

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

The Department of Teacher Education and Administration offers three programs that lead to initial teacher certification and a Masters Degree:

- 8-12 Certification in All Content Areas and M.Ed. in Secondary Education (with online options)
- 4-8 Generalist and M.Ed. in Curriculum and Instruction
- EC-4 Generalist and M.Ed. in Early Childhood

These M.Ed. programs are 36-hour programs, with all or part of the certification courses included on the degree plan. Students must meet the admissions requirements for each degree program. For more detail, see the program advisers.

Post-Baccalaureate Teacher Certification Without Master's Degree

See the College of Education section in this catalog.

Doctoral Programs

Students wishing to pursue further advanced work in curriculum and instruction at the doctoral level should refer to "Curriculum and Instruction" in this section of the 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

Jon I. Young, Chair

Graduate Faculty: Allen, Bullock, Callahan, Combes, Cox, Ditzenberger, Elleven, Ennis-Cole, Henson, Holcomb, Jones, Knezek, Moller, Norris, Poirot, Rademacher, Roberts, 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 applications; networks; telecommunications; artificial intelligence; multi-media; computer-assisted and managed instructional environments; human-computer interfaces; cognitive development and information processing of traditional and special populations; utilization of technology in assessment; ethical considerations of the application of technology; statistical modeling; program evaluation; and strategies for working with adult populations.

Grants

Grants from the U.S. Department of Education, Texas Education Agency, Job Training Partnership Program and other sources provide financial support to graduate students, depending on program needs. Tuition and stipend support is available for both full- and part-time students in the areas of emotional and behavior disorders, autism and autism intervention, and transition and correctional special education.

Texas Center for Educational Technology

The Texas Center for Educational Technology (TCET) is designed to promote research and development collaboration among universities, school districts, the Educational Service Centers and the technology industry for the purpose of integrating the use of technology into Texas schools. Educational technology information and products are disseminated statewide via monthly publications transmitted in print and electronically. Research projects focusing on technology development, use and quality are supported.

UNT Institute for Behavioral and Learning Differences

The UNT Institute for Behavioral and Learning Differences (UNT-IBLD) was created in 1993 for the advancement of research and educational issues and techniques related to individuals with unique behavioral and learning characteristics. The UNT-IBLD vision includes not only those individuals who are not keeping pace with their peer group, but also those who are advanced beyond normal expectations. The goals of the UNT-IBLD include advancing the understanding of behavioral and learning differences; developing liaisons with public and private facilities; effecting in-service development of regular education faculty; focusing on transitional strategies for community, work and postsecondary education; developing technological innovations for enhancing educational and life opportunities; and serving as a resource for professionals, parents, schools, and community and state agencies.

Degree Programs

The department offers the following degrees at the master's and doctoral level:

- Master of Education, and
- Master of Science, both with a major in applied technology and performance improvement.
- Doctor of Education, and
- Doctor of Philosophy, both with a major in applied technology and performance improvement.
- Master of Science with a major in computer education and cognitive systems.
- Doctor of Philosophy with a major in educational computing.
- Master of Arts, and
- Master of Science, both with a major in educational psychology.
- Doctor of Philosophy with a major in educational research.
- Master of Education with a major in special education.
- Doctor of Philosophy with a major in special education.

Further specialization at the master's level is offered in applied technology, training and development for career investigation, cognitive systems, educational media, health science technology, marketing education, office education, trade and industrial education, training and development. Specializations in special education include educational diagnostician, emotional and behavioral disorders, early childhood, generic, gifted and talented, and learning disabilities.

The department also supports an interdisciplinary master's degree in corporate training and development and an interdisciplinary doctorate with a major in information science. Additional information on these programs is available from the Toulouse School of Graduate Studies. The doctoral program in special education is offered as part of the Federation of North Texas Area Universities.

Depending on the degree attained, graduates of these programs normally seek employment in business, education, industry, military, as teachers, trainers, program administrators, supervisory personnel, guidance counselors, training technologists, curriculum development specialists, research and evaluation specialists, and community college and university faculty members.

Applicants must meet requirements for admission to the Toulouse School of Graduate Studies and meet all requirements of the College of Education. For admission to any of the programs in this department, the applicant should file an application with the program area in which the student is interested in entering and schedule an interview with a representative of the program area.

Applied Technology and Performance Improvement Degree Programs

Master of Education

The Master of Education with a major in applied technology and performance improvement is a 36-hour program. Admission to candidacy is contingent upon receipt of acceptable scores on the GRE, as well as submission of additional program specific materials. Contact the academic program for information concerning acceptable admission test scores.

Required for major: ATTD 5110, 5120, 5130, 5140, 5160, 5440, 5480, 5530 and 5720, EDER 5210, and 3 semester hours of applied technology, training and development courses determined in consultation with the adviser.

Required for minor: 6 hours of courses outside the department. This is the recommended degree for those seeking certification in trade and industrial education, business/office education, marketing education, career investigation and health science technology education.

Master of Science

The Master of Science with a major in applied technology and performance improvement is a 36-semester-hour program that includes 6 hours credit for thesis or problems in lieu of thesis. Admission to candidacy is contingent upon receipt of acceptable scores on the GRE, as well as submission of additional program specific materials. Contact the academic program for information concerning acceptable admission test scores.

Required courses for the major are: ATTD 5010, 5100, 5160, 5440, 5480, 5490, 5500, 5530, 5720 and 6470, EDER 5210, and 3 semester hours of applied technology, training and development courses determined in consultation with the adviser. A comprehensive research project covering the student's field of specialization is required. This is the recommended degree for those seeking careers in the field of training and development.

Doctor of Education

The purpose of this program is to prepare administrative and supervisory personnel, community college faculty and curriculum development specialists. Admission to the program is contingent upon receipt of acceptable scores on the GRE, as well as submission of additional program specific materials and taking a written admission exam. Contact the academic program for information concerning acceptable admission test scores. Required for the major: ATTD 5430,

6030, 6100, 6200, 6210, 6450, 6460 and 6470; and 9 hours of ATTD courses. The 12 hours of research, statistics and computer requirements include ATTD 6480, EDER 6010 and 6020; and 3 hours from EDER 6230 or 6240. Dissertation credit is earned through ATTD 6950.

Required for minor: 12 hours in a field outside the major.

Doctor of Philosophy

The purpose of this program is to prepare potential university faculty and researchers and corporate training specialists. Admission to the program is contingent upon receipt of acceptable scores on the GRE, as well as submission of additional program specific materials, taking a written admission exam and a personal interview with the faculty. Contact the academic program for information concerning acceptable admission test scores. Required for major: ATTD 5100, 6100, 6200, 6210, 6450, 6460 and 6470; and 3 hours of ATTD courses and 6 hours of support courses outside the College of Education. The 18 hours of research and statistics requirements include ATTD 6480, EDER 6010, 6020, 6230 and 6240; and 3 hours from EDER 5350 or 6210. Dissertation credit is earned through ATTD 6950.

Required for minor: 12 hours of course work outside the College of Education.

Further Information

Additional information is available on the program web site (www.attd.unt.edu).

Computer Education and Cognitive Systems Degree Programs

Master of Science

This degree is a comprehensive program with options to prepare individuals for positions in both education and industry related to teaching with technology. Options include design and production of technology-based instructional systems, coordination of technology programs, and development and management of instructional systems. Theoretical foundations in cognition and systems processes are expanded through applications in computer-based training, web-based training, distance education and multimedia development.

This degree is a 36-hour program. Requirements include a core of 12 hours: CECS 5210, 5310, 5610 and 5580 (which is to be taken during the last 6 hours of course work). Also required is completion of one of the program tracks and approved electives to reach a total of 36 credit hours.

Computer Education and Cognitive Systems: Instructional Systems Technology. This program track requires the completion of CECS 5200, 5260 5300 and 5420.

Computer Education and Cognitive Systems: Teaching and Learning with Technology. This program track requires the completion of the following courses: CECS 5020, 5030, 5110 and 5111, in order to receive a certificate in technology applications.

The computer education and cognitive systems program also includes graduate academic certificates in web mastering, multimedia, desktop publishing and networking, as well as teacher certification in technology applications (grades 8-12). See the College of Education section of this catalog for information about teacher certification.

Admission Requirements

In addition to the minimum requirements of the School of Graduate Studies, this program requires a minimum of 18 hours in education, personnel training and management, or the behavioral sciences; CECS 5010; and acceptable GRE scores. Contact the academic program for information concerning acceptable admission test scores, or see information posted on the program web site at www.cecs.unt.edu.

Educational Computing Degree Programs

Doctor of Philosophy

Admission Requirements

Admission to doctoral study in educational computing is competitive within the capacity of the program faculty to mentor doctoral students. Each prospective student will be subjected to a competitive evaluation conducted by the computer education and cognitive systems (CECS) graduate faculty. Admission to the program is considered only after the applicant meets or exceeds the university and College of Education admission standards. *Admission to the Toulouse School of Graduate Studies and meeting the program minimum stated standards does not mean one will be admitted to the program.* The admission process is competitive each term/semester for a limited number of openings. The number of openings depends upon the availability of faculty to mentor doctoral students. The minimum requirements for admission include the following:

1. A bachelor's degree or its equivalent from an accredited institution.
2. A master's degree from an accredited institution. (Under some circumstances, students may be admitted into the Ph.D. program directly following the bachelor's degree.)

3. A grade point average of 3.4 on the master's degree (on a 4.0 grading system).

4. Submission of acceptable GRE scores (contact the academic program for information concerning acceptable admission test scores).

5. A personal resume that includes a summary of teaching, administrative, and/or training experience.

6. A letter of application containing a statement of scholarly goals (maximum of four pages, double-spaced).

7. One of the following: (a) an acceptable score on the verbal section of the GRE or (b) first or second author on an article in a respected, peer-reviewed professional journal or on a book published by a major publisher.

8. One of the following: (a) an acceptable score on the quantitative section of the GRE or (b) completion of 9 hours of graduate course work in mathematics or statistics with a GPA of 3.0 or higher (on a 4.0 grading system).

9. One of the following: (a) an acceptable score on the analytical section of the GRE or (b) written response to a problem provided by the educational computing program admissions committee.

10. Three letters of recommendation, one of which must be from a faculty member at an academic institution directed toward the applicant's potential to successfully complete a doctoral program.

Degree Requirements

This program includes formal course work, including a qualifying examination, independent study and research (including but not limited to a dissertation). The student will spend a substantial portion of time in independent research and collaborative efforts with the faculty related to the dissertation and other projects. The doctoral degree will require a total of at least 66 semester credit hours past the master's degree.

Course Requirements

1. **Core**, 15 hours from the following: CECS 6000, Philosophy of Computing; CECS 6010, Theory of Instructional Technology; CECS 6020, Advanced Instructional Design – Models and Strategies; CECS 6030, Emerging Technologies in Education; CECS 6100, Theory and Practice of Distributed Learning.
2. **Electives**, 21-27 hours from the following: CECS 6200, Message Design in Education; CECS 6210, Interactive Video; CECS 6220, Theory of Educational Technology Implementation; CECS 6230, Advanced Educational Production Design; CECS 6310, Creating Technology Based Learning Environments; CECS 6400, Educational Technology Systems Design and Management; CECS 6500, Developing Educational Funding Opportunities, CECS 6510, Analysis of

Research in Educational Computing; ATTD 5010, Developing Technical Training Programs; CECS 6050, Practicum/Internship; CECS 6900, Special Problems.

3. **Research**, 12 hours: EDER 6010, Statistics for Educational Research; EDER 6020, Methods of Educational Research; and 6 hours from: EDER 6210, Advanced Quantitative Methods in Educational Research; EDER 6220, Classical and Modern Educational Measurement Theory; EDER 6230, Advanced Research Design; EDER 6240, Advanced Educational Data Processing; EDER 6250, Advanced Educational Measurement Applications; or EDER 6280, Qualitative Research in Education.

4. **Minor**: May be included on the degree plan with 6 hours taken as electives and an additional 6 hours from outside the program. This will increase the total number of hours for the degree to 72 semester hours.

5. **Dissertation**, 12 hours: CECS 6950, Doctoral Dissertation.

Candidates for the PhD in educational computing must additionally complete a tool subject consisting of 9 hours of graduate computer education or 9 hours of educational research.

CECS 5020 and CECS 5030 or the equivalent skills are minimally required for leveling. Additional classes or experiences may be required depending on applicant ability.

CECS 5210, 5310, 5570 or the equivalent skills are considered prerequisite to this degree. These courses may be counted as electives.

No student will count more than 9 hours for this degree from independent studies, practicum or internship.

Doctoral Committee

The doctoral committee is composed of a major professor or co-major professor, a minor professor (where the 12-hour minor option is selected) and an additional committee member. The minor professor must come from the academic unit of the minor. At least two members of the committee must be computer education and cognitive systems (CECS) faculty members.

The selection of the doctoral committee is a collaborative process between the doctoral student and the graduate faculty who will serve on the committee. Generally, the process begins with the identification of a major professor who will chair the committee. In establishing the committee, it is important to bring together a diverse group of faculty who have expertise in the various facets of the student's research agenda.

Further Information

Additional information is available on the program web site (www.cecs.unt.edu).

Educational Psychology Programs Master of Arts, Master of Science

The Master of Science and the Master of Art in educational psychology both require 36 hours of graduate course work. The MS degree requires completion of a thesis and is the recommended degree for students preparing to seek a doctorate in a compatible field. The MA degree requires completion of a project, the exact nature of which is to be determined by the student's advisory committee. Both degrees require completion of a core of 15 hours: EPSY 5000, 5010; DEFC 5123; EDER 5050 and 5350. Also required is completion of 15 hours in one of the approved content areas:

Counseling: COUN 5710, 5720, 5730, 5740, and 5xxx (final course to be determined by the program area).

Computer Education: CECS 5020, 5030, 5210, 5300 and 5570.

Educational Diagnostics: EDSP 5510, 5530, 5540, 5710 and 5800.

Gifted and Talented: EDSP 5105, 5110, 5120, 5130 and 5800.

Research and Statistics: EDER 5100, 5210, 5220, 5240 and 5250.

Secondary Education: EDSE 5001, 5002, 5004, 5130 and 5470.

Training and Development: ATTD 5010, 5440, 5480, 5490, 5500 and 5720.

The final 6 hours will consist of preparation of a thesis for the MS degree or a negotiated project for the MA degree.

Admission Requirements

Admission to either degree option is contingent upon meeting specific GRE requirements, GPA requirements and an appropriate undergraduate degree in education, behavioral or social sciences. Contact the Department of Technology and Cognition before applying to verify any other admission requirements.

Educational Research Degree Programs

Doctor of Philosophy

Admission to the program is selective and restricted. Applicants are considered throughout the year; however, applicants are not formally admitted into the doctoral program until the fall term/semester and only if they meet the preceding February 1 deadline and other requirements as specified by the program. For information on additional requirements, please contact the program office.

Applicants must meet requirements for admission to the Toulouse School of Graduate Studies. The general requirements for education are described in the College of Education section. Admission to candidacy is contingent upon receipt of acceptable scores on the GRE, as well as submission of additional program specific admission materials, taking the written admission exam and a personal interview with the faculty. Contact the academic program for information concerning acceptable admission test scores. Courses required for the major: EDER 6030 (3-6), 6210, 6220, 6230, 6240, 6250, 6260, 6270 and 6280; plus 3 hours to meet individual needs and interests; plus EDER 6010, 6020 and 6950 as required of all doctoral candidates.

Required for the minor: 12 hours outside the major selected with the advice of the advisory committee.

Further Information

Additional information is available on the program web site (www.coe.unt.edu/eder).

Special Education Degree Programs Master of Education

The Master of Education in special education includes certification in special education, gifted education and educational diagnostics. In addition, a student may choose a course of study that does not include certification, but has an emphasis in autism, behavioral intervention, emotional/behavior disorders, traumatic brain injury or transition.

Recommended minors include, but are not limited to, applied behavioral analysis, criminal justice, educational technology, reading education and rehabilitation studies. Students seeking certification should check the specific requirements for the minor area.

Degree Requirements

Specific master's degree requirements are listed below. Course substitutions may be made by the faculty adviser.

Special Education: EDSP 5210, 5240, 5330, 5430, 5510, 5710, 5720, 5730, 5740, 5750 and 5670; 6 hours of electives; valid Texas teaching certificate at the time of application for endorsement.

Special Education: Emotional/Behavior Disorders: EDSP 5240, 5330, 5510, 5600, 5610, 5620, 5630, 5640, 5670, 5710 and 5720; EDER 5210; 3-hour elective; valid Texas generic special education teaching certificate (or must pursue simultaneously).

Special Education: Gifted and Talented: EDSP 5105, 5110, 5120, 5130, 5250, 5410, 5510, (or two years of documented teaching in a gifted and talented program) and 5710; 6 hours from 5240, 5330 and 5900; 6 hours of electives; valid Texas teaching certificate

at the time of application for supplemental gifted certification.

Special Education: Educational Diagnostician: EDSP 5210, 5240, 5250, 5330, 5510, 5530, 5540, 5600, 5710 and 5720; one course in each of the following areas: functional assessment, legal aspects of special education and human development; valid Texas teaching certificate in special education or a related area and three years of successful teaching experience at the time of application for certification.

Special Education: Correctional Special Education: EDSP 5240, 5330, 5600, 5610, 5620, 5640, 5650 and 5670; CJUS 5470; 3 hours from CJUS 5260, 5300 and ATTD 5400; 6 additional hours in EDSP 5020 and 5510.

Special Education: Transition: EDSP 5240, 5330, 5600, 5620, 5630, 5640, 5660 and 5670; 6 hours from RHAB 5400, 5410 and 5430; ATTD 5520; 6 additional hours in EDSP 5510 and 5710.

Requirements for special education certificates and endorsements are described in the College of Education section.

Doctor of Philosophy

Applicants must meet requirements for admission to the Toulouse School of Graduate Studies. The general requirements for education are described in the College of Education section. The PhD in special education is offered as a cooperative program between the University of North Texas and Texas Woman's University under guidelines established by the Federation of North Texas Area Universities. The program enables students to use the combined faculties, libraries, computer facilities and research opportunities available at both universities in the development of their doctoral studies.

The federation doctoral program provides opportunities for formal course work, independent study, internships, practicum and dissertation research. The program also includes federation-sponsored seminars featuring outstanding nationally and internationally recognized educators.

Given the importance of appropriate educational experiences during the early years for both the individual and the society at large, graduate programs are needed that provide education for future leaders in the conceptualization and provision of special education programs, as well as expertise in conducting research that will extend understanding of the importance and means of providing special education experiences. The purpose of the federated doctoral program in special education is to train professional educators to assume leadership roles in higher education and in public and private education settings. Graduates of both institutions have a broad base of information and are prepared to assume diverse

roles, including teaching, research and administrative responsibilities.

Students initially apply for admission to the graduate school of one of the participating universities. After meeting the general university admission standards, each student's application is then reviewed by the Special Education Federation Admissions Committee, made up of faculty from both UNT and TWU. Students graduating from the federation program will receive the degree from the university through which they entered the program.

Program Faculty

The doctoral program is staffed by faculty from both the University of North Texas and Texas Woman's University. The following faculty members from each university participate in the program:

- *University of North Texas:* Lyndal Bullock, Kevin Callahan, Bertina Combes, Joyce Rademacher, Michael Sayler and Tandra Tyler-Wood.
- *Texas Woman's University:* Beth Ferri, Ronald Fritsch, Jane Irons, Charlotte Keefe, Lloyd Kinnison and Barbara Learner.

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

Faculty Research Interests

Faculty of the two participating universities pursue a variety of research topics. The faculty in special education at UNT actively pursues a broad range of research interests. These include leadership personnel needs in special education, implications of school reform/refinement for delivery of services to students with special needs, implications of social policy on decision making for special populations, links between training and research in leadership preparation, applications of technology in special education (both for personnel preparation and student evaluation), gifted and talented education, and educational assessment/evaluation of students with special needs.

Other research topics are construction of assessment/evaluation instruments, teacher ratings of student behaviors, management/instructional systems for students with learning and/or behavioral problems, competencies needed by teachers of special populations, predictors of student success in school, cognitive development in children, parental involvement/cooperation relationships in student educational decision making, management strategies for students with aggressive and violent behaviors, educational decision making in juvenile correction facilities, ecological assessment, acceleration of gifted students and identification frameworks for students with special needs (including gifted/talented).

The UNT faculty also conducts research in evaluation of programs for students with special needs, creativity in children and youth, strategies for conducting applied research with special populations, learning/management strategies relevant to serving culturally and linguistically diverse children with special needs in both urban and rural areas, application and outcomes of various consultation models with teachers serving students with special needs, and prevention/interventions for at-risk populations.

Research interests of TWU faculty include adolescent aggression; adolescent suicide among the gifted; the development of personality type in children and the application of type concepts in education; identification/assessment of individuals with disabilities; intervention strategies for use with emotionally disturbed students; programs and facilities for mentally retarded and emotionally disturbed people; and definition of gifted, talented and creative.

Other research interests of the TWU faculty are attention deficit hyperactivity disorder in adults; the operational definition of psychological processing abilities in learning disabilities definitions; methods and materials for handicapped learners; learning disabilities in children, adolescents and adults; behavioral characteristics and educational intervention strategies for high-risk infants and young children; the effects of physical and/or health problems on academic, social and emotional development; and educational programming for individuals diagnosed with developmental disabilities, health problems and neurological impairments.

Admission Requirements

Admission to the doctoral program in special education 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 federation doctoral program in special education is a two-step process. Each applicant first must apply to and meet the general admission requirements of either the Graduate School at TWU or the Toulouse School of Graduate Studies at UNT. The student should apply to the school that best meets their individual research and career interests.

Applications for students who meet initial admission standards are forwarded to the Special Education Federation Admissions Committee for review. Initial acceptance into the federation doctoral program is contingent upon the applicant meeting the following program admission standards:

1. A minimum grade point average of 3.0 on the master's degree.
2. Admission to candidacy is contingent upon receipt of acceptable scores on the GRE as well as submission of additional program specific admission

materials. Contact the academic program for information concerning acceptable admission test scores.

3. Three years of successful teaching experience with the appropriate populations or related, acceptable experience. In the event the student does not meet this requirement, the Special Education Federation Admissions Committee may recommend that 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 submit the following to the Special Education Federation Application Review Committee: a letter of intent to pursue doctoral studies in special education, a professional position statement of 1,000 words or less, a professional resume and three letters of recommendation from persons who can testify to the applicant's ability to do advanced graduate work. Upon review of the above-mentioned information, the admitting university may require a personal interview.

5. Special Education Federation Written Admissions Examination. Applicants must complete successfully the written admissions examination within their first 12 hours of course work to receive unconditional admission.

6. Approval of the Special Education Federation Admissions Committee.

If the applicant is deficient in any of the above areas, an appeal may be made to the Special Education Federation Admissions Committee. In addition to the listed criteria, the committee may consider the applicant's related work experience, publications, presentations to professional organizations, leadership roles, teaching excellence, awards and other things that might provide evidence of potential success in a doctoral program.

Degree Requirements

Students are required to have a master's degree in special education or an appropriate related field to enter the program. Students not meeting this requirement or who are deficient in specific areas will be required to take additional courses. Students are not admitted to the doctoral program until the master's degree and deficiency requirements are met.

A minimum of 60 hours beyond the master's is required, plus satisfaction of the tool subject requirement. Based upon a review of the preparation of each entering student, additional deficiency courses may be required. The following specific degree requirements must be completed. A list of UNT and TWU early childhood education course descriptions follows after the program description materials.

1. Each student must complete a 12-credit-hour core. The student must complete the following courses.

- EDSP 6290, Special Education and Public Policy (3 hours) (UNT)
- EDSP 6440, Research Issues in Special Education (3 hours) (UNT)
- EDUC 6103, Social, Psychological and Educational Aspects of Mental Retardation and Developmental Disabilities (3 hours) (TWU)
- An approved EDUC course from TWU (3 hours) (TWU)

In addition to the above 12 hours, students must complete a sequence of courses at their respective degree-granting institutions. The following courses apply to each institution.

UNT

- EDSP 6270, Analysis of Trends, Issues and Research in Special Education
- EDSP 6280, Program Analysis in Special Education
- EDSP 6300, Program Development for Services to Children and Youth with Emotional and Behavioral Disorders
- EDSP 6310, Current Research and Best Practices in the Education and Treatment of Children/ Youth with Emotional and Behavioral Disorders
- EDSP 6320, Computing Applications for Special Populations
- EDSP 6410, Theoretical Issues in Learning Disabilities
- EDSP 6900, Special Problems
- EDSP 6030, Internship

TWU

- EDUC 6023, Practicum in Assessment and Evaluation of Individuals with Disabilities
- EDUC 6333, Seminar in Emotional and Behavioral Disorders
- EDUC 6403, Seminar in Learning Disabilities
- EDUC 6423, Seminar in Policies and Procedures in Special Education
- EDUC 6903, Special Topics
- EDUC 6723, Practicum

2. **Minor area requirements.** Each student must complete a minor area. This minor area consists of 12 to 18 semester credit hours. In fulfillment of this requirement, students will select the most appropriate courses from the offerings of both participating universities with the advisement of the minor area professor.

3. **Additional degree requirements.** Additional requirements to complete the degree may be imposed

by the Special Education Federation Admissions Committee. All entering students at UNT must complete 9 semester hours of introductory research and statistics and 9 additional credit hours in either advanced research and statistics or computer education.

4. Each student must complete a research tool subject that will enhance the completion of the dissertation research. In most cases the research tool subject will consist of research methods or computer-related courses. Students enrolling through UNT are required to take 9 semester credit hours of computer education to fulfill this requirement.
5. The student must complete successfully the written and oral qualifying examination prepared by the Special Education Federation Qualifying Examination Committee.
6. The student must successfully develop a dissertation proposal, defend the proposal, and successfully complete and defend the proposed research. The research project should add substantive confirmation or understanding of the principles, theories and practices of special education. Both quantitative and qualitative research projects are acceptable.

Doctoral Committee

Each student's program will be guided by a doctoral committee. While the committee will be composed primarily of faculty from the degree-granting institution, at least one committee member will be from the alternate participating school. The chair of the committee will be a faculty member from the university through which the student will receive the degree. The committee actively participates in (a) developing the student's degree plan, (b) evaluating the written and oral qualifying exams, and (c) evaluating the dissertation proposal and final defense.

Further Information

Additional information is available on the program web site (www.edsp.unt.edu).

Alternative Teacher Certification

See the College of Education section of this catalog for information about UNT's Alternative Teacher Certification option in special education.

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.