Jet Propulsion Lab, National Aeronautics and Space Administration	National	2008	Yes, appointed	The Solar System Ambassadors Program is a public outreach program designed to work with motivated volunteers across the nation. These volunteers communicate the excitement of JPL's space exploration missions and information about recent

						discoveries to people in their local communities. There are almost 500 Ambassadors in 50 states, Washington DC and Puerto Rico bringing the excitement of space to the public. Ambassadors are space enthusiasts from various walks of life who are interested in providing greater service and inspiration to the community at large.
Tettegah, Sharon	Editorial Review Board Member	Urban Education	International	2007	Yes, appointed	Editorial Board Member. Get hard-hitting, focused analyses of critical concerns facing inner-city schools in Urban Education (UEX). This ground-breaking publication provides thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives. Articles cover topics such as mental health needs of urban students, student motivation and teacher practice, school-to-work programs and community economic development, restructuring in large urban schools and health and social services.
Tettegah, Sharon	Educational Technology Program Evaluator	AACTE/International Society for Technology in Education	International	2003	Yes, appointed	The Program reviewer position evaluates university technology teacher education programs to determine if the program meets ISTE's and NCATE program technology standards.
Tettegah, Sharon	Editorial Review Board Member	Urban Education	International	2003	Yes, appointed	Focused analyses of critical concerns facing inner-city schools in Urban Education. For almost 40 years, Urban Education has provided thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives. Subjects include: * Mental health needs of urban students

						* Student motivation and teacher practice * School-to-work programs and community economic development * Restructuring in large urban schools * Health and social services
Vallett, David	Editorial Review Board Member	Journal of Research in Science Teaching	International	2016	Yes, appointed	
Vallett, David	Editorial Review Board Member	Contemporary Issues in Technology and Teacher Education-Science	International	2015	Yes, appointed	
Xing, Xue	Editor, Associate Editor	Journal of Research in Technical Careers		2016		
Xing, Xue	Judge	Students for the Advancement of Global Entrepreneurship		2017		
Xing, Xue	Session Chair	American Educational Research Association Division E	International	2017		
Zhang, Shaoan	Nevada State Representative	Association of Teacher Educators Delegate Assembly	National	2012	Yes, appointed	
Zhang, Shaoan	Chair	UNLV Faculty Senate Faculty Development Leave Committee	Local	2015	Yes, appointed	Organizing meetings to evaluate applications for the Faculty Development Leave awards.
Zhang, Shaoan	Chairperson	Association of Teacher Educators Award and Honors Committee	International	2015	Yes, appointed	

F. Appendix F: Graduate College Course Change Forms

UNLV | GRADUATE COLLEGE

Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Jori Beck**		
College or Division	**Education**		
Academic Organization	**Teaching And Learning**		
Campus Phone	**702-895-2466**	Mail Stop	**3005**
E-Mail Address	**jori.beck@unlv.edu**		

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☒ Title	☐ Description	☐ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change	**The current title does not clearly represent the content of this course.**
Effective term and year	**Fall 2017**
Degree and/or certificate program(s) impacted by this change	**Ph.D. in Teacher Education**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**The only change to the catalog will be a revision of the title of the course.**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**763**
New Course Prefix	**CIG**	New Course Number	**763**

Long Course Title *(100 characters max)*	
Current	**Teaching and Learning to Teach**
New	**Advanced Research in Teaching and Teacher Education**

Short Course Title *(30 characters max)*	
Current	
New	**Research in Teacher Education**

New Catalog Description *(50 words max)*	
Number of Words in New Catalog Description	

Prerequisites *(if any) - Graduate standing is the default prerequisite for all graduate-level courses.*

Current	
New	

Co-requisites *(if any)*

Current	
New	

Anti-requisites *(if any)*

Current	
New	

Currently, credits are	☐ Fixed		☐ Variable		to	

Change credits to	☐ Fixed		☐ Variable		to	

Allow course to be repeatable?	☐ No	☐ Yes

If yes, the maximum number of credits that may be earned is	

Grading System ☒ Letter Grade   ☐ S/U   ☐ S/F   ☐ Thesis/Dissertation/Pro Paper   (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research ☐ Discussion ☐ Laboratory ☐ Seminar ☐ Field Studies ☐ Lecture ☐ Supervision ☐ Independent Study ☐ Practicum ☐ Thesis Research

Cross-listing (e.g., 400/600)	☐ Add ☐ Delete

If add, specify course prefix and number	

Instructional Modes Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web   ☐ Independent Study ☐ Field Study   ☐ In Person   ☐ Web-based ☐ Hybrid   ☐ Television   ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer
Please indicate library resources that will be needed to support students taking this course Core journals Core books (not required texts) Electronic resources (e.g., databases, videos, media, etc.)
This section is completed by the librarian
Library Comments

IV. Routing and Approval Process

1. Change proposer completes this form and syllabus
2. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
3. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
4. The form will then be returned to the person submitting the request for routing through the department and college for approval.
5. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
6. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Jori Beck	jori.beck@unlv.edu	9/29/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	10/29/16
If Cross-Listed, Chair of Cross-Listing Department	N/A		
Librarian		librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	12/1/16
Academic Dean Submit for Approval			
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

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INTERNAL USE ONLY		
☐ Acalog	Date: _____	Initials: _____
☐ MyUNLV	Date: _____	Initials: _____

Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name:	**Christine Clark**	
College or Division:	**Education**	
Academic Organization:	**Department Of Teaching And Learning**	
Campus Phone:	**5-3888 prefer cell 702.985.6979**	Mail Stop:	**3005**
E-Mail Address:	**chris.clark.unlv@me.com**	

Indicate item(s) to be changed by placing an X in the appropriate box(es).

☐ Delete	☐ Prefix	☐ Number	☒ Title	☒ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change:	**To eliminate course duplication and provide more topic flexibility**
Effective term and year:	**Spring 2016**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix:	**CIG**	Current Course Number:	**774**
New Course Prefix:		New Course Number:	

Long Course Title *(100 characters max)*

Current:	**Gender and Sexuality in Education**
New:	**Social Justice Education**

Short Course Title *(30 characters max)*

Current:	
New:	

New Catalog Description *(50 words max)*:	**In developing citizens committed to social justice educators must recognize how schools function within an untenable contradiction to respond to the needs of hierarchies associated with the capitalist labor force/marketplace, and create equality of access to rights and opportunities for the nation's residents promised by an ostensibly democratic republic.**
Number of Words in New Catalog Description:	**49**

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.		
Current:	**Doctoral Status**	
New:	**Doctoral Status or Consent of Instructor**	

Co-requisites *(if any)*

Current:	
New:	

Anti-requisites *(if any)*

Current:	
New:	

Currently, credits are:	☐ Fixed:		☐ Variable:		to
Change credits to:	☐ Fixed:		☐ Variable:		to

Allow course to be repeatable?	☐ No	☐ Yes

If yes, the maximum number of credits that may be earned is:

Grading System: ☐ Letter Grade   ☐ S/U   ☐ S/F   ☐ Thesis/Dissertation/Pro Paper   (x-grade option)

Does this course have additional non-credit components?	☐ Yes	☐ No

If yes, indicate component(s):	☐ Clinical ☐ Discussion ☐ Field Studies ☐ Independent Study	☐ Internship ☐ Laboratory ☐ Lecture ☐ Practicum	☐ Research ☐ Seminar ☐ Supervision ☐ Thesis Research
Cross-listing (e.g., 400/600):	☐ Add ☐ Delete		

If add, specify course prefix and number:

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web
☐ Field Study
☐ Hybrid
☐ Independent Study
☐ In Person
☐ Television
☐ Web-based
☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer

Please indicate library resources that will be needed to support students taking this course:

Core journals:

Core books (not required texts):

Electronic resources (e.g., databases, videos, media, etc.):

This section is completed by the librarian

Library Comments:

IV. Routing and Approval Process

	Name	Email Address	Campus Phone
Course Developer:	Christine Clark	chris.clark.unlv@me.com	5-3888
Dept. Chair or Grad. Coordinator:	Emily Lin	emily.lin@unlv.edu	5-0889
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:	Samantha Godbey	librarycdm@unlv.edu	5-2135
College Curriculum Committee Chair:	Alice Corkill	alice.corkill@unlv.edu	5-4164
Academic Dean:	Kim Metcalf	kim.metcalf@unlv.edu	5-3375
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	Katie Humphries	curriculum@unlv.edu	5-0892

Note: Forwarding this form as an e-mail attachment constitutes approval of the change as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. Requests for changes or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.

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Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Christine Clark**		
College or Division	**Education**		
Academic Organization	**Department of Teaching and Learning**		
Campus Phone	**5-3888 (702-985-6979)**	Mail Stop	**3005**
E-Mail Address	**chris.clark.unlv@me.com**		

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☒ Title	☒ Description	☐ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☒ Other				

Justification for change	**To resurrect dormant course by providing more topic differentiation, specialization, and currency**
Effective term and year	**Spring 2017 or as soon as possible**
Degree and/or certificate program(s) impacted by this change	**None**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**Course name change**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**750**

New Course Prefix		New Course Number	

Long Course Title *(100 characters max)*

Current	**Multicultural Education**
New	**Critical Multicultural Education**

Short Course Title *(30 characters max)*

Current	**Multicultural Education**
New	**Critical Multicultural Education**

New Catalog Description *(50 words max)*
 	
Tips
  • avoid the use of the words *student*, *course,* and *covers*
  • incomplete sentences are ok
  • avoid repeating the course title
	An exploration of critical or sociopolitically-located multicultural educational realities; realities in which institutional dynamics of power, juxaposed with individual dynamics of power, are centered in the curriculum, especially as these realities manifest relative to public education.

Number of Words in New Catalog Description *(50 max)*	**37**

Prerequisites *(if any) - Graduate standing* is the default prerequisite for all graduate-level courses.

Current	**Graduate Standing**
New	**Graduate Standing**

Co-requisites *(if any)*

Current	**None**
New	**None**

Anti-requisites *(if any)*

Current	**None**
New	**None**

Currently, credits are	☐ Fixed		☐ Variable		to
Change credits to	☐ Fixed		☐ Variable		to
Allow course to be repeatable?	☐ No	☐ Yes			

If yes, the maximum number of credits that may be earned is	

Grading System ☐ Letter Grade   ☐ S/U   ☐ S/F   ☐ Thesis/Dissertation/Pro Paper   (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research ☐ Discussion ☐ Laboratory ☐ Seminar ☐ Field Studies ☐ Lecture ☐ Supervision ☐ Independent Study ☐ Practicum ☐ Thesis Research
Cross-listing (e.g., 400/600)	☐ Add ☐ Delete

If add, specify course prefix and number	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web   ☐ Independent Study
☐ Field Study   ☐ In Person   ☐ Web-based
☐ Hybrid   ☐ Television   ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer
Please indicate library resources that will be needed to support students taking this course Core journals Core books (not required texts) Electronic resources (e.g., databases, videos, media, etc.)
This section is completed by the librarian

Library Comments

IV. Routing and Approval Process

7. Change proposer completes this form and syllabus
8. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
9. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
10. The form will then be returned to the person submitting the request for routing through the department and college for approval.
11. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
12. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Christine Clark	chris.clark.unlv@me.com	11/19/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	1-25-17
If Cross-Listed, Chair of Cross-Listing Department			
Librarian	Samantha Godbey	librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	2/3/17
Academic Dean Submit for Approval	Kim Metcalf	kim.metcalf@unlv.edu	3/13/17
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

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Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Christine Clark**	
College or Division	**Education**	
Academic Organization	**Department of Teaching and Learning**	
Campus Phone	**5-3888 (702-985-6979)**	Mail Stop
E-Mail Address	**chris.clark.unlv@me.com**	

(Campus Phone row: Mail Stop **3005**)

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☐ Title	☒ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change	**To resurrect dormant course by providing more topic differentiation, specialization, and currency**
Effective term and year	**Spring 2017 or as soon as possible**
Degree and/or certificate program(s) impacted by this change	**None**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**Course name change**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**752**

New Course Prefix		New Course Number	

Long Course Title *(100 characters max)*

Current	**Theory and Research in Multicultural Education**
New	**Intersectional Analysis in Multicultural Education**

Short Course Title *(30 characters max)*

Current	**Theory and Research in Multicultural Education**
New	**Intersectional Analysis**

New Catalog Description *(50 words max)* Tips • avoid the use of the words *student*, *course,* and *covers* • incomplete sentences are ok • avoid repeating the course title	**A systematic examination of the intersections of race, ethnicity, class, gender, sexuality and the other dimensions of difference; intellectual and axiomatic commitment to re-thinking and re-shaping concepts and theories that have treated these dimensions as discrete; a foregrounding of interests of those who are persistently unseen in education and beyond.**
Number of Words in New Catalog Description *(50 max)*	**50**

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.

Current	**Graduate Standing**
New	**Graduate Standing**

Co-requisites *(if any)*

Current	**None**
New	**None**

Anti-requisites *(if any)*

Current	**None**
New	**None**

Currently, credits are	☐ Fixed		☐ Variable		to
Change credits to	☐ Fixed		☐ Variable		to
Allow course to be repeatable?	☐ No	☐ Yes			

If yes, the maximum number of credits that may be earned is	

Grading System ☐ Letter Grade ☐ S/U ☐ S/F ☐ Thesis/Dissertation/Pro Paper (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research ☐ Discussion ☐ Laboratory ☐ Seminar ☐ Field Studies ☐ Lecture ☐ Supervision ☐ Independent Study ☐ Practicum ☐ Thesis Research
Cross-listing (e.g., 400/600)	☐ Add ☐ Delete

If add, specify course prefix and number	

Instructional Modes Indicate the instructional modes that should be available for scheduling.
☐ In Person Supplemental Web ☐ Independent Study ☐ Field Study ☐ In Person ☐ Web-based ☐ Hybrid ☐ Television ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer
Please indicate library resources that will be needed to support students taking this course Core journals Core books (not required texts) Electronic resources (e.g., databases, videos, media, etc.)
This section is completed by the librarian

Library Comments

IV. Routing and Approval Process

13. Change proposer completes this form and syllabus
14. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
15. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
16. The form will then be returned to the person submitting the request for routing through the department and college for approval.
17. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
18. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Christine Clark	chris.clark.unlv@me.com	11/19/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	1-25-17
If Cross-Listed, Chair of Cross-Listing Department			
Librarian	Samantha Godbey	librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	3/2/17
Academic Dean Submit for Approval	Kim Metcalf	kim.metcalf@unlv.edu	3/13/17
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

UNLV | GRADUATE COLLEGE

Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Christine Clark**		
College or Division	**Education**		
Academic Organization	**Department of Teaching and Learning**		
Campus Phone	**5-3888 (702-985-6979)**	Mail Stop	**3005**
E-Mail Address	**chris.clark.unlv@me.com**		

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☐ Title	☐ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change	**Streamline registration**
Effective term and year	**Spring 2017 or as soon as possible**
Degree and/or certificate program(s) impacted by this change	**M.Ed., M.S. in Multicultural Education** **Ed.D., Ph.D. in Cultural Studies, International Education, and Multicultural Education** **Social Justice Studies Graduate Certificate** **Chief Diversity Officer in Higher Education Graduate Certificate** **Graduate Certificate in Multicultural Education**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**No pre-requisites for specific course (see below)** **No instructor permission to enroll for specific course (see below)**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**771**
New Course Prefix		New Course Number	

Long Course Title *(100 characters max)*

Current	
New	

Short Course Title *(30 characters max)*

Current	
New	

New Catalog Description *(50 words max)* Tips • avoid the use of the words *student*, *course,* and *covers* • incomplete sentences are ok • avoid repeating the course title	
Number of Words in New Catalog Description *(50 max)*	

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.

Current	**Doctoral Status**
New	**Graduate Standing**

Co-requisites *(if any)*

Current	**None**
New	**None**

Anti-requisites *(if any)*

Current	**None**						
New	**None**						
Currently, credits are	☐ Fixed		☐ Variable			to	
Change credits to	☐ Fixed		☐ Variable			to	
Allow course to be repeatable?		☐ No	☐ Yes				

If yes, the maximum number of credits that may be earned is	

Grading System ☐ Letter Grade ☐ S/U ☐ S/F ☐ Thesis/Dissertation/Pro Paper (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research ☐ Discussion ☐ Laboratory ☐ Seminar ☐ Field Studies ☐ Lecture ☐ Supervision ☐ Independent Study ☐ Practicum ☐ Thesis Research
Cross-listing (e.g., 400/600)	☐ Add ☐ Delete
If add, specify course prefix and number	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web ☐ Independent Study
☐ Field Study ☐ In Person ☐ Web-based
☐ Hybrid ☐ Television ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer

Please indicate library resources that will be needed to support students taking this course
Core journals
Core books (not required texts)
Electronic resources (e.g., databases, videos, media, etc.)
This section is completed by the librarian
Library Comments

IV. Routing and Approval Process

19. Change proposer completes this form and syllabus
20. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
21. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
22. The form will then be returned to the person submitting the request for routing through the department and college for approval.
23. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
24. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Christine Clark	chris.clark.unlv@me.com	11/19/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	1-25-17
If Cross-Listed, Chair of Cross-Listing Department			
Librarian	Samantha Godbey	librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	3/2/17

Academic Dean Submit for Approval	Kim Metcalf	kim.metcalf@unlv.edu	3/13/17
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

UNLV | GRADUATE COLLEGE

Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Christine Clark**		
College or Division	**Education**		
Academic Organization	**Department of Teaching and Learning**		
Campus Phone	**5-3888 (702-985-6979)**	Mail Stop	**3005**
E-Mail Address	**chris.clark.unlv@me.com**		

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☐ Title	☐ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change	**Streamline registration**
Effective term and year	**Spring 2017 or as soon as possible**
Degree and/or certificate program(s) impacted by this change	**M.Ed., M.S. in Multicultural Education** **Ed.D., Ph.D. in Cultural Studies, International Education, and Multicultural Education** **Social Justice Studies Graduate Certificate** **Chief Diversity Officer in Higher Education Graduate Certificate** **Graduate Certificate in Multicultural Education**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**No pre-requisites for specific course (see below)** **No instructor permission to enroll for specific course (see below)**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**772**
New Course Prefix		New Course Number	

Long Course Title *(100 characters max)*

Current	
New	

Short Course Title *(30 characters max)*

Current	
New	

New Catalog Description *(50 words max)*

Tips
- avoid the use of the words *student*, *course,* and *covers*
- incomplete sentences are ok
- avoid repeating the course title

Number of Words in New Catalog Description *(50 max)*	

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.

Current	**Doctoral Status**
New	**Graduate Standing**

Co-requisites *(if any)*

Current	**None**
New	**None**

Anti-requisites *(if any)*

Current	**None**					
New	**None**					
Currently, credits are	☐ Fixed		☐ Variable		to	
Change credits to	☐ Fixed		☐ Variable		to	
Allow course to be repeatable?	☐ No		☐ Yes			

If yes, the maximum number of credits that may be earned is	

Grading System ☐ Letter Grade ☐ S/U ☐ S/F ☐ Thesis/Dissertation/Pro Paper (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research
	☐ Discussion ☐ Laboratory ☐ Seminar
	☐ Field Studies ☐ Lecture ☐ Supervision
	☐ Independent Study ☐ Practicum ☐ Thesis Research

Cross-listing (e.g., 400/600)	☐ Add ☐ Delete

If add, specify course prefix and number	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web   ☐ Independent Study
☐ Field Study   ☐ In Person   ☐ Web-based
☐ Hybrid   ☐ Television   ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer

Please indicate library resources that will be needed to support students taking this course Core journals Core books (not required texts) Electronic resources (e.g., databases, videos, media, etc.)	
This section is completed by the librarian	
Library Comments	

IV. Routing and Approval Process

25. Change proposer completes this form and syllabus
26. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
27. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
28. The form will then be returned to the person submitting the request for routing through the department and college for approval.
29. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
30. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Christine Clark	chris.clark.unlv@me.com	11/19/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	1-25-17
If Cross-Listed, Chair of Cross-Listing Department			
Librarian	Samantha Godbey	librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	3/2/17

Academic Dean Submit for Approval	Kim Metcalf	kim.metcalf@unlv.edu	3/13/17
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

UNLV | GRADUATE COLLEGE

Graduate College Curriculum Committee

Graduate Course Change Form

I. Course Developer Contact Information

Name	**Christine Clark**	
College or Division	**Education**	
Academic Organization	**Department of Teaching and Learning**	
Campus Phone	**5-3888 (702-985-6979)**	Mail Stop **3005**
E-Mail Address	**chris.clark.unlv@me.com**	

Indicate item(s) to be changed by placing an X in the appropriate box(es).

Note that only 2 changes can be made to a course. If more than two changes are needed, submit a new course proposal.

☐ Delete	☐ Prefix	☐ Number	☐ Title	☐ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Cross-listing	☐ Other				

Justification for change	**Streamline registration**
Effective term and year	**Spring 2017 or as soon as possible**
Degree and/or certificate program(s) impacted by this change	**M.Ed., M.S. in Multicultural Education** **Ed.D., Ph.D. in Cultural Studies, International Education, and Multicultural Education** **Social Justice Studies Graduate Certificate** **Chief Diversity Officer in Higher Education Graduate Certificate** **Graduate Certificate in Multicultural Education**
Detail the changes to the program catalog entry required due to this change. *For example, a change in the number of credits for a course may impact the total number of credits earned towards a degree. Substantive changes will necessitate a Program Change form be submitted.*	**No pre-requisites for specific course (see below)** **No instructor permission to enroll for specific course (see below)**

II. Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix	**CIG**	Current Course Number	**774**
New Course Prefix		New Course Number	

Long Course Title *(100 characters max)*

Current	
New	

Short Course Title *(30 characters max)*

Current	
New	

New Catalog Description *(50 words max)*

Tips
- avoid the use of the words *student*, *course,* and *covers*
- incomplete sentences are ok
- avoid repeating the course title

Number of Words in New Catalog Description *(50 max)*

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.

Current	**Doctoral Status or Permission of Instructor**
New	**Graduate Standing**

Co-requisites *(if any)*

Current	**None**
New	**None**

Anti-requisites *(if any)*

Current	**None**						
New	**None**						
Currently, credits are	☐ Fixed		☐ Variable		to		
Change credits to	☐ Fixed		☐ Variable		to		
Allow course to be repeatable?	☐ No	☐ Yes					

If yes, the maximum number of credits that may be earned is	

Grading System ☐ Letter Grade   ☐ S/U   ☐ S/F   ☐ Thesis/Dissertation/Pro Paper   (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☐ No

If yes, indicate component(s)	☐ Clinical ☐ Internship ☐ Research ☐ Discussion ☐ Laboratory ☐ Seminar ☐ Field Studies ☐ Lecture ☐ Supervision ☐ Independent Study ☐ Practicum ☐ Thesis Research
Cross-listing (e.g., 400/600)	☐ Add ☐ Delete

If add, specify course prefix and number	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☐ In Person Supplemental Web   ☐ Independent Study
☐ Field Study   ☐ In Person   ☐ Web-based
☐ Hybrid   ☐ Television   ☐ Web-based w/ on/off campus meeting

III. Evaluation of Library Resources

This section is completed by course developer

Please indicate library resources that will be needed to support students taking this course
Core journals
Core books (not required texts)
Electronic resources (e.g., databases, videos, media, etc.)
This section is completed by the librarian
Library Comments

IV. Routing and Approval Process

31. Change proposer completes this form and syllabus
32. Proposer requests a Graduate College and Registrar technical review via the Curriculum Change Portal.
33. The Graduate College will complete a technical review of the form to ensure that it conforms to all relevant policies and guidelines.
34. The form will then be returned to the person submitting the request for routing through the department and college for approval.
35. The form will be submitted to the Curriculum Change Portal by the college or school designee (typically the Associate Dean of Academic Affairs).
36. Item will be placed on the agenda of the Graduate College Curriculum Committee (GCCC). Proposers of course changes do not need to attend the meeting.

	Name	Email Address	Date
Course Developer	Christine Clark	chris.clark.unlv@me.com	11/19/16
Graduate College and Registrar Technical Review			
Technical Review Comments			
Dept. Chair or Grad. Coordinator	Emily Lin	emily.lin@unlv.edu	1-25-17
If Cross-Listed, Chair of Cross-Listing Department			
Librarian	Samatha Godbey	librarycdm@unlv.edu	
College Curriculum Committee Chair	Alice Corkill	alice.corkill@unlv.edu	3/2/17

Academic Dean Submit for Approval	Kim Metcalf	kim.metcalf@unlv.edu	3/13/17
Graduate College Curriculum Committee Chair	Travis Olson	GCCC@unlv.edu	5-4868
Graduate College Interim Dean	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office	Katie Humphries	curriculum@unlv.edu	5-0892

INTERNAL USE ONLY		
☐ Acalog	Date: _____	Initials: _____
☐ MyUNLV	Date: _____	Initials: _____

UNLV
UNIVERSITY OF NEVADA LAS VEGAS
GRADUATE COLLEGE
CURRICULUM COMMITTEE

Graduate Program *Course Change* Proposal Form

This change form may not be used to make substantial changes to courses. Students who have taken the current course will be subjected to the standard repeat rules when enrolling in the updated course.

Course Developer Contact Information

Name:	**Michael Mccreery**	
College or Division:	**College Of Education**	
Academic Organization:	**Teaching & Learning**	
Campus Phone:	**895-1750**	Mail Stop:	**3005**
E-Mail Address:	**michael.mccreery@unlv.edu**	

Indicate item(s) to be changed by placing an X in the appropriate box(es).

☐ Delete	☐ Prefix	☐ Number	☒ Title	☒ Description	☐ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Same As	☐ Other				

Justification for change:	**Updating the Course**
Effective term and year:	**Fall, 2015**

Catalog Information
Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix:	**CIT**	Current Course Number:	**770**
New Course Prefix:		New Course Number:	

Long Course Title *(100 characters max)*

Current:	**Advanced Seminar in Educational Technology Research**
New:	**Foundations in Technology & Learning**

Short Course Title *(30 characters max)*

Current:	
New:	**Foundations in Tech & Learning**

New Catalog Description *(50 words max)*:	**Emphasis is on critical review and analysis of computer-mediated communications, human-computer interaction, and human factors design research for learning contexts.**

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.

Current:	**Doctoral status or consent of instructor.**
New:	

Co-requisites *(if any)*

Current:	
New:	

Anti-requisites *(if any)*

Current:	
New:	

Currently, credits are:	☒ Fixed:	**3**	☐ Variable:		to	
Change credits to:	☐ Fixed:		☐ Variable:		to	

Allow course to be repeatable?	☒ No	☐ Yes	

If yes, the maximum number of credits that may be earned is:

Grading System: ☒ Letter Grade   ☐ S/U   ☐ S/F   ☐ Thesis/Dissertation/Pro Paper   (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☒ No

If yes, indicate component(s):	☐ Clinical ☐ Discussion ☐ Field Studies ☐ Independent Study	☐ Internship ☐ Laboratory ☐ Lecture ☐ Practicum	☐ Research ☐ Seminar ☐ Supervision ☐ Thesis Research

Same as:	☐ Add ☐ Delete

If add, specify course prefix and number:	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☒ In Person Supplemental Web   ☐ Independent Study
☐ Field Study   ☐ In Person   ☐ Web-based
☐ Hybrid   ☐ Television   ☐ Web-based w/ on/off campus meeting

Evaluation of Library Resources

This section MUST be completed by course developer

Please indicate library resources that will be needed to support students taking this course:

Core journals: **Computers in Human Behavior; Journal of Computer Mediated Communications; Computer-Mediated Communication; Educational Technology Research & Development;**

Core books (not required texts): **Donald Norman "The Design of Everyday Things"**

Electronic resources (e.g., databases, videos, media, etc.): **Academic Search Premier; ERIC; PsychInfo; PsychARTICLES**

Library Use Only

Library Comments:

Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items.

Routing and Approval Process

	NAME	E-MAIL ADDRESS	CAMPUS PHONE
Course Developer:	Michael McCreery	michael.mccreery@unlv.edu	5-1750
Dept. Chair or Grad. Coordinator:	Emily Lin	emily.lin@unlv.edu	5-0889
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:		librarycdm@unlv.edu	
College Curriculum Committee Chair:	Alice Corkill	alice.corkill@unlv.edu	5-4164
Academic Dean:	Kim Metcalf	kim.metcalf@unlv.edu	5-3375
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	John Panzica	curriculum@unlv.edu	5-0892

Note: **Forwarding** this form as an e-mail attachment **constitutes approval** of the course as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. **Requests for changes** or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.

UNLV
UNIVERSITY OF NEVADA LAS VEGAS
GRADUATE COLLEGE
CURRICULUM COMMITTEE

Graduate Program *Course Change* Proposal Form

This change form may not be used to make substantial changes to courses. Students who have taken the current course will be subjected to the standard repeat rules when enrolling in the updated course.

Course Developer Contact Information

Name:	**Pg Schrader**
College or Division:	**College Of Education**
Academic Organization:	**Teaching & Learning**
Campus Phone:	**895-3331**

Mail Stop:	**3005**

E-Mail Address:	**pg.schrader@unlv.edu**

Indicate item(s) to be changed by placing an X in the appropriate box(es).

☐ Delete	☐ Prefix	☐ Number	☒ Title	☐ Description	☒ Pre/Coreq	☐ Credit
☐ Instructional Mode	☐ Same As	☐ Other				

Justification for change:	**Updating the Course**
Effective term and year:	**Fall, 2015**

Catalog Information

Current course prefix, number, and title are required. Aside from those fields, *please only enter information pertaining directly to your change(s)*.

Current Course Prefix:	**CIT**	Current Course Number:	**780**
New Course Prefix:		New Course Number:	

Long Course Title *(100 characters max)*	
Current:	**Multimedia Learning Studio**
New:	**Educational Technology Research and Practice**

Short Course Title *(30 characters max)*	
Current:	
New:	**Ed Tech Research & Practice**

New Catalog Description *(50 words max)*:	**Examines the latest research regarding learning and educational technology. Research supported principles will be applied in the development of instructional materials. This course can be taken up to 3 times for a total of 9 credit hours.**

Prerequisites *(if any)* - *Graduate standing* is the default prerequisite for all graduate-level courses.	
Current:	**CIT778 or consent of instructor.**
New:	**CIT770 or consent of instructor.**

Co-requisites *(if any)*	
Current:	
New:	

Anti-requisites *(if any)*	
Current:	
New:	

Currently, credits are:	☒ Fixed:	**3**	☐ Variable:		to	
Change credits to:	☐ Fixed:		☐ Variable:		to	

Allow course to be repeatable?	☐ No	☒ Yes	

If yes, the maximum number of credits that may be earned is:	**9**

Grading System: ☒ Letter Grade ☐ S/U ☐ S/F ☐ Thesis/Dissertation/Pro Paper (x-grade option)

Does this course have additional non-credit components?	☐ Yes ☒ No

If yes, indicate component(s):	☐ Clinical ☐ Discussion ☐ Field Studies ☐ Independent Study	☐ Internship ☐ Laboratory ☐ Lecture ☐ Practicum	☐ Research ☐ Seminar ☐ Supervision ☐ Thesis Research

Same as:	☐ Add ☐ Delete

If add, specify course prefix and number:	

Instructional Modes
Indicate the instructional modes that should be available for scheduling.

☒ In Person Supplemental Web
☐ Field Study
☐ Hybrid
☐ Independent Study
☐ In Person
☐ Television
☐ Web-based
☐ Web-based w/ on/off campus meeting

Evaluation of Library Resources

This section MUST be completed by course developer

Please indicate library resources that will be needed to support students taking this course:

Core journals: **Educational Technology Research & Development; Educational Psychologist; Educational Pscyhology Review; Contemporary Educational Psychology; International Journal of Educational Multimedia and Hypermedia**

Core books (not required texts): **Cambridge Handbook of Multimedia Learning**

Electronic resources (e.g., databases, videos, media, etc.): **Academic Search Premier; ERIC; PsychInfo; PsychARTICLES**

Library Use Only

Library Comments:

Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items.

Routing and Approval Process

	NAME	**E-MAIL ADDRESS**	**CAMPUS PHONE**
Course Developer:	PG Schrader	pg.schrader@unlv.edu	5-3331
Dept. Chair or Grad. Coordinator:	Emily Lin	emily.lin@unlv.edu	5-0889
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:		librarycdm@unlv.edu	
College Curriculum Committee Chair:	Alice Corkill	alice.corkill@unlv.edu	5-4164
Academic Dean:	Kim Metcalf	kim.metcalf@unlv.edu	5-3375
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	John Panzica	curriculum@unlv.edu	5-0892

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