

**MASTERS OF EDUCATION  
IN STUDENT AFFAIRS**



**A PARTNERSHIP  
BETWEEN**

**UCLA STUDENT AFFAIRS  
AND THE  
UCLA GRADUATE SCHOOL OF  
EDUCATION & INFORMATION  
STUDIES**

**DIVISION OF HIGHER EDUCATION AND ORGANIZATIONAL  
CHANGE**

**PROGRAM HANDBOOK  
2009-2010**

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## INTRODUCTION

The UCLA Graduate School of Education & Information Studies (GSEIS) and the UCLA Division of Student Affairs collaboratively offer the Masters of Education in Student Affairs. Housed within the Higher Education and Organizational Change (HEOC) division of GSEIS, the M.Ed. is an intensive four-quarter program of study that concentrates on theory, practice and research in Student Affairs in postsecondary education. Students attend classes as a cohort on a full-time basis within a supportive and rigorous environment, and participate in three quarters of directed internship. Classes are taught by HEOC faculty and Student Affairs professionals, many of whom are renowned scholars and national leaders in the field. Through guest presentations and experiential work, students meet with and learn from outstanding Student Affairs professionals from UCLA and neighbor institutions. Students will graduate from this scholar-practitioner program and enter a variety of levels and settings in higher education as prepared, experienced practitioners familiar with research, ethics, and trends in the field.

## WELCOME LETTER

Dear Student:

Thank you for your interest in the UCLA Master's Degree of Education in Student Affairs (MSA). This program is designed to provide early-career professionals with knowledge, skills and a social justice perspective in the areas of student development theory, foundations of higher education, student affairs administration, research and assessment. Our unique program is a partnership between the Graduate School of Education and Information Studies (GSE&IS) and UCLA's Division of Student Affairs. It is housed in the GSE&IS Division of Higher Education and Organizational Change (HEOC). With this powerful partnership between the UCLA Student Affairs and GSE&IS, students in the MSA program have the opportunity to interact with and learn from some of the leading practitioners and researchers in higher education and student affairs.

UCLA offers a unique opportunity for MSA students to experience the challenges and opportunities of a world-class research university while meeting the important need of preparing student affairs professionals for positions in public and private colleges and universities as well as community colleges. Students enrolled in the MSA program explore prevailing research and theories impacting the field of student affairs while also acquiring a range of experiences in the field. This exceptional mix of research and practice is the cornerstone of a top, world-class student affairs program, and we are excited that you are interested in learning more about the unique educational opportunities awaiting you in the UCLA Masters of Education in Student Affairs degree program.

We're excited that you've chosen the UCLA M.Ed in Student Affairs!

Sincerely,

Ronni Sanlo, Ed.D., Professor (Adjunct)  
MSA Program Director

Linda Sax, Ph.D., Associate Professor  
MSA Faculty Director



## HIGHER EDUCATION & ORGANIZATIONAL CHANGE

### MISSION STATEMENT

Students and faculty affiliated with the M.Ed. in Student Affairs program are committed to enacting the principles articulated in the HEOC mission statement:

*The HEOC Division of the GSE&IS Department of Education represents the School's commitment to excellence, equity, and social justice within higher education and to a steadfast belief in the transformatory nature of higher education as an institution of social change. To this end, the purview of the HEOC Division encompasses:*

- *research and scholarship aimed at furthering a critical understanding of higher education and its role in society;*
- *developing in practitioners of higher education the skills necessary for visionary leadership, community building, and responsible citizenship;*
- *providing service to our local, state, and national communities aimed at the improvement of higher education, and in general, the furthering of education for all people.*

*We acknowledge a pluralism of values, an interdependence of communities, and a diversity of thought in all aspects of our Division in our quest for continuous improvement and understanding of society through education.*

The intentional design and facilitation of Student Affairs M.Ed. curricular and experiential learning opportunities in accordance with the HEOC Mission Statement contributes to the cultivation of student affairs professionals who are committed to and capable of advancing a social justice mission within student affairs organizations and higher education institutions.

## PROSPECTIVE STUDENT INFORMATION

### Application & Admissions

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Applications to the M.Ed. in Student Affairs program are accepted **once** a year. The deadline to apply to the M.Ed. in Student Affairs Fall 2010 cohort is **December 1, 2009**.

Please note you may only apply to **ONE** graduate program per year at UCLA.

All students must submit the following application materials:

- UCLA Graduate Division Application
- GSE&IS Supplemental Application
  - a resumé;
  - a personal statement;
  - 2 original transcripts from all universities attended;
  - 3 **sealed** letters of recommendation; and
  - official Graduate Record Examination (GRE) score report

### How to Apply

- 1) Log on to the Graduate Division home page at:  
<http://www.gdnet.ucla.edu/prospective.html>  
 Select Online Application Form and follow the steps in order.
  
- 2) Once you have completed the main UCLA application, it will guide you to the supplemental department application. Select the appropriate supplemental application (based on your program objective). Be certain to fill out the application completely and hit the "Submit" button.
  
- 3) You can print out forms such as the statement of purpose, letters of recommendation request, and request for transcripts, by returning to the Graduate Division address and accessing the Supplemental Materials. These are in PDF format so you may fill them out, print and mail to the address listed below. All

supplemental material, (test scores, transcripts, letters of recommendations, statement, etc.), must be **postmarked by the stated deadline**, and sent to:

UCLA/GSEIS  
1009 Moore Hall  
Box 951521  
Los Angeles, CA 90095

It is recommended that you collect all supplemental materials and send them in one package if possible.

- 4) The GRE must be taken before December 1, 2009 in order for your application to be considered. For online GRE practice tests at no charge, you can log on to:

[http://www.testprepreview.com/gre\\_practice.htm](http://www.testprepreview.com/gre_practice.htm)

Test reports are mailed approximately 10-15 days after taking the GRE.

For additional information regarding the GRE, visit [www.gre.org](http://www.gre.org).

- 5) **INTERNATIONAL APPLICANTS:** International applicants whose first language is not English must certify their proficiency in English. Such applicants must submit scores received on the Test of English as a Foreign Language (TOEFL) as part of their application. International applicants who hold a bachelor's or higher degree from a university located in the United States or in another country in which English is the spoken language and the medium of instruction, or who have completed at least two years of full-time study at such an institution, are exempted from the TOEFL exam. In this case, the GRE is required in lieu of the TOEFL exam. A TOEFL score of at least 560 on the paper and pencil test or 220 on the computer-based exam is the minimum required for applicants to graduate programs at UCLA. For the internet-based TOEFL (TOEFL iBT), the following are minimum passing scores for each section and the minimum total passing score:

- Writing: 25
- Speaking: 24
- Reading: 21
- Listening: 17
- Total minimum passing score: 87

**For further information about the M.Ed. in Student Affairs application process (including a list of frequently asked questions), please visit the GSE&IS Office of Student Services (OSS) website (<http://www.gseis.ucla.edu/units/oss/>), call Bridget Montoya at (310) 825-0830 or e-mail [montoya@gseis.ucla.edu](mailto:montoya@gseis.ucla.edu).**

## **Summer Term**

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The M.Ed. in Student Affairs degree is a one-year, four-quarter program that begins with full-time enrollment in a UCLA summer session. Members of the 2010-2011 M.Ed. in Student Affairs cohort will begin classes during the week of August 2, 2010. Students will receive specific information about the process of enrolling in summer courses and applying for summer session financial aid once admitted to the program.

*Please note: If you wish to be considered for student aid during the summer session you must complete the Free Application for Federal Student Aid (FAFSA) for 2010-11. The priority filing deadline to receive maximum awarding consideration is early March 2010. You can complete the FAFSA application on the Web at <http://www.fafsa.ed.gov>.*

## **Tuition & Fees**

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For an estimated breakdown of UCLA graduate student in-state fees and non-resident tuition for the regular academic year (i.e., fall – spring quarter enrollment), please visit the UCLA Graduate Division website at [www.gdnet.ucla.edu](http://www.gdnet.ucla.edu) and follow the links to “Prospective Students,” then “Student Fees and Tuition.” Information on summer session tuition and fees can be found at the UCLA Summer Sessions website (<http://www.summer.ucla.edu/>). For comprehensive fee information, questions and answers on student fees, and archived fee charts, visit the Registrar's Office Fee Information page at <http://www.registrar.ucla.edu/fees/index.htm>.

## Financial Aid

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The UCLA Graduation Division ([www.gdnet.ucla.edu](http://www.gdnet.ucla.edu)) has developed an excellent overview of graduate student financial aid resources. If you are an applicant or new student, follow the links to "Prospective Students," then "Financial Support for Entering Students." In addition, you are also encouraged to review important summer-term financial aid information guidelines developed by the UCLA Financial Aid Office (<http://www.fao.ucla.edu/>).

Students in the M.Ed. in Student Affairs program are required to complete a three-quarter 12 hours/week internship in an approved Student Affairs administrative office at UCLA or neighboring college. These internships are paid positions and students will receive an hourly wage. Please note that the internships do not provide tuition waivers or fee remissions. More information on the M.Ed. in Student Affairs internship requirement can be found in the "Internship" section of this handbook.

If you have any questions or concerns about federal financial aid, please contact the UCLA Financial Aid Office (310-206-0400) or visit their website at <http://www.fao.ucla.edu/>.

## Graduate Student Resources

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Please review the Graduate Student Orientation Guide developed by the UCLA Graduate Division (<http://www.gdnet.ucla.edu/orientation.html>) for information on key graduate student services and resources available to new and continuing UCLA graduate students. Topics addressed in this guide include (but are not limited to): On-campus and off-campus housing options, parking and transportation, library information, student health and counseling services, and cultural and recreational resources. In addition, you are also encouraged to visit the UCLA Graduate Student Resource Center website (<http://gsa.asucla.ucla.edu/gsrc/>) as well as the Graduate Student Association website (<http://gsa.asucla.ucla.edu>) for information on campus resources and involvement opportunities.

## Application & Admissions Calendar for 2010-11 M.Ed. in Student Affairs Cohort

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|   |                   |
|---|-------------------|
| Application materials available from<br>GSE&IS Office of Student Services     | September, 2009   |
| Online application available  | Mid-September     |
| LAST date to take GRE   | November 30, 2009 |
| Application deadline  | December 1, 2009  |
| Free Application for Federal student Aid (FAFSA)<br>Priority Filing Deadline* | March 2010        |
| Applicants notified of admissions decisions                                   | March 2010        |
| UCLA Summer Financial Aid Application Available                               | April 2010        |
| UCLA Summer Financial Aid Application Deadline**                              | April 2010        |
| Deadline to Submit Admission Decision<br>Response Card                        | April 15, 2010    |
| Classes Begin   | August 2, 2010    |

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\* Please consult the FAFSA website (<http://www.fafsa.ed.gov>) for the specific priority filing deadline date.

\*\* Please consult the UCLA Financial Aid Office website (<http://www.fao.ucla.edu/>) for the specific application deadline date.

## CONTACTING US

Please don't hesitate to contact one of the following individuals to request more information on the M.Ed. in Student Affairs degree program:

### **M.Ed. in Student Affairs Program Director:**

**Dr. Ronni Sanlo**  
Professor (adjunct)  
[sanlo@ucla.edu](mailto:sanlo@ucla.edu)  
(310) 206-79533629

### **M.Ed. in Student Affairs Faculty Director**

**Dr. Linda Sax**  
Associate Professor  
[lsax@ucla.edu](mailto:lsax@ucla.edu)  
(310) 825-1925

### **UCLA Graduate School of Education & Information Studies Office of Student Services**

**Bridget Montoya,**  
Student Affairs Officer for M.Ed. in Student Affairs

Email: [montoya@gseis.ucla.edu](mailto:montoya@gseis.ucla.edu)

Phone: (310) 825-0830

Website: <http://www.gseis.ucla.edu/~sa/index.html>

Mailing address:

UCLA  
GSE&IS Office of Student Services  
1009 Moore Hall  
Box 951521  
Los Angeles, CA 90095

## **M.ED. IN STUDENT AFFAIRS**

### **LEARNING OUTCOMES**

Upon completion of the M.Ed. in Student Affairs, students are expected to have developed and be able to demonstrate the professional knowledge and competencies described below. The selection of these specific learning outcomes was informed by a review of the Council for the Advancement of Standards in Higher Education's (CAS) (2003) "Standards and Guidelines for Masters-Level Graduate Programs for Student Affairs Professionals." These outcomes inform the development of relevant curricular and internship learning opportunities as well as provide students, faculty, and supervisors with a valuable self-evaluation, feedback, and professional development tool.

#### **1. Social Justice Education & Transformative Student Affairs Practice**

Graduates should be able to:

- A. Advance the full and equal participation of all groups in the university community and society, where individuals are safe, self-determining and interdependent.
- B. Design democratic and empowering educational programs and learning environments that foster understanding and respect for diversity and cultivate the active engagement of others (students, faculty, colleagues) in social change.
- C. Design, conduct, and/or interpret institutional assessment activities that examine all forms of discrimination and use these research findings to inform professional practice.
- D. Demonstrate a critical understanding of higher education and the student affairs profession and their role in promoting social justice.
- E. Embrace individual and organizational conflict as opportunities to transform the academic community through the identification and resolution of pressing institutional and social problems.

#### **2. Foundations of Higher Education and Student Affairs**

Graduates should be able to:

- A. Reference historical and current documents that frame the philosophical foundations of the profession and communicate their relevance to current student affairs practice.
- B. Articulate the inherent values of the student affairs profession as stipulated in key professional documents in a manner that indicates how these values guide practice.

- C. Demonstrate an understanding of the role of student affairs and its functions within higher education.
- D. Demonstrate knowledge about and the ability to apply a code of ethics or ethical principles sanctioned by student affairs professional organizations such as the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA).
- E. Articulate the role and value of multiculturalism in the student affairs profession and apply multicultural theories in professional practice.

### **3. Student Development Theory**

Graduates should be able to:

- A. Demonstrate an understanding of and the ability to apply theories of intellectual, moral, identity, psychosocial, career, and spiritual development within the context of a multicultural campus and/or society; the intersection of multiple identities; and learning styles throughout the late adolescent and adult lifespan.
- B. Demonstrate the ability to assess the learning and developmental needs of students across all college-going age groups.
- C. Demonstrate the ability to create learning and developmental opportunities informed by relevant theories.
- D. Demonstrate knowledge of the differential strengths and applications of student theories relative to student age, gender, ethnicity, race, culture, sexual identity, disability, spirituality, national origin, socioeconomic status, and resident/commuter status.

### **4. Student Characteristics and Effects of College on Students**

Graduates should be able to:

- A. Demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments.
- B. Apply knowledge of student characteristics in the design and evaluation of student learning experiences.
- C. Understand the complexity and diversity of curricula and co-curricular learning environments.

### **5. Individual and Group Interventions**

Graduates should be able to:

- A. Design and evaluate effective educational interventions for individuals and groups.

- B. Demonstrate knowledge and skills in interpersonal and group communication that reflect a commitment to multiculturalism and the ability to communicate with diverse audiences.
- C. Demonstrate the interpersonal skills essential for addressing individually, as well as collaboratively, crisis and conflict resolution situations.
- D. Recognize student leadership and group development issues and effectively utilize methods of intergroup relations to promote student learning and success.
- E. Demonstrate an understanding of the current issues affecting students' ability to achieve and provide both advocacy and intervention skills as necessary for the situation.

## **6. Organization and Administration of Student Affairs**

Graduates should be able to:

- A. Identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.
- B. Demonstrate the knowledge and skills essential for working and leading in a multicultural environment.
- C. Actively participate in the processes of planning, budgeting and fiscal management, assessing outcomes, and coordinating campus and community relations.
- D. Create opportunities for collaboration of appropriate departments, understand and mitigate as needed the interactions of student affairs staff, and model the qualities of a student affairs leader.

## **7. Assessment, Evaluation and Research**

Graduates should be able to:

- A. Demonstrate knowledge of basic quantitative and qualitative methods used in the study of student learning and development.
- B. Demonstrate knowledge of student learning and outcome assessment models, environmental and organizational assessment techniques; and program evaluation.
- C. Read and critique research that informs the field of student affairs.
- D. Demonstrate ability to use assessment, evaluation, and research data to inform practice and administrative decisions.
- E. Design and conduct a research study, assessment study, or program evaluation, and be able to effectively communicate the results of the study using a variety of media (e.g., written, oral, electronic).

## CURRICULUM

### **Degree Requirements**

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A total of 14 courses (53 units) are required, including 11 upper division and graduate courses (41 units) and a three quarter field experience (12 units). At least five courses must be in the professional education (400) series. Please see below for a specific list of required courses.

### **Required Courses**

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ED 209A History of Higher Education (4 units)  
 ED 250A Organizations and Systems of Higher Education (4 units)  
 ED 261F Seminar: Cognitive and Personal Development of College Students (4 units)  
 ED 414A Student Affairs Practice and Theory (3 units)  
 ED 414E Administration of Student Affairs (3 units)  
 ED 419 Introduction to Research in Student Affairs (4 units)  
 ED 498A Directed Field Experience (4 units)  
 ED 498B Directed Field Experience (4 units)  
 Ed 498C Directed Field Experience (4 units)

AND

1 Diversity in Higher Education Course (Students are required to complete one HEOC diversity course. The student's advisor must approve the specific course used to fulfill this requirement.) (4 units)

AND

4 Electives (including at least TWO 400-level courses). Three electives must be selected from HEOC courses. The fourth elective requirement may be fulfilled with a course offered by HEOC or another academic division within the Department of Education (or outside the Department with consent of advisor).

### **Planning a Program of Study**

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In planning your program of study for the M.Ed. in Student Affairs, please consider the following:

- Read the UCLA Graduate School of Education and Information Studies Handbook of Graduate Student Policies and Procedures for further information on degree requirements and course descriptions. This announcement is included in the student's registration packet, or may be obtained from OSS, 1009 Moore Hall.
- Become familiar with the degree requirements set forth in this document.
- Review the schedule of courses to be offered during the academic year and prepare a preliminary program plan [see Appendix A] which meets your particular interests as well as the departmental and degree requirements. Meet with your faculty advisor to discuss this plan in order to confirm and clarify your proposed plan of study. You should take the responsibility of making an appointment with your advisor as early in the school year as possible.
- All students in the Graduate Program are required to take 12 units each quarter (not including summer session) to be considered full-time.

### **Course Descriptions**

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Please see below for a complete list of Higher Education and Organizational Change course descriptions.

#### **ED 209A History of Higher Education (4 units)**

Exploration of major eras in history of higher education. Topics include issues concerning access, diversity, parental choice, cultural literacy, teacher empowerment, and role of popular media.

#### **ED 209C Research and Evaluation in Higher Education (4 units)**

Lecture, four hours. Development of conceptual and practical understanding of research and evaluation in higher education. Topics include basic statistics, survey design, data analysis, assessment issues, and research proposal writing. Letter grading.

#### **ED 221 Computer Analyses of Empirical Data in Education (4 units)**

Lecture, two hours; laboratory, two hours. Prerequisites: courses 209C (section 1), 230A. Designed to develop conceptual and technical skills needed for designing and executing empirical research utilizing statistical packages. Each student conducts two original studies. Equal emphasis on techniques of data analysis and interpretation of results. S/U or letter grading.

**ED 250A Organizations and Systems of Higher Education (4 units)**

Designed to orient new students to issues, ideas, and literature that constitute the study of higher education, with emphasis on underlying social and political issues that shape higher education and organizational change.

**ED 250B Topical Issues in Higher Education (4 units)**

Designed for graduate students. Two-course sequence designed to orient new students to issues, ideas, and literature that constitute the division, with emphasis on underlying social and political issues that shape higher education and organizational change.

**ED 250C Theoretical Frameworks of Higher Education (4 units)**

Designed for graduate students. Overview of various social sciences theories used to analyze institutions and issues of contemporary higher education. Explanation of how theory and methodology affect research design and framing of research questions in studies of higher education.

**ED 261E Higher Education Seminar: Diversity Issues and Research Perspectives (4)**

Examination of how racial diversity and its related dynamics have transformed and at same time been reshaped by institutions of higher education, with focus specifically on student experiences, curricula, institutional climate, educational policies, and administrative practices.

**ED 261F Seminar: Cognitive and Personal Development of College Students (4 units)**

Examination of cognitive development of college students; issues of personal and social development, including leadership, and interpersonal relations and skills.

**ED 263 Seminar: Higher Education (4 units)**

Seminar, four hours. S/U or letter grading.

**ED 263 Seminar: Race, Ethnicity & Gender in Higher Education (4 units)**

Provides a view of the sociological and psychological issues affecting African Americans, Asian Americans, Latinos/as (Hispanics), Native Americans, and women in higher education. Topics include the racial and gender stratification of the higher education system and the emergence of institutions that serve special populations, a critical review of research on minority and women's achievement, research on women and minority faculty, campus race relations, and controversies in the policies and discourse regarding cultural diversity.

**ED 263 Seminar: Community College Seminar (4 units)**

An examination of current community college issues that pertain to administration, teaching, students, governance, research, and faculty.

**ED263, Why Research Matters to Student Affairs Practice (3 units)** How do researchers study the impact of college on students? How can that research be

used to improve student affairs practice? This course introduces students to the world of "college impact" research and orients them to major ongoing studies conducted at UCLA and beyond. Students will get an opportunity to interact with researchers and to provide input on how the research results might be utilized to improve the work of student affairs.

**ED 265 Higher Education Policy (4 units)**

Understanding public policy for higher education requires understanding of both issues and policy process. Review of major topics on which the U.S. government is active, as well as key actors and their influence.

**ED 281 College Access Seminar (4 units)**

Knowledge of changing dynamics of college access at individual, organizational, and field levels and understanding of links between K-12 and postsecondary stratification and how educational advantage and disadvantage accumulates throughout education and effects equity in college access.

**ED 414A Student Affairs Practice and Theory (3 units)**

Examination of needs for student affairs services, range of services, their philosophical and empirical rationale, and their organization and evaluation to provide a knowledge base for developing theories of practice. Ongoing involvement in a cooperative learning project to examine these issues both as team members and as individuals.

**ED 414C, College Student Counseling (4 units)**

Review of historical context, philosophical and practical bases, organization and administration, specific programs, and contemporary issues and trends in college student counseling.

**ED 414E Administration of Student Affairs (3 units)**

Overview of general knowledge and processes essential to effectively administer a program or service under student affairs. Examination of relationship between environmental factors and strategies for governing, planning, and managing student affairs programs and services.

**ED 416 Program Development and Planning in Student Affairs (4 units)**

Theories, models, and research on conditions for program planning for developing outcomes based programs that facilitate student learning. Planning and implementing programs for learning in diverse educational contexts. Includes strategic planning, fundraising, and grant proposal search and writing.

**ED 417 Program Evaluation and Assessment in Student Affairs (4 units)**

Study of basic theoretical perspectives underlying program evaluation and assessment in the context of student affairs. Course will address critique of current practices and the development of appropriate methods for planning and implementing program evaluations and student assessments.

**ED 418 Group Dynamics in Student Affairs (3 units)**

Group productivity, leadership in groups, social perception, attitude formation, and effect of behavior changes in individuals and groups. Evaluation of social, psychological, and educational principles related to the experiences of individuals in small groups.

**ED 419 Introduction to Research in Student Affairs (4 units)**

Designed to orient students to the nature of educational research in the context of student affairs. An overview of quantitative, qualitative, and mixed methods is provided in order to position students as scholar practitioners.

**ED 498A: Directed Field Experience (4 units)**

Field experiences designed to increase understanding of student fields of study

**ED 498B: Directed Field Experience (4 units)**

Field experiences designed to increase understanding of student fields of study

**ED 498C: Directed Field Experience (4 units)**

Field experiences designed to increase understanding of student fields of study

**Diversity in Higher Education Course Requirement**

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Students are required to complete one HEOC diversity course (for example, ED 263 Race, Ethnicity and Gender in Higher Education; ED261E Diversity Issues and Research Perspectives). The student's advisor must approve the specific course used to fulfill this requirement. Please consult with your advisor to discuss the possibility of fulfilling this requirement with another diversity-related course offered within the Department of Education.