University of North Texas
College of Education
Department of Counseling and Higher Education

Program in Higher Education
Master’s Degree in Higher Education

APPLICATION AND COURSE SCHEDULING GUIDE

This guide includes:
- Application Procedures and Admission Criteria
- Program Application for Admission to Master’s Degree in Higher Education (M.Ed.) Program
- Reference Evaluation Forms
- Course Scheduling Guide
- Student Learning Objectives
STEP ONE

Apply for acceptance to the UNT Robert B. Toulouse School of Graduate Studies by filing the following items with the graduate school at least two weeks prior to the Higher Education program application deadlines (see below):

a. A completed Graduate School Texas application (on-line). Apply for Master’s Degree Program in Higher Education within the Department of Counseling, and Higher Education

b. Application fee

c. Complete official transcripts from all colleges or universities attended

d. Graduate Record Examination (GRE) scores. Students should sit for the GRE at least eight (8) weeks prior to the application deadline to allow time for processing and posting of scores.

STEP TWO

Procedures for admission to the master’s program in Higher Education:

a. To be considered for admission, the following materials must be submitted to the Higher Education program office in time to be processed by the application deadline of April 20 for summer admission; March 1 for master’s cohort admission, June 1 for standard fall admission; and November 15 for standard spring admission.

(1) Completed Application for Admission to the Master’s Program in Higher Education. Application must be sent to the Master’s Program Coordinator at UNT, 1155 Union Circle # 310829, Denton 76203-5017.

Three completed Reference /Evaluation Forms. These forms should be completed by (1) a current or recent employer, (2) a current or recent professor with whom you have studied, and (3) one other individual who is professionally acquainted with your work.

Be sure to sign and date each reference form and check appropriate confidentiality status box before giving the forms to your references.

(2) Completed Reference/Evaluation forms should be returned to the applicant in a sealed, signed envelope as per instructions on the reference form. No references will be accepted that are not submitted in a sealed envelope, signed across the flap.

(3) A typewritten writing sample, not to exceed two pages, that addresses the following:
(a) Your goals and aspirations related to the field of Higher Education
(b) One or more significant life event(s) that contributed to the development of these aspirations
(c) The single greatest personal asset that will serve you in realizing your goals
(d) The one personal characteristic or quality that you most need to modify, improve, or change in order to realize your aspirations
(e) Any other information you think would be helpful in evaluating your application

(4) A resume

Return the complete application file to the Program in Higher Education Office in one large envelope. Incomplete files will be returned to the applicant. The applicant is responsible for ensuring that the application file reaches the Program Office in time to be processed by the application deadline.

Within one month following the application deadline, each applicant for the standard program will receive a letter granting or denying admission. Cohort applicants will be notified according to deadlines established by that program. For advising, please contact Dr. V. Barbara Bush at her e-mail address: barbara.bush@unt.edu or by telephone (940) 565-4288.
UNIVERSITY OF NORTH TEXAS
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING, DEVELOPMENT AND HIGHER EDUCATION
PROGRAM IN HIGHER EDUCATION

APPLICATION FOR ADMISSION TO MASTER’S PROGRAM
IN HIGHER EDUCATION

Complete and return this form, along with all sealed references and writing sample to: Master’s Degree Program Coordinator, University of North Texas, College of Education, # 310829. Denton, Texas 76203-5017.

Indicate whether you are applying for the cohort or the standard master's program:
___ Cohort master's program
___ Standard master's program

Master’s Program Track for area of specialization

Ms. __________________________________________________________________________
Mrs. __________________________________________________________________________

Mr. (Last) (First) (Middle)

Date of Birth ________________

Permanent Address ____________________________
(Number) (Street) (City) (State) (Zip)

Email Address __________________________________________________________________________

Current Address ____________________________
(Number) (Street) (City) (State) (Zip)

Telephone Number ____________________________ cell phone ____________________________

EDUCATIONAL HISTORY (List most recent first)
Institution Location Degree Earned Major/Minor Date

_____________________________________________________________________________________

_____________________________________________________________________________________

EMPLOYMENT (List most recent first)
1. Place __________________________________________________________________________
   (Name) (City) (State)
   Position ____________________________ Supervisor ____________________________

2. Place __________________________________________________________________________
   (Name) (City) (State)
   Position ____________________________ Supervisor ____________________________

3. Place __________________________________________________________________________
   (Name) (City) (State)
   Position ____________________________ Supervisor ____________________________
REFERENCES: List below the names and addresses of the people you have asked to complete your Reference Evaluation Forms.

1. Name __________________ Title __________________ Institution __________________

2. Name __________________ Title __________________ Institution __________________

3. Name __________________ Title __________________ Institution __________________

I hereby waive my right to review these references ____________________________________________

Signature Date

(If you sign the “waive” statement mark the space for “confidential” on your Evaluation Forms)

or

I do not waive my right to review these references ____________________________________________

Signature Date

(If you sign the “do not waive” statement, mark the space for “open” on your Evaluation Forms)

BE SURE YOU HAVE MARKED YOUR REFERENCE EVALUATION FORMS AS EITHER CONFIDENTIAL OR OPEN
REFERENCE EVALUATION FORM

Name of Applicant _____________________________________________________________

Type of Reference ______ Open (may be viewed by applicant)  
____________________ Confidential

Signature of Applicant ___________________________ Date ________________________

The above named person has applied to the master’s program in Higher Education at the University of North Texas and has asked that you supply the information requested below.

1. Your personal knowledge of the applicant:
   I have
   _____ supervised the applicant as an employee
   _____ served as the applicant’s professor
   _____ known the applicant only as a friend
   _____ worked with the applicant as a colleague
   _____ other

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<th>Academic Potential</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Low</th>
<th>Unknown</th>
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<td>Ability in written expression</td>
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<td>Ability in oral expression</td>
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<td>Dependability</td>
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<td>Initiative</td>
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<td>Intellectual capacity</td>
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<td>Knowledge of research literature</td>
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<td>Perseverance</td>
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<td>Research interest</td>
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<td>Research capacity</td>
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<tr>
<th>Professional Experience</th>
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<th>Good</th>
<th>Average</th>
<th>Low</th>
<th>Unknown</th>
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<td>Activity within the profession</td>
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<td>Communication skills</td>
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<td>General competence</td>
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<td>Initiative</td>
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<td>Professional attitude</td>
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(SEE REVERSE SIDE)
### Personal Characteristics

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<th>Ability to work with others</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Low</th>
<th>Unknown</th>
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<td>Adaptableibility</td>
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<td>Appearance</td>
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<td>Attitude toward self-improvement</td>
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<td>Emotional stability</td>
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<td>Enthusiasm</td>
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<td>Personality</td>
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<td>Self-confidence</td>
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2. In terms of academic or professional potential, I would rate this applicant as:
   - An outstanding prospect for a Master’s program in Higher Education.
   - An average prospect for a Master’s program in Higher Education.
   - A weak prospect for a Master’s program in Higher Education.

3. Clarification (optional)

Signature _____________________________ Date ________________
Name typed or printed _________________________________________
Address

Position or title
Please place the completed form in a sealed envelope and sign your name over the back flap:
Program in Higher Education Master’s Degree Course Scheduling Guide

Degree Requirements: 36 Hours

Higher Education Core:
- EDHE 5210 3 Student Demographics
- EDHE 5220 3 Cultural Pluralism in Higher Education
- EDHE 6510 3 History and Philosophy of Higher Education
- EDHE 6710 3 Organization and Administration of Higher Education
- EDHE 5610 3 Finance and Budgeting in Higher Education

Research Requirement: 3 Hours
- EPSY 5210 3 Educational Statistics

Internship/Field Problem: 6 Hours
- EDHE 6030 3 Internship/Field Problem in Higher Education

Each student not employed full time in a higher education position or its equivalent must complete two 3 hour sections of Internship/Field Problem and one elective chosen in consultation with the faculty advisor.

Specialization: 12 Hours

Students choose one of the following tracks:

Community College Leadership:
- EDHE 6060 3 History and Philosophy of the Community College*
  *students must take this course before other specialization and elective courses.
- EDHE 6085 3 Contemporary Issues in the Community College
- EDHE 6080 3 Leadership in the Community College

Elective:
Choose one course, 3 hours, from the following list in consultation with advisor:
- EDHE 5710 3 Trends and issues in Adult Education
- EDHE 6065 3 Administration of the Community College
- EDHE 6070 3 College Teaching
- EDHE 6120 3 Seminar in Adult and Continuing Education
- EDHE 5050 3 Foundations of educational Research

General Administration:
Choose four courses from the following list in consultation with advisor:
- EDHE 5110 3 Foundations of Student Development
- EDHE 5120 3 Student Development Program Administration *(prereq:5110)
- EDHE 6060 3 History and Philosophy of the Community College
- EDHE 6790 3 Legal Aspects of Higher Education
- EDHE 6550 3 Policy Studies in Higher Education
- EDHE 6760 3 Higher Education Finance
- EDHE 6740 3 Planning and Analytical Systems in Higher Education
- EDHE 6780 3 Educational Resource Development in Higher Education
- EDHE 6560 3 Comparative International Higher Education Systems
- ESPY 5050 3 Foundations of Educational Research

Student Affairs:
- EDHE 5110 3 Foundations of Student Development
- EDHE 5120 3 Student Development Program Administration
- EDHE 6660 3 Seminar in College Student Personnel Work

Elective:
Choose one course, 3 hours, from the following list in consultation with advisor:
- COUN 5680 3 Basic Counseling Skills
- EDHE 5250 3 Programming for Conferences, Seminars and Workshops
- EDHE 6560 3 Comparative International Higher Education Systems
- EDHE 6060 3 History and Philosophy of Community College
- EDHE 6790 3 Legal Aspects of Higher Education
- EDHE 6780 3 Educational Resource Development in Higher Education
- EDHE 6730 3 Organization and Administration of Student Development Services
- ESPY 5050 3 Foundations of Educational Research
Program in Higher Education
Master’s Degree in Higher Education Student Learning Objectives

Higher Education Core Learning Objectives
1. To review and describe the demographics, aspirations, status, and needs of college students and student subcultures.
2. To identify and apply psychological and sociological data on various populations of college students to understand their behavior, values, satisfactions, and academic success.
3. To demonstrate various applications of technology in the administration of college programs, services, and facilities.
4. To set goals and design evaluation and assessment strategies for student outcomes programs, services, and facilities.
5. To identify the legal aspects of higher education that influences the operation and accomplishment of institutional goals.
6. To describe the cultural diversity of the modern college and university campus and to apply strategies for promoting the inclusion, full participation, and success of all students.
7. To be informed about the social, cultural, and historical background, current trends, and future projections for higher education; the theoretical basis of the profession; general models for practice; essential competencies and techniques; basic organization and management principles; specific professional standards and ethics; and the professional literature in higher education.
8. To be aware of the various administrative theories and organizational structures, which are common to Higher Education institutions (both two-year and four-year institutions).

Community College Leadership Track Learning Objectives
1. To develop an understanding of the administrative functions of the community college.
2. To review and describe the origin, purpose and contribution of two-year colleges in U.S. higher education.
3. To evaluate and develop plans of action to improve the effectiveness of learning and instruction in community colleges.

General Administration Track Learning Objectives
1. To review and apply, to select cases, the major management and leadership theories that relate to the administration and governance of higher education institutions.
2. To identify and describe major external and internal forces and issues that influence administration and governance of institutions of higher education.

Student Affairs Track Learning Objectives
1. To review and apply current research and theories concerning the impact of college student services (student affairs) on student development and academic success.
2. To communicate effectively with students and staff specific theories of student development and strategies for facilitating a campus climate, this is conducive for learning and the building of community.
3. To apply the above knowledge in the performance of field-based student affairs practice, internships, assistantships, and full-time professional student affairs positions in Higher Education.