

HIGHER EDUCATION M.S.ED. PROGRAM

DEPARTMENT OF EDUCATIONAL
AND PSYCHOLOGICAL STUDIES

UNIVERSITY
OF MIAMI
SCHOOL of EDUCATION



HIGHER EDUCATION M.S.ED. PROGRAM

DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES

PROGRAM OVERVIEW

Designed to produce highly effective administrators and leaders, the Higher Education Administration Program is based in enrollment management, the only program of its kind in the nation. Enrollment management is an institution-wide approach that uses theory, research and teamwork to recruit and retain students and support their academic success, psychological development and personal well-being.

The program leads to a master of science degree in education via one of two innovative, 33-credit tracks: Enrollment Management and Student Life and Development. Open to both full- and part-time students, the program offers mostly evening classes.

ENROLLMENT MANAGEMENT CONCENTRATION

The 33-credit Enrollment Management (EM) concentration focuses on administrative service components that when strategically managed work together to recruit and retain students for the institution and provide seamless support from matriculation to graduation and beyond. Components examined in coursework and hands-on opportunities include recruitment and admissions, financial aid and scholarships, market and institutional research, student employment and career planning, records and registration, academic advising and support services, student accounts, housing and alumni affairs. Ours is an expansive, interdisciplinary curriculum taught by a faculty of scholars and administrators from the School of Education, School of Business Administration, and the Division of Enrollment Management, which for 17 years has been a national leader in the practice of enrollment management. Because it is a working laboratory for EM activities, the University of Miami offers unusual exposure to the departments and offices found at most colleges and universities as well as applications of theory to practice.



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COURSE REQUIREMENTS

Track I: Concentration in Enrollment Management (Required)

Instills understanding of enrollments from first contact with prospective students through matriculation, graduation and beyond. Research, teamwork, strategic planning and a capstone project are emphasized. After reviewing the EM track's academic information and requirements on this site, you may also want to check out the Division of Enrollment Management-directed site at www.enrollmentmanagement.org.

EPS640	Enrollment Management Theory and Practice
EPS641	Advanced Seminar in Enrollment Management
EPS647	Seminar in Higher Education Administration: Contemporary Issues

Education (Required)

EPS533	Organization and Administration of Higher Education I
EPS603	Higher Education in the United States: From Harvard to the Present
EPS631	Student Diversity in American Higher Education

Business (Required)

***Must choose 2 courses for a total of 6 credits**

MGT603	Leading Teams
MKT660	Foundations of Marketing Management
POL501	Budget and Financial Management and Administration

Research (Required)

***EPS553 is required. Must choose 1 other course for a total of 6 credits**

EPS553	Introduction to Statistics
EPS554	Essentials of Research in Social and Behavioral Sciences
EPS651	Survey Research Methods
EPS654	Program Evaluation
EPS675	Qualitative Research Methods I

Electives (Required)

***Must choose 1 course for a total of 3 credits or as otherwise advised**

ECO690	Essentials of Economic Theory
EPS543	The Community College
EPS545	Student Affairs Practice in Higher Education
EPS570	Basic Skills in Counseling and Interviewing
EPS604	Group Dynamics and Communication Skills
EPS605	Psychological Bases of Education
EPS633	Organization and Administration of Higher Education II: Governance, Leadership and Finance
EPS635	College Student Development: Theory, Research and Practice
EPS636	Critical Issues in Student Affairs
EPS688	Practicum: Administration of Higher Education
ESS594	Practical Approach to Motivation and Ethical Decision Making
ESS595	Creative Approaches to Problem Solving and Conflict Management
MGT602	Human Resources Management
MGT603	Leading Teams
POL501	Budget and Financial Management and Administration
POL699	Political Ethics: The Dynamics of Contemporary Leadership

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CAPSTONE PROJECT

Strategic Enrollment Marketing Plan

1. The capstone project is a group endeavor that provides team members the opportunity to work collaboratively as well as independently on the development of a comprehensive strategic enrollment marketing plan.
2. The project will include a clear statement of the topic you are researching.
3. The project will include a thorough discussion of the components necessary for an effective marketing plan. Current theories and practices should be utilized for the purpose of augmenting, clarifying, and supporting the viewpoint presented by the writers. Whenever possible, primary rather than secondary sources should be used.
4. The team will determine the length of the project. Each team member will be responsible for evaluating the contributions of each member of the team.

Project

Why is it important?

The project will provide the class with an opportunity to work in a group setting where they will survey many important components of the enrollment management process. In essence, groups will work in a consultant capacity with the goal of rescuing an “at-risk” institution. The skills developed in this endeavor will be directly transferable to “real life” institutional issues. At the conclusion of the class, students will have a bound report that they can use as a part of their portfolio.

Components of the Strategic Enrollment Market Research Plan

- A. Introduction
 1. Focus of proposal/ Statement of problem
 2. Description of the project
 3. Description of the department/college/university
 4. Description of the stakeholders
- B. Strategic Plan
 1. Mission
 2. Current Position
 3. Environment
 4. Problems
 5. Constraints
 6. Forecast
 7. Goals, objectives and desired outcomes
 8. Strategies
 9. Financial Plan
 10. Evaluation and assessment
- C. Research and Market Research
 1. Secondary
 2. Primary
- D. Market Tests
- E. Model(s)
 1. Must contain models
 2. Predictive
 3. Pricing

Potential themes

- A. Freshmen to Sophomore retention
- B. Ethnic group retention
- C. (Faculty, OFAS, etc.) role in retention

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The program leads to a master of science degree in education via one of two innovative, 33-credit tracks: Enrollment Management and Student Life and Development. Open to both full- and part-time students, the program offers mostly evening classes.

STUDENT LIFE AND DEVELOPMENT CONCENTRATION

The 36-credit Student Life and Development concentration provides aspiring administrators the knowledge and skills to support a new college student's transition and adjustment and ultimate involvement and achievement. This focus is especially important because (1) campus demographics, cultures and orientations have been shifting greatly; (2) a bachelor's degree has become vital to social and economic achievement across the board; and (3) more students are coming to college bearing the effects of various life stressors and needing a motivating, helpful environment. Traditionally, student affairs professionals were educated in "college student personnel" programs – a valuable approach but more narrowly centered on campus life issues. In contrast, our program employs enrollment management basics, including strategic planning and research, to instill a holistic understanding of the many different components that can affect academic success, including the roles family and community play in promoting the well-being of students from diverse backgrounds. Through this focus on undergraduate diversity and psychosocial development, the program addresses the extracurricular activities and other tools associated with promoting personal development and well-being, including creative problem-solving, effective program evaluation, good teamwork and research-based decision-making. As in the EM track, students have many opportunities for hands-on experience.



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COURSE REQUIREMENTS

Track II: Concentration in Student Life and Development (Required)

Instills deep understanding of diverse college students their families, and their communities, beginning with the transitions from high school. Practicum opportunities include financial aid, career planning, academic advising and support, housing, dining, alumni and more.

EPS545	Student Affairs Practice in Higher Education
EPS631	Student Diversity in American Higher Education
EPS635	College Student Development: Theory, Research and Practice

Education (Required)

***All courses are required for a total of 12 credits**

EPS533	Organization and Administration of Higher Education I
EPS603	Higher Education in the United States: From Harvard to the Present
EPS640	Enrollment Management Theory and Practice
EPS647	Seminar in Higher Education Administration: Contemporary Issues

Counseling and Advising (Required)

***Must choose 1 course for a total of 3 credits**

EPS513	Counseling Process and Practice
EPS570	Basic Skills in Counseling and Interviewing
EPS604	Group Dynamics and Communication Skills

Research (Required)

***Choose 1 course for a total of 3 credits**

EPS553	Introduction to Statistics
EPS554	Essentials of Research in Social and Behavioral Sciences
EPS651	Survey Research Methods
EPS654	Program Evaluation
EPS675	Qualitative Research Methods I

Electives (Required)

***Must choose 1 course for a total of 3 credits or as otherwise advised**

EPS543	The Community College
EPS633	Organization and Administration of Higher Education II: Governance, Leadership and Finance
EPS636	Critical Issues in Student Affairs
EPS641	Advanced Seminar in Enrollment Management

Practicum (Required)

***Required for 6 credits**

EPS688	Practicum: Administration of Higher Education
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PRACTICUM IN HIGHER EDUCATION

This course is designed to provide students with an opportunity to develop professional competencies while they apply theory and research to practice. Opportunities can be pursued in a student affairs related office either on campus or at other higher education institutions. Students will contract for the type of experience desired and a formal paper and presentation will culminate this activity. It simulates work opportunities and allows for the exploration of career choices. It is an essential component of a preparation program for working in student affairs.

In the practicum experience, students will become familiar with the professional practice of student affairs and acquire skills/competencies such as teaching, administration, advising, leadership, conflict management, planning, assessment, programming, working with diverse students, and interpersonal and group facilitation (Cooper et al, 2002). Students will also experience an environment in which student affairs professionals demonstrate a commitment to students' learning and development and see the benefits of grounding student affairs practice in appropriate theory, relevant research findings, and the guidelines/standards of the profession outlined in documents such as: Principles of Good Practice in Student Affairs (<http://www.acpa.nche.edu/pgp/principle.htm>), ACPA Statement of Ethical Principles and Standards <http://www.myacpa.org/ethics/statement.cfm>), NASPA Standards of Professional Practice (<http://www.naspa.org/about/standards.cfm>) and Council for the Advancement of Standards in Higher Education (<http://www.cas.edu>)

Reflection Paper

Practicum Project

This is a reflective analytical paper/report about the supervised practicum experience (7-10 pages for post-master's certificate students and 15-20 pages for master's students) where you apply relevant student development and organizational theories, relevant research findings and concepts from the readings throughout the program.

It is an analysis of the experience including a synthesis of new learning experiences and skills and your reflections on the experiences. It should also include a discussion of existing programs and services related to your learning objectives and suggestions for new programming and/or enhancements that are theory and research based. There will also be an oral presentation of the report.

Links

- Download sample Reflection Paper
- Download sample Learning Contract
- Download sample Powerpoint Presentation of Reflection Paper



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ALUMNI QUOTES AND SUCCESS STORIES



Catherine Mund, Acting College Registrar, Admissions & Enrollment Management

"In just a few years of coursework, I developed the strategic thinking and knowledge of theory and research that some people don't get in 20 years on campus."

"Ten years into my career in higher education, I have worn many hats and gained invaluable experience. However, I am convinced that the knowledge and skills I learned in the Enrollment Management Program are the secrets to my success!"



Fred Bigham, Assistant Director for Career Development

Success Story: Frits Bigham is a recent graduate of the Enrollment Management program at the University of Miami. Upon graduation, he accepted a position within the career center of a university, where he previously served as a graduate assistant. Currently, he serves as Assistant Director of Career Development. As Assistant Director, his primary roles are to provide career advising, develop programs for undergraduate students, and coordinate assessment and evaluation of the bi-annual graduation surveys within the Career Center. Frits attributes obtaining his position to his knowledge gained from the Enrollment Management program, stating he was approached about this new position because of his understanding of the assessment and evaluation processes, the importance of data driven decision, and the focus on student outcomes within higher education. Since starting his position this past June, Frits has taken an active role in a new initiative designed to target undeclared students. This has involved developing a series of programs and serving as both a career and academic advisor for undeclared

students. He acknowledges his success as career and academic advisor to the knowledge he has gained through the Enrollment Management curriculum. "At my current position I am able to apply the theory and knowledge related to student characteristics and demographics to my everyday work with students" states Frits. Furthermore, "Understanding the importance of data, strategic planning and decision-making based on research has made me a valuable asset within the Career Center."



Gary Markowitz, Campus President for a for-profit university

Success Story: When I entered the program in 1999, I was the Director of Continuing Education. I am now a Campus President and give credit for many of my promotions to the Enrollment Management Program and the mentoring provided by the program's faculty.

The EM Program took my years of experience and added what was missing: Theories on student retention and persistence, modeling, strategic planning, economic theory, and how to be a driver of institutional change. When the opportunity presented itself to open a campus from the ground up, I accepted the challenge applying what I learned in the EMP to my work experience. I created a synergistic approach to enrollment management by getting everyone on campus involved in our students' success. I now have one of the most successful campuses in our system. The EM Program is a catalyst to a thriving career in higher education.



Jose Rodriguez, Assistant Dean, Honors College

"Because of my enrollment management background, I see advising as part of a bigger picture in cultivating future graduates and alums."

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ALUMNI QUOTES AND SUCCESS STORIES, CONTINUED



Christina Durán (aka: Christina Suarez-Comesana), Assistant Director, Student Educational Center

"I am continuously advancing in the field thanks to the knowledge and tools instilled in me through the Enrollment Management program. My completion of the program has enabled me to be successful and 'bring it to the table' every day!"



Dana Render, Director of PreCollege Programs, Division of Continuing and International Education

Success Story: By the time I finished my bachelor's degree, I had worked with orientation programs, career services, and residence life at Columbia University, Valdosta State University, and Georgia State University. Because of those experiences I knew I wanted to continue working in the area of student affairs, but knew I would have to go to graduate school because there was no student affairs program on the undergraduate level. When I graduated in 2005 from Georgia State University, my first job was working as a leasing consultant with a real estate developer and I thought it would relate to my experience to residence life. There were many similarities, but it just did not satiate my love for higher education. I was fortunate enough to be offered the position as Assistant Director of Precollege Programs in the fall of 2005 and became the Director in 2007.

I completed the master's program in Higher Education focusing in Student Life and Development in the fall 2008, and finished the post master's certificate in Enrollment Management the following spring. I have learned a lot about Higher Education and Enrollment Management due to daily tasks that I perform on the job; however, it was great to have those concepts reinforced by curriculum, research, and theory in my master's and post master's programs. Even though my strongest interest is Student Affairs and Student Development, having the understanding of the Enrollment Management theory makes my professional path more complete. Not only do I have the ability to understand how Higher Education affects the students, I also know how students really affect Higher Education. I am confident with my decisions and they are more strategic because I know how to collect quality data, involve important university constituents, and apply the findings of the data to programs with which I am involved so that they are successful. Furthermore, I understand that my work actually has an impact on the rest of the university, which is a big concept in Enrollment Management. Being an alumnus of the Higher Education program at the University of Miami has given me a sense of pride in knowing that I am an integral team member of my organization because of the knowledge I have learned.



Erin M. Breese, Senior Assistant Director, Office of Undergraduate Admissions

Success Story: Erin Breese has ten years of experience working in higher education. Her initial interest in advising high school students and their parents about college admission began when she worked as the Assistant Director of Admissions at the University of Vermont, her alma mater. After realizing she had an interest in remaining in the admissions field, she learned of the unique Master's program offered at the University of Miami in Higher Education and Enrollment Management. It effortlessly blended concepts of college student development theories with strategic planning; educational statistics with the importance of research in decision making. After graduating from Miami's program almost four years ago, Ms. Breese can still hear the advice of Dr. Phekoo, Dr. Ingold, and Mr. Orehovec when resolving staffing issues and proposing new yield opportunities while acting in her current position as the Senior Assistant Director of Admissions.