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Higher Education

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 doctoral 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 your advisor or the Higher Education Program Coordinator, Dr. Daniel Chen.

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 Doctoral 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, your EDHE 6000 Proseminar in Higher Education instructor, or the Higher Education Program Coordinator 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's Blackboard page. To locate the page, login to https://learn.unt.edu, navigate to “Organizations” and select “UNT Higher Education Doctoral Program.”

Best wishes in your personal and professional pursuits!

Sincerely,

UNT Higher Education Program Faculty
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Student Responsibility Form

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

I have received the Higher Education Doctoral Degree Program Handbook. I will review these materials carefully, and if I have any questions concerning these materials, I will ask for clarification from my EDHE 6000 Proseminar in Higher Education instructor, my advisor, or the Higher Education Program Coordinator.

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 of Education, and departmental and program levels and agree to assume responsibility for remaining up-to-date on such changes. I agree to check the appropriate website, 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 impact my abilities as a higher education professional.

---

I understand that I am responsible for the information presented in the Higher Education Doctoral 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 turn it in to their advisor, their EDHE 6000 Proseminar in Higher Education instructor, or the Higher Education Program Coordinator 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beverly Bower, Ph.D.</strong></td>
<td>Florida State University</td>
<td>Community College, Leadership, Online Learning</td>
</tr>
<tr>
<td>Professor, Counseling and Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don A. Buchholz Chair for Community Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Bill J. Priest Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office:</strong> Sycamore Hall 289C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>940-369-7112</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Beverly.Bower@unt.edu">Beverly.Bower@unt.edu</a></td>
<td></td>
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</tr>
<tr>
<td><strong>V. Barbara Bush, Ph.D.</strong></td>
<td>Claremont Graduate University</td>
<td>Student Affairs Administration, Leadership, Higher Education Graduate Program</td>
</tr>
<tr>
<td>Associate Professor, Counseling and Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Program Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office:</strong> Sycamore Hall 288B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>940-565-4288</td>
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<td></td>
</tr>
<tr>
<td><a href="mailto:Barbara.Bush@unt.edu">Barbara.Bush@unt.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P. Daniel Chen, Ph.D.</strong></td>
<td>Florida State University</td>
<td>Assessment of Student Learning, Institutional Effectiveness, Spirituality, STEM Education</td>
</tr>
<tr>
<td>Associate Professor, Counseling and Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education Program Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office:</strong> Sycamore Hall 288A</td>
<td></td>
<td></td>
</tr>
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<td>940-369-8062</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Daniel.Chen@unt.edu">Daniel.Chen@unt.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Alma Mater</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Marc Cutright, Ed.D.</strong></td>
<td>Associate Professor, Counseling and Higher Education Director, UNT Higher Education Development Initiative</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td><strong>Barrett Taylor, Ph.D.</strong></td>
<td>Assistant Professor, Counseling and Higher Education</td>
<td>University of Georgia</td>
</tr>
<tr>
<td><strong>Uyen Tran-Parsons, Ph.D.</strong></td>
<td>Senior Lecturer, Counseling and Higher Education</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td><strong>Blue Brazelton, Ph.D.</strong></td>
<td>Visiting Lecturer, Counseling and Higher Education</td>
<td>Michigan State University</td>
</tr>
</tbody>
</table>

**Affiliate Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Alma Mater</th>
<th>Specialty Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gwenn Pasco, Ed.D.</strong></td>
<td>Assistant Dean for Educator Certification and Undergraduate Programs, College of Education</td>
<td>Teacher College, Columbia University</td>
<td>Student Advising, Organization and Administration of Higher Education</td>
</tr>
<tr>
<td><strong>Jason Simon, Ph.D.</strong></td>
<td>Associate Vice Provost, Data, Analytics, &amp; Institutional Research</td>
<td>University of North Texas</td>
<td>Institutional Research, Alumni Relation</td>
</tr>
</tbody>
</table>
Staff

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Denton, TX 76201

2016–17 Administrative Appointments
Interim Dean of College of Education: Dr. Bertina Combes
Chair of Department of Counseling and Higher Education: Dr. Jan Holden
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. Marc Cutright
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 has 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 is 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 headquarter of the CSCC is housed in the UNT Higher Education Program along with 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 a dissertation of the year award for a student completing a dissertation relating to the community college.

**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 $15,000 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. HEDI Director, Dr. Cutright, was a Fulbright Scholar to Uganda and East Africa during the 2013-14 academic year in support of these objectives. Several doctoral students have completed or are working on dissertations on international education, particularly with an African focus, and are engaged in hands-on work in this area. Support of initiatives under this large umbrella includes support for faculty and staff research and service for American Indian higher education and other minority students in the U.S. and for special circumstances key to more degree production in the country, such as the creation of pathways and support for transfer students.

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 since 2012. Dr. Cutright also has led the Center to involve in the enhancement of higher education internationally.

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.
The Program in Higher Education supports the College of Education's mission to improve education and promote human development by providing experiences that enhance students' understanding of higher education and that encourage their scholarly curiosity. The Program in Higher Education offers two doctoral degrees:

- Ed.D. degree is to develop college and university administrators and community college faculty members with strong action oriented research skills and extensive training in leadership and management.
- Ph.D. degree is to develop faculty members, institutional researchers, and policy analysts who can advance the field of higher education through scholarly works. The flexibility of the Ph.D. program also allows students to have extensive training in leadership, management, and a minor field.

The program offers quality academic training through diverse perspectives that challenge the student's intellect and creativity by integrating knowledge, professional competence, experience, and innovation into a program of study that develops researchers and practitioners who will be critical thinkers and effective leaders in the 21st century institutions of higher education.

The faculty in the Program of Higher Education expects all doctoral students to develop knowledge and competence in these areas by the time they graduate:

A. Higher Education Systems
   A.1. Develop an understanding of higher education history sufficient to critically analyze contemporary conditions and practice (institutions, governance, policy/politics, faculty, students, & curriculum) in terms of social, economic, and political conditions from which higher education in the United States has evolved.
   A.2. Critically assess the complex issues and current trends in higher education based on historical connections of the current context and practice of higher education in the United States and draw conclusions about the implications of these for the future.
   A.3. Compare and discriminate between theories of leadership and administration which apply to higher education institutions.
   A.4. Compare and contrast the conditions under which assessment, evaluation, and institutional effectiveness theories and models can be applied.

B. Higher Education Principles and Practices
   B.1. Interpret fiscal principles, legal standards, and information technology to effectively manage organizational units and institutions.
   B.2. Assess the value of theories and principles which guide the development and function of organizational culture and human relations in higher education organizations.
   B.3. Critically analyze the research literature and synthesize for practice in these areas:
       B.3.1. Student demographics and cultures
       B.3.2. Student development theory
       B.3.3. College experience
       B.3.4. Student attitudes and values
       B.3.5. Access, retention, success.
   B.4. Assess curricula trends, issues, and problems to understand and improve teaching and learning.
B.5. Synthesize and integrate theories of instruction and learning to research, assess, create, implement, and improve instructional outcomes.

B.6. Critically analyze and assess the conditions of the professoriate in postsecondary institutions to plan actions to improve the development and performance of the faculty.

B.7. Analyze theories and models of assessment, evaluation, and institutional effectiveness.

B.8. Evaluate current needs for assessment, evaluation, or institutional effectiveness in an institution of higher education or in some component of an institution.

C. **Research & Field Experience**

C.1. Critique the research literature in higher education in terms of the quality of its theoretical soundness, research methods, data analysis, and conclusions.

C.2. Integrate major higher education problems and issues through a synthesis of the research literature.

C.3. Demonstrate the ability to select, design, execute and report theoretically based qualitative and/or quantitative research that meets standards stipulated by education research professional organizations.

C.4. Conduct higher education research that can be submitted for publication or presented at a professional conference.

D. **Role of Scholar, Researcher, & Professional**

D.1. Develop a working knowledge of the philosophies and theories of higher education. Draw conclusions about how these philosophies and theories direct policy and practice, administration, instruction and learning, research, and institutional types historically, in the present, and potentially in the future.

D.2. Apply critical and reflective thinking to develop a personal statement of ethics to guide one’s professional practice and career.

D.3. Develop and articulate a personal philosophy of higher education.

D.4. Apply ethical thinking and adhere to ethical guidelines as stipulated by higher education professional associations.

D.5. Articulate and promote the role of higher education in service to the public good.

D.6. Understand and promote the pluralism of cultural values and diversity of thought in higher education scholarship and practice.
## Benchmarks of Degree Completion

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Actions</th>
</tr>
</thead>
</table>
| **Program Admission**                                                     | • Subscribe to the UNT Higher Education Listserv (see page 50 for instruction).  
                              | • Contact your interim advisor to discuss coursework.  
                              | • Consult with your interim advisor on scholarship opportunities.  
                              | • Contact Higher Education Program Coordinator immediately if you are interested in graduate/research assistantship.  
                              | • Consider joining AGSHE (see page 68 for more information).  |
| Receiving admission letter from the Higher Education Program and the Toulouse Graduate School | • The Higher Education Program holds new student orientation once per year in late August before the Fall semester starts. We will contact each new student individually and announce orientation on our program listserv.  
                              | • All new doctoral students are expected to attend the orientation.                                                                                                                                  |
| Program Orientation (before the Fall semester starts)                     | • UNT doctoral students have a maximum of 8 years to complete the degree.  
                              | • Time is counted from the earliest course on degree plan (including transferred credits).                                                                                                          |
| Maximum Time to Degree                                                    |                                                                                                                                                                                                      |
| Complete Doctoral Degree Plan and submit it to program office before the completion of 21 credit hours | • Work with your advisor to file a doctoral degree plan before the completion of 21 credit hours.  
                              | • If no degree plan is filed after the completion of 21 credit hours, you will be banned from further class registration until the degree plan is filed with Toulouse Graduate School. |
| Complete doctoral residency requirements                                  | • To meet the university’s doctoral residency requirements, you must take 9 credits hours for 2 consecutive semesters or 6 credit hours for 3 consecutive semesters. Please see page 23 (Ph.D.) or page 27 (Ed.D.) for detail. |
| Complete all coursework listed on the degree plan                         | • Maintaining a grade of B or above for all degree plan courses.  
                              | • If you need to make changes to your degree plan, please file a Degree Plan Change and/or Committee Composition Change form (http://goo.gl/meyolJ) and submit it to your advisor for approval. |
| Select a Major Professor and form a Dissertation Committee before taking the qualifying exam | • Please see page 38 for instruction.                                                                                                                                                    |
| **Completing Coursework**                                                 |                                                                                                                                                                                                      |
| **Qualifying Exams**                                                      | • Students must meet ALL the prerequisites before taking the Higher Education Program doctoral qualifying exam:  
                              | o Fully admitted to the Higher Education doctoral program  
                              | o Degree plan submitted and approved by Toulouse Graduate School  
                              | o All course deficiencies completed  
                              | o All degree plan courses completed or in the last 9 hours  
                              | o All degree plan courses have a grade of B or above  
                              | o No incomplete (I grade) on degree plan courses  
                              | o Doctoral residency completed  
                              | o A dissertation committee in place  |
| Meet the prerequisites for taking the doctoral qualifying exam            | • The written qualifying exam is offered twice per year: early February for the Spring semester and early September for the Fall semester.                                                                 |
| Pass the Written Qualifying Exams                                         |                                                                                                                                                                                                      |
- You must register with the Higher Education Program Coordinator to take the exam. The registration information will be distributed on the Higher Education Listserv a few months before the exam.
- The written exam is a 2-week take home exam including 3 sections:
  - Historical, Theoretical, and Philosophical Foundations of Higher Education
  - Organization and Administration of Higher Education
  - Research in Higher Education
- Students who fail any section of the exam are allowed to take the failed section again in a future administration of the exam. Students who fail any section of the exam twice are automatically dismissed from the Higher Education doctoral program.
- Students who wish to appeal their qualifying exam results must follow the Policy on Appeals of Qualifying Exam Results in page 62.

### Pass the Oral Qualifying Exam
- Students are allowed to take the oral qualifying exam after they passed all sections of the written qualifying exam.
- The oral qualifying exam is held in front of the student's dissertation committee.
- Students should contact their major professor for instructions on completing the oral qualifying exam.
- Students who fail the oral qualifying exam twice are automatically dismissed from the Higher Education doctoral program.

### Dissertation

- **Prepare a dissertation proposal and pass the proposal defense**
  - Students work with their major professor to prepare a dissertation proposal.
  - With the permission from the student’s major professor, coordinate and schedule a proposal defense with the student’s dissertation committee.
  - A completed dissertation proposal and a Dissertation Proposal Defense Scheduling form (http://goo.gl/aJTnwn) must be sent to the dissertation committee and the department chair at least 2 weeks prior to the proposal defense.
  - The proposal defense is open to the public.

- **Complete the dissertation and pass the dissertation defense**
  - After passing the proposal defense, the student works with his/her major professor to complete the dissertation.
  - With the permission from the student’s major professor, coordinate and schedule a dissertation defense with the student’s dissertation committee.
  - A completed dissertation with abstract and a Dissertation Defense Scheduling form (http://goo.gl/hQ8trx) must be sent to the dissertation committee and the department chair at least 2 weeks prior to the dissertation defense.
  - The dissertation defense is open to the public.

### Graduation, Awarding of Degree

- **Apply for Graduation**
  - Please check the Toulouse Graduate School web site for Graduation Information.
  - The deadline to apply for graduation is very early in the semester. If you plan to graduate in a particular semester, you must apply for graduation before the deadline. Check the Toulouse Graduate School web site for Graduation Deadlines.

- **Attend Commencement Ceremony**
  - All UNT doctoral graduates receive individual recognition in a university-wide commencement ceremony.
• Please coordinate with your major professor to ensure his/her availability to hood you in the ceremony.

**After Graduation**

| Maintain Your Alumni Information | • Join the [UNT Higher Education Program Alumni Listserv](https://goo.gl/zjYBWa).
• Please consider joining [UNT Alumni Association](https://www.untalumni.org).
• Update your contact information at this [web site](https://goo.gl/aAQoFE) to receive news and updates from UNT. |
|-------------------------------|--------------------------------------------------------------------------------------------------|
| Contribute to the UNT and the Higher Education Program | • Please consider donating to the [UNT Foundation](https://www.untalumni.org).
• Maintain your relationship with your major professor and other program alumni. |

The Ph.D. program in higher education is designed for individuals primarily interested in the scholarly inquiry and/or teaching of higher education as a field of study. The Ph.D. in higher education is particularly appropriate to the following careers:

- Academic and research positions in graduate instructional programs of higher education, higher education institutes and centers for the study of higher education;
- Applied and management research positions in institutions of higher learning, government agencies, consortia of higher education institutions and higher education professional associations; and
- Senior administrative positions in four-year colleges and universities where in-depth knowledge and understanding of the conceptual bases of higher education administration are required.

**Admission Requirements**

Students seeking admission to the doctoral program in Higher Education should apply for either the Ed.D. or Ph.D. program depending on their academic preparation, prior experience, and career goals. Both doctoral programs offered in higher education enable students to acquire knowledge about and evaluate major organizational, behavioral and learning theories applicable to higher education; to conduct applied and/or original research in the field of higher education; to become familiar with past, present and emerging patterns of organization and professional administrative practice in higher education; and to observe and participate in the actual practice of higher education administration and/or research. However, the two programs differ significantly in length and emphasis and in course work, research tool, minor field, and dissertation requirements.

Admission to the doctoral program is selective. Students seeking admission to the doctoral program in Higher Education should submit the following items online 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;
4. Three recommendation forms, including at least one from a faculty member with whom the student has studied or conducted research (please contact the Higher Education Program office for recommendation form);
5. A curriculum vitae or resume;
6. An admission essay (i.e., statement of purpose); and
7. A sample of the applicant's best recent written work in the form of a published article or book chapter, a research term paper, master's thesis, or a professional report for which the applicant is the sole or primary author.

All the admission documentation must be submitted online to the UNT Toulouse Graduate School. GRE or GMAT scores must be submitted directly from the testing agency.

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 Ed.D. or Ph.D. program in higher education is contingent upon the following:
1. An acceptable GPA (The successful candidate for admission will normally have an overall GPA of 3.6 or higher from a graduate degree program, based on a 4.0 grading system);
2. GRE or GMAT scores;
3. The quality and relevance of the applicant’s prior undergraduate and graduate work;
4. The quantity and relevance of the applicant’s prior work experience in higher education administration, teaching, and/or research;
5. The clarity and fit of the applicant’s career objectives;
6. The strength of the professional/educational references;
7. The quality of the admission essay and writing sample; and
8. An interview with program faculty.

There is an application deadline for each semester. Contact the program office for deadline dates. After review of the completed application packet, eligible applicants will be invited to interview with program faculty. For additional information, prospective students should contact the Higher Education Program office at 940-565-2045 or e-mail coe-che-info@unt.edu.

Degree Requirements

The Ph.D. in Higher Education requires a minimum 72 hours (66 hours if the internship requirement is waived) beyond the master’s degree or 102 (96 hours if the internship requirement is waived) hours beyond the bachelor’s degree.

Higher Education Doctoral Core ................................................................. 18 hours

Provides the student with a broad overview and integrated perspective of higher education as a field of study and academic enterprise:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHE 6000</td>
<td>Proseminar in Higher Education (this course must be completed in the first year of the doctoral study)</td>
</tr>
<tr>
<td>EDHE 6510</td>
<td>History and Philosophy of Higher Education</td>
</tr>
<tr>
<td>EDHE 6520</td>
<td>Students in Higher Education</td>
</tr>
<tr>
<td>EDHE 6550</td>
<td>Policy Studies in Higher Education</td>
</tr>
<tr>
<td>EDHE 6710</td>
<td>Organization and Administration of Higher Education</td>
</tr>
<tr>
<td>EDHE 6790</td>
<td>Legal Aspects of Higher Education</td>
</tr>
</tbody>
</table>

Minor or Cognate Area ............................................................................. 12 hours

The student completes a minor of at least 12 semester hours from courses outside the Program of Higher Education, or a cognate field of 12 semester hours in an area of specialization in higher education. The student must work with his or her major professor to select the minor or cognate area.

Higher Education Elective Course Requirements ................................. 6 hours

Courses are to be selected from the program’s course inventory and should enable the student to gain either a broader exposure to the various specializations in higher education or an in-depth knowledge of one particular area of specialization.

Internship ................................................................................................. 6 hours

An administrative, research, and/or teaching internship of 6 semester hours is required of all doctoral students. Internship may be waived for students who have been employed in a full-time administrative
position, or a teaching or research position in an institution, agency, or association of higher education for at least one academic year, or the equivalent as determined by the higher education faculty. Administrative 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. Research internships require the close supervision of the student’s research project by a graduate faculty member of the university and culminate in a publishable or presentable research paper. Teaching internships consist of at least 40 hours of supervised teaching per 3 semester hours of credit and culminate with a portfolio documenting the experience.

**College of Education Research Core ........................................................ 6 hours**

The College of Education requires that each doctoral student complete

- EPSY 6010  Statistics for Educational Research*
- EPSY 6020  Research Methods in Education

*Students who have not taken a master's level research course may need to take EPSY 5210 Educational Statistics to meet the prerequisite for EPSY 6010. EPSY 5210 is not counted toward the degree.

**Higher Education Research Requirement .............................................. 15 hours**

Each Ph.D. candidate must be competent in the modes of scholarly inquiry common to the major field of study. The higher education program requires Ph.D. students to complete 6 hours of Higher Education Program Research Core and 9 hours of advanced quantitative or qualitative research methodology beyond EPSY 6010 and EPSY 6020.

**Higher Education Program Research Core (6 hours)**

Higher Education Program research core consists of a series of two courses that must take in sequence and in consecutive semesters. This series is designed to help students strengthen their skills in conducting higher education research and in preparing for doctoral dissertation research. Prerequisites include College of Education research core (EPSY 6010 and EPSY 6020) and 30 hours completed in the higher education program.

- EDHE 6120  Seminar in Higher Education Research I
- EDHE 6540  Seminar in Higher Education Research II

**Advanced Research Methodology (9 hours)**

Ph.D. students are required to take at least 9 hours of advanced quantitative or qualitative research coursework beyond EPSY 6010 and EPSY 6020. Students must work with their major professor to select courses that will equip them for dissertation research.

**Dissertation Research Requirement ................................................. minimum of 9 hours**

The principal goal of the Ph.D. dissertation is the demonstration of the student’s ability to conduct independent research. The research design must be congruent with the modes of inquiry used in conducting research on higher education and must be a report of independent research with a strong theoretical foundation. Moreover, the dissertation must be of publishable quality. No dissertation enrollment is permitted until the student passes the doctoral qualifying exam. Only 9 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. Please check university policy on the requirement of continuous enrollment.
Doctoral Dissertation Committee

Each Ph.D. student must select a dissertation committee prior to taking the doctoral qualifying exam. The dissertation committee consists of a minimum of FOUR graduate faculty members including a major professor, a member from the Higher Education Program (either full-time or affiliate faculty), a member external to the Higher Education Program (and maybe external to the college or university) and a fourth member (either full-time or affiliate program faculty or external to the program). The major professor must be a full-time graduate faculty of the Higher Education Program. Students who have a minor are encouraged to select the external member from the minor field. Students should consult with the major professor to form the dissertation committee. Please check the university and college dissertation committee policies for other requirements.

Additional Requirements

Minimum Grade Requirement

All courses required and used toward the doctoral degree in Higher Education must be passed with a grade of “B” or better.

Residency Requirement

All doctoral students at UNT are required to complete the residency requirement prior to taking Doctoral Qualifying Exam. The residency requirement consists of two consecutive semesters at UNT with a minimum of 9 graduate hours in each term or three consecutive semesters with a minimum of 6 graduate hours in each term. The summer semester may be excluded for the purpose of determining consecutive semesters.

Doctoral Qualifying Exam

Students who have met the residency requirement and completed all coursework on the degree plan (exclusive of dissertation) with a grade of B or better will be allowed to take the doctoral qualifying exam. Students who have met the residency requirement and are in the last 9 hours or less of coursework (exclusive of dissertation) and will complete these hours in the current semester may take the doctoral qualifying exam with permission from the major professor. The Higher Education Program doctoral qualifying exam includes written and oral components. Students who fail any part of the exam twice will be automatically dismissed from the program. Students who pass the doctoral qualifying exam are admitted to candidacy.

Minimum Total for Ph.D. ................................................................. 66–72 hours
The Ed.D. program in higher education is designed for individuals interested primarily in the application of theory to practice. It is particularly appropriate for persons who aspire to administrative leadership careers in one or more of the following areas:

- Senior leadership positions in four-year colleges and universities, such as dean of students, vice president for student affairs, dean of administration, vice president for administration, vice president for development, assistant to the president, dean of continuing education and dean of a college of education.
- Senior leadership positions in two-year community colleges, junior colleges and vocational/technical institutes, such as department chair, dean of learning resource centers, chief academic affairs officer, vice president of student services, dean of business services, and president.
- Higher education middle management administrative positions in student affairs, administrative affairs, business affairs and development in all types of institutions of higher education, including such positions as director of housing, director of financial aid, coordinator of student life/student activities, student center director, director of institutional research, director of development, and director of continuing education.
- Senior administrative and staff positions in higher education coordinating and/or policy agencies in state, regional and federal government.
- Administrative leadership positions with higher education accrediting agencies, professional associations, consortia and other professional organizations.

**Admission Requirements**

Students seeking admission to the doctoral program in Higher Education should apply for either the Ed.D. or Ph.D. program depending on their academic preparation, prior experience, and career goals. Both doctoral programs offered in higher education enable students to acquire knowledge about and evaluate major organizational, behavioral and learning theories applicable to higher education; to conduct applied and/or original research in the field of higher education; to become familiar with past, present and emerging patterns of organization and professional administrative practice in higher education; and to observe and participate in the actual practice of higher education administration and/or research. However, the two programs differ significantly in length and emphasis and in course work, research tool, minor field, and dissertation requirements.

Admission to the doctoral program is selective. Students seeking admission to the doctoral program in Higher Education should submit the following items online 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;
4. Three recommendation forms, including at least one from a faculty member with whom the student has studied or conducted research (please contact the Higher Education Program office for recommendation form);
5. A curriculum vitae or resume;
6. An admission essay (i.e., statement of purpose); and
7. A sample of the applicant’s best recent written work in the form of a published article or book chapter, a research term paper, master’s thesis, or a professional report for which the applicant is the sole or primary author.
All the admission documentation must be submitted online to the UNT Toulouse Graduate School. GRE or GMAT scores must be submitted directly from the testing agency.

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 Ed.D. or Ph.D. program in higher education is contingent upon the following:

1. An acceptable GPA (The successful candidate for admission will normally have an overall GPA of 3.6 or higher from a graduate degree program, based on a 4.0 grading system);
2. GRE or GMAT scores;
3. The quality and relevance of the applicant’s prior undergraduate and graduate work;
4. The quantity and relevance of the applicant’s prior work experience in higher education administration, teaching, and/or research;
5. The clarity and fit of the applicant’s career objectives;
6. The strength of the professional/educational references;
7. The quality of the admission essay and writing sample; and
8. An interview with program faculty.

There is an application deadline for each semester. Contact the program office for deadline dates. After review of the completed application packet, eligible applicants will be invited to interview with program faculty. For additional information, prospective students should contact the Higher Education Program office at 940-565-2045 or e-mail coe-che-info@unt.edu.

### Degree Requirements

The minimum total number of hours required for the Ed.D. is 63 hours (57 if the internship requirement is waived) beyond the master’s degree.

#### Higher Education Doctoral Core ........................................................................................................ 18 hours

Provides the student with a broad overview and integrated perspective of higher education as a field of study and academic enterprise:

- EDHE 6000 Proseminar in Higher Education (this course must be completed in the first year of the doctoral study)
- EDHE 6510 History and Philosophy of Higher Education
- EDHE 6520 Students in Higher Education
- EDHE 6550 Policy Studies in Higher Education
- EDHE 6710 Organization and Administration of Higher Education
- EDHE 6790 Legal Aspects of Higher Education

#### Cognate Area ........................................................................................................................................ 15 hours

The student completes a cognate of at least 15 semester hours from courses within the Program of Higher Education in consultation with his or her major professor. Courses from outside the Program of Higher Education may be taken as part of the cognate with the permission of the student’s major professor.

Students are encouraged to focus on, but not limited to, the following cognate areas:

- Community College Leadership
- Student Affairs Administration
- Organization and Administration
- Teaching and Learning in Higher Education
Internship ................................................................................................... 6 hours

An administrative internship of 6 semester hours is required of all doctoral students. Internship may be waived for students who have been employed in a full-time administrative position, or a teaching or research position in an institution, agency, or association of higher education for at least one academic year, or the equivalent as determined by the higher education faculty. Administrative 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.

College of Education Research Core ........................................................ 6 hours

The College of Education requires that each doctoral student complete

- EPSY 6010  Statistics for Educational Research*
- EPSY 6020  Research Methods in Education

*Students who have not taken a master’s level research course may need to take EPSY 5210 Educational Statistics to meet the prerequisite for EPSY 6010. EPSY 5210 is not counted toward the degree.

Higher Education Research Requirement .......................................... 9 hours

Each Ed.D candidate must be competent in the modes of inquiry methods common to the major field of study. The higher education program requires Ed.D students to complete 6 hours of Higher Education Field Research Courses and 3 hours in quantitative or qualitative research methodology beyond EPSY 6010 and EPSY 6020.

Higher Education Field Research (6 hours)

Higher Education Field Research consists of a series of two courses that must take in sequence and in consecutive semesters. This series is designed to help students strengthen their skills by creating research-based solutions for real-life issues in higher education administration. Prerequisites include College of Education research core (EPSY 6010 and EPSY 6020) and 30 hours completed in the higher education program.

- EDHE 6120  Seminar in Higher Education Research I
- EDHE 6540  Seminar in Higher Education Research II

Advanced Research Methodology (3 hours)

Ed.D. students are required to take at least 3 hours of advanced quantitative or qualitative research coursework beyond EPSY 6010 and EPSY 6020. Student must work with their major professor to select courses that will equip them for dissertation research.

Dissertation Research Requirement ............................................. minimum of 9 hours

The principal goal of the Ed.D. dissertation is the demonstration of the student’s ability to solve practical issues in higher education by conducting independent research. The research design must be congruent with the modes of inquiry used in conducting research on higher education. Ed.D. students are encouraged to conduct action research that applies theories in creating solutions for real-life issues in higher education. No dissertation enrollment is permitted until the student passes the doctoral qualifying exam. Only 9 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. Please check university policy on the requirement of continuous enrollment.
Doctoral Dissertation Committee

Each Ed.D. student must select a dissertation committee prior to taking the doctoral qualifying exam. The dissertation committee consists of a minimum of FOUR graduate faculty members including a major professor, a member from the Higher Education Program (either full-time or affiliate faculty), a member external to the Higher Education Program (and maybe external to the college or university) and a fourth member (either full-time or affiliate program faculty or external to the program). The major professor must be a full-time graduate faculty of the Higher Education Program. Students who have a minor are encouraged to select the external member from the minor field. Students should consult with the major professor to form the dissertation committee. Please check the university and college dissertation committee policies for other requirements.

Additional Requirements

Minimum Grade Requirement

All courses required and used toward the doctoral degree in Higher Education must be passed with a grade of “B” or better.

Residency Requirement

All doctoral students at UNT are required to complete the residency requirement prior to taking Doctoral Qualifying Exam. The residency requirement consists of two consecutive semesters at UNT with a minimum of 9 graduate hours in each term or three consecutive semesters with a minimum of 6 graduate hours in each term. The summer semester may be excluded for the purpose of determining consecutive semesters.

Doctoral Qualifying Exam

Students who have met the residency requirement and completed all coursework on the degree plan (exclusive of dissertation) with a grade of B or better will be allowed to take the doctoral qualifying exam. Students who have met the residency requirement and are in the last 9 hours or less of coursework (exclusive of dissertation) and will complete these hours in the current semester may take the doctoral qualifying exam with permission from the major professor. The Higher Education Program doctoral qualifying exam includes written and oral components. Students who fail any part of the exam twice will be automatically dismissed from the program. Students who pass the doctoral qualifying exam are admitted to candidacy.

Minimum Total for Ed.D. ................................................................. 57–63 hours
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 21 doctoral credit hours. We strongly suggest students to file the degree plan by the end of their second semester into the doctoral program. The student should discuss degree plan requirements and sequencing with the temporary advisor/major professor as soon as possible. The advisor/major professor 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, College of Education and Higher Education Program research core courses, advance research method courses, minor or cognate courses, and elective courses. Internship may be waived for students who have been employed in a full-time administrative position, or a teaching or research position in an institution, agency, or association of higher education for at least one academic year, or the equivalent as determined by the higher education faculty. Planning may be aided by reviewing the Higher Education course offerings (see page 48).

*Note: Additional courses may be deemed necessary by the student’s advisory committee based upon the student’s area(s) of deficit.

Summary of Required Courses (Ph.D.):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Core Courses (COE research courses)</td>
<td>6</td>
</tr>
<tr>
<td>Higher Education Major Courses</td>
<td></td>
</tr>
<tr>
<td>Higher Education Core Courses</td>
<td>18</td>
</tr>
<tr>
<td>Higher Education Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td>Higher Education Research Courses</td>
<td>15</td>
</tr>
<tr>
<td>Internship*</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
</tr>
<tr>
<td>Minor</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>72</strong> credit hours</td>
</tr>
</tbody>
</table>

(66 hours if internship is waived)

*See page 24 for criteria of waiving the internship requirement

Summary of Required Courses (Ed.D.):

<table>
<thead>
<tr>
<th>Course Type</th>
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<td>6</td>
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<tr>
<td>Dissertation</td>
<td>9</td>
</tr>
<tr>
<td>Higher Education Cognate</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong> credit hours</td>
</tr>
</tbody>
</table>

(57 hours if internship is waived)

*See page 29 for criteria of waiving the internship requirement

In the following pages, we discuss common questions regarding the degree plan.
Higher Education Core Courses

Both Ph.D. and Ed.D. student must complete the following higher education core courses:

- EDHE 6000  Proseminar in Higher Education
- EDHE 6510  History and Philosophy of Higher Education
- EDHE 6520  Students in Higher Education
- EDHE 6550  Policy Studies in Higher Education
- EDHE 6710  Organization and Administration of Higher Education
- EDHE 6790  Legal Aspects of Higher Education

EDHE 6000 is offered once per year in the Fall semester. All newly admitted higher education doctoral students must take EDHE 6000 in their first or second semester in the program.

Students should also make plan to complete other core courses. EDHE 6510 and EDHE 6710 are offered twice per year in both Spring and Fall semesters. EDHE 6520 and EDHE 6550 are offered once per year in the Spring semester whereas EDHE 6790 is offered once per year in the Fall semester. Please see page 35 for the program’s 5-year course schedule.

Elective Courses

Ph.D. students must take 6 hours of elective courses in higher education. Ed.D. students are not required to take any elective course. Students should select electives in conjunction with the major professor and consider electives that will make them well-rounded higher education professionals/scholars and/or will complement their specialty areas.

Note: Material included in the minor and/or the elective courses is not on the qualifying exam; however, qualifying examination questions may call upon candidates to apply knowledge accrued in areas outside the core.

Research Course Requirements

Both Ph.D. and Ed.D. students must complete the College of Education research core courses and 6 hours of Higher Education research seminars.

College of Education Research Core Courses

- EPSY 6010  Statistics for Educational Research  3 hours
- EPSY 6020  Methods of Educational Research  3 hours

Higher Education Research Seminars

- EDHE 6120  Seminar in Higher Education Research I  3 hours
- EDHE 6540  Seminar in Higher Education Research II  3 hours

Students must complete and pass both EPSY 6010 and 6020 before they can enroll in the higher education research seminars. It is recommended that students take EPSY 6010 and 6020 early in their coursework and take EDHE 6120 and 6540 at the end of their coursework.
EDHE 6120 and EDHE 6540 are offered once per year and they must be taken in sequence. EDHE 6120 is offered in the Fall semester and EDHE 6540 is offered in the Spring semester.

Additionally, Ph.D. students must take 9 hours of advanced research method courses and Ed.D. students must take 3 hours of advanced research method courses. Advanced research method courses must be 6000-level doctoral research courses offered by the Higher Education Program, the Department of Educational Psychology, or other departments as approved by the student’s advisor/major professor. The 5000-level research courses may occasionally be acceptable if approved by the student’s advisor/major professor.

**Internship Requirements**

For Ph.D. students, an administrative, research, and/or teaching internship of 6 semester hours is required (EDHE 6030). Internship may be waived for students who have been employed in a full-time administrative position, or a teaching or research position in an institution, agency, or association of higher education for at least one academic year, or the equivalent as determined by the higher education faculty. Administrative 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. Research internships require the close supervision of the student’s research project by a graduate faculty member of the university and culminate in a publishable or presentable research paper. Teaching internships consist of at least 40 hours of supervised teaching per 3 semester hours of credit and culminate with a portfolio documenting the experience.

For Ed.D. students, an administrative internship of 6 semester hours is required (EDHE 6030). Internship may be waived for students who have been employed in a full-time administrative position, or a teaching or research position in an institution, agency, or association of higher education for at least one academic year, or the equivalent as determined by the higher education faculty. Administrative 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.

**Minor and Cognate**

A minor is a specialty area outside the major field whereas a cognate is a specialty area within the major field. Popular minors for higher education doctoral students include business management, sociology, psychology, public administration, learning technologies, and measurement and statistics. Popular cognates for higher education doctoral students include community college leadership, student affairs administration, academic administration, and teaching and learning in higher education. Students should work with their advisor/major professor to select a minor or cognate that suit for their scholarly interests and career goals. The student’s advisor/major professor has the discretion to approve or disapprove the student’s minor or cognate.

All higher education Ph.D. students are required to have a minor or cognate for 12 credit hours, and all Ed.D. students are required to have a cognate of 15 credit hours. We strongly encourage all Ph.D. students to choose a minor instead of cognate. A minor can provide a different disciplinary perspective and it is very beneficial for someone aspired to be a scholar and researcher. If you have any questions regarding minor or cognate, please consult with your advisor/major professor.

**Transfer of Credit Hours**

Please see page 53 for the Credit Hour Transfer Policy.
Residency Requirement

All doctoral students at UNT are required to complete the residency requirement prior to taking Doctoral Qualifying Exam. The residency requirement consists of two consecutive semesters at UNT with a minimum of 9 graduate hours in each term or three consecutive semesters with a minimum of 6 graduate hours in each term. The summer semester may be excluded for the purpose of determining consecutive semesters.

Dissertation Hours

A dissertation is required of all candidates for the doctorate. Students can start registering for dissertation hours **ONLY** after they successfully pass both the written and oral sections of the qualifying exam. No more than 9 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. The student is required to enroll for dissertation credit under the course number EDHE 6950 and must **maintain continuous enrollment in a minimum of 3 semester hours of EDHE 6950 during each fall and spring term/semester until the dissertation has been accepted by the graduate dean.** Maximum enrollment in EDHE 6950 is 9 hours in a fall or spring term/semester.

Dissertation registration in at least one summer session/term is required if the student is using university facilities and/or faculty time during that summer session/term or to graduate in August. Doctoral students must maintain continuous enrollment subsequent to passing the qualifying examination for admission to candidacy. Grades of PR will be recorded at the end of each term/semester of enrollment until the dissertation is filed with the Toulouse Graduate School and approved by the graduate dean.

Please note, **students cannot register for dissertation hours online.** You must call the Higher Education Program Office at 940-565-2045 or email Ms. Shari Wroe at Shari.Wroe@unt.edu for assistance.

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 your major professor to approve changes
2. Complete the “Doctoral Degree Plan Change and/or Committee Composition Change” form located at [http://www.coe.unt.edu/graduate-forms](http://www.coe.unt.edu/graduate-forms)
3. Submit to your advisor/major professor for approval and signature. Your advisor/major professor will process the degree plan change form
4. Allow two weeks for processing, then contact the 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.
## Higher Education 5-Year Course Offerings

The course description can be found at UNT Graduate Catalog: [http://catalog.unt.edu/index.php](http://catalog.unt.edu/index.php)

### Doctoral Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>2018</th>
<th>2019</th>
<th>2020</th>
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<td>EDHE 6000</td>
<td>Proseminar in Higher Education</td>
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<td></td>
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<tr>
<td>EDHE 6510</td>
<td>History and Philosophy of Higher Education</td>
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<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>EDHE 6520</td>
<td>Students in Higher Education</td>
<td></td>
<td></td>
<td></td>
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<td>EDHE 6550</td>
<td>Policy Studies in Higher Education</td>
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<td></td>
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<td></td>
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### Doctoral Research Electives

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### Master's Requirements (Non-Cohort)

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## Master's Student Affairs Track Requirements

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## Master's Cohort

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<th>Year 2</th>
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<tbody>
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## Community College Leadership Certificate

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<tr>
<th>Course Code</th>
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<th>Year 2</th>
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<tr>
<td>EDHE 6060</td>
<td>History and Philosophy of the Community College</td>
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<td>x</td>
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<td>EDHE 6070</td>
<td>The Effective College Teacher</td>
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## Teaching and Adult Learning Certificate

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<td>EDHE 6640</td>
<td>The Adult Learner and Adult Learning</td>
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*F - Face-to-face, H - Hybrid, I - Internet*
Major Professor & Doctoral Committee

- Upon admission to the UNT Higher Education doctoral program, a full-time tenured or tenure-track faculty will be assigned to be the student’s interim advisor. Student should contact his or her interim advisor immediately to discuss coursework and degree plan.

- As you begin to take courses with program faculty members, you will become familiar with their teaching and research interests, research methodology, personality, and working style. Ideally, you should look for a major professor whose research interests are aligned with yours, who are familiar with your research methodology of choice, and whose working style can guide you through the time of challenges. It is, however, not always possible to find the perfect match, and you will need to make a decision on who you think can successfully guide you through your doctoral study including the dissertation. Many doctoral advisors and advisees develop a life-long mentorship and friendship, so you should find a major professor who you feel comfortable working with.

- If you are interested in asking a particular faculty to be your major professor, please make an appointment with the faculty member and be prepared to talk about your research interests, possible dissertation topics, and career plan. At the end, please ask if the faculty member would be your major professor.

- If you have not filed a doctoral degree plan (please see next section for degree plan instruction), you should now work with your major professor on your degree plan. If you already submitted a doctoral degree plan with your interim advisor, and your new major professor is a different faculty, you need to file a Degree Plan Change and/or Committee Composition Change form (http://goo.gl/meyoll) to replace the interim advisor with your new major professor. Your new major professor will sign the form.

- Once you have a major professor, you should inform your interim advisor of your decision and thank him/her for his/her advisement.

- It is a good idea to consult with your major professor in forming your dissertation committee. A dissertation committee must have at least FOUR members: a major professor (must be a tenured or tenure-track Higher Education full-time faculty), a faculty member from the Higher Education Program (either full-time or affiliate faculty), a member external to the Higher Education Program (can be external to the college or university) and a fourth member (either full-time or affiliate Higher Education Program faculty or someone external to the program). If you want to have more than 4 members in your dissertation committee, please consult your major professor.

- It is recommended that you select the members of your committee based on content expertise, familiarity with research methodology, or relational support.

- It is your responsibility to invite and acquire agreement from the various members to serve as your Dissertation Committee. The selection of committee members is formalized on the Appointment of Doctoral Dissertation Committee form that requires signatures from all committee members.

- You must have a dissertation committee in place before taking the doctoral qualifying exam.

- Occasionally, as doctoral students progress through the program, their initial selection of Doctoral Committee members may need to be changed. To request a change, follow this procedure:
  1. Consult with your major professor/committee chair about the change in Chair or other member(s).
2. Contact the prospective committee member to ascertain his/her availability and agreement to the proposed change.
3. Obtain the consent for the change from the current committee member.
4. Submit a completed Degree Plan Change and/or Committee Composition Change form.
5. Allow two weeks for processing. Check with the Graduate School to make sure the change is on file.
All Higher Education doctoral students must pass the doctoral qualifying exam to advance to doctoral candidacy. Completion of the doctoral qualifying examination requires successful completion of both a written and oral examination. The Higher Education Doctoral Qualifying Exam Written Section is administered twice per year in early February and September.

**Prerequisites**

Students must meet **ALL** the following conditions before registering and taking the doctoral qualifying exam:

- Fully admitted to the Higher Education doctoral program
- Degree plan submitted and approved by Toulouse Graduate School
- All course deficiencies completed
- All degree plan courses completed or in the last 9 hours
- All degree plan courses have a grade of B or above
- No incomplete (I grade) on degree plan courses
- Doctoral residency completed
- A dissertation committee in place

**Registration and Preparation**

The Higher Education Doctoral Qualifying Exam Written Section is administered twice per year in early February and September. An announcement will be made in the Higher Education Listserv at least 2 months before the exam. Please follow the instruction in the announcement to register for the exam.

The program faculty and AGSHE offer qualifying exam preparation workshops a few times per year. Students are encouraged, but not required, to attend these workshops. We also recommend students to keep all their coursework materials and use them in preparing for the exam.

**Written Exam Administration and Grading**

**Exam Administration**

The written exam is a **2-week take home exam** including 3 subjects:

- Historical, Theoretical, and Philosophical Foundations of Higher Education
- Organization and Administration of Higher Education
- Research in Higher Education (*Ph.D. and Ed.D. students will receive different questions for this subject area*)

Students are expected to provide comprehensive responses to each exam question with proper citations and a reference list. The answer for each subject should be approximately 6-10 pages double-spaced unless otherwise specified in the question. Reference list is excluded from the page count. APA style is required.

Students are encouraged to study with fellow students to prepare for the exam. However, the exam must be completed solely and independently by the student. During the exam weeks, do **NOT** communicate with
any other Higher Education students taking the exam, currently in the program but not taking the exam, or a graduate. Students shall not seek any assistance, including but not limited to both content and editorial assistance in any form from any individuals or groups. Cheating and plagiarism are forms of academic misconduct and are defined in the UNT Code of Student Conduct and Discipline. No academic misconduct of any kind will be tolerated during the doctoral qualifying exam. Incidents of cheating or plagiarism will be rigorously pursued. Any questions regarding the qualifying exam must be addressed directly to the Higher Education Program Coordinator.

Exam Grading

Each subject area in the Higher Education Doctoral Qualifying Written Exam is graded anonymously by 2 faculty members. Grades will be communicated to the students usually within 3 weeks after the exam. Graders follow the grading rubrics on page 42 and the grading faculty members do not know the identity of the students who took the exam. After individually grading the exam, the two faculty members convene and make a recommendation to the Higher Education Program Coordinator in one of four dispositions:

A. Proceed to Orals and address the graders’ questions and concerns in the oral exam
B. Do not proceed to the Orals and rewrite the section and submit to the grading committee
C. Do not proceed to the Orals and retake the exam
D. Do not proceed to the Orals and follow the recommendations specified in the result form

Students who receive the disposition of “Do not proceed to the Orals and retake the exam” are considered failing the exam and will be allowed to take the failed section again in a future administration of the exam. Students who fail any section of the exam twice are automatically dismissed from the Higher Education doctoral program.

Students who wish to appeal their qualifying exam results must follow the Policy on Appeals of Qualifying Exam Results on page 6251.

Oral Exam Administration and Grading

Students who pass the written qualifying exam shall proceed to the oral qualifying exam. The oral qualifying exam is held in front of the student’s dissertation committee. The format of the oral qualifying exam can vary slightly based on the student’s major professor and the dissertation committee. Generally speaking, the oral qualifying exam usually includes three parts:

1. A review of the major milestones in the student’s doctoral coursework
2. Addressing any questions and concerns regarding the student’s written qualifying exam
3. Presenting the student’s dissertation research ideas or potential topics and receiving feedback from the student’s dissertation committee

At the conclusion of the oral qualifying exam, the student’s dissertation committee will convene and make a recommendation to pass or fail the student for his/her qualifying exam. If the student passes the qualifying exam, he or she will advance to doctoral candidacy. Students who fail the oral qualifying exam twice are automatically dismissed from the Higher Education doctoral program. Once a doctoral candidate, the student shall register for dissertation hours until the successful completion of his or her dissertation. Please see page 48 for details on dissertation hours.
**Higher Education Program Qualifying Examination Rubric**

**History and Philosophy of Higher Education**

*Instructions for graders:*

1. Please mark whether you are conducting an initial/individual review or a final disposition on behalf of the students’ doctoral dissertation committee. Initial/individual reviews will be used for providing formative feedback to the student to determine (1) whether the student is prepared to advance to oral examinations, and (2) necessary focus for oral examination. At the conclusion of the oral examination, the committee will complete one final disposition rating the overall quality of the written and oral response. The grading rubrics along with the student’s exam will be filed in the student’s file.

2. The default score for passing work is “Meets Expectations”. Please reserve ratings of “Exceeds Expectations” for those responses you experience as truly exemplary and commendable.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds expectations (EE)</th>
<th>Meets expectations (ME)</th>
<th>Does not meet expectations (NME)</th>
<th>Not applicable (NA)</th>
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<td><strong>Content Knowledge</strong></td>
<td>Significant knowledge of literature with ideas, claims and methods supported with citations to peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying gaps in the literature</td>
<td>With only a few exceptions, significant knowledge of literature with ideas, claims, and methods that are supported with citations to peer reviewed journals and other respected scholarly sources; adequate in identifying gaps in the literature</td>
<td>Either unsupported or support provided comes from less reliable sources; inadequate in reviewing relevant literature</td>
<td>Check this column if you believe the criteria is not applicable</td>
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<td>Understanding of higher education history <em>(A1)</em></td>
<td>☐ See above for criteria</td>
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<td>Assessing current trends based on historical connections of the current context <em>(A2)</em></td>
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<td>☐ See above for criteria</td>
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<tr>
<td>Developing a working knowledge of the philosophies and theories of higher education <em>(D1)</em></td>
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<td>Understanding the pluralism of cultural values and diversity of thought in higher education (D6)</td>
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<td>☐ See above for criteria</td>
<td>☐ See above for criteria</td>
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Comments and Recommendations:
Organization and Administration of Higher Education

Instructions for graders:

1. Please mark whether you are conducting an initial/individual review or a final disposition on behalf of the students’ doctoral dissertation committee. Initial/individual reviews will be used for providing formative feedback to the student to determine (1) whether the student is prepared to advance to oral examinations, and (2) necessary focus for oral examination. At the conclusion of the oral examination, the committee will complete one final disposition rating the overall quality of the written and oral response. The grading rubrics along with the student’s exam will be filed in the student’s file.

2. The default score for passing work is “Meets Expectations”. Please reserve ratings of “Exceeds Expectations” for those responses you experience as truly exemplary and commendable.

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<td>Significant knowledge of literature with ideas, claims and methods supported with citations to peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying gaps in the literature</td>
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<tr>
<td>Applying theories of leadership and administration (A3)</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
<td>☐NA</td>
</tr>
<tr>
<td>Interpreting fiscal principles, legal standards, and information technology to effectively manage organizational units and institutions (B1)</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
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<tr>
<td>Assessing organizational culture and human relations (B2)</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
<td>☐NA</td>
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<tr>
<td>Applying ethical thinking and adhering to ethical guidelines (D4)</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
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Comments and Recommendations:
**Research**

**Instructions for graders:**

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<td>Comparing and contrasting the conditions under which assessment, evaluation, and institutional effectiveness theories and models can be applied (A4)</td>
<td>☐See above for criteria</td>
<td>☐See above for criteria</td>
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<td>Applying critical and ethical thinking to guide one’s research (D2)</td>
<td>☐See above for criteria</td>
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<td>Demonstrating the ability to select, design, execute, and report theoretically based qualitative and/or quantitative research (C3)</td>
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Comments:
Admittance to Candidacy

Dissertation

All higher education doctoral candidates must independently complete dissertation research in order to earn the title of Ph.D. or Ed.D. There are differences in the dissertation requirements between a Ph.D. and Ed.D. dissertation as described below:

- The principal goal of the Ph.D. dissertation is the demonstration of the student's ability to conduct independent research. The research design must be congruent with the modes of inquiry used in conducting research on higher education and must be a report of independent research with a strong theoretical foundation. Moreover, the dissertation must be of publishable quality. No dissertation enrollment is permitted until the student passes the doctoral qualifying exam. Only 9 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. Please check university policy on the requirement of continuous enrollment.

- The principal goal of the Ed.D. dissertation is the demonstration of the student's ability to solve practical issues in higher education by conducting independent research. The research design must be congruent with the modes of inquiry used in conducting research on higher education. Ed.D. students are encouraged to conduct action research that applies theories in creating solutions for real-life issues in higher education. No dissertation enrollment is permitted until the student passes the doctoral qualifying exam. Only 9 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. Please check university policy on the requirement of continuous enrollment.

The following dissertation requirements apply to both Ph.D. and Ed.D degrees. Please also see current UNT Graduate Catalog for requirements.

Student must complete all coursework and remove all incompletes on the degree plan and pass the written and oral sections of the qualifying exam prior to enrolling in dissertation hours. Upon successful completion of the qualifying exam, students must enroll in dissertation hours (EDHE 6950) the next semester and maintain continuous enrollment until completion (see current Graduate catalog for greater detail about definition of continuous enrollment). (Note on Exceptions: 1) If the qualifying exam is taken in Summer I, enrolling in dissertation hours is not required until the fall semester; however, if the student is using university facilities and/or working with faculty on dissertation research during Summer II, then dissertation hours are required; and 2) If not using facilities or faculty time during the summer and with approval from major professor, student may choose not to enroll in the summer session). If a student fails to maintain continuous enrollment from dissertation proposal until graduation the student will be required to begin continuous enrollment of a minimum of 9 hours of dissertation again; therefore knowledge of most current policy is critical.

Prepare a dissertation proposal with the chair of doctoral advisory committee (major professor) and in consultation with the doctoral committee members (dissertation information and template is available at www.tsgs.unt.edu/academics/thesis-and-dissertations). Studies involving human subjects must have approval from UNT Institutional Review Board.
Dissertation Format

A traditional social science dissertation has 5 chapters, namely (1) introduction, (2) literature review, (3) method, (4) results, and (5) discussion. The Higher Education Program prefers the new journal format for all dissertations. Details regarding dissertation structure can be found at http://tsgs.unt.edu/academics/thesis-and-dissertations/manual. Students may find Appendix D of the UNT Thesis and Dissertation Manual particularly helpful in structuring the journal style dissertation manuscript.

Dissertation Proposal Seminar

(See COE and Graduate School Deadlines)

- Schedule Dissertation Proposal Seminar with Doctoral Advisory Committee (work with major professor to schedule room with program secretary).
- With prior permission of the committee, submit proposal to committee and Department Chair at least 2 weeks before defense (note: committee members have the right to insist on a 10 business day review per COE policy).
- Collect signatures from the committee for Proposal Defense Scheduling form (find it at http://www.coe.unt.edu/graduate-forms).
- Submit signed Proposal Defense Scheduling form to Higher Education Program Coordinator 8 business days before the proposal defense.
- Defend Proposal and make corrections, if needed.
- Carry out dissertation study as agreed.

Dissertation Defense

(COE and Graduate School Deadlines are EARLY in the graduation semester)

- Schedule Dissertation Defense Seminar with Committee (work with major professor to schedule room with program secretary).
- With prior permission of the committee, submit full dissertation to committee and Department Chair 2 weeks before defense (note: committee members have the right to insist on a 10 business day review per COE policy).
- Collect signatures from the committee for Dissertation Defense Scheduling form (find it at http://www.coe.unt.edu/graduate-forms).
- Submit signed Dissertation Defense Scheduling form to Higher Education Program Coordinator 8 business days before dissertation defense.
- Defend dissertation and make corrections, if needed.
- The student advisory committee will sign a dissertation completion form and the major professor will process the form.
- Complete dissertation changes as agreed upon by major professor.
- Submit completed changes and signed verification of major professor approval (form provided directly to major professor) to the Graduate School.
Higher Education Program Listserv
Subscription Instruction

Listserv® is an electronic mailing list system designed for group communication. The Higher Education Program Listserv 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**

Send an e-mail to: listserv@unt.edu

Don’t put a subject.

The message should be:

```
subscribe hep-l Yourfirstname Yourlastname
```

**Note that there is an “el” after the dash, not a “one” or “ai”.** And unless you actually like to be called Yourfirstname, put Elmer or Petunia or whatever you ARE called ;-)  

Once you are subscribed, you will get a confirmation message to which you must respond to activate. You can post to the list by sending an e-mail to: hep-l@unt.edu

Alternatively, you can subscribe/unsubscribe to the listserv by going to [http://goo.gl/4ut2TA](http://goo.gl/4ut2TA), put in your name and email address, leave all the options to their default, and click “Join HEP-L” to subscribe or “Leave HEP-L” to unsubscribe. If you are on a mobile device, you can scan the QR code below to go to the subscribe/unsubscribe website.

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!
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/t8_t_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 12 hours of advanced study beyond the master’s degree completed at another institution may be accepted and transferred into the higher education doctoral program. Classes transferred in to the doctoral program may reduce the number of hours needed to complete the higher education doctorate. In all cases transfer credit must be individually evaluated and approved by the student's doctoral advisor, recommended by the major department and approved by the graduate dean. The graduate school rule governing the time limit for doctoral credit applies also to transfer credits.

Only credits in which the student has earned a B or better will be considered for transfer.
To be applied to a doctoral program at UNT, courses completed elsewhere must have been taken at an institution that offers the master’s or doctoral degree in the area in which the courses were taken, or in a closely related area. 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.

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.

<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.

In the Department of Counseling and Higher Education (CHE), at the time of grade submission each semester, major professors for doctoral candidates in dissertation notify each candidate by email whether the candidate is making satisfactory or unsatisfactory progress. A candidate who makes unsatisfactory progress two semesters in a row is reviewed regarding future program status (continuation or dismissal) by the faculty at the next program faculty meeting following the second notification of unsatisfactory progress.

Policy Governing Student Enrollment in 100 or More Doctoral Semester Credit Hours

("The 100 Hour Limit" or "99 Hour Rule")
Adopted by the Graduate Council, April 16, 1998
Amended May 20, 1999

Background

Effective with the 1999-2000 fiscal year, the Texas Legislature has directed the Texas Higher Education Coordinating Board (Coordinating Board; THECB) to disallow formula funding for doctoral students who have registered for more than 99 graduate semester credit hours at UNT while classified as doctoral students for formula funding purposes. This provision affects all doctoral students classified as doctoral students for formula funding purposes, including (1) doctoral students admitted to a doctoral program after having completed a master's degree, and (2) doctoral students admitted to a doctoral program post-baccalaureate (before completion of a master's degree) once they have completed 30 hours of graduate coursework. Hours counted in accordance with this law include all graduate hours registered for at the University of North Texas (that is, graduate courses that were not dropped on or before the audit class day) by a doctoral student admitted to a doctoral program and classified as a doctoral student for formula funding purposes.

I. The Policy

Effective Fall Semester, 1999:

1. Doctoral students with more than 99 doctoral hours will pay nonresident tuition regardless of their residency status, unless exempted by the Coordinating Board* or by the graduate dean in accordance with the provisions of this policy. Payment of nonresident tuition will begin with the term following the students' accumulation of 99 doctoral hours.

2. Unless doctoral students have had exemptions approved by the Coordinating Board* or by the graduate dean in accordance with the provisions of this policy, none of the statutes waiving nonresident tuition or exempting resident or nonresident tuition and/or fees in Vernon's Texas Codes Annotate (VTCA) will exempt them from the payment of nonresident tuition when they have accumulated more than 99 doctoral hours, regardless of their residency or previous eligibility for the waiver or exemption. This will apply to all statutory waiver or exemption programs, including teaching or research assistantships, teaching or research fellowships, all other internal or external scholarships, fellowships, or financial aid, and the Hazelwood Act and blind or deaf student exemptions. None of these will exempt doctoral students from the payment of nonresident tuition when they have accumulated more than 99 doctoral hours, regardless of their residency.
3. Doctoral students with more than 99 doctoral hours will pay nonresident tuition until any program or individual exemptions affecting them are officially approved by the Coordinating Board or by the graduate dean in accordance with the provisions of this policy. However, in any given semester, doctoral students otherwise entitled to pay resident tuition who pay nonresident tuition as a consequence of this policy and who receive their exemption approvals prior to the audit class day of a semester will be refunded the difference between nonresident and resident tuition. Refunds will not be considered for exemptions that are officially approved after the audit class day or for prior semesters.

II. Exemptions
Exemptions to the law disallowing formula funding for doctoral students who have a total of more than 99 semester credit hours may be granted by the Texas Higher Education Coordinating Board. The granting of an exemption by the THECB (1) reinstates formula funding for exempted doctoral students who have a total of more than 99 doctoral semester credit hours, and (2) entitles exempted doctoral students to pay resident or nonresident tuition on the same basis as doctoral students who have not accumulated more than 99 doctoral semester credit hours. Administrative exemptions may also be granted locally by the graduate dean. The granting of a local administrative exemption by the graduate dean entitles exempted doctoral students to pay resident or nonresident tuition on the same basis as doctoral students who have not accumulated more than 99 doctoral semester credit hours.

1. **Program Exemptions**
   Departments may request an exemption to allow any of their doctoral students to accumulate more than 99 (but less than 131) semester credit hours on the basis of compelling program needs. Program exemption requests will be forwarded to the Coordinating Board in the form of a UNT institutional request. Doctoral programs that typically require more than 99 doctoral semester credit hours due to accreditation criteria or other compelling academic reasons may request program exemptions. Requests for program exemptions should specify maximum number of doctoral semester credit hours (more than 99 and less than 131) that may be required for the completion of the exempted doctoral degree. In no case will the university request that the Coordinating Board consider exempting programs for more than 130 hours of doctoral course work.

2. **Individual Exemptions**
   In departments and degree programs without program exemptions, doctoral students affected by this policy or the academic units in which they are enrolled may request individual exemptions. In no case will an individual exemption be considered that would allow a doctoral student to accumulate more than 130 semester credit hours of doctoral course work without paying nonresident tuition unless, in the judgment of the graduate dean, an administrative error by the university is largely responsible for the doctoral student's exceeding 130 hours.

   The following may apply for consideration for individual exemptions.

   1. Doctoral students who fall into individual exemption categories officially approved by the Coordinating Board.
   2. Doctoral students working on a second master's degree while completing their doctoral degree at the University of North Texas.
   3. Doctoral students who are required to complete a substantial number of hours (e.g., 30 or more) in tool subjects, leveling, and/or other background courses at the graduate level.
4. Doctoral students who began one doctoral program but have changed to another, provided they are progressing satisfactorily in the second program.
5. Doctoral students who are enrolled in dual master's-doctoral or dual doctoral-doctoral degree programs.
6. Doctoral students encountering circumstances beyond their control (e.g., illness, accident) that have precluded completion of courses following the doctoral student's enrollment in the courses.
7. Doctoral students with other potentially justifiable reasons for exemptions. These request will be reviewed on a case-by-case basis.

Doctoral students or programs contemplating requesting individual exemptions are reminded that in no case will the university consider a request that would allow a doctoral student to accumulate more than 130 semester credit hours of doctoral course work without paying nonresident tuition unless, in the judgment of the graduate dean, an administrative error by the university is largely responsible for the doctoral student's exceeding 130 hours.

Both doctoral students and academic units (programs, departments, schools or colleges) may initiate individual exemption requests. They must be reviewed and endorsed in writing by the academic dean, department chair, and/or program coordinator. Individual exemption requests should be forwarded to the graduate dean for review and submission to the Coordinating Board, if appropriate, or for consideration for a local administrative exemption. A decision by the graduate dean to refuse to forward an exemption request to the Coordinating Board or to refuse to grant a local administrative exemption from the payment of nonresident tuition may be appealed by the requesting doctoral student, program coordinator, department chair, or academic dean to the Graduate Appeals Committee of the Graduate Council. Whenever possible, individual exemption requests should be initiated at least one semester prior to the doctoral student's accumulation of more than 99 doctoral semester credit hours.

Exemptions will not become effective for any purpose until the semester following the university's receipt of an official exemption approval by the Coordinating Board or the official granting of a local exemption by the graduate dean, except as noted in provision I.3 above.

III. RESPONSIBILITIES FOR MANAGING DOCTORAL STUDENTS ENROLLMENT AND IMPLEMENTING THIS POLICY

A. The Graduate Council
   The Graduate Council will review all current university policies regarding doctoral enrollment requirements to determine their effect and advisability, given the provisions of this policy. Matters to be reviewed include but are not limited to policies on residency, continuous enrollment, time-limitations, and removal of incomplete grades.

B. The Graduate School
   As soon as possible after the adoption of this policy, the graduate school will notify each doctoral student, by letter, of the law and the adopted UNT policies regarding the payment of nonresident tuition by doctoral students with more than 99 hours of doctoral level courses. Each semester the graduate school will (1) generate and provide the department/program chair of each doctoral degree program a list of all doctoral students indicating the department/program of and the number of hours accumulated by each doctoral students, and (2) notify doctoral students who have attempted 75 or more doctoral hours of their status. This
notification will be by letter with a copy to the doctoral students' department/program coordinators.

C. The Academic Unit
Academic units will be responsible for monitoring and encouraging their doctoral students to complete their degrees within the maximum number of fundable hours. By the end of Spring semester, 1999, each academic unit with a doctoral program should have completed a written plan for encouraging their doctoral students to compete the doctoral degree in less than 100 semester credit hours of doctoral coursework. The written plan may address other issues such as criteria for "satisfactory progress", "lack of progress", and "termination". This written plan should be distributed to the doctoral students in the department/program before and will be effective on the beginning of fall semester, 1999.

D. The Doctoral Student
Doctoral students have the primary responsibility for the timely completion of their doctoral degree programs, for following published graduate school and departmental requirements, and initiating timely requests for individual exemptions as specified in this policy.

*As of the date of the adoption of this policy, the Coordinating Board had approved individual exemptions for (A) students "whose initial degree plan requires more than 99 hours to accomplish scholarly objectives" and (B) situations in which "unexpected events require a modification of the student's plan to accomplish the original objectives." Stringent eligibility rules accompany these exemptions.

Policy on Appeals of Qualifying Exam Results

Doctoral students in the Higher Education Program are allowed only two attempts to pass the Doctoral Qualifying Examination. However, after a second unsuccessful attempt, examinees may petition the Higher Education Program for reconsideration. Petitions will not be accepted from first time examinees. All petitions will be considered by the Doctoral Qualifying Examination Committee, and a decision will be reached prior to the registration deadline for the following semester qualifying exam.

The petition must be presented to the Program Coordinator within 10 calendar days of the announcement of the exam result. Petitions should carefully address the reasons for the appeal and any academic performance that will support reconsideration. Examples of academic performance support include:

- Improvement in performance from previous Qualifying Examination.
- Scholarship (i.e., publication or presentation record) during the degree program.
- Grade point average.

Any supporting documentation should be attached to the petition. In addition, a letter of support from the major professor is required and must be transmitted separately to the Appeals Committee.

The Committee will meet following the receipt of an appeal, and its decision will be final except for cases of factual error or of genuinely new and significant information. An incomplete original appeal or additional faculty support will not be grounds for reconsideration. The Committee may decide to:

- let the result stand, or
- reverse the result, or
• recommend that the student be allowed to take the examination or a portion of the examination one additional time. Specific performance standards for the additional exam may be stated.

Requests for reconsideration of a Committee decision on an appeal will be honored only when 1) made by a member of the Committee and 2) when a majority of the Committee agrees to meet for formal reconsideration. After the Committee completes its deliberations, the examinee will be informed of the final decision by letter.
Financing Your Doctoral 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 doctoral program application 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)

Academic Achievement Scholarship

- [http://tsgs.unt.edu/graduatelife/AAS](http://tsgs.unt.edu/graduatelife/AAS)
- In the past, all students who qualified received this scholarship, but you must apply by the deadline. Note: this scholarship automatically qualifies you for in-state tuition for a full academic year, beginning in the fall semester.

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.

Graduate School Fellowships

- [https://tsgs.unt.edu/future-students/awards](https://tsgs.unt.edu/future-students/awards)
- The Toulouse Graduate School offers competitive fellowship programs for students who qualify. Nominations for these fellowships come from the department. Therefore, the doctoral admissions
committee chair will contact you if you have been selected for potential nomination. If you are a McNair Scholar from your previous college experience, please inform the doctoral admissions chair.

- Robert B. Toulouse Fellowship (https://tsgs.unt.edu/robert-b-toulouse-fellowship)
- McNair Scholars Fellowship (https://tsgs.unt.edu/mcnair-scholars-fellowship)

Funding Your Dissertation

- College of Education: Dissertation Grant
- Bill J. Priest Center Dissertation Scholarship (https://www.coe.unt.edu/bill-j-priest-center/student-resources)

Funding Conference Travel

- Toulouse Graduate School: Travel Grants (https://tsgs.unt.edu/new-current-students/travel-grants)
- College of Education: Travel Grant
- Raupe Travel Grant (http://sga.unt.edu/Raupe-Travel-Grants)
- Bill J. Priest Center Academic Travel Award (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.aaau.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/
*Group of The 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/
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 2016–17**

President: Jose Lineros  
Vice President: Brittany Ankeny  
Secretary: Roxy Verrelli  
Treasurer: Robyn Eichorn  
Doctoral Student Representative: Tara Niemann  
Master’s Student Representative: Chris Scanlan

**Upcoming Meetings for 2016–17**

Wednesdays, 12-1 p.m. Location TBA (w/ NEW conference call option!)

**To Become a Member of AGSHE**

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

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Questions: email: UNTAGSHE@gmail.com