

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
2019 – 2020**

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INTRODUCTION

The UCLA Graduate School of Education & Information Studies (GSE&IS) 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 GSE&IS, 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 neighboring institutions. Students 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 joining us at the UCLA Master's Degree of Education in Student Affairs (MSA)! This program is designed to prepare professionals for employment or advancement as creative leaders who foster student learning and development through the effective delivery of student affairs services and programs in higher education. Our unique program is a partnership between the Graduate School of Education & Information Studies (GSE&IS) and UCLA's Division of Student Affairs and is housed within the GSE&IS Division of Higher Education and Organizational Change (HEOC). With this powerful partnership between the UCLA Student Affairs Division 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. 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,

Christine Wilson, Ph.D.
MSA Co-Program Director

Robert Naples, Ed.D.
MSA Co-Program Director

Jessica Harris, Assistant Professor
MSA Faculty

Linda Sax, Professor
MSA Faculty Director

Rick Wan
Internship and Career Development
Coordinator

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

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 2019 cohort is **December 1, 2019**. Please note you may only apply to **ONE** graduate program per year at UCLA.

All students must submit the following application materials:

- a resumé;
- a personal statement;
- 1 original transcript from all universities attended;
- 3 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) Upload all documents, including copies of transcripts. A writing sample is not required. Provide three email addresses for your letters of recommendation. Be sure to submit your application, which includes payment. Your application cannot be reviewed until payment is made.

- 3) Transcripts must be **postmarked by the stated deadline**, and sent to:

UCLA/GSE&IS
 1009 Moore Hall
 Box 951521
 Los Angeles, CA 90095

- 4) The GRE must be taken before November 1, 2019 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
Test reports are mailed approximately 10-15 days after taking the GRE.
For additional information regarding the GRE, visit 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 website (<http://www.gseis.ucla.edu>), call Kim Mattheussens at (310) 825-0830 or email at mattheussens@gseis.ucla.edu

Summer Term

The M.Ed. in Student Affairs degree is a one-year, four-quarter program that begins with full-time enrollment (6 - 10 units) in the UCLA summer session. 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). The priority deadline to receive maximum awarding consideration is early March. You can complete the FAFSA application on the Web at <http://www.fafsa.ed.gov>. In addition to the FAFSA, students must also complete the UCLA Summer Financial Aid Application at <http://www.financialaid.ucla.edu/> (these typically come available in April).

Tuition & Fees

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 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-Residence/Overview>.

Financial Aid

The UCLA Graduation Division (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.financialaid.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 a 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.financialaid.ucla.edu/>.

Graduate Student Resources

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://gsrc.ucla.edu/>) as well as the Graduate Student Association website (<http://gsa.asucla.ucla.edu>) for information on campus resources and involvement opportunities.

APPLICATION & ADMISSIONS CALENDAR 2019-2020

Online application available	Mid-September 2019
LAST date to take GRE	November 1, 2019
Application deadline	December 1, 2019
Free Application for Federal student Aid (FAFSA) Priority Filing Deadline*	March 2020
Applicants notified of admissions decisions	March-April 2020
UCLA Summer Financial Aid Application Available	April 2020
UCLA Summer Financial Aid Application Deadline**	April 2020
Deadline to Submit Admission Decision Response Card	April 15, 2020
Classes Begin	Summer 2020

* 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.financialaid.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 Directors:

Dr. Robert Naples
rnaples@saonet.ucla.edu

Dr. Christine Wilson
cwilson@saonet.ucla.edu

M.Ed. in Student Affairs Faculty Director & HEOC Faculty Member:

Dr. Linda Sax
lsax@ucla.edu

M.Ed. in Student Affairs & HEOC Faculty Member

Dr. Jessica Harris
jharris@gseis.ucla.edu

Internship and Career Development Coordinator:

Rick Wan
rwan@saonet.ucla.edu

GSE&IS Office of Student Services:

Kim Matheussens
Student Affairs Officer
matheussens@gseis.ucla.edu
(310) 825 - 0830

Website: <https://gseis.ucla.edu/education/academic-programs/student-affairs/>

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 will 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 will 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 will 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 & Effects of College on Students

Graduates will 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 & Group Interventions

Graduates will 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 & Administration of Student Affairs

Graduates will 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, & Research

Graduates will 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

A total of 14 courses (56 units) are required, including 11 upper division and graduate courses (41 units) and a three quarter field experience (15 units). At least five courses must be in the professional education (400) series. No 500 series courses may be applied toward the degree. Please see below for a specific list of required courses.

Required Courses

- ED 209A History of Higher Education (4 units)
- ED 250A Organizations & Systems of Higher Education (4 units)
- ED 261F Seminar: Cognitive & Personal Development of College Students (4 units)
- ED 414A Student Affairs Practice & 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 (5 units)
- ED 498B Directed Field Experience (5-6 units)
- ED 498C Directed Field Experience (5-6 units)

AND

- 1 Diversity in Higher Education Course (4 units)

Students are required to complete one HEOC diversity course. See list of pre-approved courses included in Appendix A. Courses not on the list must be petitioned for approval.

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 by petition. Upper division undergraduate courses in some cases can also be approved by petition).

Planning a Program of Study

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 department policies. This information is online (www.gseis.ucla.edu/oss) 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.
- Remember all students in the Graduate Program are required to take 12 units each quarter (not including summer session) to be considered full-time.
- One Independent Study (Education 596) may be taken to satisfy an elective requirement. Students should consult with their advisor prior to enrolling in an Independent Study.

Course Descriptions

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

ED C209A History of Higher Education (4 units; Required)

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

ED 209C Research & Evaluation in Higher Education (4 units; Elective)

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; Elective)

Lecture, two hours; laboratory, two hours. Requisites: 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 & Systems of Higher Education (4 units; Required)

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; Elective)

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; Elective)

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 C244 Theory and Practice of Intergroup Dialogue: Building Facilitation Skills (4 units; Diversity course)

Topics include social psychology of intergroup relations, intercultural and dialogic communication theories, methods for reconciling and bridging differences in schools and communities, research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering, and evaluating intergroup dialogues in multicultural settings. While providing foundational grounding in theory and pedagogy of intergroup dialogue, particular attention to relationships between intergroup dynamics, structural inequalities, systems of privilege and oppression, and mental health outcomes and disparities among populations.

ED 261E Higher Education Seminar: Diversity Issues & Research Perspectives (4 units; Diversity Course)

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 & Personal Development of College Students (4 units; Required)

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 – Variable Topics (4 units)

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

Race, Ethnicity & Gender in Higher Education (4 units; Diversity Course)

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.

Community College Seminar (4 units; Elective)

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

Practicum in Intergroup Dialog Facilitation (4 units; Elective)

Pre-requisite Educ C244. In addition to co-facilitating weekly dialogs with students on specific identity themes, students expected to participate in seminars to further develop knowledge and techniques in areas of group dynamics, conflict intervention, communication, and community, in particular as they relate to discussions of social justice and multicultural issues. Attention to relationships between intergroup dynamics and inequalities, systems of privilege and oppression, and mental health outcomes and disparities in populations.

ED 265 Higher Education Policy (4 units; Elective)

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; Elective)

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 412 Why Research Matters to Student Affairs Practice (3-4 units; Elective)

Lecture, three hours. How do researchers study impact of college on students? How can that research be used to improve student affairs practice? Introduction to world of college impact research and orientation to major ongoing studies conducted at

UCLA and beyond. Students interact with researchers and provide input on how research results might be utilized to improve work of student affairs.

ED 414A Student Affairs Practice & Theory (3 units; Required)

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 (3 units; Elective)

Overview of counseling at college counseling centers. 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; Required)

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 419 Introduction to Research in Student Affairs (4 units; Required)

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 426A & ED 426B Program Development & Program Evaluation in Student Affairs (2 units each; Elective)

Lecture, 2 hours. Introduction to program development and planning, as well as to assessment and program review. Development of knowledge of and skill in planning educational and training programs that provide support for learning within context of student affairs, as well as knowledge of and skill in developing, implementing, and analyzing assessment projects within student affairs context. Study of basic theoretical perspectives underlying program design/implementation and program review/assessment and application by developing, implementing, and assessing effectiveness of one program. In progress (426A) and letter (426B) grading.

ED 498A Directed Field Experience (5 units; Required)

Field experiences designed to increase understanding of student fields of study.

ED 498B Directed Field Experience (5-6 units; Required)

Field experiences designed to increase understanding of student fields of study.

ED 498C Directed Field Experience (5-6 units; Required)

Field experiences designed to increase understanding of student fields of study.

Diversity in Higher Education Course Requirement

Students are required to complete one HEOC diversity course (for example, ED 263 Race, Ethnicity, and Gender in Higher Education; ED 261E Diversity Issues and Research Perspectives). There is a pre-approved list of courses within the department that can count towards the diversity requirement (See Appendix A). Please consult with your advisor to discuss the possibility of fulfilling this requirement by petition with another diversity-related course that is undergraduate upper division or that is outside the Department of Education.

MASTERS OF EDUCATION IN STUDENT AFFAIRS SAMPLE CURRICULUM

SUMMER TERM C (6 WEEKS)	FALL QUARTER	WINTER QUARTER	SPRING QUARTER
**ED 414A <i>Student Affairs Practice & Theory</i> (3 units)	**ED 498A <i>Directed Field Experience</i> (5 units)	**ED 498B <i>Directed Field Experience</i> (5 units)	**ED 498C <i>Directed Field Experience</i> (5 units)
ED 412 <i>Why Research Matters to Student Affairs Practice</i> (4 units; Elective)	**ED 250A <i>Organizations & Systems of Higher Education</i> (4 units)	**ED 419 <i>Introduction to Research in Student Affairs</i> (4 units)	Elective (4 units)
**ED 414E <i>Administration of Student Affairs</i> (3 units)	**ED 261F <i>Cognitive & Personal Development of College Students</i> (4 units)	**Diversity in Higher Education Course (4) (Examples include: ED 263 Race, Ethnicity, & Gender in Higher Education; ED 261E Diversity Issues & Research Perspectives)	ED 426B <i>Program Development & Program Evaluation in Student Affairs</i> (4 units; <u>must</u> take with ED 426A) AND/OR Elective (4 units)
	**ED 209A <i>History of Higher Education</i> (4 units)	ED 426A <i>Program Development & Program Evaluation in Student Affairs</i> (4 units; <u>must</u> take with ED 426B) AND/OR Elective (4 units)	** Required Course

INTERNSHIP & SEMINAR OVERVIEW

Practical experience is among the most important aspects of any preparation program in student affairs. The opportunity to work with practicing professionals and to accomplish learning objectives in specific areas of student affairs is a vital component of the Student Affairs program at UCLA. The three-quarter, in-depth internship is offered in two parts: a four-hour integration seminar one day a week, and 10 to 12 hours of internship a week in a selected student affairs office. Through the internship, students will:

- Integrate theory and research into practices of student affairs work.
- Begin to recognize the ways in which a social justice vision may be brought to bear on student affairs work.
- Learn practical skills such as collaboration, understanding campus culture, problem solving, program planning, evaluation, and workshop design and implementation.
- Begin building a professional network.
- Clarify and develop a more consistent, realistic self-concept of oneself as a professional in the field of student affairs.
- Explore strategies for implementing multicultural awareness in practice and research.
- Try new skills and ideas.
- Develop a learning portfolio.

Students will become

Experienced practitioners and educational leaders. Opportunities to foster this outcome and assess progress include:

- Internship experiences for in-depth development of professional skills, knowledge, and application.
- Feedback from assistantship and practicum supervisors (e.g., practicum contract).

Student affairs scholars. Opportunities to foster this outcome and assess progress include:

- Coursework focusing on current and future trends in the profession and professional development opportunities.

- Writing for professional journals and newsletters.
- Presentations at professional conferences (e.g., American College Personnel Association national conference, National Association of Student Personnel Administrators Western Regional Conference).

Reflective and critical thinkers. Opportunities to foster this outcome and assess progress include:

- Assignments that emphasize development and expression of considered judgments.
- Assignments that emphasize critique and evaluation of material over summary and memorization.
- Self-reflective assignments that encourage students to examine their unique leadership and interpersonal communication styles.

Individuals who are self-aware and cognizant of the needs of others. Opportunities to foster this outcome and assess progress include:

- Develop specific knowledge and skills transferable to various student affairs positions.
- Students will gain directed experience in the areas of individual and group development, programming, staff development, supervision, and administration.

Detailed information on the M.Ed. in Student Affairs internship program (e.g., expectations, seminar assignments, etc.) is provided in the UCLA Student Affairs Internship Handbook. Students will receive a copy of the Internship Handbook at summer orientation. The following information provides a brief overview of key internship and seminar topics.

Internship Funding

The internship is a paid experiential learning opportunity. Students receive a salary of a minimum of \$13/hour for their internship work. In addition, departments sponsoring an

intern provide the student with financial support to attend at least one regional or national professional conference. That support typically includes transportation, conference registration, and other related costs up to \$800.

Internship Seminar

The weekly seminar provides students the opportunity to share their experiences, address personal and professional development issues, build their learning portfolios, and develop a collaborative learning community. It also offers students the opportunity to explore specific functional areas in Student Affairs through interactions with guest speakers, visits to diverse functional areas within Student Affairs, and discussions of relevant readings.

Program Director Role

The Program Director provides students with close supervision and evaluation of professional practice, instruction related to practice in student affairs, as well as group supervision. The Program Director also provides orientation, assistance, consultation, and professional development opportunities to site supervisors.

Site Supervisor Role

The site supervisors will possess at least a Master's degree in student affairs or a related field, or possess appropriate professional experience. They will have a minimum of two years of pertinent professional experience in the area in which the student is completing the internship. The site supervisor is expected to be knowledgeable of the M.Ed. in Student Affairs program and the faculty's expectations, requirements, and evaluation procedures as they pertain to the intern. Site supervisors are to help the student develop and articulate appropriate learning goals for the internship, provide one hour per week of direct supervision to the student, provide feedback to both the student and supervising faculty regarding the student's performance, and arrange for appropriate work space, work related resources, and work schedule.

Selecting Internship Sites

The selected departmental site should enrich a specialty interest area enabling the student to develop depth of expertise and provide breadth through concentrated exposure to a student affairs functional area. Internships will be determined during summer session.

Potential Internship Sites

The number and types of internships vary each year. However, every year a wide variety of positions are available in numerous functional areas. The Program Director will also pursue internship opportunities at neighboring community colleges, private institutions, for-profit institutions, and four-year public universities in Southern California. A list of potential UCLA internship includes:

Academic Units
 Alumni Center
 Athletics
 Bruin Resource Center
 Career Center
 Center for Accessible Education
 Community Programs Office
 Dashew International Center for Students and Scholars
 David Geffen School of Medicine
 Dean of Students' Office (including Judicial Affairs)
 Early Academic Outreach
 Economic Crisis Response Team
 First Year Experience Program
 Graduate Student Resource Center
 Greek Life
 Lesbian Gay Bisexual Transgender Campus Resource Center
 Office of Residential Life
 Office of Undergraduate Admissions and Relations with Schools
 Student Organizations, Leadership & Engagement
 UCLA Extension
 UCLA Parent and Family Programs
 UCLA Recreation
 Vice Chancellor for Student Affairs

ADVISING

Upon admission to the program, students are assigned a faculty advisor. The advisor may serve as academic counselor, information resource, or otherwise assist the student's progress through the program. The primary responsibilities of the faculty advisor are to approve the student's academic program, to advise students on particular courses of study, and along with the student, initiate any petitions for change in status or program. The faculty strongly recommends that students schedule a meeting with their advisor at least once a quarter.

Students may change advisors if they so desire. If a student wishes to change advisors, s/he should consult both faculty members (current and prospective advisor) and then contact the Office of Student Services (OSS) to obtain and file the necessary paperwork.

COMPREHENSIVE EXAM

While students receive feedback and grades for their work in individual classes, the Graduate Division of UCLA, the Department of Education, and HEOC consider it important to assess the overall academic progress of all students before allowing them to move forward toward degree completion. Exam procedures have been developed to serve this function.

Students must apply to take the Master's Comprehensive Examination. Application materials are available in the Office of Student Services (OSS) and must be returned to OSS by the exam application deadline. Please consult OSS for current deadlines.

The M.Ed. in Student Affairs comprehensive exam consists of two take-home questions administered during the spring quarter (the specific dates of the exam weekend will be announced by the Office of Student Services at the beginning of the year). Each question is to be answered in no more than six, double-spaced, typed pages using 12pt font (excluding references). The Office of Student Services distributes the exam on a Friday morning and the responses are to be turned in

the following Monday morning. These exam questions will be graded blindly (students' names do not appear on the answers; rather a number that has been assigned by OSS is the identifier).

Each question is read independently by at least two faculty members. If they disagree on a grade, a third faculty member reads the question. Students may receive grades of “pass with honors,” “pass,” or “fail” on this examination. If a student fails one of the two exam questions, s/he will be provided an opportunity to retake the exam during the same quarter. To pass the exam, the student must answer one new exam question and receive a passing evaluation from two faculty readers. The second exam must be scheduled for a date within two weeks from the time the student receives notice of her/his exam status. If a student fails both exam questions, the student must retake the entire exam (i.e., answer two new questions) the following fall quarter. A third opportunity to take the exam must be approved by a two-thirds majority vote of all divisional faculty voting on this issue. No fourth sitting for the examination is permitted.

COMMENCEMENT

The GSE&IS Office of Student Services coordinates the spring commencement ceremony. For complete details on the commencement ceremony, please visit the OSS Commencement website: <https://gseis.ucla.edu/about/commencement/>.

JOB PLACEMENT

The UCLA Career Center provides assistance to all UCLA students in setting realistic occupational objectives, developing appropriate resumes and job interviewing skills, and identifying job leads. The Center’s counselors, as Student Affairs professionals themselves, are especially alert to the needs of new Student Affairs professionals and have been helpful to past M.Ed. in Student Affairs graduates. To learn more about the career development and job placement resources available at the UCLA Career Center, please visit their website (<http://www.career.ucla.edu/>).

The student affairs job search process will also be discussed at length in the Internship Seminar. Specifically, seminar participants will review and discuss key student affairs job search resources, resume and cover letter review and editing, preparing for a national conference, and participate in mock job interviews. In addition, invited speakers from a variety of student affairs functional areas will discuss the job search resources and strategies unique to their particular functional area.

The Placement Exchange (TPE) is an employment recruiting/interviewing event that takes place 4 days prior to the start of the National Association of Student Personnel Administrators (NASPA) Annual Conference. There are typically over 800 higher education employers that will attend to seek and interview candidates during this event. We encourage students who are seeking employment to attend this event as it provides a large access point to job opportunities that are spread across the country. Some faculty and staff will be present at TPE to support and assist in your search process during the exchange.

GRADUATE STUDENT RESOURCES

GSE&IS Resources

Graduate Student Lounge: Located on the second floor of Moore Hall (Room 2027), the Graduate Student Lounge offers education graduate students a comfortable place to relax in-between classes and get acquainted with students from other GSE&IS divisions. Connected to the lounge is a small kitchen area that includes a microwave, water, refrigerator, ice machine, and soft drink vending machine.

Moore Hall Lockers: The Graduate Student Association in Education (GSAE) coordinates the assignment of student lockers located in Moore Hall. Please consult a GSAE representative or the Office of Student Services for more information on the process of requesting a locker.

Educational Technology Unit (ETU): ETU maintains the school-wide audiovisual and microcomputer facilities. All facilities are open to GSE&IS students and ETU encourages you to take advantage of them when your educational programs require it. For a comprehensive overview of ETU services and resources (e.g., equipment checkout, computer lab locations and hours), please visit the ETU website (<https://portal.gseis.ucla.edu/administrative-support-units/educational-technology-unit>). ETU is located in Moore Hall 3051. They can be contacted by telephone at (310) 825-1911 or by email at etu@gseis.ucla.edu.

UCLA Graduate Student Resources

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 additional information on graduate student resources and involvement opportunities.

HEOC FACULTY

Walter Allen, Professor

Ph.D., Sociology, University of Chicago
 allen@gseis.ucla.edu (310) 206-7107

Areas of Interest: Comparative race, ethnicity and inequality; diversity in higher education; and family studies. His research and teaching focuses on educational equity, higher education, social inequality and family.

Mitchell J. Chang, Professor

Ph.D., Social Sciences and Comparative Education, UCLA
 mjchang@gseis.ucla.edu (310) 825-0504

Areas of Interest: The educational efficacy of diversity-related initiatives on college campuses and the application of those best practices toward advancing student learning and democratizing institutions.

Jessica Harris, Assistant Professor

Ph.D., Higher Education and Student Affairs, Indiana University
 jharris@gseis.ucla.edu (310) 206-5741

Areas of Interest: Critical approaches to the study of sexual violence in higher education; multiraciality; qualitative research methods; critical race theory in education.

Sylvia Hurtado, Professor (HEOC Division Head)

Ph.D., Education, UCLA
 shurtado@gseis.ucla.edu (310) 825-9928

Areas of Interest: Diverse college environments and their effect on diverse college student, teaching and learning, and higher education policy.

Ozan Jaquette, Assistant Professor

Ph.D., Higher Education, University of Michigan
ozanj@ucla.edu

Areas of Interest: Organizational behavior; higher education finance; enrollment management; marketing and recruiting

Patricia M. McDonough, Professor

Ph.D., Higher Education, Stanford University
 mcdonough@gseis.ucla.edu (310) 206-2120

Areas of Interest: Access, equity, and the stratification of individuals and institutions in education; organizational theory and analysis; sociology of education; higher education policy analysis; links between K-12 and higher education; and qualitative research.

Cecilia Rios-Aguilar, Associate Professor

Ph.D., Educational Theory and Policy, University of Rochester

rios-aguilar@gseis.ucla.edu (310) 825-1925

Areas of Interest: Educational and occupational trajectories of under-represented students; quantitative research methods; big data, social media, and mobile technologies; community colleges; educational policies

Linda J. Sax, Professor

Ph.D., Higher Education, UCLA

lsax@ucla.edu

(310) 206-5875

Areas of Interest: Diversity in Undergraduate Computer Science (BRAID project) (<https://braidresearch.gseis.ucla.edu/>), Undergraduate STEM Education, Gender Differences in College Student Development, Assessment of College Impact, Influence of Family and Faculty on College Student Outcomes, and Student Affairs Research

Emeritus HEOC Faculty

Alexander W. Astin, Professor Emeritus

Ph.D., Psychology, University of Maryland

aastin@gseis.ucla.edu

(310) 825-8331

Areas of Interest: Higher education policy in the United States; educational reform; values in education; impact of different types of institutions on student development; assessment and evaluation research in higher education.

Arthur M. Cohen, Professor Emeritus

Ph.D., Higher Education, Florida State University

ericcc@ucla.edu

(310) 825-8337

Areas of Interest: Teaching and research interests include the students, faculty, and organization of the community college; the history of higher education; issues in higher education; and college curriculum and instruction.

M. ED. IN STUDENT AFFAIRS INSTRUCTORS

Ancy Cherian, Clinical Director, Counseling and Psychological Services (CAPS)
Ph.D., Boston University
acherian@caps.ucla.edu

Areas of Interest: Reduction of mental health stigma, access to care, evidence-based treatments for anxiety and depression

Debra Geller, Associate Dean of Students & Deputy Title IX Coordinator
Ed.D., UCLA
dgeller@saonet.ucla.edu (310) 825-4876

Areas of Interest: Assessment and evaluation of programs and people within Student Affairs

Robert J. Naples, MSA Co-Program Director and Associate Vice Chancellor, Student and Campus Life and Dean of Students, Emeritus
Ed.D, Temple University
rnaples@saonet.ucla.edu

Areas of interest: Current issues in Student Affairs, Student Affairs organizational development, professional development and career planning

Suzanne Seplow, Assistant Vice Chancellor, Student Development
Ed.D, UCLA
suzanne@orl.ucla.edu (310) 825-3401

Areas of Interest: Living-learning environments, student development theories, student affairs management

Lori Vogelgesang, Associate Director, Office of Residential Life
Ph.D., UCLA Higher Education and Organizational Change
lvogelgesang@orl.ucla.edu (310) 206-2896

Areas of Interest: Service learning, civic engagement, learning outcomes

Christine Wilson, MSA Co-Program Director and Director, Graduate Student Resource Center
Ph.D, UCLA Slavic Languages
cwilson@saonet.ucla.edu (310) 267-4803

Area of Interest: Graduate Students

Rick Wan, Internship and Career Development Coordinator
M.A. Colorado State University, Student Affairs in Higher Education
rwan@saonet.ucla.edu (310) 893-9780

Areas of interest: Current Issues in Higher Ed, Professional and Career Development, Graduate Education

POLICIES AND PROCEDURES

The Office of Student Services (OSS) oversees all policies related to students' progress toward degree. Please contact them for any questions you have relating to the policies and procedures of the Department of Education.

Communication

The official means of communication within HEOC/MSA is email. Students are responsible for updating their addresses, phone numbers, and email addresses with OSS and with the University (Murphy Hall) whenever there is a change of information.

Leave of Absence

HEOC/MSA is governed by the Department of Education and the UCLA Graduate Division's policy on Leaves of Absence. Please see your student affairs officer for the current departmental policy and check with OSS for petition and forms.

Re-admission to the Program

If a student drops out of a HEOC/MSA degree program and wants to be re-admitted, s/he must reapply to OSS. HEOC/MSA's re-admission policy is that we review and assess the student's record to determine if we will readmit a student.

Finances/Fellowships

Most fellowships are coordinated through the Office of Student Services and students must file an application for special fellowships. Depending on the type of fellowship, students may need to apply or re-apply for the award each year. Contact OSS for additional details. Additional fellowship information can be found on the UCLA Graduate Division website (<http://www.gdnet.ucla.edu/>). Graduate student research assistantships and teaching assistantships are decided upon by individual faculty members, although the school maintains a World Wide Web page with postings of all current assistantship openings.

Policy Changes

All changes to HEOC/MSA policies will go into effect in the next academic year so that students have adequate notice.

CDAS

Students should be aware that the Department of Education has a Committee on Admissions, Degrees and Standards (CDAS) which sets all departmental policy (e.g., leaves of absence, minimum degree requirements, etc.). CDAS also reviews all HEOC/MSA policies and is the body that should be consulted if a student feels that any particular HEOC/MSA policy is unfair and wants recourse.

APPENDIX A

M.ED. IN STUDENT AFFAIRS PRELIMINARY ACADEMIC PROGRAM PLAN

Courses

Quarter

Required Courses

ED C209A History of Higher Education (4 units)	Fall
ED 250A Organizations and Systems of Higher Education (4 units)	Fall
ED 261F Seminar: Cognitive and Personal Development of College Students (4 units)	Fall
ED 414A Student Affairs Practice and Theory (3 units)	Summer
ED 414E Administration of Student Affairs (3 units)	Summer
ED 419 Introduction to Research in Student Affairs (4 units)	Winter
ED 498A Directed Field Experience (5 units)	Fall
ED 498B Directed Field Experience (5 units)	Winter
ED 498C Directed Field Experience (5 units)	Spring

1 Diversity in Higher Education Course (4 units)*

Course Title: _____

4 Electives**

Elective #1 (HEOC): ED 412 Why Research Matters to Student Affairs Practice***	Summer
Elective #2 (HEOC): _____	_____
Elective #3 (HEOC): _____	_____
Elective #4 (HEOC or Dept. of Education): _____	_____

* Students are required to complete one HEOC diversity course from the list of pre-approved courses .

** Two of the four electives must be 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 by petition).

*** ED 412 is an elective and thus is not required. Students who do not take ED 412 in the summer will need to take all four electives during the academic year.

M.ED. IN STUDENT AFFAIRS

PRE-APPROVED DIVERSITY COURSES

The below classes are not guaranteed to be offered every academic year. Please consult the Registrar's Schedule of Class (www.registrar.ucla.edu) for the current year course schedule.

EDUC 204D Minority Education in Cross-Cultural Perspective (4 units)

Historical and contemporary analyses of educational policies with regard to ethnic, religious, and linguistic minorities through selected national and international case studies. Introduction to cross-cultural education in representative countries in relation to social, political, and economic systems.

EDUC 204E International Efforts in Education (4 units)

Designed for graduate students. Critical analysis of complex world of "development cooperation," with particular reference to bilateral and multilateral efforts in education.

EDUC C244/C160 Theory and Practice of Intergroup Dialogue: Building Facilitation Skills (4)

Seminar, four hours. Topics include social psychology of intergroup relations, intercultural and dialogic communication theories, methods for reconciling and bridging differences in schools and communities, research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering, and evaluating intergroup dialogues in multicultural settings. While providing foundational grounding in theory and pedagogy of intergroup dialogue, particular attention to relationships between intergroup dynamics, structural inequalities, systems of privilege and oppression, and mental health outcomes and disparities among populations. Concurrently scheduled with course C160. Letter grading.

EDUC 253G Seminar: The Asian American & Education (4 units)

Basic issues and topics related to Asian Americans in the field of education. Examples of issues and topics include Asian Americans and the community, socioeconomic status, education-to-work transition, language and culture question.

EDUC 253H Seminar: The Chicano/Hispanic & Education (4 units)

Basic issues and topics related to the Chicano and other Hispanic groups in education. Review of literature on specific educational levels and Chicano/Hispanic student progress (e.g., early childhood, elementary, higher education; specific topics: assessment, access, tracking, segregation; implications for schooling).

EDUC 259: Administration of International Programs in Higher Education (4 units)

Seminar, four hours. Introduction to theory and practice of internationalization in U.S. higher education, looking at meaning of concept of comprehensive internationalization across campus, issues of effective leadership and management, and individual aspects of internationalization, including study abroad program development and implementation, international student recruitment and support services, international curriculum -- area and language studies, English as a second language programs, international internships and careers, faculty development in international travel and research, international partnerships/branch campuses, international development and grant projects, international alumni, distance learning/massive open online courses (MOOCs)/hybrid models. Letter grading.

EDUC 261E Higher Education Seminar: Diversity Issues & Research Perspectives (4 units)

Seminar, four hours. 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. Letter grading.

ED 263 Seminar: Higher Education – Variable Topics (4 units)

Seminar, four hours. S/U or letter grading. The following ED 263 classes count toward the diversity requirement:
ED 263 Race, Ethnicity, and Gender in Higher Education

ED 263 Theories of Race and Ethnicity
 ED 263 Community Colleges
 ED 263 Higher Education Finance: Perspectives on Economic Diversity and Social Justice

EDUC 275 Race & Education (4 units)

Limited to graduate students. Examination of role of race in educational policy-making. Exploration of a broad interpretation of how schools contribute to racial stratification and inequality by linking sociological and sociopsychological theories of race, racial attitudes, and conflict to historical policy analysis. *Note: this course is under Urban Schools division and primarily focuses on k-12 education.*

EDUC 281 College Access Seminar (4)

Seminar, two hours; discussion, two hours. 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 affects equity in college access. Letter grading.

The following upper division undergraduate courses may be used for the Diversity requirement when petitioned and approved by your faculty advisor and the MSA Faculty Director.

EDUC M103 Asian American Education & Schooling (4 units)

Seminar, four hours. Examination of existing body of research from various disciplines on Asian/Pacific American educational experiences. Letter grading.

EDUC 122 Perspectives on American College (5 units)

Seminar, four hours. Examination of role colleges and universities play in larger cultural life of U.S. society. Use of analysis of student movements as vehicle for exploration of key sociological, political, and cultural developments on U.S. campuses. Emphasis on interrelated research, academic, social, and policy issues underlying diverse system of higher education. Letter grading.

EDUC 130 Race, Class, & Education Inequality in the U.S. (5 units)

Lecture, two hours; discussion, two hours. Focus extensively on understanding educational experiences of following groups in the U.S.: African Americans, Asian Americans and Pacific Islanders, Chicanas/Chicanos/Latinas/Latinos, and low-income white Americans. Examination of how historical development of public education in the U.S. has influenced its present form. Critical look at some current issues and policy debates in education, including debate over school reform, bilingual education, and affirmative action. Letter grading.

EDUC 143 Understanding Pathways to College (4 units)

Lecture, two hours; discussion, two hours. Examination of inequality across K-12 and higher education to understand how college admissions are stratified across racial and class lines. Roles of school personnel, higher education admissions, families, and students in promoting equal educational opportunity. Course is good preparation for students interested in working in UCLA programs such as Early Academic Outreach Programs that serve students in Los Angeles area schools. Letter grading.

EDUC 147 Lesbian, Gay, Bisexual, & Transgender Issues in Education and Law (4 units)

Lecture, four hours. Lesbian, gay, bisexual, and transgender-related controversies that arise in schools, colleges, and universities today and how they are being addressed by legal and education communities. In particular, examination of real-life consequences of current laws and exploration of what might be done to make things better for all persons. Letter grading.

EDUC M148 Women in Higher Education (4 units)

Seminar, three hours. Designed for juniors/seniors. Overview of issues related to experience of women in higher education. Topics include curricular transformation, feminist pedagogy, gender equity, women faculty members, and intersection of gender and race. Letter grading.

APPENDIX B

WEB LINKS FOR HIGHER EDUCATION & STUDENT AFFAIRS PROFESSIONAL ASSOCIATIONS

- [American Association of Collegiate Registrars and Admissions Officers](#)
- [American Association of Community Colleges](#)
- [American College Health Association](#)
- [American College Personnel Association](#)
- [American Counseling Association \(ACA\)](#)
- [American Council on Education](#)
- [American Educational Research Association](#)
- [APPA: The Association of Higher Education Facilities Officers](#)
- [Association for Experiential Education](#)
- [Association of College and University Housing Officers - International](#)
- [Association of College Unions International](#)
- [Association of Fraternity Advisors](#)
- [Association of International Educators \(NAFSA\)](#)
- [Association of Jesuit Colleges and Universities](#)
- [Association of Leadership Educators](#)
- [Association of Student Judicial Affairs \(ASJA\)](#)
- [Association of Support for Graduate Students](#)
- [Association on Higher Education and Disability](#)
- [California College Personnel Association](#)
- [Coalition for Christian Colleges & Universities](#)
- [Collegiate Information and Visitor Services Association](#)
- [Council for the Advancement and Support of Higher Education](#)
- [Hispanic Association of Colleges and Universities](#)
- [Jesuit Association of Student Personnel Administrators](#)
- [National Association for Campus Activities](#)
- [National Academic Advising Association](#)
- [National Association of Advisors for the Health Professions, Inc. \(NAAHP\)](#)
- [National Association of Academic Advisors for Athletics \(N4A\)](#)
- [National Association for College Admission Counseling \(NACAC\)](#)
- [National Association of Colleges and Employers \(NACE\)](#)
- [National Association of College Auxiliary Services](#)
- [National Association of College and University Residence Halls \(NACURH\)](#)
- [National Association of Graduate Admissions Professionals \(NAGAP\)](#)
- [National Association of Student Affairs Professionals](#)
- [National Association of Student Employment Administrators \(NSEA\)](#)
- [National Association of Student Financial Aid Administrators](#)
- [National Association of Student Personnel Administrators \(NASPA\)](#)
- [National Career Development Association \(NCDA\)](#)

- [National Consortium of Directors of LGBT Resources in Higher Education](#)
- [National Intramural-Recreational Sports Association \(NIRSA\)](#)
- [National Organization of Men's Outreach for Rape Education \(NO MORE\)](#)
- [National Orientation Directors Association](#)
- [The National Association for Equal Opportunity in Higher Education](#)

WEB LINKS FOR KEY DOCUMENTS IN STUDENT AFFAIRS

- [ACPA Statement of Ethical Principles](#)
- [Learning Reconsidered: A Campus-Wide Focus on the Student Experience](#) (A joint report from NASPA: Student Affairs Administrators in Higher Education and the American College Personnel Association)
- [NASPA Standards of Professional Practice](#)
- [Powerful Partnerships: A Shared Responsibility for Learning](#) (A joint report from the American Association for Higher Education, American College Personnel Association, and NASPA: Student Affairs Administrators in Higher Education)
- [Principles of Good Practice for Student Affairs](#)
- [Student Learning Imperative](#)
- [Student Personnel Point of View \(1949\)](#)
- [Student Personnel Point of View \(1937\)](#)

ADDITIONAL STUDENT AFFAIRS WEB LINKS

- [Council for the Advancement of Standards in Higher Education \(CAS\)](#): CAS provides standards and guidelines toward student learning and development self-assessment on over 30 functional areas in higher education. Go to the website to review the history of CAS, the online store, and links to the over 35 professional associations that belong to CAS.
- [StudentAffairs.com](#): Comprehensive list of student affairs internet resources
 - [List of student affairs internet resources by functional area](#)
 - [Online journals and forums](#)
 - [Higher Education Resources](#)