

Department of Educational Psychology

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Jon Young, Interim Chair

Faculty

Professors Bullock, Jacobson, Young, *Associate Professors* Callahan, Combes, Glover, Henson, Martin, Middlemiss, Sayler, Shukla-Mehta, Tyler-Wood, *Assistant Professors* Hayes, Huey, Hull, Nievar, *Lecturers* Estes, Peak.

Programs of Study

The Department of Educational Psychology offers undergraduate and graduate programs in the following areas:

- Bachelor of Science, and
- Master of Science, both with a major in development and family studies;
- Master of Science, with a major in educational psychology;
- Doctor of Philosophy, with a major in educational research;
- Master of Science with a major in school psychology;
- Master of Education, and
- Doctor of Philosophy, both with a major in special education.

Several research centers are affiliated with the educational psychology department:

The Center for Parent Education meets the needs of students, professionals and families through training, resources and research. Research and projects are carried out by faculty and students in the Department of Educational Psychology in collaboration with other university faculty who have an interest and expertise in parent education and family support.

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 post-secondary education, developing technological innovations for enhancing educational and life opportunities and serving as a resource for professionals, parents, schools, and community and state agencies.

Development and Family Studies

Web site: www.coe.unt.edu/epsy/dfs

Development and family studies provides students a program of study and career opportunities in a selected emphasis area focusing on foundations in developmental and/or family studies. Emphasis areas include family and community, human development and research, and intervention and administration.

A graduate completing required courses in family and community may file a short application and be approved as a provisional Certified Family Life Educator (CFLE) through the National Council on Family Relations Academic Program review process. A student completing required courses in intervention and administration may pursue credentialing as an Early Intervention Specialist Professional with the Texas Interagency Council on Early Childhood Intervention.

Bachelor of Science with a Major in Development and Family Studies Non-Teacher Certification

Degree Requirements

1. Hours Required and General/College Requirements: A minimum of 120 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Science degree as specified in the "General University Requirements" in the Academics section of this catalog and the College of Education requirements.

2. Major Requirements:

EPSY core (10 hours): DFST 1013, 1023, 4011 and 4023. It is recommended that students enroll in DFST 1013 and 1023 during their first term/semester in the program.

Core requirements include one 3-hour unpaid practicum (DFST 4023) related to the student's selected emphasis area (see below). Students must complete a minimum of 150 clock hours to meet this requirement. Some students may be required to complete a second practicum. Students should have senior status and have completed DFST 4011 before beginning a practicum. Liability insurance is required for all practicum students. Permission to enroll in a practicum and approval of the practicum site are required. Students must have completed the following courses to be eligible for enrollment in:

- practicums related to infants or toddlers: DFST 3113, 3213;
- practicums related to teaching young children (2 years – 8 years): DFST 3123, 4233; EDEC 4243;
- practicums related to school-age care and programming: DFST 3123, 4133;
- practicums related to adolescents: DFST 4133;
- practicums related to administration: DFST 4253; and/or
- practicums related to parent/family life education: DFST 4413.

Emphasis area: Students must also complete course requirements for one of the following emphasis areas chosen with the advice of a faculty member within the program area:

Family and Community (36 hours): DFST 2033, 2313, 3113, 3123, 3323, 4133, 4233, 4333, 4413, 4423; PSYC 3480; LTEC 4121.

Human Development and Research (33 hours): DFST 3113, 3123, 4133, 4343, 4423, 4900; LTEC 4121; PSYC 3480; KINE 3500; MATH 1680; and SOCI 4870.

Intervention and Administration (48 hours): DFST 2033, 3113, 3123, 3213, 3323, 4233, 4253, 4333, 4423; EDEC 4243; EDSP 3210; KINE 3500; PSYC 4620; SLIS 4420; SMHM 1450; SPSH 3080.

3. **Electives:** To complete the minimum of 120 hours for the degree.
4. **Other Course Requirements:** LTEC 1100 or CSCE 1020 or BCIS 2610.
5. **Other Requirements:** An overall minimum 2.50 GPA and a minimum 2.50 GPA in course work in the development and family studies major are required for graduation.

Students who are interested in research and preparing for graduate studies are advised to take a research practicum and complete a senior thesis. Any student who is interested in research should meet with a faculty advisor early in the program to plan an appropriate minor and electives and to seek approval for choosing a senior thesis.

Students majoring in development and family studies must contact the Student Advising Office, Matthews Hall, Room 105, to prepare their degree audits.

Bachelor of Science with a Major in Development and Family Studies with Teacher Certification Degree Requirements

1. **Hours Required and General/College Requirements:** A minimum of 120 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Science degree as specified in the "General University Requirements" in the Academics section of this catalog and the College of Education requirements.

2. Major Requirements:

Certificate in Human Development and Family Studies (55 hours): DFST 1013, 1023, 2033, 2313, 3113, 3123, 3213, 3323, 4011, 4133, 4233, 4253, 4333, 4413, 4423, 4433; EDEC 3613, 4243, 4633; SMHM 1450, 4750.

Certificate in Family and Consumer Sciences (64 hours): DFST 1013, 2033, 2313, 3113, 3123, 3323, 4011, 4233, 4253, 4413, 4433; EDEC 4243; SMHM 1420, 1450, 1470, 1500, 1650, 2400, 2550, 2650, 3700, 3750, 4750.

3. **Other Course Requirements (3 hours):** LTEC 1100.

4. Other Requirements:

- a. **Admission to Teacher Education:** Prior to enrolling in the first education courses, students must have:
 - completed a minimum of 60 semester hours, including the University Core Curriculum. (See "General University Requirements" in the Academics section of this catalog. Programs in teacher education require specific courses contained in parts of the University Core Curriculum to satisfy particular degree requirements. Students should consult program advisors for best choices in the core.);
 - a 2.75 UNT GPA;
 - a 2.75 overall GPA (includes courses transferred to UNT, plus all courses taken at UNT);

- passed the THEA test (with test scores of 240 reading; 230 math and 220 writing; contact the Student Advising Office in Matthews Hall, Room 105, for further information on the THEA requirement); and
- formally applied and been admitted to Teacher Education through the College of Education Student Advising Office in Matthews Hall, Room 105.

b. Professional Education Requirements (21 hours):

- Pedagogy (12 hours): EDSE 3800, 3830, 4070, 4840;
- Reading/English/Language Arts (3 hours): EDSE 4060;
- Internship (Student Teaching) (6 hours): EDSE 4108-4118. See “Student Teaching” in the College of Education general information section of this catalog.

c. Eligibility for Teacher Certification and

Endorsements: Teacher certification is a function of the State Board for Educator Certification. Completion of the bachelor’s degree and the required education courses does not necessarily result in certification by the agency. In order to receive recommendation for teacher certification through the University of North Texas, students must have:

- successfully completed an approved teacher education program for the preparation of secondary teachers;
- successfully completed student teaching, including attendance at appropriate seminars and passing a comprehensive teacher preparation examination; and
- passed the content examination from the American Association of Family and Consumer Sciences.

Students completing course requirements for the Human Development and Family Studies teacher certificate will be eligible to apply to the National Council of Family Relations for the Certified Family Life Educator credential. Students completing course requirements for the Family and Consumer Sciences teacher certificate will be eligible to apply to the American Association of Family and Consumer Sciences for the Certified Family and Consumer Sciences credential.

Degree/Teacher Certification Plan

The **Human Development and Family Studies** secondary teaching certificate is a specialized certificate encompassing a subset of content area standards (1, 2 and 3) from the composite certificate and credentialing to teach a corresponding subset of the discipline’s courses.

The **Family and Consumer Sciences** secondary teaching certificate is a composite certificate with content area standards encompassing competencies from the full breadth of the discipline (content area standards 1–8) and credentialing to teach the full range of the discipline’s courses.

The degree/teacher certification plan is the official document outlining the student’s course of study. The student is responsible for initiating the degree/teacher certification plan process and should do so as soon as possible after being formally enrolled at the university.

Advising should be sought in the Student Advising Office. The student, with advisement, makes decisions relating to the program of study. The degree/teacher certification plan is subsequently prepared in the College of Education Student Advising Office in Matthews Hall, Room 105. Degree/teacher certification plan processing takes four to six weeks. Students must make an appointment to review completed degree/teacher certification plans in Matthews Hall, Room 105.

Minor in Development and Family Studies

An 18-hour minor in development and family studies is suggested for students whose careers or graduate degree audits involve children and families, for students who desire enrichment in family life education and for students in preprofessional studies leading to careers in medicine and family law. Students who choose development and family studies as a minor must meet prerequisite requirements for courses.

Graduate Degrees

The Master of Science with a major in development and family studies is available at the graduate level. Prospective students should consult with a member of the graduate faculty prior to initial enrollment (see also the UNT *Graduate Catalog*).

Scholarships

The program offers several scholarships designated specifically for students majoring in development and family studies at both the undergraduate and graduate levels. Applications are available in Matthews Hall, Room 304. Deadlines for application vary slightly with each academic year, but generally occur in early February, with awards generally being announced in late spring. Check with the department office, Matthews Hall, Room 313, for additional scholarship information.

Educational Psychology

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

Courses in educational psychology are offered only at the graduate level. See the *Graduate Catalog* for additional information.

Special Education

Web site: www.coe.unt.edu/edpsy/edsp

Special Education certification is available in conjunction with the Bachelor of Science with a major in Interdisciplinary Studies with EC-6 and 4-8 certification. See "Bachelor of Science with a Major in Interdisciplinary Studies" in the Teacher Education and Administration section of this catalog for specific details.

Courses in special education leading to teacher certification credentials are also offered at the graduate level. See the *Graduate Catalog* for additional information.

Scholarships

The Danny Miles Scholarship is awarded bi-annually to a student seeking teacher certification in special education. Applicants must exhibit a desire to work with exceptional youth in a community setting. Applications should be made through the Special Education program.

In some field experiences, work-study programs also are available.

Degree Plan

All students should have an approved degree plan on file in the College of Education Student Advising Office, Matthews Hall, Room 105, as early as possible, but not later than the beginning of the final 30 hours of courses. A degree plan worksheet is completed by the student's faculty advisor and the student. The worksheet is signed by the department chair and submitted to the College of Education Student Advising Office, where the official degree audit is completed for the student.

Graduate Programs

The Department of Educational Psychology offers a comprehensive curriculum for teacher training, career investigation, administrator preparation, and training and development through the following programs of study:

- Master of Science with a major in development and family studies;
- Master of Science with a major in educational psychology;
- Doctor of Philosophy with a major in educational research;
- Master of Science with a major in school psychology;
- Master of Education, and
- Doctor of Philosophy, both with a major in special education.

Students interested in graduate studies should consult the *Graduate Catalog*.

Graduate Academic Certificates

The department offers the following graduate academic certificates: alternative certification in special education; autism intervention; behavioral specialist; family, school and community involvement; gifted and talented education; parent education; specialist in re-integration of students with traumatic brain injury; teaching children and youth with mild to moderate disabilities; teaching and learning specialist for inclusion settings; and transition specialist in emotional/behavioral disorders.

For further information on certification, consult the *Graduate 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.