

EXECUTIVE ED.D. IN HIGHER EDUCATION LEADERSHIP

<https://eps.edu.miami.edu/graduate/doctoral/hel-edd/index.html>

Overview

The Higher Education Leadership program, which offers a Doctor of Education degree (Ed.D.), is committed to preparing students for senior leadership positions in colleges and universities, state and federal agencies, and other educational organizations. The Executive Ed.D. program is guided by a practitioner-scholar model that combines theoretical offerings with application to practical higher education problems. Students focus on areas of special interest and choose dissertation projects that address issues confronting the contemporary higher education workplace.

The Executive Ed.D. is designed to meet the needs of working professionals. Courses are offered on weekends, and a cohort design allows students to develop meaningful relationships, support one another, and learn from the diverse experiences of fellow educators.

The curriculum emphasizes the impact of theory and empirical evidence on administrative, organizational, and policy contexts in post-secondary education. Unique to the University of Miami Executive Ed.D. in Higher Education Leadership is its component in enrollment management, a comprehensive strategy that promotes the seamless integration of administrative responsibilities to efficiently and effectively meet institutional needs and support student success.

The University of Miami Executive EdD in Higher Education Leadership offers a choice between two study concentrations for earning the Doctor of Education degree:

- Higher Education Leadership
- Community Leadership

The Higher Education Leadership Concentration

Ours is the only program based in strategic enrollment management, a holistic approach that emphasizes effective communication and collaboration across office lines to effect student success and institutional vitality. Data-driven decision-making is central to all we do. Foundational courses instill clear understanding of higher education and its role in society with an emphasis on campus culture and equity; quantitative and qualitative research courses provide the tools for solving problems and taking advantage of opportunities at your institution; and concentration courses highlight today's most pressing institutional needs and concerns.

The Community Leadership Concentration

Ours is the only program that combines training in community and higher educational leadership simultaneously. Students learn how to lead social justice initiatives and development and change in community organizations and in educational settings, gaining valuable skills in applied research, program development, program evaluation, social change, and community participation. Graduates also gain knowledge in the highly sought field of civic and community engagement and in diversity and equity promotion in university settings. Foundational courses instill clear understanding of the community engagement and social change processes that are essential to advancing diversity, equity, and inclusion in multiple sectors.

Admission Requirements

Admission to all graduate-degree concentrations in the School of Education and Human Development is based on the recommendation of the faculty. Admissions decisions are based on faculty review of the following general requirements that apply to **all** Graduate Programs in the School as well as specific documents listed under each concentration.

Applicants must:

- International applicants whose native language is not English or applicants whose degrees are from a non-U.S. University must pass the Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS);
- provide official transcripts showing completion of a bachelor's degree from an accredited institution and an acceptable undergraduate grade point average. A minimum of 3.0 undergraduate GPA is required. Official transcripts from every institution attended by an applicant, whether or not the applicant completed a degree program at the institution, are required;
- provide three letters of recommendation that address the issues and meet the criteria established by the program being applied to;
- provide a personal statement that addresses the mission and purpose of the program being applied to;
- resume;
- take part in an admissions interview (required by some programs); and
- exhibit personal and professional experiences and characteristics that are relevant to the profession and/or field and/or degree program for which the application is being submitted.

Doctor of Education (Ed.D.)

In addition to the factors listed as general requirements for all applications to the SEHD's graduate programs, consideration for admission to the Ed.D. program will include the following:

- letters of recommendation should address the applicant's academic potential;
- available student space in the program; and
- admissions interview.

International Applications

All international applications must provide additional information and meet additional requirements as required by the UM Graduate School and the Office of International Student and Scholar Services. For an appropriate link to these requirements, please visit the Graduate School website.

Admission Decision

Once an applicant has been admitted to graduate study, that individual should meet with the faculty advisor who was appointed to serve in that capacity and whose name appears in the admissions letter. This advisor will help the student enroll in courses that are appropriate to the program; to develop and to refine a Program of Study that must be on file in the Office of Graduate Studies by the end of the first academic year of enrollment.

Honor Code/Handbook of Policies and Procedures

The School of Education and Human Development follows the Graduate School's Honor Code. All students are required to review the Graduate Student Honor Code and the School of Education and Human Development's Handbook of Policies and Procedures for Graduate Students and submit the signed Acknowledgement of Receipt located on page 3 by the end of their first semester of enrollment.

Curriculum Requirements

Higher Education Leadership Concentration

Code	Title	Credit Hours
Higher Education Foundations		24
EPS 737	Organization and Administration of Higher Education I	
EPS 742	Higher Education in the United States: From Harvard to Present	
EPS 744	Student Diversity in American Higher Education	
EPS 745	Organization Administration of Higher Ed II: Governance, Leadership and Finance	
EPS 746	College Student Development: Theory, Research and Practice	
EPS 748	Enrollment Management: Theory and Practice	
EPS 749	Advanced Seminar in Enrollment Management	
EPS 751	Seminar in Higher Education Administration: Contemporary Issues	
Research		9
Select 9 credit hours from the following or as otherwise approved:		
EPS 625	Program Evaluation	
EPS 700	Quantitative Methods I	
EPS 701	Introduction to Research Methods	
EPS 702	Quantitative Methods II	
EPS 703	Applied Multivariate Statistics	
EPS 704	Computer Applications in Educational and Behavioral Science Research	
EPS 705	Measurement and Psychometric Theory	
EPS 706	Categorical Data Analysis	
EPS 708	An Introduction to Structural Equation Modeling for Multivariable Data	
EPS 714	Qualitative Methods I	
EPS 715	Qualitative Methods II: Case Studies and Grounded Theory	
Electives		12
Select 12 credit hours from the following or as otherwise approved:		
EPS 738	Effective Teaching, Learning, Assessment, and Curriculum in Higher Education	
EPS 739	The Community College	
EPS 740	Administration of Student Affairs	
EPS 741	Basic Skills in Counseling and Interviewing	
EPS 743	Psychological Bases of Education	
EPS 747	Critical Issues in Student Affairs: The Law and Higher Education	

EPS 753	Internship in College Teaching	
EPS 754	Practicum: Administration of Higher Education	
EPS 755	Group Dynamics and Communication Skills	
EPS 764	Workshop in Education: Selected Topics	
EPS 765	Workshop in Education: Selected Topics in Higher Education	
Dissertation Proposal Seminar (Required)		3
EPS 752	Dissertation Seminar	
Dissertation		12
EPS 830	Pre-Candidacy Dissertation Research	
EPS 835	Doctor of Education Dissertation	
EPS 840	Post-Candidacy Dissertation Research	
Total Credit Hours		60

Curriculum Requirements

Community Leadership Concentration

Code	Title	Credit Hours
Foundations in Community Leadership		
EPS 622	Community Well-being and Change: Theory and Practice	3
EPS 623	Development and Change in Community Organizations: Theory and Practice	3
EPS 624	Essentials of Research in Social and Behavioral Sciences	3
EPS 625	Program Evaluation	3
EPS 626	Multicultural Communities in a Globalized Society	3
EPS 627	Community Youth Development	3
EPS 628	Social Change Praxis	3
EPS 629	Seminar in Community and Social Change	3
Research		
Select 9 credit hours from the following or as otherwise approved:		
EPS 700	Quantitative Methods I	
EPS 701	Introduction to Research Methods	
EPS 702	Quantitative Methods II	
EPS 703	Applied Multivariate Statistics	
EPS 704	Computer Applications in Educational and Behavioral Science Research	
EPS 705	Measurement and Psychometric Theory	
EPS 706	Categorical Data Analysis	
EPS 708	An Introduction to Structural Equation Modeling for Multivariable Data	
EPS 714	Qualitative Methods I	
EPS 715	Qualitative Methods II: Case Studies and Grounded Theory	
Electives in Higher Educational Leadership		12
Select 12 credit hours from the following or as otherwise approved:		
EPS 738	Effective Teaching, Learning, Assessment, and Curriculum in Higher Education	
EPS 739	The Community College	
EPS 740	Administration of Student Affairs	
EPS 741	Basic Skills in Counseling and Interviewing	
EPS 742	Higher Education in the United States: From Harvard to Present	
EPS 743	Psychological Bases of Education	
EPS 744	Student Diversity in American Higher Education	
EPS 745	Organization Administration of Higher Ed II: Governance, Leadership and Finance	

EPS 746	College Student Development: Theory, Research and Practice	
EPS 747	Critical Issues in Student Affairs: The Law and Higher Education	
EPS 753	Internship in College Teaching	
EPS 754	Practicum: Administration of Higher Education	
EPS 755	Group Dynamics and Communication Skills	
EPS 764	Workshop in Education: Selected Topics	
EPS 765	Workshop in Education: Selected Topics in Higher Education	
Dissertation Proposal Seminar (Required)		
EPS 752	Dissertation Seminar	3
Dissertation		12
EPS 830	Pre-Candidacy Dissertation Research	
EPS 835	Doctor of Education Dissertation	
EPS 840	Post-Candidacy Dissertation Research	
Total Credit Hours		60

Sample Plan of Study

Higher Education Leadership Concentration

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

Year One		Credit Hours
Fall		
EPS 714	Qualitative Methods I	3
EPS 744	Student Diversity in American Higher Education	3
EPS 748	Enrollment Management: Theory and Practice	3
Credit Hours		9
Spring		
EPS 700	Quantitative Methods I	3
EPS 742	Higher Education in the United States: From Harvard to Present	3
EPS 746	College Student Development: Theory, Research and Practice	3
Credit Hours		9
Summer		
EPS 737	Organization and Administration of Higher Education I	3
EPS 749	Advanced Seminar in Enrollment Management	3
Credit Hours		6
Year Two		
Fall		
EPS 702	Quantitative Methods II	3
EPS 745	Organization Administration of Higher Ed II: Governance, Leadership and Finance	3
EPS 7XX	Workshop in Education: College Environment	3
Credit Hours		9
Spring		
EPS 747	Critical Issues in Student Affairs: The Law and Higher Education	3
EPS 751	Seminar in Higher Education Administration: Contemporary Issues	3
EPS 752	Dissertation Seminar	3
Credit Hours		9
Summer		
EPS 7XX	Workshop: Seminar in HE	3
EPS 830	Pre-Candidacy Dissertation Research	3
Credit Hours		6

Year Three		
Fall		
EPS 835	Doctor of Education Dissertation	6
	Credit Hours	6
Spring		
EPS 835	Doctor of Education Dissertation	6
	Credit Hours	6
	Total Credit Hours	60

Sample Plan of Study

Community Leadership Concentration

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

Year One		
		Credit Hours
Fall		
EPS 622	Community Well-being and Change: Theory and Practice	3
EPS 623	Development and Change in Community Organizations: Theory and Practice	3
EPS 624	Essentials of Research in Social and Behavioral Sciences	3
	Credit Hours	9
Spring		
EPS 700	Quantitative Methods I	3
EPS 625	Program Evaluation	3
EPS 626	Multicultural Communities in a Globalized Society	3
	Credit Hours	9
Summer		
EPS 628	Social Change Praxis	3
EPS 627	Community Youth Development	3
EPS 714	Qualitative Methods I	3
	Credit Hours	9
Year Two		
Fall		
EPS 629	Seminar in Community and Social Change	3
EPS 702	Quantitative Methods II	3
EPS 742 or 744	Higher Education in the United States: From Harvard to Present or Student Diversity in American Higher Education	3
	Credit Hours	9
Spring		
EPS 747	Critical Issues in Student Affairs: The Law and Higher Education	3
EPS 751	Seminar in Higher Education Administration: Contemporary Issues	3
EPS 752	Dissertation Seminar	3
	Credit Hours	9
Summer		
EPS 830	Pre-Candidacy Dissertation Research	3
	Credit Hours	3
Year Three		
Fall		
EPS 835	Doctor of Education Dissertation	6
	Credit Hours	6

Spring		
EPS 835	Doctor of Education Dissertation	6
	Credit Hours	6
	Total Credit Hours	60

Mission

The Executive Ed.D. Program in Higher Education Leadership prepares students for senior-level administrative, academic, policymaking, and other leadership roles in both public and private spheres of higher education. To nurture effective leaders, our emphasis is on data-driven decision-making. Grounded in research, theory, applications to daily practice, and enrollment management, our intensive weekend cohort format allows working professionals with master's degrees to retain full-time careers while earning a Doctor of Education.

Goals

Students emerge with the knowledge, skills, versatility, and creativity for solving problems, taking advantage of opportunities, and leading change in a range of educational settings.

Community Leadership Concentration: The Community Leadership Concentration prepares you for transformational leadership roles in community-based organizations as well as in colleges and universities, education-related organizations, and public policy settings.

Student Learning Outcomes

- Students will grasp the basics of social science research on issues in higher education and demonstrate skills in asking effective research questions, developing sound methodology and conducting appropriate analyses.
- Students will effectively apply knowledge of leadership theory, research and best practices to problems of practice in higher education.
- Students will master all doctoral dissertation components as demonstrated through communication effectiveness – written and oral deliveries – at quality academic and professional levels.

Additional Student Learning Outcomes for Community Leadership Concentration:

- Students will gain valuable skills in applied research, program development, program evaluation, social change, and community participation.
- Students will gain knowledge in the highly sought field of social justice, and civic and community engagement in university settings.
- Students will master clear understanding of the community engagement and social change processes required to advance diversity, equity, and inclusion in multiple sectors.