College of Education

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

Our Mission
The UNT College of Education mission is to develop the human capacity—cognitively, socially, emotionally and physically—in our students and, ultimately, in the society they serve. College faculty contribute to achieving the mission by expanding knowledge through research, publication and service.
The college's state and nationally accredited programs combine outstanding students with nationally and internationally recognized faculty in a stimulating learning environment to prepare leaders in their professions. It is a leading Texas college of education in acquiring external contracts and grants and preparing educators for schools, higher education, human service agencies, business and industry. The college is an international leader in a variety of program areas, and its faculty are leaders in state, national and international professional organizations.
To achieve this mission, faculty, staff and students model engaged learning in a supportive and caring
environment, focused on worthwhile and appropriate knowledge and skills in their teaching, research and service. The college is flexible as it responds to a dynamic evolving world.

Specifically, the college:

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

The college offers 16 master's and 10 doctoral degree majors in four academic departments. These departments are Counseling, Development and Higher Education; Teacher Education and Administration; Kinesiology, Health Promotion and Recreation; and Technology and Cognition. This arrangement provides graduate students with opportunities for collaborative research and interdisciplinary course work.

Prospective graduate students are expected to meet all admission requirements of the Toulouse School of Graduate Studies, the College of Education, and the selected graduate degree program within the college. However, students have the right to appeal one or more of the admission requirements or decisions. Prospective students seeking admission to a degree program in the College of Education should initiate their appeal through the graduate program coordinator of the selected degree program. The degree program faculty may forward the appeal to the College of Education Graduate Affairs Committee for further review. Appeals for waivers of degree program or College of Education admission requirements that also involve a waiver of one or more university (graduate school) admission requirements are first reviewed and approved in the program and college, then are forwarded to the graduate dean for a final decision. Submission of an appeal does not guarantee that the appeal will be approved.

Some financial support for research is available from external grants and faculty research funds administered by the Office of Research and Academic Grants. The areas of research are described by each department.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) [2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036-1023; (202) 466-7496] and the State Board for Educator Certification. The program in counselor education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) [5999 Stevenson Avenue, 4th Floor; Alexandria, VA 22304; (800) 347-6647, ext. 301]. The program in recreation and leisure studies is accredited by the National Recreation and Park Association/American Association of Leisure and Recreation Council on Accreditation [22377 Belmont Ridge Road, Ashburn, VA 20148; (703) 858-0784].

Programs of Study

Graduate programs are described by department.

**Doctor of Education**
- Early Childhood Education

**Doctor of Philosophy**
- Counseling
- Educational Computing
- Educational Research
- Special Education

**Doctor of Philosophy and Doctor of Education**
- Applied Technology and Performance Improvement
- Curriculum and Instruction
- Educational Administration
- Higher Education
- Reading Education

**Master of Science and/or Master of Education**
- Applied Technology and Performance Improvement
- Computer Education and Cognitive Systems
- Counseling
Advising

For general advising and information, contact the appropriate graduate program coordinator.

Student Advising Office

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

- Admission to the teacher education program
- Teacher certification plans
- Teacher certification processing
- Departmental teacher certification comprehensive exam administration

The SAO is located in Matthews Hall, Room 105, and the TAO is located in Matthews Hall, Room 103. Services are available on a walk-in basis during regular registration for the fall and spring terms/semesters. At other times, students are encouraged to schedule an appointment with an adviser at their earliest convenience. Appointments may be scheduled up to two weeks in advance by calling (940) 565-2736. Students also should visit the SAO web sites at www.coe.unt.edu/sao or www.coe.unt.edu/ExCET for valuable resources in planning their courses of study.

Admission, Review and Retention (ARR) Committee

Instructors in the Department of Teacher Education and Administration have the right and responsibility to refer their student to the departmental ARR Committee if they have a concern about a student’s academic progress, behavioral characteristics or communication skills that indicate potential problems in school settings. The ARR Committee reviews referrals made by faculty and determines a course of action. The ARR Committee also reviews student appeals and determines a course of action regarding changes in the student’s course of study.

Degree Programs

Prerequisites for the Master’s Degree

Requirements for full graduate standing are substantially the same as those established for the university, as described in the Admission section of this catalog. Admission to a program is contingent upon an acceptable score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) (for KHPR majors). Preregistration and registration are blocked for a second term/semester of enrollment unless an acceptable GRE or MAT score is presented to the graduate dean.

Contact the department chair or graduate program coordinator for information concerning acceptable GRE scores and all other requirements.

Master of Science

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

Degree Requirements

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

Master of Education

The Master of Education is designed to emphasize professional competence and to prepare leaders in certain fields of educational practice, service and inquiry. For professional and other certificates, consult “Graduate Teacher Certification Programs” in this section.
Degree Requirements
1. The candidate must earn a minimum of 36 semester hours of graduate credit. Some programs require more than 36 hours. All hours must be taken in courses numbered 5000 or above.
2. The first registration in some degree programs may include enrollment in course 5710 of the selected major area in education. In this course, the student's previous preparation is evaluated, admission to the program is determined and the degree plan is completed.
3. To provide maximum flexibility in planning individual programs, and in addition to education courses 5710 and 5720, a minor may be required.
4. Ordinarily the requirements for the professional certificate can be met in the master's degree program. When planning the program, students must designate any certificate they seek so appropriate courses may be included.

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

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

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

Admission Requirements
1. Requirements for full graduate standing are substantially the same as those established for the university, described in the Admission section of this catalog. Admission to candidacy is contingent upon an acceptable score on the Graduate Record Examination (GRE) or on the Graduate Management Admissions Test (GMAT) score for Higher Education only. Continued enrollment is blocked after the first term/semester if an acceptable GRE or GMAT score is not presented to the graduate dean. Contact the appropriate graduate program coordinator for specific GRE score requirements.
2. Apply for the admission examination prior to completion of 12 semester hours. All applications are available in the departmental main office and at www.coe.unt.edu/sao.
3. Complete other program requirements of the major area department.
4. Meet with the appropriate graduate program coordinator to request an advisory committee, subject to approval by the College of Education and the dean of the School of Graduate Studies.
5. Prepare and follow a degree plan with the aid of the advisory committee, to be approved by the advisory committee and dean of the School of Graduate Studies.

Language or Research Tool Requirement
Competency in a foreign language or in a tool subject (9 hours in educational research or 9 hours in graduate computer education) is required for the Doctor of Philosophy degree and must be
demonstrated prior to taking the written qualifying examinations. Some programs only allow the tool subject. The advisory committee may require proficiency in a second language when the dissertation problem demands it. Language proficiency may be demonstrated by any of the options approved by the School of Graduate Studies that are listed in the Doctoral Degree Requirements section at the front of this catalog.

Candidates for the Doctor of Education degree may be required to establish proficiency in a foreign language if the solution of the dissertation problem requires it.

Residency

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

Qualifying Examinations

1. Written qualifying examination. During the final term/semester of course work and upon completion of all the previously stated requirements, most doctoral students must pass a written qualifying examination. The examination covers the major, minor, educational research and statistics, and related fields. Students must have completed EDER 6010 and 6020 or equivalent prior to taking the examination.

2. Oral qualifying examination. The primary purpose is to ensure an adequate evaluation of the student's knowledge in the major and minor fields. This examination is conducted by the advisory committee.

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

Admission to Candidacy

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

Dissertation Proposal

Upon admission to candidacy and with approval of the advisory committee, the candidate presents the dissertation proposal to the committee. The application and procedures for scheduling the seminar are available in the Student Advising Office, Matthews Hall, Room 105.

Approval of Data Collection Methods

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

Dissertation

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

Graduate Teacher Certification Programs

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

Students who hold a baccalaureate degree may pursue initial teacher certification alone or in conjunction with an advanced degree. No prior teaching experience is required for enrollment in the post-baccalaureate initial teacher certification options at UNT. Students seeking initial teacher certification in conjunction with a master's degree must also meet the requirements for admission to the respective degree program. Some programs have other options and certifications available through use of deficiency plans, which include undergraduate and graduate courses. See the College of Education Student Advising Office for more details.

Initial Certification: Elementary

- Generalist Early Childhood–Grade 4
  English as Second Language (ESL) Generalist EC-4
  Bilingual Generalist EC-4
  EC-4 Generalist and Special Education
- Generalist Grades 4-8
  English as Second Language (ESL) Generalist 4-8
  Bilingual Generalist 4-8
  4-8 Generalist and Special Education
Initial Certification: Secondary (6-12)
- Basic Business
- Dance
- French
- German
- Journalism
- Spanish
- Speech
- Theatre Arts

Initial Certification: Secondary (8-12)
- English, Language Arts and Reading
- History
- Life Sciences
- Mathematics
- Physical Sciences
- Science
- Social Studies

Initial Certification: All-level (see programs for details)
- Art
- Health Education
- Music
- Physical Education
- Special Education

Initial Career and Technology Certificates
- Office Education (6-12)
- Health Science Technology Education (8-12)
- Marketing Education (8-12)
- Trade and Industrial Education (8-12)

Advanced or Supplemental Certification
- Master Technology Teacher
- English as a Second Language
- Gifted/Talented Education
- Master Reading Teacher
- Principal
- Reading Specialist
- School Counselor
- School Librarian
- Superintendent
- Technology Applications (8-12)
- Technology Applications (EC-12)

Initial Educator Certification (Post-Baccalaureate) Without an Advanced Degree

Admission
1. A bachelor’s degree from an accredited institution of higher education, with an undergraduate GPA of 2.80 overall or 3.00 in the last 60 hours. Some certification plans have additional or alternative program specific requirements (see below).

2. Admission to the Toulouse School of Graduate Studies as a non-degree-seeking, certification-only student. Students who are not U.S. citizens or U.S. permanent residents must meet the “Admission Requirements for International Students” printed in the Admission section of this catalog.

3. Acceptable scores on the Texas Higher Education Assessment (THEA) test (Reading = 240; Math = 230; Writing = 220) or equivalent standardized test scores acceptable to the individual certification program.

4. Admission to teacher education no later than the end of the first term/semester of post-baccalaureate teacher certification enrollment.

Certification
1. Completion of all courses including field experience (student teaching/internship/mentorship); see individual plans for details.

2. Passing scores on the appropriate Pedagogy and Professional Responsibilities (PPR) and the appropriate teaching field(s) subtest of the ExCET/TExES examinations.

3. Making application and paying fees to SBEC for teacher certification.

4. Students seeking foreign language teacher certification must pass the appropriate Texas Oral Proficiency Test (TOPT).

Program Specific Requirements
Candidates must meet the program requirements for the specific teacher certification option selected. Requirements completed as part of the undergraduate degree may be counted toward initial teacher certification, when applicable, but not toward a graduate degree. Students may use up to 12 graduate semester credit hours taken while in non-degree, certification only status toward certain graduate degrees. Students must consult with a faculty program coordinator prior to enrolling in classes.

EC-4 Generalist
1. Bachelor’s degree.

2. Teacher education (21-34 hours): EDEE 3320, 3380, 5850, 5860; EDRE 4450, 4870; EDSP 3210, 4350.

3. Content area (12-15 hours): DFEC 3123, 3613, 4233, 4243, 4633.

4. Student teaching or internships (6 hours): student teaching, EDEE 4101 and 4102 (taken concurrently) or internship for students hired as teachers of record on Probationary Teacher’s Certificates, EDEE 5030 (twice, once in each of two terms/semesters).
4-8 Generalist
1. Bachelor’s degree in any area.
2. Teacher education (27-30 hours): EDEE 5320, 5360, 5850, 5860; EDRE 4820, 4840, 4850, 4870; EDSP 3210, 4350.
3. Content area (hours vary): Students meet with the program coordinator to review transcripts for appropriate courses in the following content areas: science, mathematics, social studies, or English/language arts/reading. Additionally, students must complete a diagnostic content examination during their first term/semester in the program to determine if additional courses are needed to prepare them for the 4-8 Generalist TExES examination.
4. Student teaching or internships (6 hours): student teaching, EDEE 4101 and 4102 (taken concurrently) or internship for students hired as teachers of record on Probationary Teacher’s Certificates, EDEE 5030 (twice, one in each of two terms/semesters).

Secondary Education
1. Bachelor’s degree with at least 24 hours (12 must be upper-level) in the content area for which certification is desired. Applicants must have a 2.8 GPA or better in the content area.
2. Teaching field(s): None if student passes the TExES content exam for the area for which certification is sought. This test is taken before starting the post-baccalaureate course work or in the first term/semester of course work. If the student does not pass this exam, additional course work is required.
3. Teacher education (online courses): EDSE 5002, 5004, 5130, 5470.
4. Internship (6 hours): EDSE 5105 and 5115.

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

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

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

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

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

Marketing Education
1. Bachelor’s degree
2. Two years of approved marketing related work experience (utilizing skills that will be taught in a future classroom).
3. Completion of: ATTD 5110, 5120, 5140, 5430, 5630; MKTG 5000, 4600 or 4630.
4. Attend and complete the Texas Education Business and Marketing Professional Development Conference.
5. Two years of successful teaching in marketing education.

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

Business Education
1. Bachelor’s degree
2. Two years of approved business related work experience (utilizing skills that will be taught in a future classroom).
3. Minimum of 18 hours of courses (major/minor/cognate) in business or business education.
4. Completion of ATTD 4340, 4630, 5120, 5160, 5630 and 6030 (6 hours).
5. Attend and complete the Texas Education Business and Marketing Professional Development Conference.
6. One year of successful teaching in business education.
Advanced or Supplementary Certification (Post-Baccalaureate) Without an Advanced Degree

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

1. Completion of all courses including field experience (student teaching/internship/mentorship). See individual plans for details.
2. Passing score on the departmental competency exam if available.
3. Passing scores on the appropriate TExES examination.
4. Making application and paying fees to SBEC for the advanced or supplemental certification.

Program Specific Requirements

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

English as a Second Language (ESL) (EC-4, 4-8, 8-12 or all-level)

1. Bachelor’s degree.
2. Current provisional or standard Texas teacher certificate.
3. Other requirements: See ESL adviser in the Department of Teacher Education and Administration or the Department of English.

Gifted and Talented (all-level)

1. Bachelor’s degree.
2. Current provisional or standard Texas teacher certificate.
4. Practicum: EDSP 5410 (waived with two years gifted teaching experience).

Master Reading Teacher

1. Bachelor’s degree.
2. Current provisional or standard Texas teacher certificate.
3. Three years of successful classroom teaching experience in an accredited school.
4. Reading: EDRE 5180, 5200, 5370.
5. Language and Literacy in Early Childhood: DFEC 5653.

School Counseling (Elementary or Secondary)

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

Special Education

1. Bachelor’s degree.
2. Current provisional or standard Texas teacher certificate required.

Administration Certification (Post-Baccalaureate) Without an Advanced Degree

Principal

1. A master’s degree.
2. Current provisional or standard Texas teacher certificate.
3. Two or more years of creditable classroom teaching experience.
4. Administration: EDAD 5300, 5330, 5390, 5400, 5500, 5600, 5610, 5620, 5630, 5650, 5680, 5700.
5. Related academic area (choose one): EDEE 5320; EDER 5050, 5210, 5220, 5350; EDSE/EDEE 5400 or CECS 5550.

Superintendent

Option I

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

Option II

1. The mid-management certificate.
2. Administration: EDAD 6033, 6590.
3. Electives (3 courses): EDAD 6510, 6520, 6530, 6540, 6550, 6570.
Probationary Certificates
Probationary certificates for school administrators are available for the following positions: assistant principal, principal and superintendent. Each probationary certificate is for one year and may be renewed one time. Candidates must pass a required criminal background check.

Probationary Assistant Principal
1. Bachelor’s degree.
2. Current provisional or standard Texas teacher certificate.
3. Two years of creditable classroom teaching experience.
4. Administration: EDAD 5300, 5330, 5390, 5400.

Probationary Principal
1. Master’s degree.
2. Current provisional or standard Texas teacher certificate.
3. Two years of creditable classroom teaching experience.
4. Administration: EDAD 5300, 5330, 5390, 5400.

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

Educator Certification (Post-Baccalaureate) with an Advanced Degree
Students can obtain certain initial, advanced, and supplemental educator certificates while earning an advanced degree. The department, program and certification available are listed below. The specific requirements for each degree and certification are found in their individual program sections.

Initial Certification

Teacher Education and Administration
• Generalist Elementary Education EC-4
• Generalist Elementary Education 4-8
• Secondary Education: all areas offered at UNT

Technology and Cognition
• ATTD – Business/Office Education
• ATTD – Health Science Technology Education
• ATTD – Marketing Education
• ATTD – Trade and Industrial
• EDSP – Special Education

Advanced or Supplementary Certification

Teacher Education and Administration
• Administration – Principal
• Administration – Superintendent
• Reading – Master Reading Teacher

Technology and Cognition
• Special Education – Educational Diagnostician
• Special Education – Gifted and Talented
• Special Education – Severe Emotionally Disturbed and Autism

Alternative Teacher Certification
Under alternative teacher certification, individuals holding baccalaureate degrees with sufficient credit hours in approved teaching fields may work toward provisional teacher certification while teaching under a Probationary Teacher Certificate.

Alternative Teacher Certification Options
• All-Level Special Education (IMPACT project)

Admission Requirements
1. A bachelor’s degree from an accredited institution of higher education, with an undergraduate GPA of 2.75 or better. Some certification plans have additional or alternative program specific requirements (see below).
2. Admission to the Toulouse School of Graduate Studies as a non-degree seeking, certification-only student. Students who are not U.S. citizens or U.S. permanent residents must meet the “Admission Requirements for International Students” printed in the Admission section of this catalog.
3. Successfully complete a pre-admission interview with IMPACT faculty and sign a shared letter of agreement to abide by policies and procedures of the IMPACT program.
4. Acceptable scores on the Texas Higher Education Assessment (THEA) test (Reading = 240; Math = 230; Writing = 220) or equivalent standardized test scores acceptable to the individual certification program.
5. Admission to teacher education no later than the end of the first term/semester of post-baccalaureate teacher certification enrollment.

Certification Requirements
1. Completion of all courses including field experience (student teaching/internship/mentorship).
2. Passing scores on the appropriate Pedagogy and Professional Responsibilities (PPR) and the appropriate teaching field(s) subtests of the ExCET/TExES examination.
3. Making application and paying fees to SBEC for teacher certification.
IMPACT Project Requirements
1. Bachelor’s degree required.
2. Special education: EDSP 5510, 5240, 5710, 5730, 5740, 5750.
3. Field experience (6 hours): EDSP 5430 (taken twice; must be taken during the fall and spring term/semester while teaching under contract).
4. Proof of employment as a teacher of record in a school district during the mentorship term/semester.

Teacher Certification Costs
In addition to tuition, fees and course fees established by the university, teacher certification candidates may pay one or more additional fees:
- Application for Admission to the Toulouse School of Graduate Studies ($50)
- Application for Admission to the Teacher Education Program ($29)
- One-time fingerprinting and criminal background check for initial certification ($47)
- Certification Deficiency Plan (if applicable) ($25)
- ExCET/TExES state certification examinations ($82 per subtest)
- TOPT (for students teaching Spanish or French foreign languages) ($82 per subtest)
- Probationary Teacher Certificate (if applicable) ($52)
- Alternative Teacher Certification Mentorship Fee (varies)
- Standard Teacher Certificate ($77)

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

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

New academic certificates are added continuously. Contact the College of Education at (940) 565-4325 for updates to the list of graduate academic certificates below:
- Adolescent Counseling
- Adult Counseling
- Adult Learning and Education
- Advanced Corporate Training
- Autism Intervention Specialist
- Basic Corporate Training
- Behavioral Specialist
- Biofeedback in Counseling
- Career Counseling
- Child Counseling/Play Therapy
- College/University Counseling
- Community College Leadership
- Community Counseling
- Desktop Publishing in Education and Training Environments
- Diversity in Education
- Gifted and Talented Education
- Group Counseling
- Multimedia Instructional Materials
- Networking for Education and Training Environments
- Parent Education
- Recreation Management
- Specialist in Re-Integration of Students with Traumatic Brain Injury
- Teaching and Learning Specialist for Inclusion Settings
- Teaching Children and Youth with Mild to Moderate Disabilities
- Transition Specialist in Emotional/Behavioral Disorders
- Web Development in Education and Training Environments

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

The mission of the academy is to facilitate the dynamic involvement of College of Education faculty and students in research and professional development by:
- providing research and professional development support services;
- disseminating research and professional development information;
- fostering collaboration among College of Education faculty;
- offering mentoring opportunities for new faculty;
- expanding faculty and student research and other professional development opportunities through centers, clinics and institutes; and
• developing ventures outside the College of Education with other university units, outside agencies and corporate organizations.

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

TRIO
TRIO develops, implements and administers programs specifically designed to meet the educational needs of unique student populations, such as the financially and educationally disadvantaged, minorities and disabled individuals. The center currently administers five programs that provide services to students from middle school level through graduate school. Projects administered by the center have involved more than 85 school districts in north central Texas as well as many junior and community colleges throughout the state. These five programs provide services for an excess of 1,500 participants yearly, ranging from grade school to upper-division undergraduate UNT students.

Center for the Study of Educational Reform
This center’s mission is to conduct research and serve as an information clearinghouse on educational reform initiatives. Created in 1990, the center has received grants to conduct a statewide survey on education reform and to conduct research on private and public school choice programs. The center's present research activities concentrate on investigations of educational policy and curricular and instructional innovations intended to promote academic success of traditionally marginalized student populations, particularly Spanish-speaking immigrants. This new direction will expand the center's research focus to international collaborations with researchers in Latin America. The center also provides doctoral students with opportunities for dissertation research.

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

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