



Welcome to the Master of Education in Special Education program at the University of Nevada, Las Vegas. This program is designed to prepare professionals to provide evidence-based instruction and support to culturally and linguistically diverse students with disabilities. There are several different subplans within this degree that prepare scholars to work with a variety of different disability types, but the main focus of all programs is the same: to give professionals the skills and knowledge needed to support culturally and linguistically diverse students with disabilities in becoming independent, self-directed learners and citizens. Students in this program will have the opportunity to work with faculty who are engaged in active scholarship related to the needs of students with disabilities and who are recognized as experts in their field, and will also have the opportunity to complete clinical field experiences in schools to practice the application of the knowledge they are gaining.

The information in this handbook is designed to provide students with an overview of the major requirements of the Master of Education in Special Education program. Students are encouraged to review this handbook thoroughly to best prepare themselves for navigating their graduate education.

dedicated to preparing professionals for specialized services in schools, community agencies, and higher education settings. Our undergraduate and graduate students participate in coursework and clinical experiences that contain a solid theoretical and practical knowledge base in the areas of research design and implementation, teaching, and the provision of mandated services at the community, state, and national level. The faculty produces new knowledge concerning critical educational and clinical issues through original research and scholarly inquiry. We promote and embrace the concept of cultural diversity and we affirm our commitment to the ethical standards of our respective disciplines. The department will maintain professional accreditation in Early Childhood, English Language Learner Programs, and Special Education. Through external funding (national and state grants), the creation of sustainable research labs, and publication of our research in ranked scholarly journals, department faculty contribute to the scientifically based literature across all the professional areas represented in the department.

### Master of Education in Special Education

The Master of Education in Special Education program in the Department of Early Childhood, Multilingual, and Special Education prepares special education teachers, related service professionals, direct service providers, and other educational leaders to advocate for the specific needs of students with disabilities from birth to adulthood. The M.Ed. in Special Education program has nine subplans: (a) Applied Behavioral Analysis, (b) Autism, (c) Early Childhood Special Education Infancy, (d) Early Childhood Special Education Preschool, (e) Emotional and Behavioral Disorders, (f) Generalist – Mild Disabilities, (g) Gifted and Talented, (h) Intellectual Disabilities, (i) Learning Disabilities, and (j)



## Contact Information

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Program requirements regarding **admission, coursework, and culminating experience** are found in the graduate catalog.

## Advisory Committee Guidelines

Students in the Master of Education in Special Education program will be assigned an advisor in their particular area of interest upon admission to the program. Students are required to schedule a meeting with their advisor during their first semester of coursework. At that meeting, the advisor and the student will discuss the Plan of Study for their particular subplan within the degree, as well as the timeline of study for students in the Master of Education in Special Education program. Please see graduate catalog for advisory committee information.

## Degree Program Benchmarks

Students in the Master of Education in Special Education program will be required to take a comprehensive exam at the conclusion of their program of study. The format of the comprehensive exam will be determined by the subplan the student is enrolled in and the student's Advisory Committee.

For the subplans of Applied Behavior Analysis, Autism, Intellectual Disabilities, and Generalist – Mild Disabilities, this exam will be comprised of 100 multiple choice questions pulled from study guides prepared for each class in the program and one written response question.

For the subplan of Early Childhood Special Education, this exam will be comprised of a series of written prompts that require students to prepare a thorough, written review of the literature and course materials to answer the question.

For the subplan of Emotional and/or Behavioral Disorders and Learning Disabilities, this exam will consist of the implementation of an action research project and a subsequent paper and presentation that discusses the findings of the action research project.

Typically, this culminating experience will be taken during the student's final semester of coursework as it is Graduate College policy that students must be enrolled in courses to take their comprehensive exam. Students will be notified of the comprehensive exam application by the Department of Early Childhood, Multilingual, and Special Education at the beginning of each semester. Students are required to complete an online application for the comprehensive exam by the deadline indicated each semester. These applications will be reviewed by each student's advisor; upon review, the advisor will schedule a meeting with their students to approve the students' comprehensive exam application and to provide detailed information about the comprehensive exam process. Students will not be

eligible to take their comprehensive exams if they do not meet with their advisor for approval; signatures from both the student and the advisor on the completed comprehensive exam application are required.

492/ESP 692) after the completion of their Master of Education in Special Education program.

For students enrolled in the Autism or Intellectual Disabilities subplans, students will enroll in the fieldwork section aligned to their specific program (ESP 720) and in the student teaching seminar (ESP 692).

For students enrolled in the Early Childhood Special Education subplan, students will enroll in ESP 780 or ESP 781 (depending on whether they are in the infancy or preschool track of





### Alumni Association

With an alumni base 130,000 strong, the [UNLV Alumni Association](#) offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

### Commencement Office

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).

### Office of Diversity Initiatives

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission:

. This Office also handles UNLV Title IX questions, inquiries, and reporting.

### Disability Resource Center (DRC)

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

### Office of International Student and Scholars

[International Students and Scholars \(ISS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

### Jean Nidetch Women's Center

The [Jean Nidetch Women's Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

### The Intersection

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

### UNLV Libraries

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.



Graduate & Professional Student Association (GPSA)  
The Graduate & Professional Student Association

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

This handbook will be reviewed annually by the Special Education Program Coordinator in conjunction with program faculty to ensure accuracy of information. Students will be notified of any changes made.

Last revised August 29, 2015	Revised by :( )TJ/F28 11.28 reW*nE	Changes summary
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