

non-thesis option will register for RECR 5110 and will complete a 9-hour minor. Non-thesis students will complete a written comprehensive examination appropriate to the selected interest area.

Students with no work experience in recreation and leisure services and those preparing for certification in therapeutic recreation with no prior therapeutic recreation internship will be required to complete RECR 5860 as a deficiency (does not count on the degree plan).

An area of emphasis (6–9 hours) to complete the 36-hour program is selected in consultation with the graduate adviser. Recommended areas of emphasis include public administration, sociology, computer science, education, business, psychology, rehabilitation studies, gerontology, kinesiology and health promotion.

The program in recreation and leisure studies is accredited by the National Recreation and Park Association/American Association of Leisure and Recreation Council on Accreditation [22377 Belmont Ridge Road, Ashburn, VA 20148: (703) 858-0784].

Health Promotion Degree Program

The program in health promotion seeks to improve personal and community health through its educational, research and service programs.

Graduates of the program are employed in a wide range of school and community health settings; public health departments; voluntary organizations; corporate and other work-site settings; health-care environments; federal, state and local agencies; professional health organizations; hospital-based health programs; commercial health promotion settings; and elementary and secondary schools.

Research

Current research of the faculty in the health promotion program includes investigations of the impact of HIV/AIDS on dating and sexual behavior, study of issues of sexuality, epidemiological analysis of the psychosocial determinants of health behavior among school children and cross-cultural correlates of health promotion. Other research includes the study of a socio-psychological perspective on health, especially the effects of stress and divorce on mortality and morbidity. Faculty includes Research Fellows of National Health Promotion Societies.

Financial support for the research programs comes from internal faculty research grants and instructional grants, as well as external funding agencies.

Master of Science

Program is currently not accepting students.

The program offers a Master of Science degree that emphasizes the scientific base of community and school health, and the investigation of community health-related problems. This degree allows pursuit of

special academic interests, yet requires a core of study in school and community health-related issues.

Courses of Instruction

All Courses of Instruction are located in one section at the back of this catalog.

Course and Subject Guide

The “Course and Subject Guide,” found in the Courses of Instruction section of this book, serves as a table of contents and provides quick access to subject areas and prefixes.

Department of Teacher Education and Administration

Main Office
Matthews Hall, 206

P.O. Box 310740
Denton, TX 76203-0740
(940) 565-2920

Web site: www.coe.unt.edu/tea

Mary M. Harris, Interim Chair

Program Offices and Advising:

Curriculum and Instruction
Matthews Hall, 218
(940) 565-2922

Educational Administration
Matthews Hall, 218
(940) 565-2175

Elementary Education, Initial Certification (EC–4, 4–8)
Matthews Hall, 204(940) 565-2826

Reading Education
Matthews Hall, 218
(940) 565-2922

Secondary Education, Initial Certification (8–12)
Matthews Hall, 204
(940) 565-2826

Field Experience (PDS, Student Teaching)
Matthews Hall, 206
(940) 565-4226

Graduate Faculty: Adkison, Byrd, Bane, Camp, Contreras, Crocker, Day, Esprivalo-Harrell, Fox, Harris, Hudson, Huffman, Kemmerer, Laney, Leavell, Luttrell, Mathis, Milson, Mohr, Pasternak, Patterson, Rodriguez, Silva,

Simms, Smith, Teeter, Tunks, van Tassel, Wickstrom, Wilhelm, Williamson.

The Department of Teacher Education and Administration offers graduate programs to develop highly competent teachers, school administrators and others who wish to provide educational leadership to organizations. Effective instruction, curriculum development and evaluation are emphasized in all programs. Students use current theory and research to make decisions about effective practice. The department also strives to improve practice through generation of new knowledge and through service to educational institutions, governmental agencies and practitioners at all levels.

Masters degrees in curriculum and instruction, reading, secondary and educational administration (principal certification) allow students to apply for the Texas professional certificates and assume building level leadership and departmental responsibilities in curriculum and instruction. Foundations courses provide philosophical, psychological and sociological backgrounds for educational decisions and practices.

Doctoral programs in curriculum and instruction, educational administration (superintendent certification) and reading prepare students for advanced positions of educational leadership in schools, school districts and other educational settings.

The programs in this department are accredited by The National Council for the Accreditation of Teacher Education (NCATE) [2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023 (202) 466-7496], and the State Board for Educator Certification (SBEC) [1710 North Congress Avenue, 5th Floor, Austin, TX 78701; (888) 863-5880]. Programs are approved by and operate according to the guidelines and policies of the Texas Higher Education Coordinating Board [P.O. Box 12788, Austin, TX 78711-2788; (512) 483-6101].

Research and Collaboration

Research and professional contributions of faculty are far ranging, from curriculum guides and textbooks in wide use throughout Texas and the United States to intensive training grants for teachers, school evaluation projects and studies of school finance and school choice. Each area represented in the department strives to make contributions to improving instruction for students throughout their school years.

Both research and service goals of the department are served through interdisciplinary efforts with other departments in the College of Education, the university and school districts. The Child Development Laboratory, Child and Family Resource Clinic, Center for the Study of Educational Reform and Professional Development Schools are also sites for interdisciplinary efforts.

Admission Requirements

In addition to the requirements for admission to the graduate school at the University of North Texas and the College of Education, each degree program may specify additional requirements for acceptance into programs. Please refer to the admission requirements listed for each degree program.

Admission, Review and Retention (ARR) Committee

Instructors in the Department of Teacher Education and Administration have the right and responsibility to refer a student to the departmental ARR Committee if they have a concern about the student's academic progress, behavioral characteristics or communication skills that indicate potential problems in school settings. The ARR Committee reviews referrals made by faculty and determines a course of action. The ARR Committee also reviews student appeals and determines a course of action regarding changes in the student's course of study.

Graduate Scholarships and Assistantships

A limited number of teaching fellowships and assistantships are available for graduate students.

These opportunities include working with professors on research grants and projects or serving as a teaching assistant, working with undergraduate students in advising and degree plans, or teaching undergraduate classes and supervising student teaching. Application is made to the department chair by letter of application and a current resume. The letter should address particular strengths and interests.

A limited number of doctoral fellowships are available through the Toulouse School of Graduate Studies. Applications may be obtained through that office.

Degree Programs

The Department of Teacher Education and Administration offers graduate programs leading to the following degrees:

- Master of Education with majors in curriculum and instruction, educational administration, reading education, and secondary education;
- Doctor of Education with majors in curriculum and instruction, educational administration, and reading education; and
- Doctor of Philosophy with majors in curriculum and instruction, educational administration, and reading education.

In addition, the department offers support courses in educational foundations.

A doctoral program in reading education is offered in federation with Texas Woman's University.

Post-Baccalaureate Teacher Certification Options

See the College of Education section in this catalog.

Curriculum and Instruction Degree Programs

Master of Education

The Master of Education degree with a major in curriculum and instruction was designed to enhance the knowledge and expertise of practicing teachers, combining theoretical perspectives and research-based practice with multiple opportunities for field-based projects and action research. Its goal is to support teachers as they assume leadership roles at the campus and district levels.

Admission Requirements

1. A valid Texas teaching certificate or equivalent.
2. Admission to the Toulouse School of Graduate Studies as a degree seeking candidate with a major in curriculum and instruction.
3. Submission of scores on the GRE, as well as any additional program specific admission materials. Contact the academic program for information concerning additional admission requirements.

Course Requirements

EDCI 5130, 5320, 5360, 5710, 5720; EDSP 5755; 18 additional hours in one or more academic resource areas, as approved by the department. A portfolio presentation is required within the culminating course, EDCI 5720.

Doctor of Education, Doctor of Philosophy

The program offers graduate education leading to the Doctor of Education and Doctor of Philosophy with a major in curriculum and instruction.

The goals of the doctoral program in curriculum and instruction are to prepare professional educators who are skilled and knowledgeable in analyzing and directing curriculum policy and in developing, implementing and evaluating curriculum products and instructional practices. The program offers a course of study with an interdisciplinary major in curriculum and instruction for grades K–12.

A research-oriented Doctor of Philosophy and a practitioner-oriented Doctor of Education are offered. Typically, the PhD program is recommended for students whose career ambitions include such activities as (1) researcher in a public or private sector research and development center or (2) professor in a collegiate program of teacher education. The EdD program is recommended for students whose career

ambitions include administrative and supervisory positions in school districts.

Admission Requirements

Admission to the doctoral program in curriculum and instruction takes into consideration several critical factors deemed important for success in graduate studies. No single factor determines an individual's eligibility for admission.

Admission to the EdD or PhD program in curriculum and instruction is a two-step process. Each applicant first must apply to and meet the general admission requirements of the Toulouse School of Graduate Studies.

Applications for students who meet initial admission standards are forwarded to the faculty in curriculum and instruction for review. Initial acceptance into the program is contingent upon the applicant meeting the following program admission standards in addition to the general requirements listed in the College of Education section.

1. A minimum grade point average of 3.4 on the master's degree.
2. Submission of scores on the GRE as well as any additional program-specific admission materials. Contact the academic program for information.
3. Three years of successful teaching experience or related acceptable experience. In the event the student does not meet this requirement, the faculty in curriculum and instruction may recommend the student participate in extensive practicum or internship experiences as part of the doctoral degree requirements. This practicum or internship will be in addition to that required as part of the regular degree program.
4. Applicants must complete an application form, which may be obtained from the Department of Teacher Education and Administration. Applicants must submit the following to the curriculum and instruction faculty for review: a letter of intent to pursue doctoral studies in curriculum and instruction, a professional resume and three letters of recommendation from persons who can testify to the applicant's ability to do advanced work. In addition to the listed criteria, the faculty may consider the applicant's related work experience, publications, presentations to professional organizations, leadership roles, teaching excellence, awards and other activities that provide evidence of potential success in a doctoral program.
5. Applicants must complete successfully the written admissions examination within their first 12 hours of course work to receive unconditional admission.

Residency Requirement for the EdD and PhD

To meet the residency requirement, EdD students are required to enroll in a minimum of 18 semester

hours during a calendar year. PhD students are required to enroll in a minimum of 18 semester hours during two consecutive long semesters (fall-spring, spring-fall, spring-summer or summer-fall). Residency must be completed prior to attempting the written qualifying exam.

Course Requirements

Required common courses for both the PhD and EdD include the curriculum and instruction core courses: EDCI 6110, 6220, 6230, 6340, 6350 and 6460; research courses EDER 6010 and 6020; 6 hours in technology; 24 hours in a related field of study; and 12 hours of dissertation.

The PhD program also requires the following courses: research courses EDER 6210 and 6280; 3 to 9 hours of mentorship, which may be met by research assistantship, independent study on a basic research problem, and/or additional course work in research. A 9-hour tool subject also is required. The tool subject may be met through educational research or computer education.

In addition to the common courses, the EdD requires a 6- to 9-hour practicum that may include evaluation studies, action research, and/or supervisory studies.

Additional course work may be required, depending on the candidate's previous experience.

Educational Administration Degree Programs

Certification Only

The Texas principal's certificate requires a master's degree with 39 semester hours of graduate credit. The superintendent's certificate requires an additional 21 hours. Requirements are listed in the College of Education section.

Master of Education

Major in Educational Administration

A Master of Education degree program in educational administration is available. This program leads to certification as a principal. A minor field is not required, but students must take at least one course outside the program area.

Admission Requirements

Admission to graduate study is described in the College of Education and the Toulouse School of Graduate Studies sections. To complete admission requirements for the educational administration program, the student must request an admissions application packet from the educational administration program office. Among the required steps are:

1. Bachelor's degree from an accredited college or university. If a candidate already holds a master's

degree, the courses and the candidate's performance in that degree are reviewed.

2. Bachelor's grade point average (GPA) of 2.8 or higher overall, or bachelor's GPA of 3.0 or higher for the last 60 hours, or completed master's degree GPA of 3.4 or higher.

3. Submission of GRE scores is required: verbal, quantitative, and analytical writing. The program views high GRE scores as positive indicators of potential success in the program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.

4. A letter of recommendation from the applicant's supervisor identifying the applicant's reading, critical thinking and writing skills.

5. Applicants submit an essay describing why they are seeking a master's degree in educational administration, identifying relevant educational experiences and strengths, and providing evidence why they will be successful educational leaders in an increasingly multicultural environment.

6. Resume or curriculum vitae that includes the candidate's previous work and educational experiences. The applicant will have had two (2) years professional experience.

7. The applicant must submit a program application form.

Course Requirements

Required for major: EDAD 5300, 5330, 5390, 5400, 5600, 5610, 5620, 5630, 5650, 5680 and 5700. The student must select one course from the following: EDAD 5550 or any approved course from EDCI, EDEE, EDSE, EDER, EDSP, EDRE, ATTD, CECS.

Prerequisite(s): provisional teaching certificate and two years of teaching experience in an accredited school.

Doctor of Education, Doctor of Philosophy

Doctor of Education and Doctor of Philosophy degrees are offered with a major in educational administration. For the Doctor of Education, a minor field may be selected from any other discipline at the university. For the Doctor of Philosophy, a minor field must be selected from a discipline outside the field of education.

The PhD program prepares individuals to conduct and evaluate research that will expand knowledge in educational administration. Typically, the PhD student plans a career as a university professor, as a policy analyst, or a research director in a state or local education agency.

The EdD program is designed for students who plan careers as school administrators. Certification as a superintendent may be part of this program. This

degree emphasizes the application of educational research and accepted management practice to educational administration. The aim of this program is to assist students to prepare for leadership roles in education.

Admission Requirements

A uniform admission date has been established in the spring semester for both the EdD and PhD programs. Applicants must check with the educational administration program office to obtain information about necessary dates. Applicants must apply for admission to either the EdD or PhD program in educational administration. Students applying for the PhD program will be expected to declare as an objective a career as a university professor or a research position within a state or federal agency or school district. Students applying for the EdD program will be expected to declare as an objective a career as a school administrator.

Applicants must meet requirements for admission to the Toulouse School of Graduate Studies, general education requirements (as listed in the College of Education section of this catalog) and the departmental requirements for admission to doctoral study.

A candidate for admission to either doctoral program must have completed 24 hours in education at the undergraduate or master's level. Students who do not have a master's degree in school administration must complete a minimum of 15 hours of deficiency courses in educational administration. These courses, generally taken prior to or concurrent with the doctoral requirements, are specified by the student's major professor.

It is expected that applicants will have had experience as public or private school teachers and will hold a teacher's certificate.

Traditionally, doctoral students in educational administration who have scores of 450 and above on the verbal and on the quantitative sections of the Graduate Record Examination are most likely to complete their degrees successfully. Applicants who score below 450 on either the verbal or quantitative section of the exam are not precluded from applying for admission.

Each EdD and PhD applicant must submit an admissions portfolio that contains the following:

1. Letters of recommendation are required from three persons who can give evidence of the applicant's reading, writing and critical thinking skills. One of the letters should be from a college or university professor, and one letter should be from a supervisor familiar with your professional work.
2. The applicant must submit a detailed resume.
3. The applicant will have had experience as a public or private school teacher at the elementary or secondary school level.

4. It is expected that the applicant will have had experience in administrative, managerial or other leadership positions.

5. The applicant should submit a three-page personal statement. (Contact program for details.)

6. The applicant should submit a sample of the individual's best written work in the form of a published article or book chapter, a research term paper, or a district or agency report.

7. Applicants will submit a three-page assessment describing their current reading critical thinking, and writing skills.

8. Applicants must complete a written admissions exam. The admissions exam is given once each year in February.

It is up to the student to make sure that all requested items have been submitted. The purpose of the admissions exam is to ascertain organizational abilities; capacity for rational thinking; and writing skill. Prior to the admissions exam, each student will be given a book chapter, research paper, or book to read. The questions on the admissions exam will relate to the prior reading assignment.

Residency Requirement

To meet the residency requirement for the EdD program, students are required to enroll in a minimum of 18 semester hours during a calendar year. For the PhD program, students must enroll full-time (a minimum of 9 semester hours) during both fall and spring semesters.

Doctor of Education Degree Requirements

The following are minimum degree requirements for students in the EdD program.

1. **Core courses:** EDAD 6100, 6510, 6520, 6530, 6570, 6580.
2. **Research and statistics:** EDER 6010, 6020.
3. **Educational administration electives:** 9 hours selected based on the student's career focus.
4. **Minor field:** 15 hours selected from a single field based on the student's career focus.
5. **Dissertation:** 12 hours minimum.

Doctor of Philosophy Degree Requirements

The following are minimum degree requirements for students in the PhD program.

1. **Core courses:** EDAD 6100, 6400, 6510, 6570; plus two courses selected from EDAD 6110, 6310, 6900.
2. **Research and statistics:** EDER 6010, 6020; plus one from EDER 6210, 6220, 6230 and 6280.
3. **Philosophy:** Either EDUC 6150 or PHIL 5110 or 5260 or equivalent approved by major professor.

4. **Educational administration electives:** 9 hours selected from a list established by the department.
5. **Minor field:** 15 hours outside the college in a field related to the student's area of research interest.
6. **Dissertation:** 12 hours minimum.
7. **Tool subject:** Competency in a tool subject must be demonstrated by completing either 9 hours of computer science or equivalent courses (over and above other computer-related courses listed on the degree plan) or 9 hours of research courses (over and above other research courses listed on the degree plan). Proficiency in a foreign language also can be used to satisfy this requirement if knowledge of the language is necessary for completing the student's dissertation research. Possible use of native language to meet this requirement will be determined by the doctoral committee of the student. Such students may either be allowed to take and pass a proficiency exam in native language or complete 9 hours of foreign language.

Elementary Education Degree Program

Post-Baccalaureate Teacher Certification

See the College of Education section in this catalog.

Reading Education Degree Programs Master of Education

The master's degree includes the all-level reading specialist certificate.

Required for major: EDCI 5320; EDEE 5060; EDCI 5710; EDCI 5720; EDRE 5170, 5180, 5190, 5200, 5370 and 5550; 3 hours from DFEC 5653, EDEE 5140; 3 hours from EDSE 5004 or EDRE 5800, Studies in Reading (as approved by instructor).

Three years of successful teaching in an accredited school and passing the state required examination for the certification of educators in Texas are required for certification.

A portfolio is required for the master's degree in reading.

Admission Requirements

1. A resume or curriculum vitae that includes the candidate's work history, educational experiences, and relevant certifications.
2. Transcripts of post-secondary educational course work, including bachelor's degree from an accredited college or university.
3. The bachelor's degree grade point average (GPA) of 2.8 overall, or a bachelor's degree GPA of 3.0 in the

last 60 hours of course work, or a completed master's degree GPA of 3.4 or higher.

4. Submission of GRE scores is required: verbal, quantitative, and analytical writing. The program views high GRE scores as positive indicators of potential success in the program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.
5. Three letters of recommendation from individuals who can give evidence of the candidate's reading, writing and critical thinking skills.
6. A personal, written statement from the candidate providing a brief description of his or her career and stating the goals and rationale for applying to the master's or doctoral reading program.
7. The doctoral program in reading also requires successful completion of an admissions screening that requires the candidate to respond in writing to two, self-selected, literacy-related questions.

Master Reading Teacher Certificate

See the College of Education section of this catalog.

Doctor of Education, Doctor of Philosophy

The doctoral program in reading education is a cooperative effort between the University of North Texas and Texas Woman's University under guidelines established by the Federation of North Texas Area Universities. Both the Doctor of Philosophy and Doctor of Education degrees are offered. The federated approach enables students to utilize the combined faculties, libraries, computer facilities and research opportunities available at both universities in pursuit of their doctoral studies.

The federation doctoral program provides opportunities for formal course work, independent study, participation in regional and national conferences, and dissertation research. The program also includes federation-sponsored seminars featuring outstanding nationally and internationally recognized scholars.

The doctoral program in reading education prepares educators and researchers for specialized work in reading at all levels of education. The program responds to the recognition of the value of literacy and contributes to its development in diverse social contexts, from local school districts to universities in the United States and abroad. At all levels of study, the interrelationships of theory and practice are valued, as students are led to develop theory and new knowledge leading to integrations of research and teaching.

The policies of the doctoral program are guided by committees made up of faculty from the participating institutions. The policies must be consistent with the policies of the participating universities.

Admission Requirements

Admission to the federated doctoral program in reading education is a two-step process. Each applicant first must apply to and meet the general admission requirements of the graduate school at one of the participating universities.

Applications of students who meet initial graduate school admission standards are forwarded to the Reading Education Federation Admissions Committee for review. The committee consists of one member from each institution. The admissions committee admits qualified students into either the PhD or EdD program. That decision is based on the applicants' career goals, work experience and other pertinent factors. Students who graduate from the federation program will receive their degree from the university through which they entered the program.

The applicant must meet the following program admission standards:

1. A resume or curriculum vitae that includes the candidate's work history, educational experiences and relevant certifications.
2. Transcripts of bachelor's and master's work. Candidates should hold a master's degree and have experience with literacy-related instruction and programs.
3. Bachelor's degree grade point average (GPA) of 2.8 overall, or a bachelor's degree GPA of 3.0 in the last 60 hours of course work, or a completed master's degree GPA of 3.4 or higher. For the doctoral degree, a completed master's degree with a GPA of 3.5 is required.
4. Submission of GRE scores is required: verbal, quantitative, and analytical writing. The program views high GRE scores as positive indicators of potential success in the program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.
5. Three letters of recommendation from individuals who can give evidence of the candidate's reading, writing and critical thinking skills. Contact the reading program for more details.
6. A personal, written statement from the candidate providing a brief description of his or her career and stating the goals and rationale for applying to the doctoral reading program.
7. Successful written response to two, self-selected, literacy-related questions. The written responses are read by two or three program faculty members who represent both the UNT and TWU federated reading program.

Degree Requirements

A minimum of 60 hours beyond the master's is required, plus satisfaction of the tool subject requirement for the PhD. Based upon a review of

the preparation of each entering student, additional deficiency courses may be required.

1. The following specific degree requirements must be completed for the PhD or EdD.

- Statistics (includes basic research): 6 hours
- Major in reading education:
 - Core courses: 12 hours
 - Other 6000-level courses: 6 hours
- Minor: 12–15 hours
- Electives (subject to approval)
- Dissertation: 12 hours
- Tool subject (PhD only): 9 hours

2. For PhD students, the tool subject requirement can be met by taking 9 hours of advanced research, or 6 hours of advanced research and 3 hours of computer science. The courses must include advanced quantitative research and advanced qualitative research.

3. PhD students are expected to take a minimum of 12 hours outside the UNT College of Education.

4. For both PhD and EdD students, a minimum of 12 hours must be taken at a federation institution other than the student's home institution.

5. To complete the integrated core curriculum of the federated doctoral program in reading education, the student must complete each of the following courses. Each course will be taught at the indicated campus.

- READ 6533, Foundations for Reading: Physiological and Psychological Dimensions (TWU)
- READ 6573, Reading as Related to Linguistics (TWU)
- EDRE 6070, Politics of Literacy (UNT)
- EDRE 6080, Evolution of Literacy Research (UNT)

6. The selected courses in reading education requirement can be satisfied by completing two courses from the following lists.

UNT

- EDRE 6030, Practicum, Field Problem or Internship
- EDRE 6040, Research in Literacy Assessment and Evaluation
- EDRE 6060, Research in the Language Arts
- EDRE 6090, Cognition and Reading
- EDRE 6100, Seminar in Reading
- EDRE 6900-6910, Special Problems

TWU

- READ 6513, Observing and Responding to Young Readers
- READ 6523, Early Literacy Intervention
- READ 6553, College and Adult Reading
- READ 6583, Research in Reading
- READ 6593, Advanced Reading Research Design: Analysis and Evaluation
- READ 6663, Practicum
- READ 6903, Special Topics
- READ 6911-6913, Independent Study

7. Residency requirement: Doctoral students must complete two consecutive semesters with a minimum of 9 hours taken each semester. Consecutive semesters may include summer, and employment is not restricted.
8. Students have 10 years to complete the program. No course work beyond the master's degree that is more than 10 years old at the time the doctoral degree is conferred can be used toward the doctoral degree.
9. The student must complete successfully the common exit examinations (written qualifying examinations) prepared by the Federation Doctoral Committee, which consists of one member from each institution. The examination will consist of one and a half days of written work in the major and a half day in the minor.
10. The student must successfully develop a dissertation proposal, defend the proposal, and complete and defend the proposed research.

Doctoral Committee

Each student's program will be guided by a doctoral committee. Each committee must have a representative from the alternate federation institution who actively participates in (a) drawing up the student's degree plan, (b) evaluating the written and oral qualifying exams, (c) evaluating the dissertation proposal and final defense and (d) attending the dissertation defense.

Initial Teacher Certification with Master's Degree

See the College of Education section in this catalog.

Post-Baccalaureate Teacher Certification Without Master's Degree

See the College of Education section in this catalog.

Courses of Instruction

All Courses of Instruction are located in one section at the back of this catalog.

Course and Subject Guide

The "Course and Subject Guide," found in the Courses of Instruction section of this book, serves as a table of contents and provides quick access to subject areas and prefixes.

Department of Technology and Cognition

Main Office
 Matthews Hall, Suite 304
 P.O. Box 311335
 Denton, TX 76203-1335
 (940) 565-2093
 Web site: www.tac.unt.edu

Bill Elieson, Interim Chair

Graduate Faculty: Allen, Bullock, Callahan, Combes, Cox, Ditzenberger, Elleven, Ennis-Cole, Henson, Jones, Knezek, Norris, Poirot, Rademacher, Sayler, Schumacker, Tyler-Wood, Walker, J. Wircenski, M. Wircenski, Young.

The Department of Technology and Cognition offers course work in applied technology, training and development; computer education, instructional technology, cognitive systems; research design and measurement, applied statistics program evaluation; and the education of special populations and gifted learners.

Certification and degree programs in the department focus on such areas as technological solutions in education, non-traditional education, research and evaluation design, applied technology, special education and gifted education.

Financial support may be available on a limited basis for research, teaching and internships. Funds vary depending on grants and other activities of the faculty in the department.

Research

Faculty in the department have extensive research interests that include the examination of the development, delivery and evaluation of instruction in education and industrial training environments, and issues related to providing appropriate services to persons with disabilities and who are gifted.

Faculty interests include but are not limited to academic, social and behavioral assessment; designing effective instructional environments for exceptional learners; behavioral management systems for special populations, parent and professional communication and collaboration; establishment of partnerships to facilitate services for exceptional individuals; programs and procedures for gifted learners; identification of gifted and talented learners; academic acceleration; early entrance to school for college; social and emotional aspects of giftedness; microcomputer