Higher Education

Master’s Student Handbook 2018-19

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

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Welcome to the Higher Education Program at the University of North Texas!

This document is designed to provide you, the master’s student, with a comprehensive overview of the Higher Education Program, our policies and procedures, and your rights and responsibilities. If you have questions about our Program, chances are you can find clear and thorough answers within the following pages. Please review the document carefully, keep it readily accessible, and consult it often. If you have questions after consulting the handbook, you may contact Master’s Program Coordinator and Student Advisor Dr. V. Barbara Bush.

This document serves as a supplement to the UNT Graduate Catalog. It is your responsibility as a student to become familiar with the contents of the Graduate Catalog (available online at http://catalog.unt.edu) under which you will be entering graduate work and with the contents of this Master’s Student Handbook.

To confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Student Responsibility Form on page 9 and submit it to your advisor for inclusion in your student file.

This Handbook is updated once per year and is available online, along with a number of other resources, within the Higher Education Program’s web site at https://goo.gl/WSjho1.

Best wishes in your personal and professional pursuits!

Sincerely,

UNT Higher Education Program Faculty
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University of North Texas  
College of Education  
Department of Counseling and Higher Education  
Higher Education Program

I have received the Higher Education Master’s Student Handbook. I will review these materials carefully, and if I have any questions concerning these materials, I will ask for clarification from the Master’s Program Coordinator and Student Advisor.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. I understand that policy changes are made at the university, college, department, and program levels and agree to assume responsibility for remaining up-to-date on such changes. I agree to check the appropriate websites, graduate school, college, and department resources for most current forms, deadlines, and information.

I further agree that the faculty of the Higher Education Program at the University of North Texas has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal character that may impact my abilities as a higher education professional.

I understand that I am responsible for the information presented in the Higher Education Master’s Student Handbook. I further assume full responsibility for meeting the current requirements of the Graduate School and the College of Education as outlined in the UNT Graduate Catalog.

Printed Name

__________________________________________  
Signature        Date

Note: It is the student’s responsibility to sign this form and return it to the Master’s Program Coordinator and Student Advisor for placement in the student’s file.
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Welcome to the Higher Education Doctoral Program at the University of North Texas!

Higher Education Program Mission

The Program in Higher Education supports the College of Education’s mission to improve education and promote human development by providing learners with academic experiences and diverse perspectives which challenge their creativity and intellect and integrate knowledge, professional competence, experience and imagination to develop researchers and practitioners who serve as effective leaders in institutions of higher education.

Vision

The Program in Higher Education will be among the best programs educating innovative leaders and scholars who transform the quality, performance, and outcomes of two-year and four-year higher education institutions in the United States and the world.
Higher Education Faculty

A full-time faculty member’s job typically consists of three parts: teaching, research and professional activity, and service to the university and community. A tenure-track higher education faculty typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate with tenure. After a further length and quality of work, the Associate Professor is promoted to Professor. At UNT, an exemplary Professor may be honored as a Regents Professor or Endowed Chair. Non-tenure-track faculty members are regular faculty members whose assignments are in teaching and service. Non-tenure-track faculty may bear the title of Lecturer or Clinical Assistant Professor. Non-tenure-track faculty members may also be promoted within the UNT system (e.g., Lecturer, Senior Lecturer, Principal Lecturer, and Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor).

Affiliate Faculty Members in Higher Education are experienced full-time UNT administrators who have a terminal degree and expertise that complement the mission and vision of the Higher Education Program. Affiliate Faculty Member status is reviewed every 3 years by the full-time Higher Education faculty members.

Full-Time Faculty

<table>
<thead>
<tr>
<th>NAME, POSITION, CONTACT INFO</th>
<th>ALMA MATER</th>
<th>RESEARCH &amp; SPECIALTY AREAS</th>
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</thead>
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Affiliate Faculty

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<tr>
<th>NAME, POSITION, CONTACT INFO</th>
<th>ALMA MATER</th>
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<tbody>
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University of North Texas
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2018–19 Administrative Appointments

Dean, College of Education: Dr. Randy Bomer
Chair, Department of Counseling and Higher Education: Dr. Natalya Lindo
Coordinator of Higher Education Program: Dr. P. Daniel Chen
Coordinator of Higher Education Master’s Program: Dr. V. Barbara Bush
Director of Bill J. Priest Center for Community College Education: Dr. Beverly Bower
Director of UNT Higher Education Initiatives: Dr. Cliff Harbour
Bill J. Priest Center for Community College Education

The Center was named in honor of Dr. Bill J. Priest, the founding Chancellor of the Dallas County Community College District and the inspiration for the Bill J. Priest Center at UNT. Dr. Priest served as Chancellor from 1965 to 1981. He is credited with building the community college system in Dallas. Today, the DCCCD is comprised of seven different colleges located throughout Dallas County, the R. Jan LeCroy Center for Educational Telecommunications, and various centers across Dallas County.

In addition to being the founding chancellor of DCCCD, Dr. Priest held leadership positions in a number of national community college initiatives including:

- Serving as a founder of the League for Innovation in the Community College
- President of the American Association of Community Colleges
- Chairman of the American Council on Education

Although the community college was a major part of Dr. Priest's life, he also had a lifelong love of baseball. He played professional baseball (a pitcher) and was inducted into the Athletic Hall of Fame at the University of California at Berkeley. Additionally, he served his country as an intelligence officer for the United States Navy in the Philippines and postwar Japan.

He was a man loved and respected by people nationally who have benefited from his commitment to the community college movement and to the students the community college serves. Dr. Priest was born September 23, 1917 and died December 31, 2014.

To watch a tribute to Bill J. Priest by the Dallas County Community College District, visit: https://www.dcccd.edu/AU/WhoWeAre/History/Pages/Bill-Priest-Tribute.aspx

Council for the Study of Community Colleges

The Council for the Study of Community Colleges (CSCC) is an affiliate of the American Association of Community Colleges (AACC) and a project of the Center for the Study of Community Colleges (www.centerforcommunitycolleges.org). Council members include university-based researchers and community college practitioners who further scholarship on the community college enterprise. The purposes of the Council are to:

- Contribute to the development of pre-service and in-service education for community college professionals;
- Conduct and disseminate research pertaining to community colleges;
- Serve as a forum for dialogue between university professors, graduate students, and community college practitioners who study community colleges;
- Disseminate information about related conferences and events;
- Provide research and other services to the American Association of Community Colleges and its affiliate councils;
• Recognize outstanding service to, research in, and publication about community college education; and
• Provide a unified and formal base of participation for CSCC members in AACC affairs.

The headquarters of the CSCC is housed in the UNT Higher Education Program in the Bill J. Priest Center for Community College Education.

The CSCC holds an annual spring research conference where it awards the Barbara K. Townsend Emerging Scholar Award, Senior Scholar Award, Distinguished Service Award, etc. Particularly of interest to graduate students is the Dissertation of the Year Award for a student completing a dissertation relating to community college issues.

**Higher Education Development Initiative**

In the spring of 2013, the UNT Center for Higher Education became the UNT Higher Education Development Initiative (HEDI). The primary reasons for the name change were (a) for the name of the entity to come into better compliance with institutional rules on the criteria that distinguish organized efforts to advance research, teaching, and service, and (b) to better reflect the entity’s contemporary mission.

The primary activities of HEDI currently are two, both of which reflect the meanings of “development” in several senses:

1. HEDI organizes and supports the annual UNT Texas Higher Education Law Conference. Founded by former UNT Vice President and General Counsel Richard Rafes, an attorney and a doctoral graduate of the UNT Higher Education Program, the Law Conference remains true to its objectives: to improve professional service in higher education in the state by expert presentation on legal and law-related issues, particularly those particular to Texas; and to create funding, via revenues above expenses, for graduate student scholarship support and academic initiatives in the Higher Education Program. In recent years, the conference, held in the early Spring, is attended by 250-300 people and creates $25,000 or more in scholarship funds annually.

2. HEDI supports the UNT Higher Education Program initiatives to support the expansion of higher education access and the enhancement of its quality, particularly among historically underserved and international populations. These initiatives are undergirded by a commitment to the philosophy that state, national, and world development on many fronts will be grounded in more and better higher education. A particular emphasis has been the development of partnerships, institutional development, and research in sub-Saharan Africa. The former HEDI Director, Dr. Marc Cutright, was a Fulbright Scholar to Uganda and East Africa during the 2013-14 academic year in support of these objectives. Several doctoral students completed dissertations on international education, particularly with an African focus. Support of initiatives under this large umbrella also supported faculty and staff research and service for minority students in the U.S.

The HEDI operates without any ongoing budget allocation, release time for faculty, or special office space. Thus HEDI represents an exceptional fiscal value for the University of North Texas and the taxpayers of the state.
History of the Higher Education Development Initiative

Since 1972, the Higher Education Development Initiative has been in near-continuous operation under the name of the Center for Higher Education.

The first Director of the UNT Center for Higher Education was the late Dr. Dwane Kingery, former Dean of the College of Education, Professor of Secondary Education, and Professor of Higher Education. He directed the Center from 1972 until 1992. He was particularly active in the solicitation of donations to support student scholarships and conference travel.

The late Dr. Barry Lumsden, Professor of Higher Education, assumed the position of Director in 1994 and served in this capacity until 1996. He enabled the Center to co-sponsor the Journal of Community College Research and Practice, of which he was the founding editor. Dr. Paul Dixon, former Dean of the College of Education, directed the Center from 1996 through the Fall, 1998. During his tenure, the Center began co-sponsoring the annual UNT Texas Higher Education Law Conference.

After another brief interruption in service, the late Dr. Jack Baier, Professor of Higher Education, began his term as Director of the Center, with a special emphasis on publication in the field of Student Affairs.

Dr. Marc Cutright became Director of the Center upon his appointment to the Higher Education faculty in 2007. He co-directed the Law Conference with Dr. Richard Fossey, an attorney and Professor of Educational Administration, from that time through the 2011 conference. The conference enjoyed enrollment increases of 40% and 30% in two consecutive years. Dr. Cutright assumed the role of sole director of the Law Conference in 2012.

During the 2012-13 academic year, the University of North Texas conducted an extensive review of all centers and institutes to determine alignment of their structures with current definitions of such entities. Dr. Cutright served on the Executive Council of Directors that conducted this review. When it became clear that the Center for Higher Education operated differently than most Centers on campus, he requested that the name be changed to the Higher Education Development Initiative. This request was approved by the Provost, the Dean of the College of Education, and the Council. The change in title did not substantively affect the operations or purposes of HEDI.

Dr. Cliff Harbour assumed the Director position after Dr. Cutright retired in August 2017. In March 2018, the Higher Education Development Initiative conducted its 22nd Annual Texas Higher Education Law Conference and planning is now underway for the 23rd Annual Conference to be held in March 2019.
Master’s Learning Outcomes

Student Learning Outcomes

1. To know and understand the demographics, aspirations, status, and needs of college students and student sub-cultures
2. To identify and apply student development theory to various populations of college students to understand their behavior, values, satisfaction, 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 influence the operation and accomplishment of institutional goals
6. To understand the cultural diversity of the contemporary 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 that are common to higher education institutions (both two-year and four-year).
9. To apply constructed knowledge through field-based, supervised practice and/or full-time employment in a higher education institution.
10. To be able to synthesize what they have learned in a coherent and reflective manner.
11. To understand and apply current research and theories concerning the impact of college student services (student affairs) on student development and academic success.
12. To communicate effectively with students and staff specific theories of student development and strategies for facilitating a campus environment that is conducive to learning and the building of community.
13. To apply constructed knowledge through field-based student affairs practicum, internships, assistantships, and full-time professional student affairs positions in higher education.

Assessment of Student Learning Outcomes

1. Course-embedded assessment. This is the primary means of assessment. Students are assessed at the end of each course through written assignments, performance on case studies, final exams, term papers and oral reports. These assessments are evaluated by individual program faculty.
2. Satisfactory completion of 36 hours in a higher education track in accordance with the course requirements listed in the graduate catalog
3. Satisfactory completion of required internships or employment in higher education
M.Ed Degree Program

UNT’s Higher Education Program is one of the most established higher education program in the Southwest. We have graduated more than 1000 doctoral and master’s alumni and many of them are currently holding leadership positions in universities and colleges around the country as well as overseas.

The Master’s Degree in Higher Education prepares students for entry-level and mid-management positions in higher education administration in areas such as student life, student housing, career centers, multicultural centers, student unions, advancement offices, alumni offices, academic advising centers, international student offices, financial aid offices, dean of student’s offices, institutional research offices, and business affairs offices. The student affairs track meets the requirements of the Council for the Advancement of Standards (CAS) for graduate programs in student affairs.

We offer the Master’s Degree Program in three modes: (a) The **Standard Master’s Program in Higher Education** is the most flexible and allows students to specialize in one of three tracks: student affairs, community college leadership, or general administration. Students in the Standard Master’s Program can take either face-to-face or online classes. (b) The **Master’s Cohort Program in Student Affairs** is a two-year full-time on-campus program that includes a graduate assistant position in student affairs or a related area. (c) The **Online Master’s Program in Higher Education** lets students complete their studies from a distance and earn a MEd in Higher Education with a specialization in General Administration.

**Admission Requirements**

Students seeking admission to the master’s program in Higher Education should submit the following items to the UNT Toulouse Graduate School:

1. UNT Toulouse Graduate School application form;
2. Official transcripts from all colleges and universities attended;
3. Official GRE or GMAT scores no older than five years (GRE/GMAT requirement is waived for applicants whose undergraduate GPA is at or above 3.3);

The following materials must be submitted to the Higher Education Program Office:

1. Three recommendation forms, including at least one from a faculty member with whom the student has studied or conducted research;
2. A curriculum vitae or resume; and
3. An admission essay (i.e., statement of purpose)

In addition to the minimum requirements of the College of Education listed under the “Admission Requirements” heading in the appropriate section of the UNT graduate catalog, admission to the master’s program in higher education is contingent upon the following:
1. An acceptable GPA (The successful candidate for admission will normally have a bachelor’s degree overall GPA of 3.0 or higher or GPA of 3.0 or higher in the last 60 credit hours taken for the bachelor’s degree based on a 4.0 grading system);
2. GRE or GMAT scores (GRE/GMAT requirement is waived for applicants whose undergraduate GPA is at or above 3.3);
3. The clarity and fit of the applicant’s career objectives;
4. The strength of the professional/educational references; and
5. The quality of the admission essay.

Additionally, applicants to the Master’s Cohort in Student Affairs track are required to participate in an on-campus interview with program faculty and student affairs professionals. Final admission to the Master’s Cohort is dependent upon the student securing both admission to the program and a graduate assistantship position. Applicants not considered for the Cohort will be considered automatically for the standard master’s program.

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

Degree Requirements for the Standard Master’s Program

The Standard Master of Education degree requires a minimum of 36 semester hours in four areas: Higher Education Core (15 hours), Research (3 hours), Internship/Field Problem (6 hours) and Specialization (12 hours including 3 hours of elective).

Higher Education Core .............................................................................................. 15 hours

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

Research Requirement ............................................................................................. 3 hours

- EPSY 5210  Educational Statistics

Internship/Field Problem ......................................................................................... 6 hours

- EDHE 6030  Practicum, Field Problem or Internship (3 hours per semester, 6 hours total)

Specialization Track .............................................................................................. 12 hours

Student Affairs track

Required courses in specialization (9 hours)

- EDHE 5110  Foundations of Student Development Administration
EDHE 5120  Student Development Programming Administration
EDHE 6660  Seminar in College Student Personnel Work

**Elective (3 hours)**
Choose one course (3 hours) from the following list in consultation with the student’s advisor or choose a course approved by the student’s advisor:
- COUN 5710  Counseling Theories
- COUN 5790  Counseling Culturally Diverse Clients
- EDHE 5250  Programming for Conferences, Seminars, Workshops
- EDHE 5620  Student Risk Management in Higher Education
- EDHE 6060  History and Philosophy of the Community College
- EDHE 6560  Comparative International Higher Education Systems
- EDHE 6730  Organization and Administration of Student Development Services
- EDHE 6780  Educational Resource Development in Higher Education
- EDHE 6790  Legal Aspects of Higher Education
- EDHE 6850  Studies in Higher Education
- EPSY 5050  Foundations of Educational Research Methodology

**Community College Leadership track**

**Required courses in specialization (9 hours)**
- EDHE 6060  History and Philosophy of the Community College (student must take this course before other specialization and elective courses)
- EDHE 6080  Community College Leadership
- EDHE 6085  Contemporary Issues in the Community College

**Elective (3 hours)**
Choose one course (3 hours) from the following list in consultation with the student’s advisor or choose a course approved by the student’s advisor.
- EDHE 5710  Trends and Issues in Adult/Continuing Education
- EDHE 6065  Community College Administration
- EDHE 6070  The Effective College Instructor
- EDHE 6075  Economic Development and Higher Education
- EDHE 6850  Studies in Higher Education
- EPSY 5050  Foundations of Educational Research Methodology

**General Administration track**

Four courses (12 hours) chosen from the following list in consultation with the student's advisor or other courses approved by the student’s advisor.
- EDHE 5110  Foundations of Student Development Administration
- EDHE 5120  Student Development Programming Administration
- EDHE 6060  History and Philosophy of the Community College
- EDHE 6550  Policy Studies in Higher Education
- EDHE 6560  Comparative International Higher Education Systems
- EDHE 6740  Planning and Analytical Systems in Higher Education
Degree Requirements for the Online Master’s Program

The online Master of Education degree requires a minimum of 36 semester hours in four areas: higher education core (15 hours), research (3 hours), internship/field problem (6 hours) and specialization (12 hours). Students in the online Master’s Program must complete their degree within 5 years.

Higher Education Core .................................................................................. 15 hours

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

Research Requirement ................................................................................... 3 hours

- EPSY 5210  Educational Statistics

Internship/Field Problem ............................................................................... 6 hours

- EDHE 6030  Practicum, Field Problem or Internship (3 hours per semester, 6 hours total)

Specialization Track .................................................................................... 12 hours

General Administration track

Four courses (12 hours) chosen from the following list in consultation with the student's advisor or other courses approved by the student’s advisor.

- EDHE 5110  Foundations of Student Development Administration
- EDHE 5120  Student Development Programming Administration
- EDHE 5620  Student Risk Management in Higher Education
- EDHE 6060  History and Philosophy of the Community College
- EDHE 6850  Introduction to Higher Education Policy
- EDHE 6050  Learning Theory in Higher Education
- EDHE 6080  Community College Leadership

Degree Requirements for Master’s Cohort in Student Affairs

Students who are interested in the Student Affairs track may apply to the Cohort Program. The Cohort Program admits 12-16 students per year and admission to the program is selective. Cohort students are full-
time students working 20 hours per week in graduate assistantships and enrolling in a pre-set block of
courses in the student affairs track.

**Year 1 Fall Semester**

- EDHE 6510  History and Philosophy of Higher Education
- EDHE 5110  Foundations of Student Development Administration
- EDHE 6710  Organization and Administration of Higher Education

**Year 1 Spring Semester**

- EDHE 5120  Student Development Programming Administration
- EDHE 5220  Cultural Pluralism in Higher Education
- EPSY 5210  Educational Statistics

**Year 2 Fall Semester**

- EDHE 5610  Finance and Budgeting in Higher Education
- EDHE 5210  Student Demographics
- EDHE 6030  Practicum, Field Problem or Internship

**Year 2 Spring Semester**

- EDHE 5620  Student Risk Management in Higher Education
- EDHE 6660  Seminar in College Student Personnel Work
- EDHE 6030  Practicum, Field Problem or Internship

**Additional Requirements for All Master’s Students**

**Minimum Grade Requirement**

Master's Students in Higher Education must maintain a GPA of 3.0 or above.
Formulating the Degree Plan

Please download the degree plan form from http://www.coe.unt.edu/graduate-forms

The degree plan must be filed before the completion of 15 master’s credit hours. We strongly suggest students file the degree plan by the end of their first semester into the master’s program. The student should discuss degree plan requirements and sequencing with the Master’s Program Coordinator as soon as possible. The advisor uses discretion to approve or disapprove non-required courses based on academic needs and future plans of the student. The degree plan consists of higher education core courses and elective courses. Six credit hours of field program are required for all master’s students not employed in a full-time higher education position. Three hours of field problem and an additional elective are required of master’s students working full-time in a higher education administrative or teaching position. Check with the Master’s Program Coordinator about your specific requirement if your employment status if different from what is described.

Summary of Required Courses:

<table>
<thead>
<tr>
<th>Higher Education Major Courses</th>
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<tbody>
<tr>
<td>Higher Education Master’s Core Courses</td>
<td>15 hours</td>
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<tr>
<td>Higher Education Specialization Courses</td>
<td>12 hours</td>
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<tr>
<td>Internship/Field Program*</td>
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</tr>
<tr>
<td>Research Requirement (COE research course)</td>
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</tr>
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<td><strong>TOTAL</strong></td>
<td><strong>36 credit hours</strong></td>
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</table>

*Students working full time in a higher education position or its equivalent may choose one (1) EDHE 6030 Field Problem and one (1) higher education elective in consultation with the Master’s Program Coordinator.

In the following pages, we discuss common questions regarding the degree plan.

Higher Education Master’s Core Courses

All master’s student must complete the following Higher Education Master’s Core Courses:

- EDHE 5210 Student Demographics (offered in Fall)
- EDHE 5220 Cultural Pluralism in Higher Education (Offered in Spring)
- EDHE 5610 Finance and Budgeting in Higher Education (Offered in Fall)
- EDHE 6510 History and Philosophy of Higher Education (Offered in both Fall and Spring)
- EDHE 6710 Organization and Administration of Higher Education (Offered in both Fall and Spring)

Higher Education Specialization Courses

Master’s students in Higher Education must take 12 hours of courses in one of the three specializations: (a) Student Affairs, (b) Community College Leadership, or (c) General Administration. Students should select electives in conjunction with the Master’s Program Coordinator and consider electives that will make them well-rounded higher education professionals.
Research Requirement

All master’s students must take EPSY 5210 Educational Statistics, which is offered and taught by the Department of Educational Psychology.

Internship/Field Problem Requirements

All master’s students must complete six semester hours of administrative internship/field problem (EDHE 6030). Students who are currently employed in a full-time administrative position, or a teaching or research position in an institution, agency, or association of higher education may replace three semester hours of internship/field problem with an elective course. Internships consist of at least 120 clock hours of closely supervised administrative work per 3 semester hours of credit and culminate with a written report of the internship experience. Field problems culminate in a research report on the problem addressed during the experience.

Transfer of Credit Hours

Please see page 35 for the Credit Hour Transfer Policy.

Changing the Degree Plan

If after the degree plan is filed in the Graduate School you wish to make changes, follow these steps:
1. Confer with the Master’s Program Coordinator to approve changes
2. Complete the “Master’s Degree Plan Change and/or Committee Composition Change Form” form located at http://www.coe.unt.edu/graduate-forms
3. Submit to the Master’s Program Coordinator for approval and signature. The Coordinator will process the degree plan change form
4. Allow two weeks for processing, then contact the Toulouse Graduate School to be sure the change is on file
5. For degree-seeking students, applications for graduation will be approved only if all courses listed on the filed degree plan or on filed degree plan changes have been completed
The course description can be found at UNT Graduate Catalog: [http://catalog.unt.edu/index.php](http://catalog.unt.edu/index.php)
F - Face-to-face; H – Hybrid; I – Internet
x denotes face-to-face or hybrid delivery; o denotes fully online delivery

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**Doctoral Research Electives**

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**Master's Student Affairs Track Requirements**

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**Master's Cohort in Student Affairs**

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**Note:** The table represents the course delivery schedule across different semesters from 2019 to 2023.
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Other Electives
Mailman is an electronic mailing list system designed for group communication. The Higher Education Program Mailing List (HEP-L) is the official communication channel between the Program and its current students. **ALL CURRENT STUDENTS ARE REQUIRED TO SUBSCRIBE TO THE LISTSERV.** Alumni and friends of the Program are welcome to join too. Once you are subscribed, you will be able to send and receive notices about meetings, conferences, dissertation defenses, accomplishments—all those things that are so important but often difficult to distribute quickly and to everyone.

Note: Students must subscribe to the listserv by themselves. The Program will **NOT** subscribe for you.

### Subscription Instruction

There are two ways to subscribe:

**Using the email interface:**
1. Send an e-mail to: [HEP-L-join@lists.unt.edu](mailto:HEP-L-join@lists.unt.edu) (no need to put a subject or message)
2. You will receive an email message asking for confirmation that you really want to be subscribed to the list. This is to prevent anyone from subscribing you to lists without your permission. Follow the instructions given in the message to confirm your wish to be subscribed.

**Using the web interface:**
1. Go to the list information page: [https://lists.unt.edu/mailman/listinfo/HEP-L](https://lists.unt.edu/mailman/listinfo/HEP-L)
2. Look for the section marked "Subscribing to hep-l" and fill in the boxes. You can fill in the following:
   - You must enter your email address
   - Please enter your name.
   - You may choose a password. If you do not choose one, Mailman will generate one for you. (Warning: Do NOT use a valuable password, since this password may be mailed to you in plain text.)
3. Press the subscribe button. A new page should appear telling you that your request has been sent.
4. You will receive an email message asking for confirmation that you really want to be subscribed to the list. This is to prevent anyone from subscribing you to lists without your permission. Follow the instructions given in the message to confirm your wish to be subscribed.

Please circulate this flyer to anyone and everyone who might like to get these notices, but let’s put a special emphasis on getting all current students on board.

If you have any questions, please contact the Higher Education Program Office at 940-565-2045 or email Shari Wroe at Shari.Wroe@unt.edu. Thank you!
Policies and Procedures

Non-Discrimination Policy Regarding Persons with Disabilities

The University of North Texas does not discriminate on the basis of disability in the recruitment and admissions of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. The designated liaison for the Department is Dr. Jan Holden, Welch Complex 2. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

Disability Accommodation Policy

I. POSITION STATEMENT:

In accordance with university policies and state and federal regulations, the Department of Counseling and Higher Education is committed to full academic access for all qualified students, including those with disabilities. To this end, the Department of Counseling and Higher Education is willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing or learning methodology in order to facilitate equality of educational access for persons with disabilities, while upholding the integrity of academic standards.

The emphasis of the Counseling Program is on students’ attainment of essential competencies and maintenance of academic/professional standards in Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines essential competencies that must be progressively developed and integrated throughout degree programs in Counseling. Assessment of these competencies is a regular and normal part of all accredited counseling degree programs throughout the United States. Although alternative competencies, alternatives means of attaining these competencies, or alternative means of assessing attainment of competencies may be proposed, the Counseling Program faculty is not prepared to waive the specific competency requirements themselves. To do so would endanger the accreditation for the Counseling Program, the resulting degrees issued to all program graduates, and the quality of services to the public served by our graduates.

II. PROCEDURES FOR REQUESTING SPECIAL ACCOMMODATION:

The Department of Counseling and Higher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the Department will make reasonable accommodations
for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

For the most current information re: policies and procedures for persons with disabilities visit the UNT Office of Disability Accommodation website at http://www.unt.edu/policy/UNT_Policy/volume3/18_1_14.html

**Academic Integrity and Academic Misconduct**

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):

Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the UNT “Code of Student Conduct,” which is published in the Undergraduate Catalog and also is available on the UNT web site at www.unt.edu/csrr as part of the Student Handbook. The following statement on academic misconduct, adopted by the Graduate Council, is based on the Code of Student Conduct.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific
penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.

All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Code of Student Conduct.

Given the high levels of personal and professional integrity required of higher education professionals, academic integrity is an ethical concern of utmost important to the UNT Higher Education Program. UNT Higher Education Program students are required to be familiar and comply with UNT’s most recent Academic Integrity Policy (http://vpaa.unt.edu/academic-integrity.htm). UNT Higher Education Program students may be required to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software (e.g., turnitin.com) to validate the originality of the student’s work. Students who engage in academic misconduct are subject to Program disciplinary action in addition to UNT Academic Integrity procedures.

Appropriate Student Conduct

Per UNT policy, student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.

EagleConnect

EagleConnect is a suite of online communication and organization tools powered by Microsoft’s Live@EDU service. It provides students with e-mail as well as chat, calendar, file storage, and other online services.

All UNT students automatically get an EagleConnect account, and all official program and university communications are delivered through EagleConnect. Students are responsible for activating accounts and checking accounts regularly. To learn more about EagleConnect, including how to activate accounts and how to forward to personal email accounts, go to http://eagleconnect.unt.edu.

American Psychological Association Publication Style

The Higher Education Program faculty requires that all papers written for higher education courses conform to American Psychological Association (APA) publication style. The current edition of the Publication Manual of the American Psychological Association is a required text for the introductory courses in the Higher Education Program. During these courses, instructors assist students in becoming fluent in the
use of APA style. Students are encouraged to retain a copy of the Publication Manual as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

Credit Hour Transfer Policy

The number of hours accepted by transfer from an institution within the UNT System is determined by a student’s department and/or program. Depending on the student’s previous preparation and needs, as many as 9 hours of advanced study beyond the baccalaureate degree completed at another institution may be accepted and transferred into the 36 credit hour higher education master’s program. Classes transferred in to the master’s program may reduce the number of hours needed to complete the higher education master’s degree. In all cases transfer credit must be individually evaluated and approved by the student’s program advisor, recommended by the department and approved by the graduate dean. The rule governing the time limit for graduate credit applies also to transfer credits.

Only credits in which the student has earned a B or better will be considered for transfer.

It is the student’s responsibility to make sure official transcripts of courses completed elsewhere are furnished to the office of the graduate dean, and graduate credit has been assigned by the other institution or institutions to whatever courses are to be counted toward the UNT degree. Such courses, although listed on the UNT degree plan, will not be counted toward the degree until official transcripts showing graduate credit have been received and the credit has been approved by the graduate dean. All transfer courses are subject to the time limitation described in the graduate catalogue.

In accordance with the rules of the Texas Higher Education Coordinating Board, at least one-third of the semester hours required for any graduate degree must be completed in course work on the campus of UNT.

Process for Grade or Grievance Appeal

1. Grade appeal: Any graduate student who believes that a grade has been inequitably awarded should first contact the instructor who awarded the grade in order to discuss the issue and attempt to resolve the differences. If the instructor is no longer affiliated with UNT, the student should contact the Program Coordinator who will serve as representative of the instructor. The student who is unable to resolve the differences with the instructor or representative has 30 days following the first class day of the succeeding semester to file a written appeal with the Coordinator of the instructor’s Program; if the instructor or representative is the Program Coordinator, the student should file the written appeal with the Assistant Department Chair.

2. Grievance appeal: Grievances appeals are those involving academic progress other than grade appeals; according to the UNT Graduate Catalog, these include “appeals concerning extension of time to complete a degree...admission to a particular degree program...[and] specific requirement to complete a degree” (2010-11, pp. 94-95). Any graduate student with a grievance should first contact the relevant faculty member to discuss the issue and attempt to resolve the differences. If no
relevant faculty member is designated or the faculty member is no longer affiliated with UNT, the student should contact the Program Coordinator who will serve as representative of the faculty member. The student who is unable to resolve the differences with the faculty member or representative has 30 days following the first contact with the faculty member or representative to file a written appeal with the Coordinator of the faculty member’s Program; if the faculty member or representative is the Program Coordinator, the student should file the written appeal with the Assistant Department Chair. (For appeal procedures involving Counseling Program competency concerns or Higher Education qualifying exams, see documents that specifically address those matters.)

3. Upon receipt of a filed appeal, the Program Coordinator or Assistant Department Chair may follow any of the four procedures below, or a combination of them:
   a. Require the student to submit in writing a complete explanation of the complaint.
   b. Confer with the instructor or faculty member.
   c. Request that the instructor or faculty member submit a written reply to the student’s complaint.
   d. Conduct a meeting of the student and the instructor or faculty member.

In following one or more of procedures a. – d. above, the Program Coordinator or Assistant Department Chair should make a judgment on the merits of the case and recommend a specific action in regard to the dispute. Either the student or the instructor, faculty member, or representative may appeal the recommendations of the Program Coordinator or Assistant Department Chair. The appealing party must file an appeal with the Department Chair within 30 days of notification of the Program Coordinator’s or Assistant Department Chair’s notification of recommendation. If the instructor or faculty member is the Department Chair, the student should file the appeal with the Assistant Department Chair.

4. The Department Chair or Assistant Department Chair will acquire all records in the case and may follow any of the four procedures below, or a combination of them.
   a. Confer with the instructor or faculty member.
   b. Request that the instructor or faculty member submit a written reply to the student’s complaint.
   c. Conduct a meeting of the student and the instructor or faculty member.
   d. Refer the case directly to an ad hoc committee, as outlined below.

In following one or more of procedures a. – d. above, the Department Chair or Assistant Department Chair should make a judgment on the merits of the case and recommend a specific action in regard to the dispute. Either the student or the instructor, faculty member, or representative may appeal the recommendations of the Department Chair or Assistant Department Chair.

5. Regarding procedure 4.d. above, the ad hoc committee to hear cases sent directly to it shall be constituted as follows and shall perform the following duties.
   a. It shall be an ad hoc committee consisting of three faculty members. Two of the members will be chosen from the department in which the grade is being questioned or the grievance is filed, one by the student and the other by the instructor, faculty member, or
representative. If either party to the dispute declines to choose a member of the committee, the Department Chair will select that member. The third faculty member of the committee, who shall serve as chair, will be chosen either from within the department or from another UNT department by agreement of the student and the instructor, faculty member, or representative. If they cannot agree upon a third member, the member shall be chosen by the Department Chair, with the provision that the student and the instructor, faculty member, or representative may agree to stipulate that the third member of the committee be chosen from a related department or academic administrative unit rather than from the department in question.

b. This ad hoc committee should require written statements from each participant in the dispute. Judgments may be rendered upon the basis of these statements, upon other evidence submitted in support of the statements, and upon the basis of oral hearing, if such a hearing seems necessary.

c. The committee must make a recommendation for disposition of the case within 30 days of its appointment.

d. All records in the case will be filed with the Chair of the department in which the grade was originally awarded or the grievance was filed.

6. Either party to the dispute has 15 days following the rendering of the Department Chair, Assistant Department Chair, or ad hoc committee recommendation to appeal that recommendation to the Dean of the Graduate School, if the appeal is based solely upon alleged violations of established procedures. Substantive matters, up to and including the refusal of the instructor to act in accordance with the ad hoc committee’s recommendation or the student’s refusal to accept the verdict, may not be appealed to the Graduate School Dean.

7. The Dean of the Graduate School shall, after a review of the submitted written materials (and oral hearings if desired), make within 15 days a ruling about procedural questions. The ruling may be appealed by either the student or the instructor, faculty member, or representative to the Appeals Committee of the Graduate School.

a. The Appeals Committee will have 30 days from the date of its appointment to complete its work.

b. The Appeals Committee shall operate within the guidelines set out for the departmental ad hoc committee in 5b above.

c. All rulings made by the Appeals Committee regarding procedural questions shall be final.

d. All documents related to the case shall be returned to the Chair of the originating department for departmental files.

COE Policies and Procedures on Graduate Student Progress to Degree & CHE Addendum

COE Policy Adopted 12/16/10; CHE Addendum Preliminary Adoption 4/29/11
Graduate students in the College of Education are selected for their high levels of competence, interest in the programs available in the College, and desire to work with specific faculty members whose personal expertise has attracted the student to UNT. Every effort is made to guide and help admitted students to complete their graduate program successfully. Life events, scheduling conflicts, or other personal reasons may make it difficult for some students to complete their degrees. Sometimes students' performance in classes or dedication to completing their plans does not match faculty expectations for quality graduate students. The following College policies and procedures are provided to help faculty members guide students in expediently completing an academically rigorous and professionally supportive graduate program; they set expectations and steps to facilitate the achievement of this goal.

Graduate studies are facilitated by regular advancement along the path to completion. Following admission to a graduate degree program in the College of Education (COE), students, whether full- or part-time, are expected to make continuous and satisfactory progress toward completion. The following College procedures supplement those in the Graduate Catalog that apply to all UNT graduate students. Occasionally, COE procedures may be more restrictive than UNT procedures, but never less.

**Student Categories**

**Newly admitted students.**

Graduate applicants request admission to both the Graduate School and a particular program. Newly admitted students are defined as those admitted to both the Graduate School and the program and approved to register for a particular semester. They must begin coursework in that semester or the Graduate School automatically suspends their admission. To reactivate admission, they must contact the Graduate School. Program approval to reactivate admission is given automatically for the two semesters following the original admission semester. In the case of students who do not register for any coursework within a year of original admission, the Graduate School rescinds their admission, and students must reapply for admission to both the Graduate School and the program.

**Continuing students.**

Continuing students are defined as admitted students who, in each long semester, have enrolled in at least one course potentially applicable to the degree. Continuing students are expected to maintain Graduate School and program criteria for satisfactory academic progress; failure to do so will result in probation, suspension, or dismissal from the program and the Graduate School. Satisfactory progress involves time to degree completion, filing the degree plan, and continuous enrollment.

**Satisfactory Progress**

**Time-to-degree completion.**

Continuing students are expected to complete their degrees in a timely manner. In the following Table, part-time students are those who, for most semesters, take fewer than 9 hours each long semester; full-time students take 9 or more hours each long semester. (Note that this is not the definition of full-time students used for financial aid qualifications.) Students are not required to take courses in the summer semesters but should still finish in the expected time period for their degree.
Expected years to completion

<table>
<thead>
<tr>
<th>Hours on degree plan*</th>
<th>Part-time student</th>
<th>Full-time student</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 44</td>
<td>4 years</td>
<td>2.5 years</td>
</tr>
<tr>
<td>45 – 59</td>
<td>5 years</td>
<td>3 years</td>
</tr>
<tr>
<td>60 – 71</td>
<td>6 years</td>
<td>4 years</td>
</tr>
<tr>
<td>72+</td>
<td>7 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

*Total hours; for doctoral students, this total includes tool subject courses if applicable.

All degrees are expected to be completed in the time frames outlined in these procedures. Failure to complete the degree in the designated time limit may result in dismissal from the program. Occasionally, some students have legitimate reasons for needing more time to complete their degrees. Students who exceed the COE Expected-Time-to-Completion may request an extension of up to one year. The student submits this request in writing to one’s major professor or program advisor. The recipient of the request, in consultation with the student’s advisory or dissertation committee or, if no committee is designated, with one other faculty member, decides whether or not to endorse the request. If the request is endorsed, the request is forwarded to the Chair of the Department for endorsement and on to the COE Dean for Academic Affairs for approval. Students for whom exigent circumstances arise during their degree programs are expected to take a leave of absence rather than just discontinuing coursework (see below). Both the COE and the Graduate School time-to-degree limits begin with the student’s first semester of enrollment; no student may exceed the Graduate School degree limit including time on leaves of absence.

**Filing a degree plan.**

Each student must file a degree plan no later than completion of the 21st semester credit hour for doctoral students and the 15th hour for masters’ degree students. All hours taken after admission to the degree count towards this requirement. A continuing student who does not submit a degree plan within the hours required will be blocked from enrollment the following semester. A student who has not filed a degree plan after their one blocked semester will be dismissed from the program.

**Continuous enrollment.**

Continuous enrollment refers to enrollment in at least one semester credit hour of coursework each long (fall and spring) semester.

**Doctoral students.**

A continuing doctoral student must be in continuous enrollment in the long semesters between the semester of the first course applicable to the degree and the completion of the degree. A continuing student who does not maintain continuous enrollment will be warned in writing of the need for continuous enrollment and, if circumstances warrant, recommended they apply for a leave of absence. If the same student continues with this pattern of non-enrollment and has a second long semester in which one is neither on a leave of absence nor taking classes, the student will be dismissed from the program.
Master’s students.

A continuing master’s degree student is encouraged, but not required to maintain continuous enrollment from the point of admission.

Leave of Absence

A continuing student who is experiencing exigent circumstances that temporarily prevent progress on the degree may request a leave of absence for up to one year. The student must make the request for a leave in writing to the major professor or advisor. If no major professor has been assigned, the student submits the request to the program coordinator. If a leave is granted, the major professor/advisor notifies the program coordinator who notifies the Graduate School. Doctoral candidates – those who have passed the qualifying exam and who are required to enroll continuously in dissertation during each subsequent long semester – must also request directly from the Graduate School a waiver of continuous enrollment in dissertation. During an approved leave, the COE continuous enrollment requirements are suspended, and the duration of the leave is added to the COE time limit for degree completion. A student who needs more time may request one or more additional leaves from the College. Approved College leave does not extend the Graduate School’s limit for total time to degree completion.

Graduate Advising

At least once a year, the graduate student’s advisor/major professor reviews the student’s progress towards degree with regard to submitting the degree plan, best course selections for the next semesters, continuous enrollment, time to degree completion, thesis, capstone, dissertation work, etc.

Appeals of Dismissal

During the first semester following dismissal from a program, a student may appeal the dismissal decision. The student must submit the appeal in writing directed to the major professor or advisor or, if one is not designated, to the program coordinator. The recipient of the appeal, in consultation with the student’s advisory or dissertation committee or, if no committee is designated, with one other faculty member, decides whether or not to grant the appeal. If the appeal is granted, the student is reinstated to pre-dismissal status. In the case of dismissal for failure to complete the degree within the COE time limit, an appeal may be granted for reinstatement of up to one additional year. Dismissed students who wish to challenge an appeal outcome may appeal the decision to the appropriate Department Chair. The Chair may make a judgment on the merits of the case and designate a specific action in regard to the student’s readmission. Alternately, the Chair may use the appropriate departmental committee to hear and make judgment on the appeal. Upon receiving the appeal, the committee has 30 days to render a judgment and designate a specific action in regard to the student’s readmission. The judgment of the Department Chair or the appeal committee is final.

Additional Departmental and Program Procedures

Departments and academic programs may have additional procedures that are more restrictive, but not less restrictive, than the COE procedures on graduate student progress.
Financing Your Master’s Degree

Information regarding scholarships and assistantships can be found at [http://www.coe.unt.edu/counseling-and-higher-education/scholarships](http://www.coe.unt.edu/counseling-and-higher-education/scholarships). Applications for assistantships and fellowships are made during the admissions process.

Financial Aid

- [https://financialaid.unt.edu/finaidapply](https://financialaid.unt.edu/finaidapply)
- We strongly encourage you to apply for financial aid including the federal work-study program as soon as possible. Priority is given to applications received early in the calendar year, so please apply now.
- If you do not currently have an account with federal student financial aid visit here: [http://www.fafsa.gov](http://www.fafsa.gov)

UNT Higher Education Scholarships

- [http://www.coe.unt.edu/counseling-and-higher-education/scholarships](http://www.coe.unt.edu/counseling-and-higher-education/scholarships)
- It is very important for you to apply for this scholarship if you are from out-of-state/country. You will need a $1000 scholarship effective in September to qualify for in-state tuition.

UNT General Scholarships

- [https://financialaid.unt.edu/scholarships](https://financialaid.unt.edu/scholarships)
- This website links you to applications for all university scholarships, which you can review to see what you may qualify for based on your personal situation.

UNT College of Education Scholarships

- [http://www.coe.unt.edu/scholarships](http://www.coe.unt.edu/scholarships)
- For current UNT students only. These scholarship applications are typically due by early March. Therefore, you will need to apply as soon as possible. These scholarships are effective in the fall semester.

Funding Conference Travel

- Toulouse Graduate School: Travel Grants ([https://tsgs.unt.edu/new-current-students/travel-grants](https://tsgs.unt.edu/new-current-students/travel-grants))
- College of Education: Travel Grant
- Bill J. Priest Center Academic Travel Award ([https://www.coe.unt.edu/bill-j-priest-center/student-resources](https://www.coe.unt.edu/bill-j-priest-center/student-resources))
- Professional Associations: Graduate student travel scholarships are often available to graduate student members to apply if (1) first time attending or (2) presenting at the conference. The call for applications are available typically 3-4 months prior to the conference dates.
Higher Education Professional Associations

Higher Education Research
ASHE (Association for the Study of Higher Education) http://www.ashe.ws/
AERA (American Educational Research Association) http://www.aera.net/
SERA (Southwest Educational Research Association) http://sera-edresearch.org/
SRHE (Society for Research into Higher Education) http://www.srhe.ac.uk/

Community College
CSCC (Council for the Study of Community Colleges) http://www.cscconline.org/
League for Innovation in the Community College http://www.league.org/
North Texas Community College Consortium http://ntccc.unt.edu/
TACCBO (Texas Association of Community College Business Officers) http://www.taccbo.org/
TCCTA (Texas Community College Teachers Association) http://www.tccta.org/

Student Affairs
ACPA (American College Personnel Association) http://www.acpa.nche.edu/
NASPA (National Association of Student Personnel Administrators) http://www.naspa.org/
SACSA (Southern Association for College Student Affairs) http://www.sacsa.org/
TACUSPA (Texas Association of College and University Student Personnel Administrators) http://www.tacuspa.net/

Lobbying Groups in Washington D.C.
ACE® (American Council on Education) http://www.acenet.edu/
AACC® (American Association of Community Colleges) http://www.aacc.nche.edu/
APLU® (Association of Public and Land-Grant Universities) http://www.aplu.org/
AASCU® (American Association of State Colleges and Universities) http://www.aascu.org/
AAU® (Association of American Universities) http://www.aau.edu/
NAICU® (National Association of State Colleges and Universities) http://www.naicu.edu/
AAC&U (Association of American Colleges and Universities) http://www.aacu.org/
AGB (Association of Governing boards of Universities and Colleges) http://agb.org/
*The Group of Six a.k.a. The Big Six
Other Professional Organizations

ACUI (Association of College Unions International) http://www.acui.org/
ACUHO-I (Association of College University Housing Officers) http://www.acuho-i.org/
AFA (Association of Fraternity & Sorority Advisors) http://www.afa1976.org/
AAHHE (American Association of Hispanics in Higher Education) http://www.aahhe.org/
AIR (Association for Institutional Research) https://www.airweb.org/
ASCA (Association for Student Conduct Administration) http://www.theasca.org/
EDUCAUSE (Higher Education Information Technology) http://www.educause.edu/
NACA (National Association for Campus Activities) https://www.naca.org/
NACAC (National Association for College Admission Counseling) http://www.nacacnet.org
NACADA (National Academic Advising Association) http://www.nacada.ksu.edu/
NACUBO (National Association of College and University Business Officers) http://www.nacubo.org/
NAFSA: Association of International Educators http://www.nafsa.org/
National Resource Center on First Year Experience & Students in Transition http://www.sc.edu/fye/
NISTS (National Institute for the Study of Transfer Students) http://transferinstitute.org/
NODA (National Orientation Directors Association) http://www.nodaweb.org/
TABPHE (Texas Association of Black Personnel in Higher Education) http://www.tabphe.org/
TACAC (Texas Association for College Admission Counseling) http://www.tacac.org/
TACHE (Texas Association of Chicanos in Higher Education) http://www.tache.org/
TAIR (Texas Association for Institutional Research) http://texas-air.org/
TASSCUBO (Texas Association of State Senior College and University Business Officers)
   http://www.tasscubo.org/
Texas Women in Higher Education http://www.twhe.org/
TSMRI (Texas Social Media Research Institute) http://www.tarleton.edu/tsmri/
TxDLA (Texas Distance Learning Association) http://www.txdla.org/
Association of Graduate Students in Higher Education (AGSHE)

The Association of Graduate Students in Higher Education (AGSHE) is a professional, social, and academic organization affiliated with the Program in Higher Education at the University of North Texas. Our mission is to provide academic and professional development; to promote discussion and debate about the issues, research, and experimentation in Higher Education; and to promote collegial fellowship among students, faculty, and program alumni.

Membership is open to any UNT graduate student, faculty member, alumni, or friend of the Program in Higher Education. Lifetime memberships are $50 for all UNT students, and $75.00 for all faculty/alumni memberships.

We hold socials, professional development events, an end of the year banquet and other relevant events for our AGSHE members and students in the UNT Higher Education Program.

AGSHE Officers 2018–19

President: Taryn Bright-Haskett Taryn.Bright-Haskett@unt.edu
Vice President: Jasmine Gunn Jasmine.Gunn@unt.edu
Secretary: Michelle Kelly-Reeves MichelleReeves@my.unt.edu
Treasurer: Jessica Taylor Jessica.Taylor@unt.edu
Doctoral Student Representative: Shaquelle Massey Shaquelle.Massey@unt.edu
Master's Student Representative: Gina Segura Gina.Seguar@unt.edu

Upcoming Meetings for 2018–19

TBA

To Become a Member of AGSHE

Website: http://www.coe.unt.edu/association-graduate-students-higher-education
OrgSync: http://orgsync.com/38973/chapter

Follow us on Twitter: https://twitter.com/UNTHiEd_AGSHE
Follow us on Facebook: https://www.facebook.com/UNTAGSHE
Questions: email: UNTAGSHE@gmail.com