UNIVERSITY OF MIAMI
FACULTY SENATE

The John Knoblock
Faculty Senate Office

Ashe Administration Building, #325
1252 Memorial Drive
Coral Gables, Florida 33146

facsen@miami.edu
fs.miami.edu
Ph: 305-284-3721
Fax: 305-284-5515

MEMORANDUM

To: Julio Frenk
           University President

From: Linda L. Neider
           Chair, Faculty Senate

Date: October 1, 2021

Subject: Faculty Senate Legislation #2021- 10(B) – New Track in Community Leadership of the Executive Ed.D. in Higher Education Leadership, School of Education and Human Development, Department of Educational and Psychological Studies

****

The Faculty Senate, at its September 29, 2021, meeting, had no objections to the proposal for a new track in Community Leadership of the Executive Ed.D. in Higher Education Leadership, School of Education and Human Development, Department of Educational and Psychological Studies, a repackaging of existing courses.

The proposal is enclosed for your reference.

This legislation is now forwarded to you for your action.

LLN/rh

Enclosure

cc: Jeffrey Duerk, Executive Vice President and Provost
       Laura Kohn Wood, Dean, School of Education and Human Development
       Isaac Prilleltensky, Professor, School of Education and Human Development
       Willis Jones, Associate Professor, School of Education and Human Development
       Ashmeet Oberoi, Assistant Professor of Prof. Practice, Director, Community & Social
              Change Program, School of Education and Human Development
       Carol-Anne Phekoo, Associate Professor of Prof. Practice, Director, Higher Education
              Leadership Program, School of Education and Human Development

CAPSULE: Faculty Senate Legislation #2021- 10(B) – New Track in Community Leadership of the Executive Ed.D. in Higher Education Leadership, School of Education and Human Development, Department of Educational and Psychological Studies

PRESIDENT'S RESPONSE

APPROVED: _____ DATE: __10/15/21__
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean Leonidas Bachas, College of Arts and Sciences_____
EFFECTIVE DATE OF LEGISLATION: _____IMMEDIATELY_____
(pending any additional approval by the Board of Trustees)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED):_____

Program Change Request

Date Submitted: 03/19/21 11:56 am

Viewing: **Executive Ed.D. in Higher Education Leadership : HELD_EDD**

Last approved: 05/05/20 11:05 am

Last edit: 09/07/21 11:20 am

Changes proposed by: Ashmeet Oberoi (ako12)

Catalog Pages Using
this Program
[Executive Ed.D. in Higher Education Leadership](#)

Please list the authors of this proposal including name, rank/title, program/department, and school.

Proposer(s) Name

Ashmeet Oberoi, Ph.D.
Assistant Professor of Professional Practice
Director, Community & Social Change Program
Educational and Psychological Studies
School of Education and Human Development

Carol-Anne Phekoo, Ph.D.
Associate Professor of Professional Practice
Director, Higher Education Leadership Program
Educational and Psychological Studies
School of Education and Human Development

Effective Term	Fall 2021
First Term Valid	Fall 2021
Change Type	All Other Changes

Provide a brief
summary of the
change

The Department of Educational and Psychological Studies proposes to add a track in its Higher Education Leadership Program. The Community Leadership (CL) concentration of the Executive EdD program is for working professionals with master's degrees who desire the knowledge and skills essential to community leadership. The new concentration leverages the skills of our faculty in the community well-being program. Combining the expertise of our department in community and higher educational leadership creates a unique opportunity for students interested in working in civic engagement, diversity, equity and inclusion, and leadership at the intersection of community outreach and education. The unique combination of leadership in community and higher education will provide graduates with an edge in the marketplace.

In Workflow

1. **PG Initial Review**
2. **PG EPS Chair**
3. **PG ED Vice Dean**
4. **PG ED Dean**
5. **PG University Accreditation**
6. **PG GR School**
7. **PG Graduate Council**
8. **PG GR Dean**
9. **PG FS Office for GWC**
10. **PG Pending Documentation**
11. **PG FS Office for GWC**
12. PG FS GWC
13. PG Faculty Senate
14. PG FS for President
15. PG FS President Approved
16. PG Registrar

Approval Path

1. 04/08/21 12:39 pm
   Patty Murphy
   (pxm491): Approved
   for PG Initial Review
2. 04/08/21 12:40 pm
   Soyeon Ahn (s.ahn):
   Approved for PG
   EPS Chair
3. 04/08/21 1:40 pm
   Walter Secada
   (wsecada):
   Approved for PG ED
   Vice Dean
4. 04/08/21 2:48 pm
   Laura Kohn Wood
   (l.kohnwood):
   Approved for PG ED
   Dean
5. 04/08/21 4:36 pm
   Patty Murphy
   (pxm491): Approved

Working closely with our scholars and practitioners, students master the components of community well-being, how to lead development and change in community organizations, and how to conduct research among diverse populations. We instill the foundations of community leadership and provide students with a range of opportunities to acquire research skills and to study key aspects of today's higher education, including its organization and administration, college student development theory and research, and critical legal issues in student affairs.

Career   Graduate

Academic Structure

School/ College	Department
School of Education	Educational and Psych Studies

Plan Type   Major and/or Degree

Degree Type   Doctorate

Degree Name   Doctor of Education

Proposed Plan Code   CLD

Proposed CIP Code

Plan Name   Executive Ed.D. in Higher Education Leadership

Will there be any subcomponents within the program such as concentrations, specializations, thesis/non-thesis options, or tracks?

Yes No

Subcomponents

Subcomponent Type	Subcomponent Name
Concentration	**Community Leadership**
Concentration	**Higher Education Leadership**

Program Instruction Mode   In Person

Where is the program offered?	Location	Please provide the % of instruction at each location.
	Coral Gables Campus	100

Program Length (Years)   5

Total Credits   60

To Be Published in the Academic Bulletin

9/7/21, 11:35 AM

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(tplantan):
Approved for PG
Graduate Council

16. 04/25/21 11:21 am
Guillermo Prado
(gprado): Approved
for PG GR Dean

17. 06/25/21 2:13 pm
Robyn Hardeman
(rhardeman):
Approved for PG FS
Office for GWC

18. 09/07/21 11:21 am
Patty Murphy
(pxm491): Approved
for PG Pending
Documentation

History

1. May 5, 2020 by
Tinisha Hollinshead
(thollinshead)

9/7/21, 11:35 AM

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Program Overview

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.

Program Mission and Goals

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

Effective programs focus on the design and improvement of educational experiences to enhance student learning. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in the program. Please include an educational mission statement for the program, educational goals/objectives for the program, and specific student learning outcomes that you will use to assess the program. Student learning outcomes should start with "Students will be able to..." or "Students will demonstrate..." or similar phrasing.

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.

Curriculum Requirements

Curriculum Requirements

Higher Education Leadership Concentration

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	

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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

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		**9**

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

Plan of Study

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.

Plan of Study Grid

Year One		
Fall		Credit Hours
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.

Plan of Study Grid

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		

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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

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Admission Requirements

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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:

Graduate Record Exam (GRE) requirements may be waived for applications to Spring 2021 and following, pending final approvals. However, if the GRE is required for admissions, applicants must achieve acceptable scores on the GRE taken within the past five years. 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) and the GRE;

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.

Rationale

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Rationale

The Department of Educational and Psychological Studies proposes to add a track in its Higher Education Leadership Program. The **Community Leadership** (CL) track of the Executive EdD program is for working professionals with master's degrees who desire the knowledge and skills essential to community leadership. The new concentration leverages the skills of our faculty in the community well-being program. Combining the expertise of our department in community and higher educational leadership creates a unique opportunity for students interested in working in civic engagement, diversity, equity and inclusion, and leadership at the intersection of community outreach and education. The unique combination of leadership in community and higher education will provide graduates with an edge in the marketplace. Working closely with our scholars and practitioners, students master the components of community well-being, how to lead development and change in community organizations, and how to conduct research among diverse populations. We instill the foundations of community leadership and buttress them with a range of opportunities for students to acquire research skills and to study key aspects of today's higher education, including its organization and administration, college student development theory and research, and critical legal issues in student affairs.

The Community Leadership program prepares students for transformational leadership roles in, for example:

Community-based organizations
Nonprofits
Institutions of higher education
Public policy arenas
Foundations
Government
Social movement
Grassroots organizations
Faith-based organizations

Job Market Demand and Outlook

An exciting opportunity exists to combine the talents of our faculty in higher education leadership and community well-being. Many Community-Based Organizations (CBOs) like Breakthrough Miami and Educate Tomorrow promote well-being through higher education. At the same time, many universities around the country are strengthening their efforts in civic and community engagement. For example, many higher education institutions are pursuing the Carnegie classification of "engaged universities."

There is no question that the well-being of marginalized communities can be enhanced by opening up more educational opportunities for their members. Similarly, there is no doubt that university students need to become more civically engaged to address many of the social problems besetting our country and the world.

We see the synergy of higher education and community leadership as an exciting opportunity to meet the demand of many leaders in CBOs and universities and colleges for a higher degree. Many higher education professionals engaged in student affairs and civic engagement are looking to advance their careers. The same applies to leaders of CBOs, who typically hold only a master's degree.

We are very excited to offer a program that would attract students from the higher education and the community, not for profit, and government sectors. We believe that we can create a unique program that does not exist anywhere else.

Therefore, the EPS department is proposing that the SEHD develop a track in Community Leadership in the existing HE-EDD program devoted to leadership in community psychology and social justice consultation and practice. Our survey of other competitive graduate programs in HE and community psychology practice suggests that our proposed track in HE - EDD program will be the only program that combines training in community and higher educational leadership at the same time. This will provide an appealing alternative to people in formal educational settings as well as to people working in community-based organizations and non-profit industry.

The practitioner-scholar program model employed in this new concentration in Community Leadership combines theory with research and practice. Graduates emerge with the knowledge, skills, versatility, and creativity for solving problems, taking advantage of opportunities, and leading change in a range of community and educational settings. Students will learn how to lead transformation processes and how to use community-based participatory research to improve organizational and community well-being. Graduates will help communities to foster wellness with fairness. In addition, they will learn how to develop and evaluate community-based and educational programs. Students will acquire the skills to become a leader in diversity, equity, and inclusion in organizations and communities.

Relationship to Other UM Academic Programs

The new concentration in Community Leadership would be part of the Higher Education Leadership program in the Department of Educational and Psychological Studies in the School of Education and Human Development. Students will take a variety of courses already offered in the Higher Ed Leadership program.

The core courses of the new concentration already exist in our Master's in Community and Social Change. As a result, the vast majority of courses for the new concentration already exist. Please see the submitted list of courses under Curriculum Requirement and Sample Plan of Study for more details.

Though the School of Business offers MBA programs that incorporate organizational research and theory, we could find not courses or programs that overlapped with the proposed offerings.

The Department of Educational and Psychological Studies offers an undergraduate major in Community and Applied Studies. We envision direct synergies across undergraduate to graduate careers. We also envision synergies between undergraduate majors and our MSED programs in Community and Social Change, and Higher Education. We do not see graduates with certificates or MSED degrees as having developed the knowledge and skill set to become directors and HE leaders; however, they should be able to help redesign existing programs in their respective professions and to enter their respective professions in executive positions.

Library, Facilities, Equipment and Other Resources Available and Needed to Support the Program

Successful graduate programs rely upon the library to provide resources and support student work. As a top research library in North America, the University of Miami Libraries provides such resources and support through a comprehensive collection of information resources and knowledgeable staff. The Libraries provide access to nearly 3.7 million volumes, 99,060 current serials, over 4 million items in microform, 62,000 maps and 106,136 videos and audio files. In addition, the Libraries offer desktop access to more than 1,200 electronic databases and e-journal platforms and more than 880,000 electronic books. The Otto G. Richter Library serves as the central library for the University and is responsible for the teaching and research information needs of the School of Education. The University of Miami Libraries is a member of the Inter-university Consortium for Political and Social Research (ICPSR), providing access to a significant collection of social science data for research.

The University of Miami Libraries offers access to numerous resources that address the needs of the Community Leadership track in Higher Education EdD. Key journals, such as the *American Journal of Community Psychology* (available full text online back to 1994), are already subscribed. These journals and databases, such as ERIC, ProQuest Research Library and PsycINFO, are accessible to off campus users with an existing Cane ID, making access easy for online coursework. Books or articles not available electronically or physically housed at the library can be ordered through the library's Interlibrary Loan service. New journal subscriptions are not needed at this time, although additional resources (books and journals) may be added as the program continues to grow.

Journals, books and databases are only a part of the resources the University of Miami Libraries offers. The librarian for the School of Education provides research support though individualized consultations for students and faculty. In addition to consultations, librarians provide instruction sessions to classes on library resources and effective search strategies. Library staff are also available for assistance at the information help desk, where students can obtain immediate, expert help with their research, either by physically visiting the desk or contacting the desk remotely.

The Richter Library provides access to both PC and iMac computers for student use. Computers are equipped with suites of software, including but not limited to: Microsoft Office, Adobe Acrobat Professional, Adobe Photoshop, SAS, and SPSS. 2016 is also the inaugural year of the Richter Library's new Learning Commons, an initiative to place the University of Miami's academic service providers into one location. The library has long been home to the Digital Media Lab (DML), which provides assistance in integrating digital media projects into course curriculum and assistance to both students and faculty in utilizing media software. The Geographic Information Systems (GIS) lab assists in the use of mapping software to compile and analyze data. Joining the DML and GIS labs this year are the Camner Academic Resource Center, Writing Center and Math Lab. The Richter Library is also now home to a satellite location of the Student Technology Help Desk.

The courses will make use of Blackboard System. On-campus course work will make use of existing classroom space. No additional resources will be needed.

Curriculum

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Program Curriculum

Upload Syllabi for Any New Courses

Proposed Schedule of Course Offerings for the First Three Years

Faculty

Program Directors

Ashmeet Oberoi, Ph.D.

Director, Community Leadership Track in EdD Higher Education Leadership
Director, Community & Social Change MSEd Program
a.oberoi@miami.edu / 305-284-5956

Carol-Anne Phekoo, Ph.D.

Director, Higher Education Leadership Program (EdD & MSEd)
cphekoo@miami.edu / 305-284-5013

Upload CV(s)   CV_Oberoi_Ashmeet_UM_Feb2021.pdf

Program Faculty

https://eps.edu.miami.edu/graduate/masters/csc-msed/faculty/index.html
https://people.miami.edu/profile/jxk1077@miami.edu
https://people.miami.edu/profile/cphekoo@miami.edu

Upload CV(s) Grad

Students

Applicant Pool

Individuals with master's degrees currently working in:
Community-based organizations
Nonprofits
Institutions of higher education
Public policy arenas
Foundations
Government
Social movement
Grassroots organizations
Faith-based organizations

Enrollment Projections

Our HE - EDD program has been very successful in enrolling in 15 students every year with a rolling waitlist. We also propose to enroll 12-15 students every year.

9/7/21, 11:35 AM

Teaching or Research Assistants

HELD_EDD: Executive Ed.D. in Higher Education Leadership

"Ed & Hum Dev - Track - Comm Leader"
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Administration

Program Administration

Ashmeet Oberoi, Ph.D.

Director, Community Leadership Track in EdD Higher Education Leadership
Director, Community & Social Change MSEd Program
a.oberoi@miami.edu / 305-284-5956

Carol-Anne Phekoo, Ph.D.

Director, Higher Education Leadership Program (EdD & MSEd)
cphekoo@miami.edu / 305-284-5013

Comparison

Peer Comparisons

In preparation for this proposal, we surveyed universities offering practitioner-oriented doctorate programs in community psychology or community well-being. Some universities offer PsyD degrees in community psychology, but always in combination with another specialty, like clinical or school psychology. In the case of Hofstra, for example, they offer a combination of school and community PsyD program. Our research could not identify an applied, stand-alone, PsyD community psychology program. The only two we found were PhDs: National Louis University and Pacifica.

We also reached out to directors of other community psychology practitioner-oriented doctorate programs that are tuition based, namely, National Louis University and Pacifica Graduate Institute. Each of these programs receive about 30 to 35 complete applications and they usually end up with a class of 15 or 16 students. National Louis (NL) occasionally even has 2 cohorts of 15 students each. Both of these programs are tuition driven and offer a very flexible, working adult model. Both program directors reported that they have no issues getting students to apply even with little to no outreach. NL also no longer uses GREs; as they didn't find them to be predictive of student success.

When it comes to higher education leadership programs, Arizona State offers and EdD in Leadership and Innovation; Baylor offers an EdD online in Learning and Organizational Change; and Vanderbilt offers an EdD online in Leadership and Learning in Organizations. A list of the top 21 EdD programs (https://www.eddprograms.org/schools/best-doctor-of-education-programs/#h2-1) reveals no program combining higher education with community leadership. The one that comes close to our proposed program would be the Leaders for Equity and Democracy at UC Berkeley, but that program only admits ten student every other year.

In terms of tuition costs, NL charge $58k for a 69-credit program and Pacifica Graduate Institute's totals to $118,000. Comparatively, at full cost our proposed EDD program would be $120K but if we give 50% scholarship like we currently do in HE EDD, it would it bring down to close to $70K or $60K, respectively, which will put us in a competitive and favorable position.

Documents

Attach Supporting Documentation   EDD Additional Supporting Documents.pdf

Reviewer   **Walter Secada (wsecada) (04/08/21 1:40 pm):** Proposed changes were reviewed and endorsed
Comments   by the SEHD graduate-curriculum committee. I concur with their recommendation.

9/7/21, 11:35 AM

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Soyeon Ahn (s.ahn) (04/08/21 4:50 pm): Department faculty unambiguously voted for adding a new track to higher education leadership program on feb 17 2021. I as a department chair am also in my full support for this proposal.

Walter Secada (wsecada) (04/09/21 10:52 am): On February 12th, 2021, the SEHD graduate-curriculum committee voted to recommend the approval of this track via evoting. On Monday, February 15th, the SEHD School Council also voted to approve this track during its regularly scheduled meeting. I concur with those votes.

Laura Kohn Wood (l.kohnwood) (04/09/21 2:57 pm): I approve.

Patty Murphy (pxm491) (04/12/21 1:42 pm): The proposed new track is just a repackaging of existing courses. Therefore, notification to or approval from SACSCOC is not required.

Tiffany Plantan (tplantan) (04/23/21 3:50 pm): Proposal was discussed at the April 20, 2021 meeting of the Graduate Council. Notification item only. No concerns were expressed by Council members, but a few Council members suggested a change to the name of the new track to be more indicative of the uniqueness of the track, e.g. community and social change, civic engagement, but keep the word leadership. The School of Education & Human Development currently has an MSED in community and social change, however.

Robyn Hardeman (rhardeman) (06/25/21 1:59 pm): This proposal will be added to the GWC agenda as a NOTICE only item for the Wednesday, August 18, 2021 meeting. It will NOT require a presentation. More details will be forthcoming, communicated directly to the proponents listed.

Patty Murphy (pxm491) (09/07/21 11:21 am): Additional supporting documents attached

Robyn Hardeman (rhardeman) (09/07/21 11:37 am): The GWC asked for additional documents to show that there had been communication between other schools with leadership programs, i.e. Business. This memo has since been received and is included in these materials. Additionally, the Director of the MA in International Admin, also included a letter of support. This proposal with the additional memos of support will be resubmitted to the GWC for their review at the Wednesday, Oct. 13, 2021 meeting.

Key: 331

MAIA

Master of Arts in International Administration

1300 Campo Sano Avenue, Suite 215
Coral Gables, FL 33146

Phone: 305-284-8783
Fax: 305-284-2023
as.miami.edu/maia

Date: 27 August 2021

To: Dr. Soyeon Ahn, Chair
             Department of Educational and Psychological Studies
             School of Education and Human Development

From: Dr. Bradford McGuinn
             Director, MA in International Administration

Subject: Letter of Support for the Community Leadership Track
             in the Higher Education Leadership EdD program

I am writing to express support for the Proposal to Establish a track in Community Leadership for the existing Higher Education Leadership EdD program.

The MA in International Administration (MAIA) program is pleased to support this proposal and will gladly offer any elective courses to students in the program. As you know, we already have a reciprocal collaboration with the MAIA track in Healthy Equity and Human Rights, which allows for MAIA students to take classes from your master's degree in Community and Social Change. We are happy to continue this interdisciplinary collaboration.

We look forward to collaborating in the future through events, recruitment, and other joint efforts.
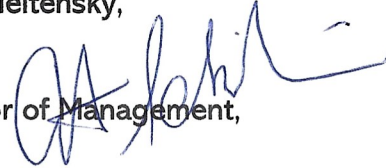
Sincerely,

Bradford R. McGuinn, Ph.D.

MEMORANDUM

September 1, 2021

TO: Professors Soyeon Ahn, Carol-Anne Phekoo, Isaac Prilleltensky,
    Ashmeet Oberoi, Willis Jones, Laura Kohn Wood

FR: Chester A. Schriesheim, Ph.D., Distinguished Professor of Management,
    Miami Herbert Business School

RE: Support for Community Leadership Track in Higher Education Ed.D.
    Leadership Program

I have reviewed your proposed track in Community Leadership and heartily support it, in terms of the concept, the needs of the community, and the particulars of the track itself.

The concept of developing scholar-practitioners to foster community leadership is long overdue and a significant contribution to both the community and the university. Up to this point, there has been little high-quality relevant education available to persons interested in pursuing careers in civic engagement, diversity, equity and inclusion, and educational organization, administration, and leadership.

The Herbert Business School currently offers a number of leadership courses and programs but these are largely generic and not targeted to education or educational and community leadership. The offering of this new track fills a clear void in the university's curricular offerings and provides an extremely valuable resource to the community and those interested in serving it.

I sincerely hope that this program will be approved and that it will go forward and achieve its potential for enhancing communities, including the many that the university seeks to serve.