

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.

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# Department of Educational Psychology

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 Denton, TX 76203-1335  
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### Robin Henson, Chair

*Graduate Faculty:* Allen, Bullock, Callahan, Combes, Cottle, Ditzenberger, Elleven, Ennis-Cole, Glover, Henson, Jacobson, Jones, Knezek, Lawhon, Li, Martin, Mehta, Nievar, Norris, Poirot, Sayler, Schumacker, Tyler-Wood, Warren, J. Wircenski, M. Wircenski, Young.

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](http://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](http://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](http://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](http://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](http://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](http://www.attd.unt.edu)).

## Computer Education and Cognitive Systems Degree Program

Web site: [www.cecs.unt.edu](http://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](http://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](http://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](http://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](http://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.