

University of North Texas
College of Education
Department of Counseling, Development and Higher Education
Program in Higher Education
[June 2006]

Profile of Graduate Programs in Higher Education
Program in Higher Education
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The UNT Graduate Catalog is located at Web site [<http://www.unt.edu/catalogs>].
Information about The Program in Higher Education
and the Program's Web Page is located at [www.unt.edu/highered].

Mission of the Program in Higher Education

The Program in Higher Education offers the M.Ed., the M.S., the Ed.D. and the Ph.D. in Higher Education. The Program in Higher Education faculty believe that the study of higher education and student services administration should proceed in a cohesive, disciplined and scientific manner; that issues, activities and problems in the administration and study of higher education and student services administration should be studied and taught through courses in historical and philosophical foundations, educational research, teaching and learning theory, finance, law, general and academic administration, comparative international education, adult education, policy and leadership studies, the community college, student affairs administration, strategic planning, personnel management, human development, resource development, and others; and that study in higher education and student services administration is strengthened and enhanced through administrative and research internships, assistantships and independent study projects.

History and Overview of the UNT Program in Higher Education

The University of North Texas has offered the master's degree (M.S. and M.Ed.) and the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees with a major in Higher Education since 1970. The university has awarded over 400 doctorates in Higher Education. Thus, the UNT Program in Higher Education is among the oldest and largest of the 87 student services/higher education graduate programs in the United States. The program has five full-time and five-part time faculty members. In addition, the program uses the services of selected administrators to teach courses in their respective areas of expertise. A total of 140 students are usually engaged in various stages of graduate study during any given semester. Approximately 80% of these students are enrolled part-time while employed in D/FW metroplex institutions of higher education or other area educational agencies; approximately 54% are female, 5% are international scholars, and 9% are members of minority groups. Program graduates have been and continue to be employed as entry, middle and senior level administrators (including presidents, vice presidents and deans) and faculty members in colleges and universities throughout the state, region, nation and world.

Scholarly Activities and Research Interests of the Faculty

An outstanding faculty who have extensive experience and expertise in student affairs, higher education research, administration and scholarship enhance the quality of graduate instruction and research. The program's quality is also enhanced by the faculty's affiliations with the *Bill J. Priest Center for Community College Education*, the *Don A. Buchholz Endowed Chair in Community College Education*, the *Center for Higher Education*, and the *North Texas Community and Junior College Consortium*. Program faculty serve as editors or editorial board members for six peer-reviewed higher education related journals: the **Community College Journal of Research and Practice**, **Educational Gerontology and Christian Higher Education**, where Dr. Barry Lumsden serves as editor-in-chief. Dr. Lumsden also serves on the editorial board for the **Journal of Education and Belief**. Dr. Jack Baier edits the **College Student Services Journal of Research and Practice** and serves on the editorial board of the **Journal of College Student Retention Research and Practice**. Collectively, UNT Higher Education faculty members have authored, co-authored or edited more than two dozen books, monographs and book chapters, more than one hundred articles in refereed journals and have presented several hundred invited and refereed papers at national, regional and state professional meetings and conferences.

Current research interests of the faculty include: studies of state-wide coordination and control of higher education, information data bases used for decision making by higher education administrators, effects of colleges on student cognitive and social development, applications of new technologies to higher education administration and instruction including distance learning, assessment of student co-curricular activities, graduate students needs and services, higher education financing strategies, strategies for improving the quality of college teaching, and learning communities, the measurement of educational outcomes in higher education, applications of futures forecasting in strategic planning systems, and the use of qualitative research methodology in the study of higher education.

Statement of Non-discrimination and Compliance with ADA

The UNT Program in Higher Education does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or veteran status. In accordance with the Americans with Disabilities Act (ADA), disabled applicants should contact the Program Coordinator to help make appropriate arrangements for any special accommodations that may be necessary.

Master's Degree Programs

The Program in Higher Education offers a 36-semester hour (minimum) Master of Education (M.Ed.) degree and a 39-semester hour (minimum) Master of Science (M.S.) degree in Higher Education. In the master's degree, a student may specialize in one of five tracks: Adult Education, Advancement, Community College Administration, General Administration and Student Affairs. The Student Affairs track complies with the Council for the Advancement of Standards (CAS) for the administration emphasis for master's degree programs in student services administration.

The **M.Ed. program** includes 18 semester hours in Higher Education Core courses, 3 semester hours in Educational Research, 6 semester hours in internship, and 9 semester hours in one of the five specialty tracks. The **M.S. program** requires all of the above plus an additional 3 semester hours in Educational Research and a passing grade on a written comprehensive examination.

The degree programs are designed to prepare students for entry level and mid-management level positions at public and private two-year and four-year institutions. Persons who complete the master's degree program are usually eligible for positions in residence life, student housing, career centers, diversity centers, student unions, advancement offices, alumni offices, development offices, advising centers, international student offices, financial aid offices, dean of students' offices, institutional research offices, business affairs offices, enrollment management offices, Greek affairs offices, learning centers, wellness programs and in other staff or student services units and offices.

The M.Ed. and M.S. Curricula

A. Higher Education 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 6850	3	Cultural Pluralism and Higher Education
EDHE 6850	<u>3</u>	Student Demographics in Higher Education
Sub Total	18	

B. Research Requirement

EDER 5210	3	Educational Statistics (MEd and MS students)
EDER 5050	<u>3</u>	Educational Research & Evaluation (MS students only)
Sub Total	3	for MEd degree program
	6	for MS degree program

C. Internships (In area of specialization)

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

(Student Selects One of the Following Specializations)

D. Track Requirements

1. Adult Education: [Complete EDHE 5710 or 5100 and EDHE 6640, 6120]

EDHE 5710	3	Trends and Issues in Adult Education
EDHE 5100	3	Effective College Teaching
EDHE 6640	3	The Adult Learner and Adult Learning
EDHE 6120	3	Seminar in Adult Education

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

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 and Issues in Adult Education
or		
EDHE 6640	<u>3</u>	The Adult Learner and Adult Learning

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

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	[nine semester hours in one of the tracks]

TOTAL HOURS

M.Ed. -- 36 semester credit hours PLUS Electives (at discretion of student)

M.S. ---- 39 semester credit hours PLUS Written Comprehensive Exam PLUS any additional Electives at the discretion of the student.

Admission to UNT's Master's Degree Programs in Higher Education

Admission to the master's degree programs is competitive because available faculty, internships, and assistantships do not permit admission of all qualified applicants. Therefore, approximately 15 students are typically admitted each year. Admission is a two-stage process.

First, the student must be admitted to the Toulouse School of Graduate Studies. Applicants must submit to the graduate school a satisfactory GPA (2.8/4.0) and satisfactory scores on the Graduate Record Examination (verbal 368, quantitative 400).

Second, a departmental application must be submitted to the Higher Education program, along with three letters of recommendation completed on special forms provided by the department, a resume, and a writing sample.

All required admission materials must be filed in the Higher Education program office by June 1 for the Fall semester, November 15 for the Spring semester, or March 1 for the Summer semester for which the student is applying to begin the program. Shortly after the application deadline, each applicant may be required to participate in an interview session with the Program Coordinator and/or the program faculty.

Doctoral Degree Programs in Higher Education

The Program in Higher Education offers the Ed.D. and Ph.D. in Higher Education. Both programs are designed to enable students to:

- acquire knowledge about and evaluate major organizational, behavioral and learning theories applicable to higher education;
- conduct applied and/or basic research in the field of higher education;
- become familiar with past, present and emerging patterns of organizational and professional administrative practice in higher education; and
- observe and participate in the actual practice of higher education administration and/or research.

However, the Ed.D. and Ph.D. programs differ significantly in their length and emphasis and in course work, research tool, minor field and dissertation requirements.

The Doctor of Education (Ed.D.) Degree Program

The Ed.D. program in Higher Education is designed for individuals interested primarily in the application of theory and research to practice. The Ed.D. program requires a minimum of 60 semester hours of course work beyond the master's degree in areas specified on the next page and includes a series of qualifying examinations (statistics, major field, and cognate field) and an applied, analytical, or descriptive dissertation of at least 12 semester hours. The Ed.D. is particularly appropriate for persons who primarily aspire to any of the following administrative leadership careers:

- Senior leadership positions in two and four-year colleges and universities such as President, Vice President for Student Affairs, Dean of Students, Vice President for Administration, Dean of Administration, Vice President for Development/Advancement, Vice President for Institutional Research, Assistant to the President, Dean of Instruction, Dean of Continuing Education, Dean of a College, etc.
- Middle management administrative positions in student affairs, administrative affairs, business affairs, and development in all types of institutions of higher education including positions such as Director of Housing, Director of Financial Aid, Director of Student Services, Director of Student Life/Student Activities, Director of Student Center, Director of Purchasing, Director of Auxiliary Services, Director of Development, Director of Institutional Research, Director of Human Resources, Director of Continuing Education and so forth.
- Administrative and staff positions in state, regional and federal government higher education coordinating and/or governing agencies.
- Administrative leadership positions with higher education accrediting agencies, professional associations, consortia and other professional organizations.

The Ed.D. program requires the student to complete a cognate field in a "sub-specialization" of higher education administration. Below are some common cognate fields chosen by recent students. However, other cognate fields may be developed by the student with the permission of his/her committee. Or the student may choose a minor in another discipline or field that relates to his or her professional goals.

Student Affairs/Services Administration
Community College Education
Adult/Continuing Education
Athletic Administration
Institutional Advancement/Resource Development
Higher Education Law
Fiscal Affairs/Administration

The Ed.D. Curriculum

The Common Higher Education Doctoral Core (15)

The common Higher Education doctoral core provides the student with a broad overview and a common integrated perspective of Higher Education as a field of study and academic enterprise. With these courses as a foundation, the student should be able to intelligently examine the conceptual basis of higher education institutions as complex social organizations in a complex society and build a more in-depth understanding in one or more areas of specialization.

- EDHE 6050 Teaching and Learning in Higher Education
- EDHE 6510 History of Higher Education
- EDHE 6520 Research on Students in Higher Education [online course section]
- EDHE 6700 The Role of Higher Education in a Democracy [online course section]
- EDHE 6710 General Administration of Higher Education [online course section]

Ed.D. Higher Education Base Course Requirements (9)

The Ed.D. base course requirement provides the student with a knowledge of the main areas of administrative specialization common to most institutions of higher learning. Each student must complete AT LEAST THREE of the following base courses:

- EDHE 6570 The Professoriate in Higher Education
- EDHE 6720 Academic Administration in Higher Education
- EDHE 6730 Organization & Administration of Student Development Services
- EDHE 6740 Planning and Analytical Systems [online course section]
- EDHE 6750 Human Resource Development in Higher Education
- EDHE 6760 Higher Education Finance [online course section]
- EDHE 6780 Educational Resource Development in Higher Education
- EDHE 6790 Legal Aspects of Higher Education

Internship (0-6)

In addition to the course work specified above, a supervised administrative internship of up to 180 clock hours (each 3 semester hour course registration requires 90 clock hours) shall be required of any student who has not been employed in a full-time position in an institution, agency or professional association of higher education for at least one academic year or the equivalent (as determined by the Higher Education faculty), prior to taking qualifying (comprehensive) examinations. The internship prepares the student to relate theoretical concepts to administrative practice and to gain work experience in one or more areas of higher education administration.

Minor or Cognate Area (15)

The cognate area is designed to allow the student to conduct in-depth study in a specific aspect of higher education. Possibly cognate areas include but are not limited to: student affairs administration, community college administration or teaching, policy studies in higher education, adult and continuing education, institutional planning and analysis, legal aspects of higher education, multi-cultural education in higher education, governance of higher education, etc. As part of this requirement, students may take up to three hours of independent study (EDHE 6900) and/or three hours of Studies in Higher Education (EDHE 6850). A minor requires 12 credit hours in a field or discipline related to one's professional goals.

College of Education Core and Higher Education Research Requirement (9)

Competence in research, statistics and scholarly inquiry is required of all doctoral students in the College of Education. In the Program in Higher Education this is accomplished in four ways: (1) completion of the College of Education Core courses in research and statistics; (2) attainment of a passing score on a college examination in educational statistics and research methodology, or on an exam developed by the Program; (3) completion of a course on conducting and evaluating quality research on higher education issues; and (4) completion of an acceptable dissertation.

College of Education Core (6)

- EDER 5210 Educational Statistics (Prerequisite for EDER 6010--not counted toward the degree)
- EDER 6010 Statistics for Educational Research
- EDER 6020 Methods of Educational Research

Higher Education Program Research Course Requirement (3)

- EDHE 6530 Research on Higher Education
[EDHE 6530 should be taken after completion of EDER 6010 and 6020.]

Residency Requirement

To meet the residency requirement for the Ed.D program, students are required to enroll in a minimum of 18 semester hours during a calendar year. The residency requirement should be completed during the time the student completes the above course requirements.

This represents completion of course work for the degree. At this point one takes and passes the program written and oral qualifying exams.

Dissertation Research Requirement (Minimum) (12)

The Ed.D. dissertation may be related to immediate operational programs of any aspect of higher education, either in an analysis and solution format or in an application of theory or research context.

**Minimum TOTAL for the Ed.D. (including Dissertation Research Hours) (60-66)
beyond the Master's Degree OR 90-96 hours beyond the Bachelor's Degree**

The Doctor of Philosophy (Ph.D.) Degree Program

The Ph.D. program in Higher Education serves individuals interested primarily in scholarly research on and in the teaching of Higher Education as a field of study. It requires a minimum of 72 semester credit hours beyond the master's degree in areas specified on the next page and includes a series of qualifying examinations (admission, statistics, major field and minor field) and a conceptual or theoretically based dissertation of at least 12 semester hours that is generalizable to the field of higher education and of publishable quality. The Ph.D. is appropriate for those persons who aspire to the following careers:

- Academic teaching and/or research positions in graduate programs of higher education, higher education institutes and/or centers for the study of higher education,
- Senior leadership positions in comprehensive and/or doctoral/research universities where in-depth knowledge and understanding of the conceptual bases of higher education and the administration of higher education are required,
- Applied research and senior leadership positions in institutions of higher learning, medical centers, government agencies, consortia of higher education institutions, and higher education professional associations,
- Research and senior leadership positions in statewide higher education coordinating agencies and multi-campus system offices.

The Ph.D. Curriculum

The Common Higher Education Doctoral Core (15)

The common Higher Education doctoral core provides the student with a broad overview and a common integrated perspective of Higher Education as a field of study and academic enterprise. With these courses as a foundation, the student should be able to intelligently examine the conceptual basis of higher education institutions as social organizations in a complex society and to build a more in-depth understanding in one or more areas of specialization.

EDHE 6050	Teaching and Learning in Higher Education	
EDHE 6510	History of Higher Education	
EDHE 6520	Research on Students in Higher Education	[online course section]
EDHE 6700	The Role of Higher Education in a Democracy	[online course section]
EDHE 6710	General Administration of Higher Education	[online course section]

Ph.D. Higher Education Base Course Requirements (9)

The Ph.D. base course requirement is designed to teach the student the contextual basis of Higher Education and organizational concepts common to the teaching, administration and study of Higher Education. These courses provide the student with a conceptual and theoretical base on which to build a specialization and/or research focus. Each student must complete AT LEAST THREE of the following courses:

EDHE 6500	Essentials of Academic Publishing in Higher Education	
EDHE 6550	Policy Studies in Higher Education	
EDHE 6570	The Professoriate in Higher Education	
EDHE 6720	Academic Administration	
EDHE 6740	Planning and Analytical Systems in Higher Education	[online course section]
EDHE 6750	Human Resource Development in Higher Education	
EDHE 6760	Higher Education Finance	[online course section]
EDHE 6780	Educational Resource Development in Higher Education	
EDHE 6790	Legal Aspects of Higher Education	

Higher Education Elective Course Requirements (6)

To develop a broader exposure to or an in-depth knowledge of a specialized area, the student may select AT LEAST TWO additional EDHE courses from the Higher Education course inventory. As part of this requirement, students may select three hours of independent study, EDHE 6900, and/or three hours of Studies in Higher Education, EDHE 6850.

Internship (0-6)

Prior to taking qualifying exams, an administrative and/or research internship of up to 6 semester hours is required of students who have not been employed in a full-time administrative, teaching or research position in higher education for at least one academic year, or the equivalent as determined by the Higher Education faculty. Administrative internships shall consist of at least 90 clock hours of closely supervised administrative work for each three semester hours of credit and culminate with a written report of the internship experience. Research internships shall require the close supervision of the student's research project by a Higher Education Program faculty member and culminate in a publishable or presentable research paper. These internships provide students valuable administrative and/or research experience in higher education so that they may relate theory to practice and fully appreciate the complexities involved in the study and/or administration of higher education.

Minor or Cognate Field Requirement (12)

A student may choose to complete a cognate area specializing in higher education or a minor field in a discipline which relates to one's professional goals. Either provides the student with a unified, intensive concentration of course work in a specialization in higher education or in an academic or professional area outside of the field of education. Minor field course work must include 12 credit hours in a single graduate discipline or field of study.

College of Education and Higher Education Research Requirement (9)

Acquiring and demonstrating evidence of competence in research, statistics and scholarly inquiry is required of all doctoral students in the College of Education. In the Program in Higher Education this is accomplished in four ways: (1) completion of the College of Education Core courses in research and statistics; (2) attainment of a passing score on a college-wide examination in educational statistics and research methodology or on an educational statistics and research exam given by the Program; (3) completion of a course on conducting and evaluating quality research on higher education issues; and (4) completion of an acceptable dissertation. Ph.D. students are also required to complete the second Research Tool Requirement specified below.

College of Education Core (6)

- EDER 5210 Educational Statistics (Prerequisite for EDER 6010--not counted toward the degree)
- EDER 6010 Statistics for Educational Research
- EDER 6020 Methods of Educational Research

In addition to these courses, the student must pass comprehensive written examinations that cover the content of these research courses.

Higher Education Program Research Course Requirement (3)

- EDHE 6530 Research on Higher Education
[EDHE 6530 should be taken after completion of EDER 6010 and 6020.]

Research Tool Requirement (9)

Because the Ph.D. is, by definition, a research degree, each Ph.D. candidate must be competent in the modes of scholarly inquiry. In Higher Education those modes include descriptive, relational, experimental and historical studies, which use qualitative and/or quantitative research designs and analyses. Therefore, Ph.D. students must complete 9 semester hours in statistics and research methodology (beyond those courses on taken by all doctoral students and

required by the college. Specifically, THREE or more of the following recommended courses must be completed for a total of AT LEAST 9 credit hours to fulfill this research requirement:

- EDER 5240 Survey Research Methods in Education
- EDER 6005 Statistical Theory and Simulations
- EDER 6210 Multiple Regression Analysis and Related Methods
- EDER 6240 Educational Data Processing
- EDER 6230 Advanced Research Design [prerequisite EDER 6240]
- EDER 6290 Multivariate Statistics in Education
- EDER 6280 Qualitative Research in Education
- EDER 6285 Qualitative Data Analysis
- EDHE 6850 Studies in Higher Education: Quantitative Research in Higher Education

At this point the student has completed course work in the classroom and now applies to take and complete the doctoral qualifying, comprehensive written and oral exams.

Residency Requirement

Residency for the Ph.D. which is defined as completion of nine semester hours in two consecutive semesters should be completed during the course work phase of study.

Dissertation Research (Minimum) (12)

The Ph.D. dissertation should demonstrate the student's ability to conduct independent research. The research design, sampling procedures and methods of analysis should be congruent with the modes of inquiry used in conducting research on higher education and should be a report of independent research resulting in knowledge generalizable to the field. Moreover, the dissertation should be of publishable quality and should make a bona fide contribution to pressing or emerging issues in higher education.

**Minimum TOTAL for the Ph.D. (including Dissertation Research Hours) (72-78)
beyond the Master's Degree OR 102-108 beyond the Bachelor's Degree.**

Admission to the Doctoral Programs in Higher Education

Admission to doctoral study in Higher Education, both the Ed.D. and Ph.D., is selective and restricted. Admission decisions are made by the faculty.

One must submit all applications and materials required by the Toulouse School of Graduate Studies [the UNT Graduate School] and by the Program in Higher Education by the following dates to be admitted for the semester indicated:

1. Submit all materials by April 1st to be admitted to begin course work in the fall semester
2. Submit all materials by July 1st to be admitted to begin course work in the spring semester
3. Submit all materials by November 1st to be admitted to begin course work in the summer semester

Applications and materials as noted above include these items:

1. **Admission to the Toulouse School of Graduate Studies.** Complete and submit
 - *graduate school application
 - * transcripts of all college/university course work
 - *recent (with in last 5 years) GRE or GMAT score.
2. **Admission to the Program in Higher Education.** Submit
 - *a program application form
 - * vita or resume
 - * three (3) letters of reference

Once an applicant submits these items by the scheduled dates, the faculty will review the applicant's file. If approved, the applicant will be invited for an interview and to take the admissions exam. Both will be scheduled on the same day generally a Saturday in February, July or September. Upon successful completion of the admissions exam and interview process, the applicant is accepted into the program, the student will be assigned a major professor, who will work with the student to complete and file a degree plan.

Admission Criteria

Score on the Graduate Record Examination or GMAT. Current GRE scores, within the past five years, of 368 on the verbal section and 400 on the quantitative section are required for admission . The GMAT may be substituted for the GRE in certain cases. A GMAT score of 450 is required for admission.

Quality of prior academic work. A grade point average of 3.4 or above for all prior graduate work is expected. A minimum GPA of 3.0 is required. Additional evidence of academic potential to be successful in a rigorous program of doctoral study (i.e. higher than required minimum scores on the GRE/GMAT) must be submitted for GPAs between 3.0 and 3.4.

Relevance of bachelor's and master's degree majors to higher education. The applicant indicates the relevance of his/her degree programs to doctoral study and a career in higher education.

Amount and level of prior work experience as a college or university administrator and/or faculty member
One or more years of full-time employment are preferred. For those individuals admitted to the Program without such prior work experience, 6 semester credit hours of internship experience will be required.

Prior Record and potential for conducting scholarly research and publishing in the field of Higher Education. This is demonstrated through prior scholarly publications, scholarly presentations, letters of recommendation, standardized test scores and research experience.

Capacity for doctoral study. This is demonstrated through GPA for master's or any post-master's course work.

Program Interview Applicants who meet the first round admission criteria will be invited to campus for an interview with faculty. If necessary, the interview may be by phone.

Applicant's Career Objectives. The applicant should demonstrate how his/her career objectives are compatible with the educational objectives stated for either the Ed.D. or Ph.D. degree program and concisely state this relationship on the Program Application Form.

Professional References Applicants are expected to provide three letters of recommendation for doctoral study in the field of Higher Education. These letters should be from former or present supervisors familiar with the applicant's administrative ability or potential and from current or former faculty members familiar with the applicant's intellectual capacity and potential for success in a rigorous program of graduate study and scholarly inquiry in the field of Higher Education.

Quality of the Program Admission Examination. This examination may be taken by those applicants who meet the first round criteria for admission. Applicants who do are invited to take the admission exam and come for an interview by faculty.

Faculty Support. Applicants must receive a majority vote of support from the full-time Higher Education faculty participating in the interview process with the applicant.

**University of North Texas College of Education
Program in Higher Education
Faculty**

GRADUATE FACULTY

John L. (Jack) Baier, Ph.D., Southern Illinois University, Professor, Director of the Center for Higher Education. *Courses taught:* Foundations of Student Development Administration, General Administration of Higher Education, Higher Education Finance, Planning & Analytical Systems, Research on Students. *Research Interests:* financing of higher education, university planning models, applications of technology to administrative functions, student affairs graduate programs and standards for professional practice, impact of college policies on student development, enrollment management practices.

V. Barbara Bush, Ph.D., Claremont Graduate University, Assistant Professor and Advisor for the Master's Program in Higher Education. *Courses taught:* Foundations of Student Development Administration, Student Development Program Administration, Organization & Administration of Student Development Services, Assessment in Student Development, Studies in Higher Education. *Research Interests:* Leadership, diversity, women in higher education, student development theory, management, strategic planning, politics of higher education.

Bonita Jacobs, Ph.D., Texas A&M University, Vice President for Student Development at the University of North Texas and Assistant Professor. *Courses taught:* Foundations of Student Development Administration, Student Development Programming Administration, co-chairs and serves on doctoral committees. *Research Interests:* student development and enrollment management.

Patsy Fulton-Calkins, Ph.D., University of North Texas, Executive Lecturer. Director of the Bill J. Priest Center for Community College Education, and holds the Don A. Buchholz Chair in Community College Education. *Courses Taught:* Academic Administration, Institutional Effectiveness & Accreditation, Contemporary Issues in the Community College, History of Higher Education in the U.S., Teaching and Learning in the Community College. *Research Interests:* Institutional effectiveness in community colleges, including leadership and student success.

D. Barry Lumsden, Ed.D., North Carolina State University, Professor. *Courses taught:* Essentials of Academic Publishing, The Professoriate, The Dissertation in Higher Education, Teaching & Learning. *Research Interests:* assessment of Christian higher education, adult development, and the correlates of teaching effectiveness.

Ron Newsom, Ph.D., Florida State University, Associate Professor. *Courses taught:* The Role of Higher Education in a Democracy; Research on Higher Education; Effective College Teaching, Adult Learning & the Adult Learner; Seminar in Adult & Continuing Education, Trends & Issues in Adult Education. *Research Interests:* qualitative research methodology, adult learning and education, narrative and self-directed learning, analysis of dissertation research in higher and adult education.

Kathleen Whitson, Ph.D., University of North Texas, Executive Lecturer/Program Coordinator. *Courses taught:* Contemporary Issues in Community College, The Role of Higher Education in a Democracy, Effective College Teaching. *Research Interests:* Access and Equity, Teaching and Learning, Role of Higher Education in Economic Development, Evolving mission of the Community College.

Gwenn Pasco, Ed.D., Teachers College, Columbia University, Lecturer and Director of the College of Education Student Advising Office. Teaches courses in student affairs. *Research Interests:* student cultures, student affairs administration.

ADJUNCT FACULTY

John Anthony, Ed.D., Temple University, President Emeritus, Collin County Community College. *Specialization:* leadership and administration, community college education.

Jesse Jones, Ph.D., University of North Texas, Executive Director of the North Texas Community and Junior College Consortium. *Specialization:* community college administration, instruction and consortia.

Richard Rafes, J.D., University of Houston; Ph.D., University of North Texas, Senior Vice President for Administration, University of North Texas. *Specialization:* higher education law.