

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

**Program in Higher Education  
Master's Degree in Higher Education**

**APPLICATION AND COURSE  
SCHEDULING GUIDE**

**This guide includes:**

- **Application Procedures and Admission Criteria**
- **Program Application for Admission  
to Master's Degree in Higher Education ( M.Ed.) Program**
- **Reference Evaluation Form**
- **Course Scheduling Guide**
- **Student Learning Objectives**

**UNIVERSITY OF NORTH TEXAS  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING AND HIGHER EDUCATION  
PROGRAM IN HIGHER EDUCATION**

**REQUIREMENTS FOR ADMISSION TO THE MASTER'S PROGRAM  
IN HIGHER EDUCATION**

**STEP ONE**

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

- a. A completed Graduate School Texas application (on-line). Apply for Master's Degree Program in Higher Education within the Department of Counseling, and Higher Education.
- b. Application fee.
- c. Complete official transcripts from all colleges or universities attended.
- d. Graduate Record Examination (GRE) scores. Students should sit for the GRE **at least eight (8) weeks prior** to the application deadline to allow time for processing and posting of scores.

**STEP TWO**

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

- a. To be considered for admission, the following materials must be submitted to the Higher Education program office in time to be processed by the application deadline of April 20 for summer admission; June 1 for fall admission; and November 15 for spring admission.
  - (1) Completed Application for Admission to the Master's Program in Higher Education. Application must be sent to the Master's Program Coordinator at UNT, 1155 Union Circle # 310829, Denton 76203-5017.  
Three completed Reference /Evaluation Forms. These forms should be completed by (1) a current or recent employer, (2) a **current or recent professor with whom you have studied**, and (3) one other individual who is professionally acquainted with your work.  
**Be sure to sign and date each reference form and check appropriate confidentiality status box before giving the forms to your references.**
  - (2) Completed Reference/Evaluation forms should be returned to the applicant in a sealed, signed envelope as per instructions on the reference form. **No references will be accepted that are not submitted in a sealed envelope, signed across the flap.**
  - (3) A typewritten Writing *Sample*, not to exceed **two pages**, which addresses the following:

- (A) Your goals and aspirations related to the field of Higher Education;
- (B) One or more significant life event(s) that contributed to the development of these aspirations;
- (C) The single greatest personal asset that will serve you in realizing your goals;
- (D) The one personal characteristic or quality that you most need to modify, improve, or change in order to realize your aspirations; and
- (E) Any other information you think would be helpful in evaluating your application

- (4) A resume

**NOTE: WRITING SAMPLES THAT EXCEED TWO PAGES WILL NOT BE CONSIDERED.**

Return the complete application file to the Program in Higher Education Office in one envelope. Incomplete files will be returned to the applicant. The applicant is responsible for ensuring that the application file reaches the Program Office in time to be processed by the application deadline. If a complete application file is not processed by the deadline, the applicant will not be considered for admission that semester. Students who have not been granted admission will be administratively dropped from any Higher Education courses for which they may have registered.

Within one month following the application deadline date, each applicant will receive a letter granting or denying admission into the master's program. For advising, please contact Dr. V. Barbara Bush at her e-mail address: [barbara.bush@unt.edu](mailto:barbara.bush@unt.edu) or by telephone (940) 565-4288.

**UNIVERSITY OF NORTH TEXAS  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING, DEVELOPMENT AND HIGHER EDUCATION  
PROGRAM IN HIGHER EDUCATION**

**APPLICATION FOR ADMISSION TO MASTER'S PROGRAM  
IN HIGHER EDUCATION**

Complete and return this form, along with all sealed *references* and *writing sample* to: Master's Degree Program Coordinator, University of North Texas, College of Education, # 310829. Denton, Texas 76203-0829.

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

- Cohort master's program  
 Standard master's program

Master's Program Track for area of specialization \_\_\_\_\_

Ms. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Mr. \_\_\_\_\_ (Last) (First) (Middle)

Date of Birth \_\_\_\_\_

Permanent Address \_\_\_\_\_  
(Number) (Street) (City) (State) (Zip)

Email Address \_\_\_\_\_

Current Address \_\_\_\_\_  
(Number) (Street) (City) (State) (Zip)

Telephone Number \_\_\_\_\_ cell phone \_\_\_\_\_

**EDUCATIONAL HISTORY (List most recent first)**

Institution	Location	Degree Earned	Major/Minor	Date

**EMPLOYMENT (List most recent first)**

1. Place \_\_\_\_\_  
(Name) (City) (State)

Position \_\_\_\_\_ Supervisor \_\_\_\_\_

2. Place \_\_\_\_\_  
(Name) (City) (State)

Position \_\_\_\_\_ Supervisor \_\_\_\_\_

3. Place \_\_\_\_\_  
(Name) (City) (State)

Position \_\_\_\_\_ Supervisor \_\_\_\_\_

REFERENCES: List below the names and addresses of the people you have asked to complete your Reference Evaluation Forms.

1. Name \_\_\_\_\_ Title \_\_\_\_\_ Institution \_\_\_\_\_

2. Name \_\_\_\_\_ Title \_\_\_\_\_ Institution \_\_\_\_\_

3. Name \_\_\_\_\_ Title \_\_\_\_\_ Institution \_\_\_\_\_

I hereby waive my right to review these references \_\_\_\_\_

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

or

I do not waive my right to review these references \_\_\_\_\_

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

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

**UNIVERSITY OF NORTH TEXAS  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING, and HIGHER EDUCATION  
PROGRAM IN HIGHER EDUCATION  
MASTER'S DEGREE APPLICANT**

REFERENCE EVALUATION FORM

Name of Applicant \_\_\_\_\_

Type of Reference \_\_\_\_\_ Open (may be viewed by applicant)

\_\_\_\_\_ Confidential

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

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

1. Your personal knowledge of the applicant:

- I have \_\_\_\_\_ supervised the applicant as an employee  
 \_\_\_\_\_ served as the applicant's professor  
 \_\_\_\_\_ known the applicant only as a friend  
 \_\_\_\_\_ worked with the applicant as a colleague  
 \_\_\_\_\_ other

<b>Academic Potential</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>	<b>Unknown</b>
Ability in written expression					
Ability in oral expression					
Dependability					
Initiative					
Intellectual capacity					
Knowledge of research literature					
Perseverance					
Research interest					
Research capacity					
<b>Professional Experience</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>	<b>Unknown</b>
Activity within the profession					
Communication skills					
General competence					
Initiative					
Professional attitude					

(SEE REVERSE SIDE)

Personal Characteristics	Excellent	Good	Average	Low	Unknown
Ability to work with others					
Adaptability					
Appearance					
Attitude toward self-improvement					
Emotional stability					
Enthusiasm					
Personality					
Self-confidence					

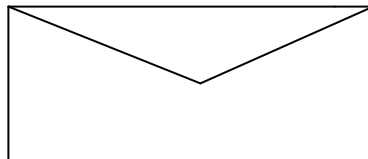
2. In terms of academic or professional potential, I would rate this applicant as:
- \_\_\_\_\_ An outstanding prospect for a Master's program in Higher Education.
- \_\_\_\_\_ An average prospect for a Master's program in Higher Education.
- \_\_\_\_\_ A weak prospect for a Master's program in Higher Education.

3. Clarification (optional)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name typed or printed \_\_\_\_\_

Address



Position or title \_\_\_\_\_

Please place the completed form in a sealed envelope and sign your name over the back flap:

**PROGRAM IN HIGHER EDUCATION  
MASTER'S DEGREE IN HIGHER EDUCATION  
COURSE SCHEDULING GUIDE**

The following information is provided to aid in efficient planning of your master's degree program.

**M.Ed. Core:**

EDHE 6510	3	History of Higher Education
EDHE 6710	3	General Administration of Higher Education
EDHE 6760	3	Higher Education Finance
EDHE 6790	3	Legal Aspects of Higher Education
EDHE 5220	3	Studies in Higher Education: Cultural Pluralism Higher Education
EDHE 5210	<u>3</u>	Studies in Higher Education: Student Demographics in Higher Education
Sub Total	18	

**A. Research Requirement**

EPSY 5210	3	Educational Statistics(M.Ed. an dM.S. degrees)
EPSY 5050	<u>3</u>	Educational Research and Evaluation (M.S. degrees only)*
Sub Total	3/	for M.Ed. Degree
	6	for M.S. Degree

**B. Internships (In area of specialization)**

EDHE 6030	3	Internship in Higher Education
EDHE 6030	<u>3</u>	Internship in Higher Education
Sub Total	6	

**D.Track Requirements (Select One of the Following Specializations)**

**1. Adult Education:**

EDHE 5710	3	Trends and Issues in Adult Education
or		
EDHE 5100	3	Effective College Teaching
EDHE 6640	3	The Adult Learner and Adult Learning
EDHE 6120	3	Seminar in Adult Education [organizational learning]

OR **2.Advancement:**

EDHE 6065	3	Finance and Administration in the Community College
EDHE 6740	3	Planning & Analytical Systems in Higher Education
EDHE 6780	<u>3</u>	Educational Resource Development In Higher Education

OR **3. Community College Administration:**

EDHE 6070	3	Teaching and Learning in the Community College
EDHE 6065	3	Finance and Administration in the Community College
EDHE 5710	3	Trends & Issues in Adult/Continuing Education
or		
EDHE 6640	<u>3</u>	The Adult Learner & Adult Learning

OR **4. General Administration:**

EDHE 5110	3	Foundations of Student Development
EDHE 6740	3	Planning & Analytical Systems in Higher Education
EDHE 6780	<u>3</u>	Educational Resource Development In Higher Education

OR **5. Student Affairs**

EDHE 5110	3	Foundations of Student Development
EDHE 5120	3	Student Development Program Administration
EDHE 6660	<u>3</u>	Seminar in College Student Personnel Work
Sub Total	9	

**TOTALS 36/39**

\*The 39-hour requirement for the Master of Science degree includes both EPSY 5050 and a comprehensive examination to be scheduled, by the student, before the end of the final semester of study.

#The field problem option of one EDHE 6030 class and one elective applies only to students employed in full-time higher education positions or their equivalent.



## **Program in Higher Education**

### **Master's Degree in Higher Education Student Learning Objectives**

#### **Higher Education Core Learning Objectives**

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

#### **Adult Education Track Learning Objectives**

1. To critically review the philosophy and practice of adult education and learning as it exists in the educational literature and practice in the United States.
2. To review, analyze, and apply concepts of adult learning and instruction to the education of adults in one or more of these areas: academic, vocational, religious, or leisure education.
3. To complete an assessment of an adult education context and develop a plan of action to improve the effectiveness of learning and instructional outcomes.
4. To analyze and apply strategies to identify and develop organizational learning processes and functions within a department of an organization.

#### **Advancement Track Learning Objectives**

1. To identify major aspects and functions of fundraising.
2. To demonstrate basic knowledge and competencies for educational resource development.
3. To develop a case statement for submission to a corporation or foundation.
4. To demonstrate an understanding of the organization and management of advancement functions.

#### **Community College Administration Track Learning Objectives**

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

#### **General Administration Track Learning Objectives**

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

#### **Student Affairs Track Learning Objectives**

1. To review and apply current research and theories concerning the impact of college student services (student affairs) on student development and academic success.
2. To communicate effectively with students and staff specific theories of student development and strategies for facilitating a campus climate, which is conducive for learning and the building of community.

3. To apply the above knowledge in the performance of field-based student affairs practica, internships, assistantships, and full-time professional student affairs positions in Higher Education.