



College of Education

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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. The UNT College of Education is a leading Texas college of education in acquiring external contracts and grants and 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 counselor education, 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 offers 21 master's and 10 doctoral degree majors in four academic departments. These departments are Counseling, Higher Education and Early Childhood Education*; Educational Psychology; Kinesiology, Health Promotion and Recreation; and Teacher Education and Administration. This arrangement provides graduate students with opportunities for collaborative research and interdisciplinary course work.

Prospective graduate students are expected to meet all admission requirements of the Toulouse School of Graduate Studies, the College of Education, and the selected graduate degree program within the college. Admission to the individual programs is done through a holistic review of the application portfolio of each candidate. Some financial support for graduate student teaching and research is available from the programs and from the College. External grants and faculty research funds are administered by the

Office of Research and Academic Grants. The areas of research are described by each department.

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] and the State Board for Educator Certification. The program in counselor education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) [5999 Stevenson Avenue, 4th Floor; Alexandria, VA 22304; (703) 823-4800, 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].

* Name change from Department of Counseling, Development and Higher Education is pending approval.

Programs of Study

Graduate programs are described by department.

Doctor of Education

- Early Childhood Education

Doctor of Philosophy

- Counseling
- Educational Computing
- Educational Psychology*
- Special Education

Doctor of Philosophy and Doctor of Education

- Applied Technology and Performance Improvement
- Curriculum and Instruction
- Educational Administration
- Higher Education
- Reading Education

Master of Science and/or Master of Education

- Applied Technology and Performance Improvement
- Computer Education and Cognitive Systems
- Counseling
- Curriculum and Instruction
- Development and Family Studies
- Early Childhood Education
- Educational Administration
- Educational Psychology
- Higher Education
- Kinesiology
- Reading Education
- Recreation and Leisure Studies
- School Psychology
- Secondary Education
- Special Education

*Name change of degree is pending approval by the Texas Higher Education Coordinating Board.

Advising

For graduate advising and information, contact the appropriate graduate program coordinator in the program to which you aspire.

Student Advising Office

The Student Advising Office (SAO) and the TExES Advising Office (TAO) assist undergraduate students in the development of their academic plans. Advising staff partner with students to ensure a productive succession from the beginning of their College of Education experience through the successful completion of their programs, graduation and/or teacher certification. In addition to answering most questions about COE undergraduate programs and policies and procedures, the SAO and TAO staff serve graduate students in the following areas:

- Admission to the teacher education program for those seeking initial or advanced educator certification via graduate programs
- Teacher certification plans for post-baccalaureate initial certification
- Teacher certification processing

Graduate students needing admission to the teacher education program or other services of the SAO should make an appointment with an adviser early in their graduate career. Normally, these meetings are by appointment only, but limited walk-in advising is available during the regular registration period of the fall and spring semesters. Questions about educator certification are answered by the TAO. The SAO is located in Matthews Hall, Room 105 and the TAO in Matthews Hall, Room 103. To schedule an appointment, call (940) 565-2736 or stop at the information desk in Matthews Hall, Room 105. Additionally, students can find information on the services of the SAO and the TAO at www.coe.unt.edu/SAO or www.coe.unt.edu/TExES.

Degree Programs

Prerequisites for the Master's Degree

Requirements for full graduate standing are substantially the same as those established for the university, as described in the Admission section of this catalog. Admission to a program is based on a holistic review of the application portfolio. Preregistration and registration are blocked for a second term/semester of enrollment unless formally admitted to a program.

Contact the department chair or graduate program coordinator for the portfolio components required for admission.

Master of Science

This degree prepares qualified students for further graduate work and for leadership positions in education, governmental, community and human services agencies, and business and industry.

Degree Requirements

1. The candidate must earn a minimum of 30 semester hours of graduate credit. A minor outside the major is required. All hours must be taken at the master's level or higher (courses numbered 5000 or above if taken at UNT).
2. A checklist of the process for master's students is available in the Student Advising Office, Room 105, Matthews Hall, or at www.coe.unt.edu/sao.
3. Each program requires the completion of a core of courses that depends upon the major field.
4. For students not writing a thesis, a comprehensive examination covering the candidate's field of specialization is required, typically during the final term/semester in residence. The examination may be oral, written or both.
5. For detailed degree requirements, candidates should consult the appropriate graduate program coordinator and the program web site.

Master of Education

The Master of Education is designed to emphasize professional competence and to prepare leaders in certain fields of educational practice, service and inquiry. For professional and other certificates, consult "Graduate Teacher Certification Programs" in this section.

Degree Requirements

1. The candidate must earn a minimum of 36 semester hours of graduate credit. Some programs require more than 36 hours. All hours must be taken at the master's level or higher (courses numbered 5000 or above if taken at UNT).
2. A checklist of the process for master's students is available in the Student Advising Office, Matthews Hall, Room 105 or at www.coe.unt.edu/sao.
3. Each program requires the completion of a core of courses that depends upon the major field.
4. For detailed degree requirements, candidates should consult the appropriate graduate program coordinator and the program web site.
5. Ordinarily the requirements for the professional certificate can be met in the master's degree program. When planning the program, students must designate any certificate they seek so appropriate courses are included.

Master's Degree in Interdisciplinary Studies

College of Education faculty members are involved in the master's degree with a major in interdisciplinary studies offered by the School of Graduate Studies. This course of study is unrelated to the undergraduate major in interdisciplinary studies leading to initial teacher certification in grades EC-4 or 4-8. For further information about the degree, consult the Toulouse School of Graduate Studies section of this catalog.

Doctor of Philosophy and Doctor of Education

Note: Each program may have additional requirements that take precedence over the general requirements. See each program area for specific program requirements.

General Requirements

1. A minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree, is required. Course work beyond the 60-hour minimum ordinarily is required if the student changes the field of specialization when beginning doctoral study.
2. A checklist for all doctoral students is available in the Student Advising Office, Matthews Hall, Room 105 or in the Graduate Student section of www.coe.unt.edu/sao.
3. A maximum of 24 hours beyond the master's degree may be transferred from other institutions; all such credit must be earned in residence at institutions that offer the doctoral degree. Transfer credit is evaluated for quality and appropriateness for the selected major. All transfer credit must be approved by the candidate's advisory committee and by the dean of the School of Graduate Studies.
4. The mere accumulation of credits does not prepare one for the doctoral degree. Emphasis is placed on the ability of the candidate to demonstrate proficiency in the major field. Leadership, overall scholastic attainment, research ability and formal examinations also are important factors in evaluating competency.
5. Candidates for doctoral degrees ordinarily are required to select a minor field. A minor is defined as graduate work completed outside the student's major department or school; however, minors may not be required on certain graduate degrees. Consult subsequent sections of this publication for specific program regulations governing the degree sought.
6. PhD programs prepare candidates for positions in universities and for community and corporate environments. EdD programs prepare candidates for

leadership positions in fields of educational practice and service. Consult the doctoral programs listed within each department for specific definitions and requirements.

Admission Requirements

1. Requirements for full graduate standing are substantially the same as those established for the university, described in the Admission section of this catalog. Admission to the individual program is done through a holistic review of the application portfolio of each candidate.
2. For degrees with an admission exam, apply for the admission examination prior to completion of 12 semester hours. All applications are available in the departmental main office and at www.coe.unt.edu/sao.
3. Complete other program requirements of the major area department.
4. Meet with the appropriate graduate program coordinator to request an advisory committee, subject to approval by the College of Education and the dean of the School of Graduate Studies.
5. Prepare and follow a degree plan with the aid of the advisory committee, to be approved by the advisory committee and dean of the School of Graduate Studies.

Residency

A minimum residency requirement consisting of two consecutive terms/semesters (fall and spring, spring and fall, or two summer sessions and one contiguous term/semester) must be completed. A minimum enrollment of 9 hours in each of the two terms/semesters or the two summer sessions is required. Residency must be completed prior to attempting the written qualifying examination.

Qualifying Examinations

1. **Written qualifying examination.** During the final term/semester of course work and upon completion of all the previously stated requirements, most doctoral students must pass a written qualifying examination. The examination covers the major, minor, educational research and statistics, and related fields. Students must have completed EPSY 6010 and 6020 or equivalent prior to taking the examination.
2. **Oral qualifying examination.** The primary purpose is to ensure an adequate evaluation of the student's knowledge in the major and minor fields. This examination is conducted by the advisory committee.

Students who pass the qualifying examinations are eligible to continue as candidates for the doctoral degree. Less than satisfactory performance on any one or more phases of the qualifying examinations may result in modification of the degree program,

repetition of one or more portions of the examinations, or termination of candidacy for the doctoral degree.

Admission to Candidacy

Admission to candidacy is granted by the dean of the School of Graduate Studies after satisfactory completion of all the above listed requirements.

Dissertation Proposal

Upon admission to candidacy and with approval of the advisory committee and at least 10 days after completion of the oral examination, the candidate presents the dissertation proposal to the committee. The application and procedures for scheduling the seminar are available in the Student Advising Office, Matthews Hall, Room 105 and in the Graduate Student section of www.coe.unt.edu/sao.

Approval of Data Collection Methods

Prior to initiating collection of any data, the candidate is required to obtain the necessary approval(s) of the appropriate university committee(s) regarding the use of human subjects and/or use of university computing services. Candidates may obtain the necessary forms to request approval from their departmental office or major professor.

Dissertation

Upon completion of the dissertation and with the approval of the advisory committee, a final oral comprehensive examination is arranged by the major professor, and the complete form is forwarded to the Student Advising Office.

Graduate Teacher Certification Programs

The State Board for Educator Certification (SBEC) awards teaching certificates in Texas. Initial certification for educators is divided into categories of early childhood–grade 4, grades 4–8, grades 8–12, or for all grade levels. Advanced and supplemental certificates are available in some teaching, administrative or support areas. To obtain initial, advanced or supplemental educator certification, a student must complete all requirements of the certification program to which they were admitted, pass the required state tests (if any), apply for teacher certification with SBEC, and obtain approval for the application from SBEC.

Students who hold a baccalaureate degree but are not certified educators may pursue initial teacher certification alone or in conjunction with an advanced degree. No prior teaching experience is required for enrollment in the post-baccalaureate initial teacher certification options at UNT. Students

seeking initial teacher certification in conjunction with a master's degree must also be admitted to the respective degree program. Some programs have other options and certifications available through use of deficiency plans, which include undergraduate and graduate courses.

Contact the Student Advising Office post-baccalaureate adviser for more details.

Initial Certification: Elementary

- Generalist Early Childhood–Grade 4
- English as Second Language (ESL) Generalist EC–4
- Bilingual Generalist EC–4
- EC–4 Generalist and Special Education
- Generalist Grades 4–8
- English as Second Language (ESL) Generalist 4–8
- Bilingual Generalist 4–8
- 4–8 Generalist and Special Education

Initial Certification: Secondary (6–12)

- French
- German
- Spanish

Initial Certification: Secondary (8–12)

- English, Language Arts and Reading
- Family and Consumer Science
- History
- Hospitality, Nutrition and Food Sciences
- Human Development and Family Studies
- Journalism
- Life Sciences
- Mathematics
- Physical Sciences
- Science
- Social Studies
- Speech

Initial Certification: All-Level (see programs for details)

- Art
- Health Education
- Music
- Physical Education
- Special Education (IMPACT program only)
- Theatre

Initial Career and Technology Certificates

- Health Science Technology Education (8–12)
- Marketing Education (8–12)
- Trade and Industrial Education (8–12)

Advanced or Supplemental Certification

- Master Technology Teacher
- Educational Diagnostician
- Gifted/Talented Education
- Master Reading Teacher
- Principal

- Reading Specialist
- School Counselor
- School Librarian
- Superintendent
- Technology Applications (8–12)
- Technology Applications (EC–12)

Routes to Certification for Graduate Students

Initial Certification Without an Advanced Degree

Admission

Some certification plans have additional or alternative program-specific requirements.

1. A bachelor's degree from an accredited institution of higher education, with an undergraduate GPA of 2.8 overall or 3.0 in the last 60 hours.
2. Admission to the Toulouse School of Graduate Studies as a non-degree-seeking, certification-only student. Students who are not U.S. citizens or U.S. permanent residents must meet the "Admission Requirements for International Students" printed in the Admission section of this catalog.
3. Acceptable scores on the Texas Higher Education Assessment (THEA) test (Reading = 240; Math = 230; Writing = 220) or equivalent standardized test scores acceptable to the individual certification program.
4. Admission to teacher education is generally required by the end of the first term/semester of enrollment. See specific program requirements for any differences.

Certification

1. Completion of all courses including field experience (early field experience/student teaching/practicum); see individual plans for details.
2. Passing scores on the appropriate Pedagogy and Professional Responsibilities (PPR) and the appropriate teaching field(s) subtest of the ExCET/TExES examinations.
3. Making application and paying fees to SBEC for teacher certification.
4. Students seeking foreign language teacher certification must pass the appropriate Texas Oral Proficiency Test (TOPT).

Program-Specific Requirements

Candidates must meet the program requirements for the specific teacher certification option selected. Requirements completed as part of the undergraduate degree may be counted toward initial teacher certification, when applicable, but not toward a

graduate degree. Students may use up to 12 graduate semester credit hours taken while in non-degree, certification-only status toward certain graduate degrees. Students must consult with a faculty program coordinator prior to enrolling in classes. Performance requirements to remain in a program may vary. See program adviser for details.

EC–4 Generalist

1. Bachelor's degree.
2. Admission to teacher education is required before beginning EC–4 certification classes. The teacher education deadline is the same as the Graduate School Admissions deadline (generally, one to two months prior to the start of the term/semester in which students begin taking classes; see the current Academic Calendar section for specific dates by term/semester).
3. Students in this route are required to enroll in courses each long term/semester (fall and spring) until they finish, although they have the option of doing summer enrollments. Not maintaining enrollment in the long terms/semesters requires permission of the program graduate adviser. Unapproved absence from one or more long terms/semesters inactivates the student's status and the student must reapply for program admission before taking courses again.
4. Teacher education (21–34 hours): EDEE 3320, 3380, 5850, 5860; EDRE 4450, 4870; EDSP 3210, 4350.
5. Content area (12–15 hours): DFEC 3613, 4243, 4633; DFST 3123, 4233.
6. Student teaching or practicum (6 hours): student teaching (contact the department adviser for appropriate course information) or practicum for students hired as teachers of record on Probationary Teacher's Certificates, EDEE 5105 and 5115 (one in each of two consecutive long terms/semesters).

4–8 Generalist

Contact department for availability.

Secondary Education

1. Bachelor's degree with at least 24 hours in the content area for which certification is desired. Twelve of these hours must be upper level. Applicants must have a 2.8 GPA or better in the content area.
2. Teaching field: No additional courses if student passes the TExES content exam for the area in which certification is sought. This test is taken before starting the post-baccalaureate course work or in the first term/semester of course work. If the student does not pass this exam, additional course work is required.
3. Teacher education (online courses): EDSE 5002, 5004, 5005, 5470.

4. Student teaching or practicum (6 hours): student teaching EDSE 5108 and 5118 (taken concurrently) or practicum for students hired as teachers of record on Probationary Teaching Certificates, EDSE 5105 and 5115 (one in each of two consecutive long terms/semesters).

All-Level Special Education (Project IMPACT)

1. Bachelor's degree.
2. Successfully complete a pre-admission interview with IMPACT faculty and written agreement to abide by IMPACT policies and procedures.
3. Special education (18 hours): EDSP 5240, 5510, 5710, 5730, 5740, 5750.
4. Practicum (6 hours): proof of employment on a Probationary Teaching Certificate by a school district for the period of the practicum, EDSP 5430 (taken once in fall and once in the spring of the year of employment).

Trade and Industrial

Option I

1. A bachelor's degree from an accredited institution.
2. Three years of full-time wage-earning experience within the past eight years in one or more approved occupations for which instruction is offered. Up to 18 months of the wage-earning experience can be through a formal documented internship.

Option II

1. An associate's degree from an accredited institution.
2. Three years of full-time wage-earning experience within the past eight years in one or more approved occupations for which instruction is offered.

Option III

1. A high school diploma or the equivalent.
2. Five years of full-time wage-earning experience within the past eight years in one or more approved occupations for which instruction is offered.

All options require: ATTD 5110, 5120, 5130, 5140, 6030 (Instructional Internship).

If a student is not certified in the trade area, the student must pass the appropriate National Occupational Competency Testing Institute (NOCTI) exam.

Marketing Education

1. Bachelor's degree.
2. Two years of approved marketing related work experience (utilizing skills that will be taught in a future classroom).
3. Completion of: ATTD 5110, 5120, 5140, 5430, 5630; MKTG 5000, 4600 or 4630.

4. Attend and complete the Texas Education Business and Marketing Professional Development Conference.

5. Two years of successful teaching in marketing education.

Health Science Technology Education

1. Bachelor's degree from an accredited institution.
2. Licensure, certification or registration by a nationally recognized accrediting agency as a professional practitioner in one or more health occupations for which instruction is offered. The preparation program for licensure or certification must require at least two years of formal education.
3. Two years of approved wage-earning experience.
4. Completion of ATTD 5110, 5120, 5130, 5140, 6030 (Instructional Internship).

Advanced or Supplemental Certification Without an Advanced Degree

These certificates are available as additional content areas for those who hold a valid Teacher Certificate. Candidates must meet the following requirements prior to being recommended for the certificate.

1. Completion of all courses including field experience if one is required (student teaching/practicum/mentorship). See individual plans for details.
2. Passing scores on the appropriate TExES examination.
3. Making application and paying fees to SBEC for the advanced or supplemental certification.

Program Specific Requirements

Candidates must meet the program requirements for the specific advanced or supplemental certification option selected. Students may later use up to 12 graduate semester credit hours taken while in non-degree, certification-only status toward a graduate degree. Acceptance of the hours requires program approval. Students must consult with a faculty program coordinator prior to enrolling in classes.

Gifted and Talented (All-Level)

1. Bachelor's degree.
2. Current Texas teacher certificate.
3. Gifted education: EDSP 5105, 5110, 5120, 5130.

Master Reading Teacher

1. Bachelor's degree.
2. Current Texas teacher certificate.

3. Three years of successful classroom teaching experience in an accredited school.
4. Reading: EDRE 5180, 5200, 5370.
5. Language and Literacy in Early Childhood: DFEC 5653.

School Counseling (Elementary or Secondary)

1. A master's degree (not counseling).
2. Current Texas teacher certificate.
3. Two years of teaching experience.
4. Admission to counseling program.
5. Elementary school counseling: COUN 5470, 5480, 5660, 5680, 5690, 5700, 5710, 5720, 5721, 5740, 5760, 5770, 5790; DFST 5123; EPSY 5210; and one 3-hour elective chosen with adviser's consent.
6. Secondary school counseling: COUN 5470, 5480, 5600, 5660, 5680, 5690, 5710, 5720, 5721, 5740, 5760, 5790; DFST 5123; EPSY 5210 and two 3-hour electives chosen with adviser's consent.

Special Education (All-Level)

1. Bachelor's degree.
2. Current Texas teacher certificate required.
3. Special education (18 hours): EDSP 5210, 5240, 5510, 5710, 5730, 5740, 5750.
4. Practicum (3 hours): EDSP 5430.

Administration Certification

Principal

1. A master's degree.
2. Current Texas teacher certificate.
3. Two or more years of creditable classroom teaching experience.
4. Administration (36 hours): EDAD 5300, 5330, 5390, 5400, 5500, 5600, 5610, 5620, 5630, 5650, 5680, 5700.
5. Related academic area (3 hours-choose one class): EDAD 5550 or any approved course from EDCL, EDEE, EDRE, EDSE, CECS, EPSY, EDSP, ATTD.

Superintendent

Option I

1. The principal certificate.
2. Administration: EDAD 6033, 6510, 6520, 6530, 6540, 6550, 6570, 6590.

Option II

1. The mid-management certificate.
2. Administration: EDAD 6033, 6590.
3. Electives (3 courses): EDAD 6510, 6520, 6530, 6540, 6550, 6570.

Educational Diagnostician (All-Level)

1. Current Texas special education teaching certification earned through university course work.
2. A master's degree.
3. Special education (variable hours): All courses required for Educational Diagnostician certification with master's degree. An audit of transcripts is conducted to determine which courses have been taken and passed already and which are needed as part of this plan.
4. Three years of appropriate teaching experience in special education by time of program completion.

Technology Applications (All-Level)

1. Bachelor's degree.
2. Current Texas teaching certificate.
3. Technology (12 hours): CECS 5020, 5030, 5110, 5111, 5800.

Technology Applications (8-12)

1. Bachelor's degree.
2. Current Texas teaching certificate.
3. Technology (12 hours): CECS 5020, 5030, 5110, 5111.

Master Teacher of Technology

1. Bachelor's degree.
2. Current Texas teaching certificate.
3. Technology (12 hours): CECS 5020, 5030, 5110, 5111, 5500.

Probationary Certificates

Probationary certificates for school administrators are available for the following positions: assistant principal, principal and superintendent. Each probationary certificate is for one year and may be renewed one time. Candidates must pass a required criminal background check.

Probationary Assistant Principal

1. Bachelor's degree.
2. Current Texas teacher certificate.
3. Two years of creditable classroom teaching experience.
4. Administration: EDAD 5300, 5330, 5390, 5400.

Probationary Principal

1. Master's degree.
2. Current Texas teacher certificate.
3. Two years of creditable classroom teaching experience.
4. Administration: EDAD 5300, 5330, 5390, 5400.

Probationary Superintendent

1. Hold a professional mid-management or principal certificate.

Certification with an Advanced Degree

Students can obtain certain initial, advanced, and supplemental educator certificates while earning an advanced degree. The department, program and certification available are listed below. The specific requirements for each degree and certification are found in their individual program sections.

Initial Certification

Educational Psychology

- ATTD – Health Science Technology Education
- ATTD – Marketing Education
- ATTD – Trade and Industrial
- EDSP – Special Education

Teacher Education and Administration

- Generalist Elementary Education EC–4
- Generalist Elementary Education 4–8
- Secondary Education: all areas offered at UNT

Advanced or Supplemental Certification

Educational Psychology

- Computer Education and Cognitive Systems – Master Teacher of Reading, Technology Applications 8–12, Technology Applications EC–12, Master Teacher of Technology
- Educational Psychology – Gifted and Talented, Educational Diagnostician
- Special Education – Gifted and Talented, Educational Diagnostician

Teacher Education and Administration

- Administration – Principal, Superintendent
- Curriculum and Instruction – Gifted and Talented, Master Teacher of Reading, Technology Applications 8–12, Technology Applications EC–12, Master Teacher of Technology
- Reading – Reading Specialist, Master Teacher of Reading

Teacher Certification Costs

In addition to tuition, fees and course fees established by the university, teacher certification candidates may pay one or more additional fees:

- Application for Admission to the Toulouse School of Graduate Studies (\$50)
- Application for Admission to the Teacher Education Program (\$29)

- One-time fingerprinting and criminal background check for initial certification (\$47)
- Certification Deficiency Plan (if applicable) (\$25)
- ExCET/TEExES state certification examinations (\$82 per subtest)
- TOPT (for students teaching Spanish or French foreign languages) (\$82 per subtest)
- Probationary Teacher Certificate (if applicable) (\$52)
- Alternative Teacher Certification Mentorship Fee (varies)
- Standard Teacher Certificate (\$77)
- IMPACT Mentoring Fee (\$750)

Graduate Academic Certificates

In cooperation with the Toulouse School of Graduate Studies, the College of Education offers the following graduate academic certificates for students who hold a baccalaureate degree and meet non-degree seeking graduate admission requirements. Completion of a graduate academic certificate is not the same as the State Board for Educator Certification for teacher certification. Some or all of the courses taken in the academic certificates may count toward an advanced degree; see the specific program areas for more information.

For application information, contact the Toulouse School of Graduate Studies by calling (940) 565-2383 or visiting the UNT Eagle Student Services Center, Room 354, on the Denton campus. Additional information may be obtained by visiting www.gradschool.unt.edu and navigating to “Graduate Academic Certificates” or visiting www.coe.unt.edu/certificates.htm.

New academic certificates are added continuously. Contact the College of Education at (940) 565-4325 for updates to the list of graduate academic certificates below:

- adolescent counseling
- adult counseling
- adult learning and education
- advanced corporate training
- alternative certification in special education
- autism intervention
- behavioral specialist
- biofeedback in counseling
- career counseling
- child counseling/play therapy
- college/university counseling
- community college leadership
- community counseling
- corporate training
- couple and family counseling
- diversity certificate
- family, school and community involvement
- gifted and talented education
- group counseling
- master reading teacher

- master writing teacher
- parent education
- recreational management
- secondary teacher certification
- specialist in re-integration of students with traumatic brain injury
- teaching and learning specialist for inclusion settings
- teaching children and youth with mild to moderate disabilities
- transition specialist in emotional/behavioral disorders

The Academy for Outreach, Research and Professional Development

The Academy for Outreach, Research and Professional Development within the College of Education at the University of North Texas was formed in the fall of 1993. Members of the academy include all faculty and professionals within the college and participating colleagues from outside the college, including faculty at UNT, educators from public schools and partners in industry.

The mission of the academy is to facilitate the dynamic involvement of College of Education faculty and students in research and professional development by:

- providing research and professional development support services;
- disseminating research and professional development information;
- fostering collaboration among College of Education faculty;
- offering mentoring opportunities for new faculty;
- expanding faculty and student research and other professional development opportunities through centers, clinics and institutes; and
- developing ventures outside the College of Education with other university units, outside agencies and corporate organizations.

A variety of centers, clinics and institutes are the focal point of many academy efforts. Below are brief descriptions of each of these organizations.

TRIO

TRIO develops, implements and administers programs specifically designed to meet the educational needs of unique student populations, such as the financially and educationally disadvantaged, minorities and disabled individuals. The center currently administers five programs that provide services to students from middle school level through graduate school. Projects administered by the center have involved more than 85 school districts in north central Texas as well as many junior and community

colleges throughout the state. These five programs provide services for an excess of 1,500 participants yearly, ranging from grade school to upper-division undergraduate UNT students.

Center for the Study of Educational Reform

This center's mission is to conduct research and serve 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's present research activities concentrate on investigations of educational policy and curricular and instructional innovations intended to promote academic success of traditionally marginalized student populations, particularly Spanish-speaking immigrants. This new direction will expand the center's research focus to international collaborations with researchers in Latin America. The center also provides doctoral students with opportunities for dissertation research.

Child and Family Resource Clinic

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.

Center for Interdisciplinary Research and Analysis

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 is also given in the interpretation of computer output and display of data in the form of tables or charts.

Department of Counseling, Higher Education and Early Childhood Education

Name change from Department of Counseling, Development and Higher Education is pending approval.

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The Department of Counseling, Higher Education and Early Childhood Education provides programs designed to prepare professionals for leadership positions in child care and preschool facilities, schools, colleges, universities and the public sector.

Counseling offers graduate programs leading to the following degrees:

- Master of Education,
- Master of Science, and
- Doctor of Philosophy, all with a major in counseling.

These programs are designed for people who wish to become professional counselors and/or counselor educators and supervisors in schools, colleges, universities, community agencies and student services administration.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) [5999 Stevenson Avenue, 4th Floor; Alexandria, VA 22304; (800) 347-6647, ext. 301], a specialized accrediting body recognized by the Council on Postsecondary Accreditation, has conferred accreditation on the following program areas in counseling at the University of North Texas: community counseling (MEd, MS), school counseling (MEd,

MS), college and university counseling (MEd, MS) and the PhD program in counseling.

Early childhood education offers the following degrees:

- Master of Science, and
- Doctor of Education, both with a major in early childhood education.

These degree programs are designed to meet the needs of individuals seeking qualifications for child care administration, educators in early childhood education and administration, researchers interested in the application of findings in the early childhood environment, and other professionals who wish to specialize in early childhood education. The mission of the early childhood education program is to engage in research, teaching and service on topics related to social justice for young children. The faculty and students of the early childhood education program are dedicated to achieving the goal of social justice for all children and families.

Higher education offers graduate degree programs leading to the following degrees:

- Master of Science,
- Master of Education,
- Doctor of Education, and
- Doctor of Philosophy, each a with major in higher education.

The program's faculty believe that higher education as a field of doctoral study may be presented in a cohesive, disciplined and scientific manner; that issues, activities and problems in higher education can be formally studied and taught through courses in foundations, research, teaching, curriculum, finance, law, administration, comparative education, learning theory, student affairs, business affairs, human development, resource development and others; and that study in higher education is strengthened and enhanced through administrative and research practicums, internships, assistantships and independent study.

Research

Research interests of the counseling faculty are directed toward providing a strong academic and applied counselor preparation program and advancing the body of knowledge in counseling and human development. Research is focused on counseling methods and techniques, theoretical perspectives, measurement and evaluation, and current issues within the discipline. Specific areas of research are counselor effectiveness, cognitive style and personality type, descriptive longitudinal study of child and adolescent maturity, employability skills, group counseling, human relations training, human resources development in business and industry,

measurement and evaluation of characteristics associated with student success in counseling, play therapy and filial therapy, relationship and family therapy and assessment of family functioning, single-parent and stepparent family functioning, transpersonal counseling, biofeedback and animal assisted therapy.

Early childhood education focuses on numerous topics concerning individuals and families. The early childhood education program faculty conduct research and develop policies, programs, and practices relating to at-risk and special needs populations; mental health of young children and their families; culture and language of diverse populations; international early education; and child-appropriate practices. The role of the ECE faculty within the Federation of North Texas Area Universities (TWU and TAMU-Commerce) is to bring national and international distinction to the program and to prepare leaders for the early childhood profession.

Current research interests of the higher education program faculty include studies of statewide coordination and control of higher education; information bases for decision making by higher education administrators; effects of colleges on student cognitive and social development; instrumentation for measuring student co-curricular activities; graduate student needs and services; higher education financing strategies for the 21st century; strategies for improving the quality of college teaching; measurement of educational outcomes in higher education; and the use of qualitative research methodology in the study of higher education subsystems and in the evaluation of teaching and administrative effectiveness.

The quality of graduate study in the higher education program is enhanced by the program's close affiliations with the Bill Priest Center for Community College Education, the Center for Higher Education and the North Texas Community/Junior College Consortium. The department also sponsors the publication of the *Community/Junior College Journal of Research and Practice and Educational Gerontology: An International Bi-Monthly*, and has been represented on the editorial boards of six other scholarly journals, including the *College Student Affairs Journal*; *Journal of College Student Retention: Research and Practice*; *Reading Psychology*; *British Journal of Educational Gerontology*; *Journal of Applied Research in the Community College*; and *Journal of Staff, Program and Organization Development*.

Centers

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 **Biofeedback Research and Training Laboratory (BRTL)** makes biofeedback treatment of a variety of stress-related disorders available on a sliding scale fee basis. Biofeedback treatment is provided under counseling program faculty supervision by graduate counselors-in-training who are preparing to become nationally certified as biofeedback therapists.

The **Center for Animal Assisted Therapy (CAAT)** trains professionals and volunteers to work with their pets to: (a) facilitate the development of students in Kindergarten through 12th grade with pet-assisted educational programs; and (b) enhance the emotional well-being of persons of all ages through positive human-animal interactions. Workshops and courses are offered for national certification training for persons who wish to work with their pet to perform animal-assisted volunteer service or provide professional animal-assisted therapy.

The **Center for Play Therapy** exists to facilitate the unique development and emotional growth of children through the process of play therapy. The center carries out this commitment by providing graduate courses in play therapy, a play therapy summer institute, an annual play therapy conference, research, scholarships, a directory of play therapy training in the United States and Canada, a bibliography of play therapy literature, an international clearinghouse for play therapy literature, play therapy for children and training for parents.

The **Child Development Laboratory** is an accredited preschool program for young children ages 3 through 5. In addition, it serves as a model, an observation site and a training center for undergraduate and graduate students in fields related to young children. Research related to early childhood issues is conducted by graduate students and faculty members from across the university.

The **Counseling and Human Development Center (CHDC)** and the **Dallas Campus Counseling Clinic (DCCC)** are instructional facilities in which master's and doctoral level counselors-in-training provide counseling under faculty supervision. The CHDC and DCCC serve individuals of all ages, couples, families and groups. Fees are based on a sliding scale, making counseling affordable to a segment of

the population that otherwise might not have access to mental health services.

Counseling Degrees

Master of Science, Master of Education

Admission Requirements

Admission to the master's degree programs in counseling is competitive because available facilities do not permit admission of all qualified applicants.

Admission to the master's program in counseling is a three-stage process.

First, the student must be admitted to the Toulouse School of Graduate Studies. The general requirements for admission are specified in the College of Education section in this catalog. Second, applicants must submit a satisfactory GPA and scores on the Graduate Record Examination (GRE) to the Toulouse School of Graduate Studies prior to admission to the counseling program. Third, applicants must submit to the counseling program a counseling program application, three letters of recommendation (completed on special forms provided by the program), a writing sample, submission of GRE scores and any other program-specific admission materials. Contact the academic program for information concerning acceptable admission test scores.

All required admission materials must be filed in the program office by May 15 preceding the fall term/semester, October 15 preceding the spring term/semester, or February 15 preceding the summer term/semester for which the applicant wishes to begin the program. Shortly after the application deadline, each applicant is required to participate in an orientation and interview session.

All students granted provisional admission to the master's program are required to enroll in COUN 5710 during the first term/semester of enrollment in graduate school and must receive a grade of B or higher. Concurrent enrollment in COUN 5680 and 5710 is encouraged. Students must receive a grade of B or higher in these two courses to be considered for full admission to the program.

Admission to the counseling program is provisional until the student's progress is evaluated by the counseling faculty upon completion of COUN 5680. The student's progress is evaluated on the basis of the demonstration of adequate subject matter knowledge and the personal and interpersonal skills required for counseling. After the progress review, the counseling faculty either recommends that the student continue the program or reserves the right to withdraw the student from the program.

Following this initial evaluation, the student will be routinely evaluated on the criteria of knowledge, personal and interpersonal skills and counseling skills to determine if progress is adequate, if remedial work is needed or if the student should be withdrawn from the program.

Course Requirements

Both the Master of Education and Master of Science degrees in counseling are offered in the counseling program. The MEd degree requires a minimum of 48 semester hours, including successful completion of internship, COUN 5720/5721, and a final exit interview. The MS degree requires a minimum of 51 semester hours, including completion of all MEd requirements, successful completion of EPSY 5050 and a passing score on the comprehensive examination (written, oral or both) administered in the student's last term/semester of course work. All degree programs must be planned in consultation with the student's adviser. Students are required to file a degree plan during their first term/semester of graduate study.

Each master's degree program requires an internship, COUN 5720/5721, in lieu of a thesis. The internship should be the last enrollment in the master's program. Placement for the internship is selected in cooperation with the supervisor and must be approved by the program.

All degree program areas listed below meet the educational requirements for licensure as a professional counselor in Texas. The elementary and secondary school counseling program areas meet the educational requirements for certification as a public school counselor in Texas. Students who wish to become licensed professional counselors or certified school counselors in Texas are required to have specified supervised experiences. Counseling program area heads should be consulted for details.

Elementary School Counseling Track

Required courses: COUN 5470, 5480, 5660, 5680, 5690, 5700, 5710, 5720, 5721, 5740, 5760, 5770 and 5790; EPSY 5210 and DFST 5123.

Elective: one course (3 hours) selected in consultation with the student's adviser.

Secondary School Counseling Track

Required courses: COUN 5470, 5480, 5600, 5660, 5680, 5690, 5710, 5720, 5721, 5740, 5760 and 5790; EPSY 5210 and DFST 5123.

Electives: two courses (6 hours) selected in consultation with the student's adviser.

College and University Counseling Track

Required courses: COUN 5470, 5480, 5660, 5680, 5690, 5710, 5720, 5721, 5730, 5740, 5750, and 5790; EPSY 5210; EDHE 5120; and DFST 5123.

Elective: one course (3 hours): COUN 5300, 5580 or 5590 selected in consultation with the student's adviser.

Community Counseling Track

Required courses: COUN 5300, 5470, 5480, 5660, 5680, 5690, 5710, 5720, 5721, 5730 or 5760, 5740 and 5790; EPSY 5210; DFST 5123.

Electives: two courses (6 hours) from the student's area of emphasis selected in consultation with the student's adviser.

School Certification Non-Degree Program

Individuals with a master's degree from an accredited institution may complete course work that constitutes the substantial equivalent of the elementary or secondary school counseling program area to meet the educational requirements for public school counselor certification in Texas. Certification also requires at least two years of teaching experience in an accredited school.

Doctor of Philosophy

Admission Requirements

Applicants to the doctoral program must meet requirements for admission to the Toulouse School of Graduate Studies. The general requirements for admission are described in the College of Education section.

A completed application for admission to the doctoral program, including the names of three professional references, must be submitted to the program. The program makes independent inquiry of the applicant's references.

Applicants must submit evidence of holding a master's degree from an accredited college or university and have a grade point average of 3.5 or higher on all graduate credit hours. The applicant who has not completed a master's degree in counseling or who does not hold appropriate counselor credentials must complete a prerequisite of a minimum of 30 hours in counseling. If the master's degree is from an institution other than UNT, the applicant must enroll in the master's practicum, COUN 5690, and earn a grade of B or higher; or submit evidence of a practicum experience comparable to COUN 5690 and demonstrate counseling proficiency to the review committee.

Applicants must submit GRE scores and any program specific admission materials. Contact the academic program for information concerning acceptable admission test scores.

The admission examinations for the counseling program are administered once each year during the spring term/semester. All required admission materials must be filed in the department office by November 1 preceding the fall term/semester for

which the student is applying. All academic prerequisites must be completed by the end of the summer term/semester preceding that fall term/semester.

Upon successful completion of the admission examinations, admission to the counseling doctoral program is provisional until the student's progress is evaluated by the counseling faculty upon completion of COUN 6022 and 6652. The student's progress is evaluated on the basis of the demonstration of adequate subject matter knowledge and the personal, interpersonal and counseling skills required for counseling.

After the progress review, the counseling faculty will recommend that the student continue or continue with specific conditions attached, or reserves the right to withdraw the student from the program.

Course Requirements

The Doctor of Philosophy degree in counseling is offered in the Department of Counseling, Higher Education and Early Childhood Education. The degree requires a minimum of 75 semester hours beyond the master's degree, of which approximately 48 hours are specified. Each student must complete a minor of at least 12 semester hours outside the academic program or an elective within the program area. Graduate faculty who chair doctoral committees are urged to include an outside member on each doctoral student's dissertation committee. The student's major professor and the student should work together to select an outside member whose expertise will contribute meaningfully to the dissertation. An outside member is defined as a graduate faculty member (category I, II or III) whose principal appointment is in a department other than the Department of Counseling, Higher Education and Early Childhood Education.

The general core courses for the doctoral program are COUN 6021, 6022, 6031, 6032, 6090, 6130, 6651, 6652, 6680 and 6950 (12 hours); and EPSY 6010 and 6020. Students may not be enrolled in any COUN core course until they have been fully admitted to the doctoral program in counseling.

Placement for internship, COUN 6031 and 6032, is selected in cooperation with the internship director and the major adviser. Internship placement must be in a counseling setting approved by the department.

Students who wish to become licensed professional counselors in Texas are required to have specified supervised experiences. The counseling doctoral program area head should be consulted for details.

Early Childhood Education Degrees

Master of Science

Admission Requirements

Initial acceptance into the master's program in early childhood education is contingent upon the following requirements.

1. Submission of acceptable scores on the GRE. Contact the academic program for information concerning acceptable admission test scores. If the applicant does not meet this standard but otherwise shows promise of academic success, the program faculty may choose to admit the student provisionally. In this case, the GRE or GMAT must be repeated.
2. Three satisfactory letters of reference must be submitted by applicants for admission to the master's program in early childhood education. Applicants must submit one from their last professional employer (if they have had such previous experience) and one from the last academic institution they attended.
3. A statement of approximately 300–500 words concerning the purpose for undertaking graduate study at UNT, including professional plans or career goals as well as a discussion of research interests.

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 factors that might provide evidence of potential success in the master's program.

In all cases, the early childhood education faculty maintains the right to deny admission to an applicant who in its judgment fails to meet personal or academic admission standards.

Degree Requirements

All MS students in early childhood education are required to complete the following.

1. **Early Childhood Education Master's Core** (18 hours):
 - DFST 5133, Advanced Studies in Child Development
 - DFST 5163, Diversity in Individuals and Families
 - DFST 5433, Partnerships: Family, School and Community
 - DFEC 5513, Advanced Studies in Early Childhood Education
 - DFEC 5633, Assessment in Early Childhood Education
 - DFEC 5643, Leadership and Supervision of Programs
2. **Research Requirement** (6 hours):
 - EPSY 5210, Educational Statistics
 - DFEC 5013, Research Strategies and Techniques in Development, Family Studies and Early Childhood Education

3. **Thesis Options:** Students may select either the 36-hour thesis option or the 39-hour non-thesis option.

Thesis Option: Students must successfully develop a thesis proposal, defend the proposal, and complete and defend the proposed research. In addition to the ECE master's core and the research requirement cited above, students selecting the 36-hour thesis option must also complete 6 hours of DFEC 5950, Master's Thesis. In consultation with the student's committee (see below), the student will select 6 additional hours of course work; a minimum of 3 of these hours must be chosen from early childhood education (DFEC) courses.

Non-thesis Option: In addition to the ECE master's core and the research requirement cited above and consultation with their committee (see below), students selecting the 39-hour non-thesis option must also complete 3 additional hours of DFEC courses and 12 hours from a related area. Students choose their related area in consultation with their committee; a maximum of 3 of these hours may be DFEC courses. Suggestions for related areas include but are not limited to: educational administration (to be eligible for temporary principal's certification), higher education (for specialized courses in teaching at community colleges/junior colleges), and reading (for the reading certification or depth).

4. **Comprehensive Exam:** All students must complete a comprehensive exam, including an oral exam. The comprehensive exam for thesis students will be the thesis. Non-thesis students may elect to complete a written exam of three to four questions.

Note: Students entering the MS in early childhood education program who have not had the following in their academic background during the past six years will be required to take either or both of the following:

- DFEC 5613, Advanced Curriculum for Early Childhood, and
- DFEC 5623, Environments and Programs for Young Children.

These courses may be included in the degree plan within the additional DFEC hours.

Master's Committee

Each student's degree program will be guided by a master's committee. The committee will be composed of at least three members including two from the UNT program faculty. The committee actively participates in drawing up the student's degree plan and evaluating the comprehensive exam.

Doctor of Education

The EdD in early childhood 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 utilize 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, seminars, independent study, participation in regional and national conferences and dissertation research. The program also includes federation-sponsored seminars featuring outstanding nationally and internationally recognized educators.

The mission of the doctoral program in early childhood education is to develop professionals who are leaders and agents of social change for children and their families. This mission is accomplished through:

- engaging in advocacy activities for children and families;
- identifying and solving significant community based problems;
- developing technological skills and applications;
- cooperating with faculty and personnel in schools and community agencies;
- gaining knowledge of early childhood education in an integrated, interdisciplinary approach;
- maximizing opportunities for practical, applied research;
- investigating practical and authentic approaches to job-related problems confronting professionals today;
- providing opportunities for the integration of working and learning resulting in the ability to solve problems and make changes in schools, colleges and agencies;
- enabling participants to complete the course of study and dissertation in a time-frame compatible with working professionals; and
- addressing participants' unique learning needs and styles.

Graduates are prepared to assume diverse roles including teaching, research and administrative responsibilities.

Admission Requirements

Admission to the federation doctoral program in early childhood education is a two-step process. Each applicant first must apply to and meet the general admission requirements of either the Toulouse School of Graduate Studies at UNT or the Graduate School at TWU.

Applications for students who meet initial admission standards are forwarded to the Early Childhood Education Federation Admissions Committee for

review. Initial acceptance into the federation doctoral program is contingent upon the following.

1. Applicants must submit evidence of holding a master's degree from an accredited college or university and have a grade point average of 3.5 or higher on all graduate credit hours.
2. Submission of acceptable scores on the GRE or GMAT and any program specific admission materials. Contact the academic program for information concerning acceptable admission test scores. If the applicant does not meet this standard but otherwise shows promise of academic success, the program faculty may choose to admit the student provisionally. In this case, the GRE or GMAT must be repeated. If an acceptable score is not achieved the second time, the student may appeal. Students who have not satisfied the GRE or GMAT requirement and who have not presented a successful appeal by the end of their first term/semester of graduate work will not be eligible to take further course work until this requirement is satisfied.
3. Three satisfactory letters of reference must be submitted by applicants for admission to the doctoral program in early childhood education. Applicants must submit one from their last professional employer (if they have had such previous experience) and one from the last academic institution they attended.
4. A statement of approximately 300–500 words concerning the purpose for undertaking graduate study at UNT, including professional plans or career goals as well as a discussion of research interests.
5. Approval of the Federation Admission 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 factors that might provide evidence of potential success in the doctoral program.

In all cases, the early childhood education faculty maintains the right to make independent inquiry of the applicant's employers and the faculties of institutions previously attended, as well as to deny admission to an applicant who in its judgment or in the judgment of any of the program's federated universities fails to meet personal or academic admission standards.

Degree Requirements (69–70 hours)

1. Early Childhood Education Doctoral Core (21–22 hours):

- DFEC 6523, History, Philosophy and Ethics of Early Childhood Education (UNT), or FS 6663, Foundations of Early Childhood Education (TWU)

- DFEC 6543, Critical Issues in Early Childhood Contemporary Society (UNT)
- DFEC 5523, Early Childhood Education Colloquium (UNT)
- FS 6623, Language in Early Childhood Classrooms (TWU), or FS 6653, Seminar in Developmental Theory (TWU)
- DFEC 6533, Current Readings and Research in Early Childhood Education (UNT)
- DFST 5433, Partnerships: Family, School and Community (UNT)
- DFEC 6511 (3–4 hours), Continuing Integrative Seminar (UNT)

2. Research Requirement (12 hours):

- DFEC 5013, Research Strategies and Techniques in Development, Family Studies and Early Childhood Education (UNT)
- EPSY 6010, Statistics for Educational Research (UNT)
- EPSY 6020, Research Methods in Education (UNT)
- EPSY 6210, Multiple Regression Analysis and Related Methods (UNT), or EPSY 6280, Qualitative Research in Education (UNT)

3. Each student must also complete a 12-hour concentration from additional courses within the program area. These courses are selected in consultation with the student's doctoral committee (see below).

4. Each student must also complete 12 hours in a related area. These courses are selected in consultation with the student's doctoral committee and may include a maximum of 3 additional hours from courses within the program area.

5. The student must prepare and orally defend a written qualifying exam.

6. **Dissertation Research Requirement** (12 hours): The student must successfully develop a dissertation proposal, defend the proposal, and complete and defend the proposed research. The research project should add substantive confirmation or understanding of the principles, theories and practices of early childhood education.

7. **Residency Requirement:** To meet the residency requirement for the EdD, students must enroll in a minimum of 18 semester hours during a calendar year.

Note: Students entering the EdD in early childhood education program who have not had the following in their academic background during the past six years will be required to take either or both of the following:

- DFST 5163, Diversity in Individuals and Families, and
- DFEC 5613, Advanced Curriculum for Early Childhood.

These courses may be included in the degree plan within the concentration area.

Students entering the EdD program who have not had a child development course in their academic background during the past six years will be required to take either DFST 5133 (may be included in the concentration area) or FS 6653 (TWU) taken as a core requirement.

Students entering the EdD program who have not had a statistics course in their academic background during the past six years will be required to take EPSY 5210 before taking any of the courses listed in the research requirement cited above.

DFEC 6511 should be taken during the student's first three terms/semesters.

Doctoral Committee

Each student's degree program will be guided by a doctoral committee. The committee will be composed of at least two members of the UNT program faculty and at least one member from TWU. The chair of the committee should be a member of the UNT early childhood education program faculty. The committee actively participates in drawing up the student's degree plan, assisting and evaluating the written and oral qualifying exams, and evaluating the dissertation proposal and final defense.

Higher Education Degrees

Master of Science, Master of Education

The master's degree in higher education prepares students for entry-level and mid-management positions in higher education administration in such offices as student life, student housing, career centers, diversity centers, student unions, advancement offices, alumni offices, development offices, advising centers, international student offices, financial aid offices, dean of students offices, institutional research offices and business affairs offices. The student services administration track meets the requirements of the Council for the Advancement of Standards (CAS) for graduate programs in student affairs.

The master's degree in higher education allows the student to specialize in one of five tracks: student services administration, advancement, community college administration, general administration or adult education.

Admission Requirements

Students should submit an application to the Toulouse School of Graduate Studies, an official copy of all transcripts and an acceptable GRE score. Second, students should file a program application form, three letters of recommendation to be completed on special forms provided by the program, and a writing sample with the higher education program. A bachelor's degree GPA of 2.8 (based on a 4.0 grading

system) is required. An interview is required before admission.

Master of Education

The master of education degree requires a minimum of 36 semester hours in these areas: higher education core courses (18 hours), research (3 hours), internship in the specialty track (6 hours) and a specialization in higher education (9 hours).

Master of Science

The master of science degree requires a minimum of 39 semester hours in these areas: higher education core courses (18 hours), research (6 hours), internship in the specialty track (6 hours) and a specialization in higher education (9 hours). Additionally, the MS requires successful completion of a comprehensive exam at the end of the course work.

For additional information and for specific course requirements for the MEd and MS, potential students should contact the master's degree program coordinator in the higher education program at (940) 565-2045 or e-mail bbush@coe.unt.edu.

Doctor of Education, Doctor of Philosophy

Admission Requirements

Students seeking admission should apply for either the EdD or PhD program depending on their academic preparation, prior experience and career goals. Admission to the program is selective and restricted.

In addition to the minimum requirements of the Toulouse School of Graduate Studies and the College of Education listed under the "Admission Requirements" heading in the appropriate section of this catalog, admission to the EdD and PhD doctoral programs in higher education is contingent upon the following:

1. Submission of GRE or GMAT scores. Contact the academic program for information concerning acceptable admission test scores.
2. The quality, quantity and relevance of the applicant's prior undergraduate and/or graduate work and prior work experience in higher education administration, teaching and/or research.
3. The applicant's career objectives.
4. Submission of three professional references.
5. The grade earned on the departmental admission examination.
6. An interview by program faculty.

Each semester has an application deadline. Contact the program for application deadlines.

After review of the application packet, eligible applicants will be invited to take the admission exam and to be interviewed by the faculty.

Both doctoral programs offered in higher education enable students to acquire knowledge about and evaluate major organizational, behavioral and learning theories applicable to higher education; to conduct applied and/or original research in the field of higher education; to become familiar with past, present and emerging patterns of organization and professional administrative practice in higher education; and to observe and participate in the actual practice of higher education administration and/or research. However, the two programs differ significantly in length and emphasis and in course work, research tool, minor field and dissertation requirements.

Doctor of Education

The EdD program in higher education is designed for individuals interested primarily in the application of theory to practice. It is particularly appropriate for persons who aspire to administrative leadership careers in one or more of the following areas.

- Senior leadership positions in four-year colleges and universities, such as dean of students, vice president for student affairs, dean of administration, vice president for administration, vice president for development, assistant to the president, dean of continuing education and dean of a college of education.
- Senior leadership positions in two-year community colleges, junior colleges and vocational/technical institutes, such as department chair, dean of libraries, dean for instruction, dean of students, dean of administration, vice president and president.
- Higher education middle management administrative positions in student affairs, administrative affairs, business affairs and development in all types of institutions of higher education, including such positions as director of housing, director of financial aid, director of student services, director of student life/student activities, director of student center, director of purchasing, director of auxiliary services, director of institutional research, director of development, director of human resources and director of continuing education.
- Senior administrative and staff positions in higher education coordinating and/or governing agencies in state, regional and federal government.
- Administrative leadership positions with higher education accrediting agencies, professional associations, consortia and other professional organizations.

Degree Requirements

1. **Higher education doctoral core** (15 hours). Provides the student with a broad overview and integrated perspective of higher education as a field of study and academic enterprise: EDHE 6050, 6510, 6520, 6700 and 6710.
2. **EdD base course requirement** (9 hours). Provides the student with a knowledge of the main areas of administrative specialization common to most institutions of higher learning. Each student must complete at least three of the following base courses: EDHE 6570, 6720, 6730, 6740, 6760, 6780 and 6790.
3. **Internship** (6 hours). Intended to help the student better relate theoretical concepts to administrative practice and to gain work experience in one or more areas of higher education administration.
A supervised administrative internship of up to 180 clock hours (90 clock hours for each 3 semester hours of course registration) is required of any student who has not been employed in a full-time administrative position in an institution, agency or professional association of higher education for at least one academic year, or the equivalent (as determined by the higher education faculty), prior to taking written comprehensive examinations.
4. **Minor or cognate area** (12–15 hours). The student completes a minor of at least 12 semester hours from courses outside the department, or a cognate of 15 hours in an area of specialization in higher education.
5. **College of Education research core** (6 hours). The College of Education requires that each student complete EPSY 6010 and 6020.
6. **Higher education program research course requirement** (3 hours): EDHE 6530.
7. **Dissertation research requirement** (minimum of 12 hours). The EdD dissertation may be related to immediate operational problems of any aspect of higher education, either in an analysis and solution format or in an application of theory or research context.
8. **Minimum total for EdD** (60–66 hours beyond the master's or 90–96 hours beyond the bachelor's degree).
9. **To meet the residency requirement for the EdD**, students must enroll in a minimum of 18 semester hours during a calendar year.

Doctor of Philosophy

The PhD program in higher education is designed for individuals primarily interested in the scholarly inquiry and/or teaching of higher education as a field of study. The PhD in higher education is particularly appropriate to the following careers:

- academic and research positions in graduate instructional programs of higher education, higher education institutes and centers for the study of higher education;
- applied and management research positions in institutions of higher learning, government agencies, consortia of higher education institutions and higher education professional associations; and
- senior administrative positions in four-year colleges and universities where in-depth knowledge and understanding of the conceptual bases of higher education administration are required.

Degree Requirements

1. **Higher education doctoral core** (15 hours). Provides the student with a broad overview and integrated perspective of higher education as a field of study and academic enterprise: EDHE 6050, 6510, 6520, 6700 and 6710.
2. **PhD base course requirement** (9 hours). Provides the student with the contextual basis of higher education and organizational concepts common to the teaching, administration and study of higher education. Each student must complete at least three of the following courses: EDHE 6500, 6550, 6570, 6720, 6740, 6760, 6780 and 6790.
3. **Higher education elective course requirements** (6 hours). Courses are to be selected from the program's course inventory and should enable the student to gain either a broader exposure to the various specializations in higher education or an in-depth knowledge of one particular area of specialization.
4. **Internship** (6 hours). An administrative and/or research internship of up to 6 semester hours is required of students who have not been employed in a full-time administrative position, or a teaching or research position in an institution, agency or association of higher education for at least one academic year, or the equivalent (as determined by the higher education faculty), prior to taking qualifying examinations. Administrative internships consist of at least 90 clock hours of closely supervised administrative work per 3 semester hours of credit and culminate with a written report of the internship experience. Research internships require the close supervision of the student's research project by a graduate faculty member of the university and culminate in a publishable or presentable research paper.
5. **Minor or cognate area** (12–15 hours). The student completes a minor of at least 12 semester hours from courses outside the department, or a cognate field of 15 semester hours in an area of specialization in higher education.

6. **College of Education research core** (6 hours). The College of Education requires that each student complete EPSY 6010 and 6020.
7. **Higher education program research course requirement** (3 hours): EDHE 6530.
8. **Research tool requirement** (9 hours). Each PhD candidate must be competent in the modes of scholarly inquiry common to the major field of study. The higher education program requires PhD students to complete 9 hours in statistics and research methodology beyond EPSY 6010 and 6020.
9. **Dissertation research requirement** (minimum of 12 hours). The principal goal of the PhD dissertation is the demonstration of the student's ability to conduct independent research. The research design, sampling procedures and methods of analysis must be congruent with the modes of inquiry used in conducting research on higher education and must be a report of independent research generating knowledge with generalizable characteristics discussed in depth. Moreover, the dissertation must be of publishable quality and make a bona fide contribution to pressing or emerging issues in higher education.
10. **Minimum total for PhD** (72–78 hours beyond the master's or 102–108 hours beyond the bachelor's degree).
11. **To meet the residency requirement for the PhD**, students must enroll in a minimum of 9 semester hours for two consecutive terms/semesters. This may be a fall and spring, or spring and summer, or summer and fall.

Collaborative Program for Doctoral Study in Higher Education

The UNT program in higher education and the Dallas Theological Seminary (DTS) offer a collaborative program of study for a doctorate in higher education for the development of senior-level administrators for private, religious-affiliated colleges, universities and seminaries. Students who have not completed a master's degree may enroll at DTS and after completing 36 semester hours of approved master's course work may apply to the doctoral program in higher education at UNT.

A DTS graduate faculty member will serve as minor professor on the doctoral committee of a student in this program. Applicants for this program must meet the standard admissions and program requirements at each institution.

For detailed information on this program, please contact both UNT and DTS. At UNT contact the coordinator of the program in higher education. At DTS contact the chair of the Christian Education Department.

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 Educational Psychology

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Robin Henson, Chair

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

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, gifted education, and human development and family studies.

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, and the study of individual and family development.

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; multimedia; 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; strategies for working with adult populations; and the study of developmental norms and family relationships.

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.

Center for Parent Education

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.

Institute for the Integration of Technology into Teaching and Learning

The Institute for the Integration of Technology into Teaching and Learning (IITTL) promotes the infusion of information technologies into daily teaching/learning practices. IITTL conducts

research in the field of teaching and learning at the local, national and international levels.

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 Science with a major in development and family studies.
- Master of Arts,
- Master of Science, and

- Doctor of Philosophy, all with a major in educational psychology*.
- Master of Science with a major in school psychology.
- Master of Education,
- Master of Science, and
- Doctor of Philosophy, all with a major in special education.

* Name change pending approval by the Texas High Education Coordinating Board (formerly educational research at the doctoral level).

Further specialization at the master's level is offered in applied technology and performance improvement for cognitive systems, educational media, health science technology, marketing 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. Specializations in educational psychology include educational diagnostician, gifted and talented, research and statistics, and computer education.

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 and from the School of Library and Information Sciences respectively. 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 portfolio with the program area in which the student is interested in entering and schedule an interview with a representative of the program area. Contact the individual program or visit their web sites for details about the specific admission requirements for each program.

Applied Technology and Performance Improvement Degree Programs

Web site: www.attd.unt.edu

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 submission of program specific admission materials. Contact the ATPI program for information or visit their web site: www.attd.unt.edu.

Required for major: ATTD 5110, 5120, 5130, 5140, 5160, 5440, 5480, 5530 and 5720; EPSY 5210.

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 submission of program specific admission materials. Contact the ATPI program for information or visit their web site at www.attd.unt.edu.

Required courses for the major are: ATTD 5010, 5100, 5160, 5440, 5480, 5490, 5500, 5530, 5720 and 6470; EPSY 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 submission of program specific admission materials and passing a written admission exam. Contact the ATPI program for information or visit their web site at www.attd.unt.edu. 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, EPSY 6010 and 6020; and 3 hours from EPSY 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 submission of program specific admission materials, passing a written admission exam and a personal interview with the faculty. Contact the ATPi program for information or visit their web site at www.attd.unt.edu. 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, EPSY 6010, 6020, 6230 and 6240; and 3 hours from EPSY 6210 or EPSY 5350. 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 Program

Web site: www.cecs.unt.edu

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 offers preparatory courses for the following

State Board of Educator Certification (SBEC) technology certification exams. To receive a barcode for these exams through the University of North Texas College of Education Student Advising Office, students must successfully complete the courses listed for each test:

- Texas Examination of Educator Standards (TExES): Technology Applications Certification 8–12 (CECS 5020, 5030, 5110, 5111)
- TExES: Technology Applications Certification EC–12 (CECS 5020, 5030, 5110, 5111, 5500)
- Texas Examinations for Master Teachers (TexMat): Master Technology Teacher Certification EC–12 (CECS 5020, 5030, 5110, 5111, 5500)

Only teachers who already have initial teacher certification are eligible for the above technology certifications. See the College of Education section of this catalog for information about initial teacher certification.

Admission Requirements

1. Bachelor's degree from an accredited college or university.
2. Bachelor's grade point average (GPA) of 2.8 or higher overall, **or** bachelor's GPA of 3.0 or higher on 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. At least two letters of recommendation from individuals who can give evidence of the candidate's critical thinking ability to engage in graduate studies. The recommendations should also address the candidate's ability to work independently and in groups.
5. Resume or curriculum vitae that includes the candidate's previous work or educational experiences.
6. A personal statement from the candidate stating his or her goals and rationale for applying to the computer education program and a brief description of his or her career and research expectations with regard to work and further education.

Educational Computing Degree Program

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. 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. Master's degree from an accredited college or university. If a candidate already holds a doctorate, the applicant should contact the program adviser. Under unusual circumstances a student may be admitted without a master's degree.
2. Master's degree GPA of at least a 3.4 on a 4.0 grading system.
3. Submission of GRE scores is required: verbal, quantitative and analytical writing. The program views high GRE scores as indicators of potential success in the program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.
4. Personal resume or curriculum vitae that includes a summary of the candidate's previous work or educational experiences and/or training in teaching and administrating.
5. A personal statement from the candidate stating his or her goals and rationale for applying to the computer education program and a brief description of his or her career and research expectations with regard to work and further education.
6. 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.
7. 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).
8. One of the following: (a) an acceptable score on the analytical writing section of the GRE or (b) written response to a problem provided by the educational computing program admissions committee.
9. 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 in Education; CECS 6010, Theories 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 6320, Creating Technology-Based Learning Environments; CECS 6400, Educational Technology Systems Design and Management; CECS 6600, Developing Educational Funding Opportunities; CECS 6510, Analysis of Research in Educational Computing; ATTD 5010, Performance Assessment; CECS 6050, Practicum/ Internship; CECS 6900, Special Problems.
3. **Research**, 12 hours: EPSY 6010, Statistics for Educational Research; EPSY 6020, Research Methods in Education; and 6 hours from: EPSY 6210, Multiple Regression Analysis and Related Methods; EPSY 6220, Classical and Modern Educational Measurement Theory; EPSY 6230, Advanced Research Design; EPSY 6240, Technology in Research; EPSY 6250, Advanced Educational Measurement Applications; or EPSY 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).

Development and Family Studies Degree Program*

Master of Science

*Relocation of degree pending approval by the Texas Higher Education Coordinating Board.

Admission Requirements

Application to the master's program in development and family studies is a two-part process. First, the applicant must file an application for admission to the Toulouse School of Graduate Studies. Second, the applicant must submit the following to the development and family studies office:

1. A completed DFS program application.
2. A letter of application.
3. A current resume.
4. Scores on the GRE or GMAT.
5. A statement of approximately 300–500 words concerning the purpose for undertaking graduate study at UNT, including professional plans or career goals as well as a discussion of research interests.
6. Three letters of recommendation from individuals familiar with the applicant's academic and/or professional abilities. Applicants must submit at least one letter from a current or former professional employer (if such experience exists) and at least one from the last academic institution attended.

In addition to the listed criteria, the program may consider the applicant's related work experience, publications, presentations to professional organizations, leadership roles, teaching excellence, awards,

volunteer participation and other factors that might provide evidence of potential success in the master's program.

Credentials

Graduate course work in development and family studies may lead to one or more of the following credentials:

- Certified Family Life Educator (CFLE) through the National Council on Family Relations Academic Program Review process.
- Graduate Academic Certificate (GAC) in parent education with application made to the Toulouse School of Graduate Studies. Required course work can lead to the CFLE credential.
- Early Intervention Specialist Professional with the Texas Interagency Council on Early Childhood Intervention (ECI) through an agreement with UNT.
- Post-Baccalaureate Texas Secondary Teacher Certification in human development and family studies or family and consumer sciences (FCS Certificate includes course work taken through the School of Merchandising and Hospitality Management.) Secondary Education course work is taken through the Department of Teacher Education and Administration.
- Certified in Human Development and Family Studies (CHDFS) or Family Consumer Sciences (CFCS) upon completion of an exam offered by the American Association of Family and Consumer Sciences. Post-Baccalaureate Secondary Teacher Certification students complete the respective exams through the TExES/ExCET subject matter exam for teacher certification.
- Child Life Certification offered through the Child Life Council.

Degree Requirements

All MS students in development and family studies are required to complete the following.

1. Educational Psychology Master's Core (6 hours):

- EPSY 5210, Educational Statistics (3 hours)
- DFST 5123, Human Development Across the Life Span (3 hours)

2. Development and Family Studies Masters Core (12 hours):

- DFST 5113, Developmental and Family Theory (3 hours)
- DFST 5413, Family Relationships (3 hours) or DFST 5313, Parent-Child Interaction (3 hours)
- DFST 5163, Diversity in Individuals and Families (3 hours) or DFST 5433, Partnerships: Family, School and Community (3 hours)
- EPSY 5050, Educational Research and Evaluation (3 hours)

3. **Thesis or Non-thesis Option:** Students may select either the 36-hour thesis option or the 40-hour non-thesis option.

Thesis option: In addition to the DFS master's core and research requirement cited above, the student must successfully develop a thesis proposal, defend the proposal, and complete and defend the proposed research. Students selecting the 36-hour thesis option must also complete 6 hours of DFST 5950, Master's Thesis. In consultation with the student's advising committee (see below), the student must select 12 additional hours of course work, 6 of which may be taken outside the major field if the student desires and the advising committee approves.

Non-thesis option: In addition to the DFS master's core and the research requirement cited above, in consultation with the advising committee (see below), students selecting the 40-hour non-thesis option must also complete 22 additional hours, 9 of which may be taken outside the major field if the student desires and the advising committee approves.

4. **Comprehensive Exam:** The comprehensive exam for the thesis student will be the thesis. Students are required to establish a three-member thesis committee consisting of the major adviser and two other UNT faculty members, one of whom must also be a member of the DFS faculty. All members of the committee must hold graduate faculty status at UNT.

The comprehensive exam for the non-thesis student is a term/semester-long endeavor consisting of a professional paper and oral presentation/defense of that paper. The exam reflects the student's knowledge, application skills, cultural competence, and ability to be a producer and/or consumer of research within the field of study. Students must notify the major adviser of their intent to complete exams by midterm of the semester prior to graduation and must register for DFST 5920, Problems in Lieu of Thesis, under the major adviser. Students are required to meet with their exam committee to discuss the comprehensive exam question and gain approval for the topic and scope of their professional paper. Exams are given following a timeline established by the faculty; all students must meet a common deadline for completion of the professional paper and oral presentation/defense. The professional paper and oral presentation/defense are evaluated separately, and students are required to pass both in order to complete the comprehensive exam process. The comprehensive exam committee will consist of the student's DFS major adviser and two additional members of the DFS faculty. All members of the committee must hold graduate faculty status at UNT.

Advising Committee

Each student will be assigned a three-member advising committee upon the receipt of all application

materials to the program and Graduate School. Students are free to change the membership of their advising committee as they wish.

Educational Psychology Degree Programs

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

Master of Science

Degree programs in educational psychology focus on physical, cognitive and social-emotional growth and change across the lifespan with regard to developmental norms; investigation of interpersonal relationships both inside and outside the many varieties of the family unit; application of knowledge regarding human development in the educational environment; research, measurement and statistics; assessment and evaluation of individuals in an educational environment; and the needs of special populations with regard to education, behavior, assessment and evaluation, and decision making.

Faculty in educational psychology work collaboratively toward high-quality intervention-based research that focuses on educational, developmental and social effectiveness outcomes. Four pillars provide focus, structure, fidelity and integrity to this central research theme: investigating the implementation and effectiveness of interventions; targeting exceptional and at-risk populations; applying rigorous scientifically-based research methods; and capitalizing on collaboration and collegiality to achieve synergy and maximum benefits from the collective experience and efforts of faculty and staff.

Admission Requirements

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. At least two letters of recommendation from individuals who can give evidence of the candidate's reading, critical thinking, writing and mathematical skills.
5. Resume or vita that includes the candidate's previous work or educational experiences.

6. A personal statement from the candidate stating his or her goals and rationale for applying to the educational psychology program and a brief description of his or her career and research expectations with regard to work and further education.

Degree Requirements

The Master of Science with a major in educational psychology requires 36 hours of graduate course work. The MS degree requires completion of a thesis or completion of a project, the exact nature of which is to be determined by the student's advisory committee and is the recommended degree option for students preparing to seek a doctorate in a compatible field.

1. Educational Psychology Core (6 hours)

- EPSY 5210, Educational Statistics (3 hours)
- DFST 5123, Human Development Across the Life Span (3 hours)

2. Disciplinary Core (9 hours)

- EPSY 5000, Introduction to Educational Psychology (3 hours)
- EPSY 5010, Human Learning and Motivation (3 hours)

Choose one:

- EPSY 5050, Educational Research and Evaluation (3 hours)
- EPSY 5350, Educational Evaluation and Assessment (3 hours)

3. Content Area (15 hours)

Select one of the following:

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

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

Research and Statistics: EPSY 5100, 5220, 5240, 5250, and 5050 or 5350.

4. Thesis or negotiated project (6 hours)

Doctor of Philosophy*

** Name change pending approval by the Texas Higher Education Coordinating Board.*

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 department office.

Applicants must meet requirements for admission to the Toulouse School of Graduate Studies.

Admission Requirements

1. Master's degree from an accredited college or university or 30 hours of graduate credit from an accredited institution.
2. A grade point average (GPA) of 3.4 or higher overall on a 4.0 point system.
3. Submit GRE scores on the verbal and quantitative sections for the current academic year. 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. Three letters of recommendation from individuals knowledgeable of the candidate's capabilities, particularly as it regards research capacity.
5. Transcripts of course work.
6. Resume or curriculum vitae that includes the candidate's previous work or educational experiences.
7. Sample of scholarly writing skills.
8. A personal statement from the candidate stating his or her goals and rationale for applying to the educational research program. Include a brief statement describing career and research expectations with regard to work and further education.

Degree Requirements

1. Educational Psychology PhD Core: 9 hours

- EPSY 5550, Learning Theories in Education (3 hours)
- EPSY 6040, Foundations of Educational Psychology (3 hours)
- DFST 5123, Human Development Across the Life Span (3 hours)

2. Technology Requirement: 3 hours

- EPSY 6240, Technology in Research, (3 hours)

3. Research Cognate: 15 hours

- EPSY 6010, Statistics for Educational Research (3 hours)
- EPSY 6020, Research Methods in Education (3 hours)
- EPSY 6210, Multiple Regression Analysis and Related Methods (3 hours)
- EPSY 6220, Classical and Modern Educational Measurement Theory (3 hours) and

Select one from the following:

- EPSY 6005, Statistical Theory and Simulations (3 hours)
- EPSY 6230, Advanced Research Design (3 hours)
- EPSY 6250, Advanced Educational Measurement Applications (3 hours)
- EPSY 6270, Structural Equation Modeling (3 hours)
- EPSY 6280, Qualitative Research in Education (3 hours)
- EPSY 6290, Multivariate Statistics in Education (3 hours)

- EPSY 6850, Selected Topics in Education (when taught as “Hierarchical Linear Modeling”) (3 hours)
 - EDSP 6800, Studies in Special Education (when taught as “Single Case Research”) (3 hours)
 - CECS 6800, Special Topics in Educational Computing (when taught as “Multidimensional Scaling”) (3 hours)
4. **Major Area/Concentration: Educational Psychology:** 27 hours
- EPSY 6005, Statistical Theory and Simulations (3 hours)
 - EPSY 6230, Advanced Research Design (3 hours)
 - EPSY 6250, Advanced Educational Measurement Applications (3 hours)
 - EPSY 6270, Structural Equation Modeling (3 hours)
 - EPSY 6280, Qualitative Research in Education (3 hours)
 - EPSY 6290, Multivariate Statistics in Education (3 hours)
- Plus, 9 hours to fit student needs; hours may include: EPSY 6030 (3–6 hours) and 3–6 hours of 5000-level courses in the major area.
5. **Capstone/Proposal Preparation:** 3 hours
- EPSY 6260, Advanced Seminar in Educational Psychology (3 hours)
6. **Dissertation:** 12 hours minimum
- EPSY 6950, Doctoral Dissertation (3, 6 or 9 hours)

Further Information

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

School Psychology Degree Program Master of Science

Admission Requirements

1. A bachelor's degree and completion of 24 hours of course work in psychology with at least 12 of those hours being upper-division prior to application.
2. GRE scores: verbal and quantitative.
3. Undergraduate GPA: 2.8 overall or 3.0 on the last 60 hours.
4. 3.0 GPA in completed courses in psychology.
5. A personal resume and statement of goals describing interest in seeking the degree and may include student contributions to the program based on language fluency, life experiences, working with diverse populations, practice goals, as well as research interests.
6. Optional items:
 - a. Evidence of a completed masters in another field.

- b. First or second authorship on a peer reviewed scientific or professional journal.
- c. Portfolio of work they believe relevant to enhancing their application status.

Degree Requirements

1. Psychological Foundations (15–16 hours)

- PSYC 5790, Psychophysiology (3 hours)
- EPSY 5550, Learning Theories in Education
- DFST 5123/EPSY 5800, Human Development Across the Life Span, (3 hours)

Choose one:

- DFST 5163, Diversity in Individuals and Families (3 hours), or
- DFST 5153/EPSY 5800, Social-Emotional Development (3 hours)

Choose one:

- PSYC 5100, Psychopathology of Childhood (3 hours)
- EDSP 5710, Special Education Programs and Practices (3 hours)

2. Educational Foundations (6 hours)

- EDAD 5300 Introduction to Educational Administration (3 hours); and

Choose one:

- EDSE 5400, Curriculum Development in the Middle School (3 hours)
- EDSP 5710, Special Education Programs and Practices (3 hours)
- EDSP 5755, Adapting Curriculum to Meet Special Learning Needs (3 hours)

3. Intervention and Problem Solving (23 hours)

- EDSP 5510, Educational Appraisal of Exceptional Learners (4 hours)
- EDSP 5530, Individualized Diagnostic Assessment I (3 hours)
- EDSP 5540, Individualized Diagnostic Assessment II (4 hours)
- EPSY 5030, Practicum (3 hours)
- EDSP 5330, Classroom Management and Behavioral Strategies for Exceptional Learners (3 hours)

Choose one:

- COUN 5680, Basic Counseling Skills (3 hours)
- COUN 5710, Counseling Theories (3 hours)
- PSYC 5100, Psychopathology of Childhood (3 hours)
- PSYC 5680, Counseling Psychology Methods (3 hours)

Choose one:

- EPSY 5800, Studies in Educational Psychology (when taught as “Seminar: Consultation”) (3 hours)
- EPSY 5800, Studies in Educational Psychology (when taught as “Program Evaluation”) (3 hours)

4. **Statistics and Research Methodology** (6 hours)

- EPSY 5050, Educational Research and Evaluation (3 hours)
- EPSY 5210, Educational Statistics (3 hours)

5. **Professional School Psychology** (3 hours)

- EPSY 5800, Studies in Educational Psychology (when taught as “Introduction to School Psychology”) (3 hours)
- EPSY 5030, Practicum (3 hours) is required each term/semester for a minimum of 125 clock hours.
- EPSY 5031, Internship (6 hours) is required for the minimum 1,200 clock hours to meet NASP standards

Special Education Degree Programs Master of Education

The Master of Education in special education may include certification in special education, gifted education and educational diagnostics. Students may choose a course of study that does not include certification, but has an emphasis in autism, behavior 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.

Admission Requirements

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 in the last 60 hours, or completed master’s degree GPA of 3.4 or higher.
3. Submission of GRE scores is required. The special education program generally views strong GRE scores as a positive indicator of potential success in any robust graduate program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.
4. The special education program requires at least two letters of recommendation from individuals who can give evidence of the candidate’s critical thinking ability as it relates to engaging successfully in graduate studies.
5. Resume or curriculum vitae that includes the candidate’s previous work and/or educational experiences, including teaching certifications and degrees held.

6. A personal statement from the candidate stating his or her goals and rationale for applying to the special education program and a brief description of his or her career and research expectations with regard to work and further education.

Degree Requirements

Students seeking an alternative Texas teaching certificate with an endorsement in special education will need to complete the following: EDSP 5730, 5740, 5750 and 5430 (6 hours).

Special Education: Certification EC–12 for non-education majors: DFST 5123; EPSY 5210; EDSP 5240, 5330, 5430, 5510, 5670 or 5210, 5710, 5720, 5730, 5740 and 5750.

Special Education: Certification EC–12 for education majors and certified teachers: DFST 5123; EPSY 5210; EDSP 5240, 5330, 5430, 5510, 5670 or 5210, 5710, 5720, 5730, 5740 and 5750.

Special Education: Educational Diagnostician: DFST 5123 or EDSP 5710; EPSY 5210; EDSP 5320, 5321, 5510, 5520, 5530, 5540, 5560, 5720; EPSY 5010, 5550; valid Texas teaching certificate in special education or a related area and two years of successful teaching experience at the time of application for certification.

Special Education: Emotional/Behavior Disorders: DFST 5123 or EDSP 5710; EPSY 5210; EDSP 5320, 5330, 5600, 5615, 5620, 5630, 5640, 5660, 5665, 5670, 5684; valid Texas special education teaching certificate earned through course work (or must pursue simultaneously).

Special Education: Gifted and Talented: DFST 5123 or EDSP 5710; EPSY 5210; EDSP 5105, 5110, 5120, 5130, 5510 and 5800 (when taught as “Advanced Seminar in Gifted and Talented”); 6 hours from EDSP 5240, 5330 and 5900; 6 hours of electives.

Special Education: Transition: DFST 5123 or EDSP 5710; EPSY 5210; EDSP 5320, 5330, 5600, 5615, 5620, 5630, 5640, 5650, 5660, 5665, 5670, 5684; valid Texas special educational teaching certificate earned through course work (or must pursue simultaneously).

Special Education: Traumatic Brain Injury: DFST 5123 or EDSP 5710; EPSY 5210; EDSP 5320, 5330, 5600, 5615, 5620, 5630, 5640, 5660, 5665, 5670, 5684, 5685; valid Texas teaching certificate earned through course work (or must pursue simultaneously).

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, Smita Mehta, Michael Sayler and Tandra Tyler-Wood.
- *Texas Woman's University:* Beth Ferri, Ronald Fritsch, Lloyd Kinnison, Jane Pemberton, Joyce Rademacher, Carol Thomas and Michael Wiebe.

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 successful holistic review of these materials:

1. Master's degree from an accredited institution of higher learning. Applicants who do not have the appropriate academic and experiential backgrounds in special education are required to complete a minimum of 9–12 semester hours of course work in special education as a prerequisite to doctoral studies.
2. Master's degree grade point average (GPA) of 3.0 or higher (on a 4.0 scale).
3. Three years of successful teaching experience with the appropriate populations or related acceptable experience or special arrangements.
4. Submission of GRE scores: verbal, quantitative and analytical writing. The special education program generally views strong GRE scores as a positive indicator of potential success in any robust graduate program; however, low GRE scores need not exclude a candidate who shows positive indicators in other areas.
5. Submission of additional program-specific admission materials which include (a) a letter of intent to pursue doctoral studies; (b) a professional position statement of 1,000 words or less; (c) a professional resume that delineates the applicant's previous work,

educational experiences, membership and involvement in professional organizations, or scholarly activities; and (d) three letters of recommendation from persons who can attest to the applicant's ability to do advanced graduate work. After an analysis of the aforementioned materials by the review committee, whenever possible, a personal interview is arranged.

6. A written doctoral admissions examination is required within the first 12 semester hours of course work.

7. Approval of the Special Education Federation Admissions Committee.

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.

Degree Requirements

1. Educational Psychology PhD Core (9 hours)

- EPSY 5550, Learning Theories in Education (3 hours)
- EPSY 6040, Foundations of Educational Psychology (3 hours)
- DFST 5123, Human Development Across the Life Span (3 hours)

2. Technology Requirement (3 hours)

- EPSY 6240, Technology in Research (3 hours)

3. Research Cognate (15 hours)

- EPSY 6010, Statistics for Educational Research (3 hours)
- EPSY 6020, Research Methods in Education (3 hours)
- EPSY 6220, Classical and Modern Educational Measurement Theory (3 hours)

Select one from the following:

- EPSY 6005, Statistical Theory and Simulations (3 hours)
- EPSY 6230, Advanced Research Design (3 hours)
- EPSY 6250, Advanced Educational Measurement Applications (3 hours)
- EPSY 6270, Structural Equation Modeling (3 hours)
- EPSY 6280, Qualitative Research in Education (3 hours)
- EPSY 6290, Multivariate Statistics in Education (3 hours)

- EPSY 6850, Selected Topics in Education (when taught as “Hierarchical Linear Modeling”) (3 hours)
 - EDSP 6800, Topics in Special Education (when taught as “Single Case Research”) (3 hours)
 - CECS 6800, Special Topics in Educational Computing (when taught as “Multidimensional Scaling”) (3 hours)
4. **Special Education Core** (12 hours)
- 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 specialization courses at their respective degree-granting institutions. In general, the following courses apply to each institution, but variations in requirements may occur based on the academic background and the terminal goals of the student.

Specialization Courses:

UNT

- EDSP 6030, Practicum, Field Problem or Internship
- EDSP 6270, Analysis of Trends, Issues and Research in Special Education
- EDSP 6280, Program Analysis in Special Education
- EDSP 6300, Program Development for Providing Quality 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

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 of Special Education Administration
- EDUC 6723, Practicum
- EDUC 6903, Special Topics

Each student must complete a minor area. The number of hours in the minor area is determined by the respective program areas.

Additional degree requirements to complete the degree may be imposed by the Special Education Federation Admissions Committee. All entering students at UNT may complete 9 semester hours of introductory research and statistics and 9 additional credit hours in either advanced research and statistics or computer education.

5. **Capstone/Proposal Preparation** (3 hours)

- EPSY 6260, Advanced Seminar in Educational Psychology

6. **Dissertation** (12 hours)

- EDSP 6950, Doctoral Dissertation

The student must complete successfully the written and oral qualifying examination prepared by the Special Education Federation Qualifying Examination Committee.

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.

Department of Kinesiology, Health Promotion and Recreation

Main Office
Physical Education Building, 209
P.O. Box 310769
Denton, TX 76203-0769
(940) 565-2651

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

Jeff E. Goodwin, Chair

Graduate Faculty: Chng, Collins, Driver, Goggin, Goodwin, Greenleaf, Hamson, Hill, Hodges, Jackson, Keller, Martin, Morrow, Patton, Walker, Weiller-Abels, Williamson.

The Department of Kinesiology, Health Promotion and Recreation offers graduate programs leading to the following degrees:

- Master of Science with majors in kinesiology and recreation and leisure studies.

The degrees offered and the career opportunities afforded by the degree programs are outlined in the program descriptions below.

Admission Requirements

Applicants for admission into the department's graduate programs are expected to have the following qualifications to obtain unconditional admission:

1. Bachelor's degree from an accredited college or university.
2. Candidates must meet minimum master's admissions requirements to the Toulouse School of Graduate Studies.
3. Minimum undergraduate grade point average (GPA) of 2.8 overall or a 3.0 for the last 60 hours or a minimum 3.4 master's GPA. A lower GPA (2.6 overall or 2.8 in the last 60 hours) may be considered on an individual basis at the departmental level along with other factors (e.g., undergraduate academic institution, course work listed on the student's transcript, completion of a previous master's degree).
4. Submission of verbal, quantitative and analytical writing GRE scores are required. Miller Analogies Test (MAT) or Graduate Management Admissions Test (GMAT) scores can be substituted for the GRE. The program views high test scores as a predictor of

future success. Lower test scores will be considered if other criteria indicate ability to be successful in the program.

5. A typed, 300-word candidate's statement which includes the candidate's purpose in pursuing graduate study at the University of North Texas, career objectives, goals and a discussion of the candidate's particular interest area.

6. Individual programs may have additional requirements. Applicants should contact the program for details.

Center for Sport Psychology and Performance Excellence (CSPPE)

The CSPPE is a multidisciplinary center devoted to offering sport psychology interventions, research and training. The center combines the expertise of faculty in psychology and kinesiology to produce the most comprehensive and state-of-the-art sport psychology services available.

Kinesiology Degree Program

The primary purposes of the program in kinesiology are to provide students with an understanding of basic research methodology; to acquaint students with the professional literature, trends and research being conducted in kinesiology; and to enable students to take electives in an area of interest, such as sport psychology, exercise physiology, health/fitness management, motor behavior and teacher behavior.

Career opportunities for graduates are generally found in the private sector with health clubs, wellness centers, corporations, rehabilitation centers, athletic groups and other private groups; or within the teaching profession as teachers, coaches, athletic trainers and administrators.

Research

Current research in kinesiology includes the study of overtraining and burnout, mental health benefits of physical activity, and exercise and fitness in special populations. Other projects include the study of anxiety and motor performance, mental preparation strategies and maximum performance, central versus peripheral cardiovascular adjustments to exercise, measurement and evaluation of physical fitness, age and physical activity and fitness, sociological profiles of sport consumers, regional commercial sport development, gender-sport issues in the 21st century, job characteristics and work production of sport/fitness personnel, and professional preparation of high school and college teachers.

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

Master of Science

The Master of Science 36-hour degree includes a 15-hour core curriculum of courses in kinesiology. The student takes 21 hours of additional course work (which may include thesis) that allow development of an interest area such as sport psychology, exercise physiology, health/fitness management, motor behavior, sport sociology and teacher behavior.

Degree Requirements

1. 36 semester hours are required.
2. All students will complete a 15-hour core of graduate courses in kinesiology.
 - KINE 5090, Motor Behavior
 - KINE 5100, Research Perspectives in Kinesiology, Health Promotion and Recreation
 - KINE 5121, Sport and Exercise Psychology
 - KINE 5150, Quantitative Procedures in Exercise and Sport Sciences
 - KINE 5301, Physiology of Exercise
3. The remaining 15–21 hours will be electives approved by the major professor with no more than 6 hours outside of KINE.
4. Thesis students will complete KINE 5950 (6 hours).
5. Master of Science candidates who select the non-thesis option are required to successfully complete a culminating experience consisting of (1) a comprehensive examination or (2) a graduate project (enroll in KINE 5190). If choosing the comprehensive examination, it must be taken after a minimum of 24 hours including all KINE core courses. A student who fails the comprehensive examination must wait until the next administration of the exam. This will delay the student's graduation.

Recreation and Leisure Studies Degree Program

The Master of Science degree program with a major in recreation and leisure studies is designed to prepare students for management-level positions within the leisure service field or the therapeutic recreation area, or for further graduate work in recreation and leisure studies.

Career opportunities include leadership and management positions in various agencies such as municipal recreation departments, not-for-profit agencies, resorts, military bases, commercial recreation enterprises, sport facilities, schools, hospitals and rehabilitation centers, long-term care facilities, state or federal agencies, parks, outdoor education centers, camps, YMCAs, intramural and campus recreation programs, corporations and fitness clubs.

Research

In their research, recreation and leisure studies faculty employ various methods and techniques also used in professional practice. Specific research examples include administration of leisure services, community and economic aspects of recreation, and recreation opportunities for persons with disabilities.

Financial support for research programs is generated by the faculty from internal university resources and external grants and contracts.

Master of Science Degree Program

The graduate program in recreation and leisure studies provides a 36-hour Master of Science degree, with opportunities for students to take course work in program management and therapeutic recreation.

Additional Admission Requirements

Applicants for admission into the recreation and leisure studies graduate program must submit a current resume and two letters of reference pertaining to the applicant's aptitude for graduate work are required. These materials should be sent to the recreation and leisure studies program coordinator.

Students without an undergraduate degree in recreation, parks, or leisure studies are required to take up to 9 hours of prerequisite or corequisite course work.

Every student is required to take 15 hours of core courses:

- RECR 5010, Perspectives in Leisure
- RECR 5050, Administration and Supervision of Recreation and Sport
- RECR 5070, Psychosociological Dynamics of Leisure Behavior
- RECR 5100, Research Perspectives in Kinesiology, Health Promotion and Recreation
- RECR 5120, Concepts in Therapeutic Recreation

Students with a career interest in program management take the following 9 hours of elective courses: RECR 5060, 5080 and 5850. Students with a career interest in therapeutic recreation take the following 9 hours of elective courses: RECR 5130, 5760 and 5870.

Both thesis and non-thesis options are available. Students selecting the thesis option will register for 6 hours of thesis credit (RECR 5950) and will complete a 6-hour minor. Students selecting the 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.

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

Leslie Patterson, 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, Camp, Contreras, Crocker, Day, Eddy, Esprivalo-Harrell, Fossey, Fox, Harris, Hudson, Huffman, Kemerer, King-Reidt, Laney, Leavell, Mathis, Milson, Mohr, Patchen, Patterson, Silva, Tunks, van Tassell, Wickstrom, Wilhelm.

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 Science with a major in reading education.
- 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, essay, letter of intent and resume. 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 verbal and analytical writing scores on the GRE. Contact the academic program for additional information concerning admission requirements.
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 scholarly writing sample, a letter of intent to pursue doctoral studies in curriculum and instruction, a professional resume/vita 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 term/semester of doctoral 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 EPSY 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 EPSY 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. Individuals applying to the educational administration program must have all application materials in the program office by the following dates:

- For Summer term/semester – the first Friday in December
- For Fall term/semester – the first Friday in May

- For Spring term/semester – the first Friday in September

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. Applicant documentation should show evidence of experience with diverse learners and populations.
6. Resume or vita that includes the candidate's previous work and educational experiences. The applicant will have two (2) full years of teaching 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: EDCI, EDEE, EDSE, EPSY, EDSP, EDRE, ATTD, CECS or as approved by adviser.

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 fall semester for both the EdD and PhD programs. Applicants must submit documentation to the educational administration program office by the first Friday in November. 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.

Applicants must submit official scores for the verbal, quantitative and analytical writing sections of the GRE 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:** EPSY 6010, 6020.

3. **Educational administration electives:** 12 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:** EPSY 6010, 6020; plus one from EPSY 6210, 6220, 6230 and 6280.
3. **Educational administration electives:** 12 hours selected from EDAD 6110, 6200, 6310, 6520, 6540, 6580, 6590, 6900.
4. **Minor field:** 15 hours outside the college in a field related to the student's area of research interest.
5. **Dissertation:** 12 hours minimum.
6. **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.

Secondary Education Degree Program Master of Education

Initial Teacher Certification with a Master of Education in Secondary Education

The Department of Teacher Education and Administration offers the Master of Education with a major in secondary education along with 8–12 certification at the post-baccalaureate level in all content areas available to undergraduate students. The master's degree in secondary education requires

36 semester credit hours, at least 12 of which are completed as part of the initial post-baccalaureate secondary program.

Students must meet the admissions requirements for the Master of Education in secondary education, which are different from those of the initial certification program. Acceptable Graduate Record Examination (GRE) scores, a one-page resume, and a two-page educational essay are required. Students should consult the program advisers for details.

Reading Education Degree Programs Master of Education

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

Required for major: EDCI 5320; EDRE 5070; 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 5520.

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. 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.

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.
8. An example of the student's scholarly writing.

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 Language (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.