

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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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