

College of Education

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Jerry R. Thomas, Dean

Judith A. Adkison, Associate Dean
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Our Vision

The University of North Texas College of Education will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private and corporate institutions. We will achieve this through promoting faculty and student research, designing learner-centered instruction, developing collaborative partnerships and disseminating the results of these efforts. Faculty, staff and students will be committed to inquiry and shared discovery, best professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.

Our Mission

The UNT College of Education mission is to develop the human capacity – cognitively, socially, emotionally and physically – in our students and, ultimately, in the society they serve. College faculty contribute to achieving the mission by expanding knowledge through research, publication and service.

The college's state and nationally accredited programs combine outstanding students with nationally and internationally recognized faculty in a stimulating learning environment to prepare leaders in their professions. It is a leading Texas college of education in acquiring external contracts and grants and in preparing educators for schools, higher education, human service agencies, business and

industry. The college is an international leader in a variety of program areas, and its faculty are leaders in state, national and international professional organizations.

To achieve this mission, faculty, staff and students model engaged learning in a supportive and caring environment, focused on worthwhile and appropriate knowledge and skills in their teaching, research and service. The college is flexible as it responds to a dynamic evolving world.

Specifically, the college:

- collaborates within the university, as well as with other institutions of higher education and public and private organizations in the region, to conduct research, provide practicum settings, and design and deliver high-quality programs to meet society's changing needs;
- collaborates with the region's public schools and community colleges to develop career pathways and provide seamless educational transitions;
- supports nationally and internationally recognized programs in counseling, teacher education, and educational technology and works to identify and strengthen areas of emerging excellence such as recreation and leisure studies and distance education;
- emphasizes experiential and service learning to create a well-prepared workforce for the 21st century;
- integrates research experiences in undergraduate and graduate programs;
- nurtures and promotes health and well-being for individuals and society;
- supports a diverse student population through multiple instructional strategies, distance learning and financial assistance;
- promotes the ethical standards of the professions;
- assesses student learning and program outcomes as a basis for continuing improvement;
- supports faculty governance by requiring a record of responsible service of all faculty;
- integrates current technology and applications across the curricula; and
- provides opportunities for ongoing professional development and lifelong learning.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036-1023; 202-466-7496 [www.ncate.org]) and the State Board for Educator Certification (www.sbec.state.tx.us). The program in counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Avenue, Alexandria, VA 22304; 703-823-9800 ext. 301). 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).

The College of Education offers 5 bachelor's, 15 master's and 12 doctoral degrees in four academic departments: Counseling and Higher Education; Educational Psychology; Kinesiology, Health Promotion and Recreation; and Teacher Education and Administration. Some financial support for research is available from external grants and faculty research funds administered by the Office of Research and Academic Grants. The areas of research are described by each department.

The following programs of study, organized by department, are available in the college.

Department of Counseling and Higher Education

Jan Holden, Interim Chair
Stovall Hall, Room 155
Phone: 940-565-2910
Web site: www.coe.unt.edu/che

Program Areas:

Counseling
Higher Education

Department of Educational Psychology

Jon Young, Interim Chair
Matthews Hall, Room 304
Phone: 940-565-2093
Web site: www.unt.edu/epsy

Program Areas:

Development and Family Studies
Educational Research
School Psychology
Special Education

Department of Kinesiology, Health Promotion and Recreation

Allen Jackson, Interim Chair
Physical Education Building, Room 209
Phone: 940-565-2651
Web site: www.coe.unt.edu/khpr

Program Areas:

Health Promotion
Kinesiology
Recreation and Leisure Studies

Department of Teacher Education and Administration

Carol Wickstrom, Interim Chair
Matthews Hall, Room 206U
Phone: 940-565-2920
Web site: www.coe.unt.edu/tea

Program Areas:

Curriculum and Instruction
Early Childhood Education
Educational Administration
Interdisciplinary Studies
Language, Literacy and Bilingual Education
Secondary Education

University Core Requirements and Degree Requirements

The University of North Texas core curriculum is listed in the "University Core Curriculum Requirements" in the Academics section of this catalog. Each program within the College of Education requires specific courses to satisfy particular degree requirements. Occasionally a course required for a degree may also satisfy a requirement of the core. In addition to taking the required course, a student may elect to take a different course from among those available to fulfill that core requirement; doing so, however, may add to the total number of hours required for the degree. Students who have questions regarding degree requirements and course requirements should consult a degree program advisor in the Student Advising Office, Matthews Hall, Room 105.

Student Advising Office

The Student Advising Office helps students in their academic careers by providing academic advising, preparing degree plans, graduation application processing, and certification information and processing. Contact the Student Advising Office, Matthews Hall, Room 105, 940-565-2736.

Programs of Study

The college offers undergraduate and graduate programs in the following areas:

- Bachelor of Science with majors in development and family studies; interdisciplinary studies (early childhood through grade 6 or grades 4 through 8); kinesiology; health promotion; and recreation and leisure studies;
- Master of Education with majors in counseling; curriculum and instruction; educational administration; higher education; reading education; secondary education; and special education;

- Master of Science with majors in counseling; development and family studies; early childhood education; educational psychology; higher education; kinesiology; recreation and leisure studies; and school psychology;
- Doctor of Philosophy with majors in curriculum and instruction; counseling; educational administration; educational research; higher education; reading education; and special education;
- Doctor of Education with majors in curriculum and instruction; early childhood education; educational administration; higher education; and reading education.

General requirements for each undergraduate degree are listed in the appropriate departmental section of this catalog. Requirements for graduate degrees are listed in the *UNT Graduate Catalog*.

Teacher Certification

Students planning to teach in elementary or middle schools must major in interdisciplinary studies (see Department of Teacher Education and Administration).

Students planning to teach in secondary schools must earn a major and degree in the academic discipline in which they plan to teach and take a minor in secondary education to qualify for a teaching certificate. Students should check with the appropriate department for degree requirements.

The State of Texas Standard Teaching Certificate requires completion of an approved four-year degree program, passing of the appropriate TExES state examinations and clearance on a criminal record search. Students must meet all prerequisite requirements and apply for admission to the teacher education program prior to taking education courses. Continuation in the teacher education program is contingent upon the results of criminal background checks and successful progress in teacher education courses.

A minimum of 12 semester hours must be completed in residence before a recommendation from UNT is made for any teaching certificate. For the University of North Texas to recommend an undergraduate student for teacher certification, additional teaching field, or area of specialization, that student must have successfully (1) completed the approved teacher education program for the preparation of early childhood, middle grades, secondary or all-level teachers and met the GPA and semester credit hour requirements; (2) completed student teaching; and (3) passed appropriate sections of the Texas Examinations of Educator Standards (TExES), as applicable.

The State offers the TExES exam several times each long term/semester and at least once in the summer. Contact the TExES Advising Office, Matthews Hall, Room 103, for further information (940-369-8601). Although a student's completion of an approved program or specialization for a degree and/or certificate should prepare the student for such proficiency tests, the College of Education cannot, and does not, guarantee that students will pass such tests.

Students who have completed all requirements must apply for teaching certificates online (see www.sbec.state.tx.us). In some cases, teacher service records may be required. For information contact the Student Advising Office in Matthews Hall, Room 105.

Teaching Certificates

The awarding of teaching certificates is a function of the State Board for Educator Certification and is contingent upon a recommendation by the College of Education. The college is approved to offer the following certificates:

Early Childhood through Grade Six (certifies grades EC–6)

- Generalist
- Bilingual Generalist (certifies grades bilingual EC–6)
- ESL Generalist (certifies grades ESL EC–6)
- EC–6 Generalist and Special Education (certifies EC–6 Generalist and EC–12 Special Education)

Grades Four through Eight (certifies grades 4–8)*

* *The following proposed degree requirements were pending approval by the Texas Higher Education Coordinating Board at the time this catalog went to press. Consult the department for more information.*

- Generalist
- Bilingual Generalist (certifies grades bilingual 4–8)
- ESL Generalist (certifies grades ESL 4–8)
- 4–8 Generalist and Special Education (certifies 4–8 Generalist and EC–12 Special Education)
- English Language Arts and Reading and 4–8 ESL
- Mathematics and 4–8 ESL
- Science and 4–8 ESL

Standard Secondary (certifies grades 8–12) and All-Level (EC–12)

At the time this catalog went to press, UNT was authorized to recommend secondary and all-level teacher certification for students who have completed a baccalaureate degree in the following content areas:

- **Secondary Content Areas:** English language arts and reading; family and consumer sciences; French; German; history; hospitality, nutrition

and food sciences; human development and family studies; journalism; Latin; life science; mathematics; physical sciences; science; social studies; Spanish; and speech.

- **All-Level Content Areas:** art, health education, music, physical education and theatre.

Although teacher certification programs share many commonalities, what applies to one certificate or grade level is not necessarily applicable to another. Also, changes to existing teacher standards, content areas and certificate levels continue to be made by the State Board for Educator Certification.

Students are encouraged to schedule an appointment with an advisor in the Student Advising Office, Matthews Hall, Room 105, or check online at www.coe.unt.edu/sao for the current information regarding specific certificate requirements and any pending changes. The SAO sees students by appointment only, except during the regular registration period each term/semester when they accept drop-in visits. Appointment times fill quickly and students are encouraged to schedule at least two weeks in advance to ensure availability of an advisor.

Professional Certificates

See *Graduate Catalog*.

Student Teaching

Early childhood, middle-level and secondary certification require student teaching (early childhood through 6th grade, 4th through 8th grades, or 8th through 12th grades). All-level certification requires student teaching at both the EC–8 and 8–12 levels. A special education teaching field requires student teaching in a special education setting. Student teaching requirements include attendance at required seminars.

Student teaching is to be completed during the student's senior year as a full-day assignment in a school for an entire fall or spring term/semester in a Professional Development School (PDS) setting. Students participating in the Professional Development School program will complete their student teaching as an extension of their early field experience. The PDS Site Coordinator will determine specific placements.

Evaluation of student teaching is on a pass/no pass basis. To be recommended for teacher certification by UNT, a student must meet the following requirements *prior* to student teaching.

1. A formal date of admission to the teacher education program at UNT must be obtained.
2. For EC–6 and 4–8 student teachers, students must complete all prerequisites and have a C or better in all education courses (EDEC, EDEE, EDRE,

EDSE, EDUC, DFST, etc.). A minimum GPA of 2.75 is required in each area: core and field of study, academic major and pedagogy. No courses taken during the student teaching term/semester will be used to determine eligibility to student teach.

3. For secondary and all-level student teachers, a minimum GPA of 2.75 must be maintained in each area (academic major and pedagogy), and in all college work completed at UNT, as well as a cumulative GPA of 2.75 for all colleges attended. Students must earn a C or better in all education courses (EDEC, EDEE, EDRE, EDSE, EDUC, DFST, etc.).

4. Secondary and all-level student teachers must be within 6 semester hours of completing the required course work in the teaching field. Elementary (EC–6 and 4–8) student teachers must be within 12 hours of completing the program, exclusive of education courses.

5. Student teachers must be in residence at UNT and have earned at least 6 semester hours of resident credit in education at UNT.

6. Review and approval from the Admission, Review and Retention Committee must be granted in special cases related to candidate readiness for student teaching.

For information regarding student teaching, please contact the PDS Coordinator, Matthews Hall, Room 206J, phone 940-369-7217.

Independent Study

Courses numbered 4900-4910 are open to advanced undergraduate students who are capable of developing a problem independently. A project is chosen by the student and instructor and developed through conferences and approved activities under the direction of the instructor, who may require a term paper. These courses are not open to graduate students and are offered only when other required courses are unavailable. Prerequisites include consent of instructor and consent of the appropriate authority.

The Center for Interdisciplinary Research and Analysis offers services to graduate students and faculty members in the College of Education. Services include assistance in research design, measurements and analysis of data using either the SPSS or SAS statistical packages. Assistance also is given in the interpretation of computer output and display of data in the form of tables or charts.

The Center for the Study of Educational Reform conducts research and serves as an information clearinghouse on educational reform initiatives. Created in 1990, the center has received grants to

conduct a statewide survey on education reform and to conduct research on private and public school choice programs. The center also provides doctoral students with opportunities for dissertation research.

The Child and Family Resource Clinic (CFRC) is an interdisciplinary diagnostic and remedial clinic serving children, adults and families from the North Texas area. Services offered include interdisciplinary assessment, counseling, reading instruction, speech/language therapy and parent education classes. Fees for all services are based on a sliding scale. CFRC provides clinical training opportunities for graduate and undergraduate students in counseling, reading and speech/language/hearing.

The Don A. Buchholz Endowed Chair in Community College Education in the Bill J. Priest Center for Community College Education began its service to two-year colleges and to the linkage between two- and four-year colleges and universities in the fall of 2000. While the chair and the center's primary function is to provide graduate education, research, and development activities for institutions, administrators and faculty in two-year colleges, the chair and center seek to improve the efficiency and effectiveness of the linkage between two- and four-year colleges and universities in the provision of education to students in post-secondary education.

The Meadows Chair for Excellence in Education was established and funded by the Meadows Foundation to attract distinguished scholars to the College of Education to teach, interact with faculty and students, and engage in scholarly work. Involving such scholars in the academic community should enhance professional development of the faculty, improve the quality of education for students and ultimately lead to a better-prepared Texas public school student body.

The Velma Schmidt Endowed Chair in Early Childhood Development was established and fully funded as a continuing memorial to Dr. Velma Schmidt and her work on behalf of young children. The holder of the chair is responsible for teaching and mentoring graduate and undergraduate students, collaboration with faculty and schools, participation in professional and scholarly activities, and providing leadership in the university and community.

Course Listings

Individual courses of instruction are subject to change or withdrawal at any time and may not be offered each term/semester or every year. Any course may be withdrawn from current offerings if the number of registrants is too small to justify conducting it.

Courses of Instruction

All Courses of Instruction are listed 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.