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MEMORANDUM

To: Julio Frenk
University President

From: Tomás A. Salerno
Chair, Faculty Senate

Date: May 4, 2018

Subject: Faculty Senate Legislation #2017-36 (B) – Add a Version of the Master of Science in Education (MSEd) in Community and Social Change with a Thesis Option, School of Education and Human Development

The Faculty Senate, at its April 18, 2018 meeting, had *no objections* to the proposal from the School of Education and Human Development to add a version of the currently offered Master of Science in Education (MSEd) in Community and Social Change program with a thesis option. The current exiting MSEd program does not require a thesis and will continue to be offered. The thesis option is being added to provide master's students who may want to pursue doctoral work with research experience. The curricular changes are being made to conform to graduate school requirements for thesis programs.

The Faculty Senate does not approve budget concepts; there were none noted in this proposal.

This legislation is sent to you for your action.

TAS/rh

Enclosure

cc: Jeffrey Duerk, Executive Vice President and Provost
Walter Secada, Acting Dean, School of Education and Human Development
Ashmeet Oberoi, Director, Community and Social Change

CAPSULE: Faculty Senate Legislation #2017-36 (B) – Add a Version of the Master of Science in Education (MSEd) in Community and Social Change with a Thesis Option, School of Education and Human Development

PRESIDENT'S RESPONSE

APPROVED: _____

(President's Signature)

DATE: 5/14/18

OFFICE OR INDIVIDUAL TO IMPLEMENT: _____

Walter Secada, Acting Dean

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY (Pending any additional required Board of Trustees approval)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____



Proposals are to be submitted to the Office of Assessment and Accreditation (OAA), if applicable, the Graduate Council (for graduate programs excluding Law and Medical), if applicable, and the Faculty Senate. Refer to the Procedures for Program Changes document for information on the approvals and notifications needed for program changes and the Proposal Submissions Specifications document for an explanation of the process and a list of the materials required.

(Please note that change approvals can take 2 semesters to complete.)

Include this checklist at the beginning of each proposal. (Complete the information below, save the form as a pdf, and insert it with the background materials that are specified, in the order listed, and send the package electronically as noted above.)

KEY CONTACT PERSONNEL INFORMATION

First Name

Ashmeet

Last Name

Oberoi

Proponent's Title

Clinical Assistant Professor and

Department, if applicable

Educational and Psychological Studies

School/College

SEHD

E-mail

a.oberoi@miami.edu

Phone

305-284-5956

Title of Proposal

Proposal to add a version of the MSED in Community and Social Change program with a thesis option. SUMMARY OF CHANGES: 1. Increase the program length from 30 credits for the current non-thesis option to 36

(-continue to next page-)

MANDATORY MEMORANDA AND FORMAT

Please check that each item listed below is included in the proposal package of materials, in the ORDER as listed. The applicable title (i.e. Letter of Explanation, Memo from the Dean, etc.) is to precede each section in the materials.

Only proposals conforming to this format will be accepted.

1. This completed checklist.

2. Letter of explanation. (2-3 pages only, double spaced, 12 pt font)

Yes No

If no, explain why.

A proposal detailing the programmatic changes planned is attached.

3. A memo from the dean(s) signifying approval of the faculty of the relevant School(s) / Colleges(s).

Yes No

If no, explain why.

4. A memo that all affected or relevant School / College Council(s) have approved.

Yes No

If no, explain why.

5. A memo from the department chair(s) signifying approval of the faculty of the relevant department(s).

Yes No

If no, explain why.

6. A memo from the Office of Accreditation and Assessment (OAA) if the proposal involves academic programs (degrees, certificates, majors, minors, concentrations, specializations, tracks, etc.) such as new programs, closing programs, or program changes (such as changes in requirements, program length, modality, name, location).

(To be submitted by OAA to the Graduate Council or the Faculty Senate, as appropriate.)

Applicable Not applicable.

If not, explain why.

7. A memo from the Graduate School Dean signifying approval of the Graduate Council (for graduate programs only).

(To be submitted to the Faculty Senate by the Graduate Council.)

Applicable Not applicable.

If not, explain why.

To be presented in the next Graduate School meeting on April 17th.

8. Academic Deans Policy Council (ADPC) approval, for interdisciplinary issues and as appropriate. Please consult with the Dean of the Graduate School or the Secretary of the Faculty Senate to check if this is needed.

Yes No

If no, explain why.

9. Additional required documents as listed on the "[Proposal Submissions Specifications](#)," i.e. market analysis, budget information, assessment of library collections, etc. as specified.

List additional documents included.

End form.

UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT




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March 30, 2018

TO: Tomas Salerno, Chair of the UM Faculty Senate
Patty Murphy, Executive Director, Office of Assessment and Accreditation

FROM: 
Walter G. Secada, Professor
Senior Associate Dean for Graduate Studies
Acting Dean

RE: Change in the MSED program in Community and Social Change
(CSCH_MSED)

Earlier this year, the School of Education and Human Development's:

- graduate-curriculum committee, through an electronic vote that ran from January 17-24, 2018, as consistent with the SEHD's By-Laws;
- School Council's eligible and present members at its meeting of February 19, 2018; and,
- voting faculty, through an electronic vote, as consistent with the SEHD's By-Laws, that took place from February 27 through March 6, 2018

All approved a motion to:

1. Change the number of credits required to complete the MSED program in-community and Social Change from a fixed 30 project-based MSED to a variable credit program of between 30 and 36 credits.
2. Allow students in the CSC program to pursue and use the additional six credits to complete a Master's thesis per Graduate School's requirements.
3. Make necessary course sequence modifications to meet program and Graduate School requirements (e.g., additional research-methods courses and additional thesis credits).

We were subsequently informed by the Office of Assessment and Accreditation that, in light of changes in the degree-credit and course-taking requirements and for purposes of

SACS accreditation, we needed to change the then-current proposal to create a new MSED program in Community and Social Change that allows for the research-thesis option. In other words, instead of offering a single MSED program with two final-project options, the SEHD would now offer two separate programs.

In light of the facts that: (a) the new proposal will have the same practical impact as the earlier proposal, (b) the old proposal was approved unanimously at every stage within the School of Education and Human Development, and (c) graduate students are waiting to enroll in the option/new-program that allows them to submit an MSED thesis, I am requesting that you consider the new proposal as having gone through the approval process and that you accept this letter as asserting those approvals.

If there are any questions or comments about this motion, please feel free to contact myself, EPS Department Chair Laura Kohn Wood, and/or Community and Social Change director Ashmeet Oberoi.


Copies: Laura Kohn Wood, Professor and Chair, EPS
 Ashmeet Oberoi, Assistant Clinical Professor and Director, CSCH_MSED
 Shawn Post and Dina Birman, SEHD Faculty Senators



MEMORANDUM

DATE: 03/22/2018

TO: Walter Secada, Acting Dean
School of Education and Human Development

FROM: Patty Murphy, Executive Director 
Office of Assessment and Accreditation

RE: Add a Version of MSED in Community and Social Change with Thesis Option

On March 7, 2018, the School of Education and Human Development notified my office of its intent to add a version of the currently offered Master of Science in Education (MSEd) in Community and Social Change program with a thesis option effective Fall 2018. The current MSEd program (academic plan code: CSCH_MSED) does not require a thesis and will continue to be offered. The changes involve increasing the program length from 30 credits to 36 credits to account for the thesis credits, and replacing two electives with a required seminar (EPS 725) and an additional research methods course (EPS 700, 714, or 715). In addition, students in the proposed thesis option version of the MSEd program will not be required to complete a 120-hour practicum field experience. The thesis option is being added to provide master's students who may want to pursue doctoral work with research experience. The curricular changes are being made to conform to graduate school requirements for thesis programs.

The proposed thesis option will be effective in Fall 2018. Four students currently enrolled in the non-thesis option MSEd program will be transferred to the thesis option.

The proposed changes do not "represent a significant departure, either in content or method of delivery" from what we are currently approved by SACSCOC to offer due to the following:

- The University is already approved to offer a MSEd in Community and Social Change and the changes needed for the thesis option do not change the overall content of the curriculum.
- The proposed program length meets the SACSCOC requirement of a minimum of 30 credit hours.
- The proposed curriculum includes knowledge of the literature of the discipline through the required coursework.
- The proposed curriculum requires completion of a master's thesis to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
- The proposed changes are being made using existing courses; no new courses are being added.
- No additional faculty will be required.

- The degree will be offered on the University's Coral Gables campus. This program is not offered via distance education and no change in modality is proposed. In addition, the University is approved to offer 100% distance education programs.

SACSCOC only requires notification of program changes that represent a significant departure from our current programs. Therefore, no notification or approval is required for this change.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

CC: Faculty Senate
Guillermo Prado, Dean of the Graduate School
Laura Kohn Wood, Professor and Chair, EPS
Karen Beckett, University Registrar
Ray Nault, Executive Director of Student Financial Assistance and Employment

Educational & Psychological Studies
5202 University Drive Merrick Bldg.
Suite 310-G
Coral Gables, FL 33146

UNIVERSITY OF MIAMI

**SCHOOL of EDUCATION
& HUMAN DEVELOPMENT**



March 30, 2018

To: Guillermo Prado, Dean of the UM Graduate School

Tomas Salerno, Chair of the UM Faculty Senate

Patty Murphy, Executive Director, Office of Assessment and Accreditation

From:

A handwritten signature in black ink, appearing to read 'Laura Kohn-Wood'.

Laura Kohn-Wood, PhD, Chair and Professor

Educational and Psychological Studies

RE: Proposal to add a version of the MSED in Community and Social Change program with a thesis option.

MOTIONS:

1. Add a version of the MSED in Community and Social Change program with a thesis option
2. Increase the program length from 30 credits for the current non-thesis option to 36 credits for the thesis option (+ 6 would be thesis credits).
3. Allow students in the CSC program to pursue and complete a Master's thesis per Graduate School's requirements.
4. Make necessary course sequence modifications to meet program and Graduate School requirements (e.g., additional Methods courses and 6 additional thesis credits).

SUMMARY OF CHANGES:

1. Increase the program length from 30 credits for the current non-thesis option to 36 credits for the thesis option.
2. Provide prospective student with a "Thesis option".
3. Modify the program course requirement for the thesis students to meet Program standard and Graduate School requirements.

Motions to that effect were approved by a unanimous vote of the voting faculty of the Educational and Psychological Studies Department present at a meeting on December 13, 2017.

**SCHOOL OF EDUCATION AND HUMAN
DEVELOPMENT**
Department of Educational and Psychological Studies

Community and Social Change M.S. Ed. Degree

**Proposal to add a version of the MSED in Community and Social Change program
with a thesis option**

MOTIONS:

1. Add a version of the MSED in Community and Social Change program with a thesis option
2. Increase the program length from 30 credits for the current non-thesis option to 36 credits for the thesis option (+ 6 would be thesis credits).
3. Allow students in the CSC program to pursue and complete a Master's thesis per Graduate School's requirements.
4. Make necessary course sequence modifications to meet program and Graduate School requirements (e.g., additional Methods courses and 6 additional thesis credits).

SUMMARY OF CHANGES:

1. Increase the program length from 30 credits for the current non-thesis option to 36 credits for the thesis option
2. Provide prospective students with a "Thesis option".
3. Modify the program course requirements for thesis students to meet program standards and Graduate School requirements

BACKGROUND AND RATIONALE:

The Community and Social Change Master's Program at the University of Miami is a graduate program within the Department of Educational and Psychological Studies (EPS). Currently, this program is a 30-credit project based program. Thus, students in the program do not pursue a Master's thesis, which makes them less likely to get the necessary training to be competitive candidates for doctoral programs upon graduation. Only 5 of our over 75 graduates went on to pursue a doctoral degree program. By making available a "thesis option" to CSC M.S.ED. students (i.e., provision in the program for CSC students to complete a Master's thesis), the program will provide graduates with options of entering research-focused doctoral programs with some experience in doing research.

Also, providing a "thesis option" to CSC master's candidates will likely attract students who wish to pursue research professionally, thus contributing to valuable research being done at UM on social justice issues.

SUMMARY OF CHANGES:

1. Increase the program length from 30 credits for the current non-thesis option to 36 credits for the thesis option
2. Provide prospective students with a "Thesis option".
3. Modify the program course requirements for thesis students to meet program standards and Graduate School requirements

THESIS REQUIREMENTS IN COMMUNITY AND SOCIAL PROGRAM

For students wishing to complete a Master's Thesis, the program will be extended to be 36 credits needed for the Master's degree. Thesis is completed in consultation with a faculty member and entails developing an integrative piece of scholarship. Note that the thesis is neither required nor is a guaranteed option. The thesis is larger in scope, more formal and more rigorous than the project, and it must involve empirical research.

The primary goal of the Master's thesis is for the student to begin gaining experience in conducting community research. A wide variety of topics, issues, theoretical perspectives and methods may be used in the Master's thesis. The scope of the Master's thesis may vary considerably across students, however a number of benchmarks are relevant. First, the thesis could begin as early as the end of the student's first year in the program. It is the goal of the program that the thesis is finished by early in the students' third year. Second, while the methods may also vary across students, it should be kept in mind that a reasonable thesis project will be accomplished within a 12-month time frame from proposal acceptance to thesis completion. In this regard, data collection should not extend beyond a six-month period. Third, the research methodology should be driven by the student's research question and the methodological scope (e.g., sample, numbers of constructs or variables, measures, sites) of the project should be reasonable given the six month data collection time frame and resources available to the student.

The topic area for the thesis may be driven by the students' area of interest or may involve the student taking advantage of ongoing projects or existing data sets. The thesis is a piece of quantitative and/or qualitative research, involving a review of literature, the clear statement of a research question, the design of an appropriate method for collecting data and the analysis of results as the basis for drawing conclusions.

Master's thesis committee: The composition of the Thesis committee will be as per the guidelines in the Graduate Student Handbook.

Master's thesis process: Procedurally, the thesis is done working closely with a chair and the members of the thesis committee. The student prepares a proposal working closely with the chair. The proposal includes an introduction, literature review, and proposed methodology. After the student and the chair are satisfied with the proposal, it is distributed to the other thesis committee members. A proposal defense/thesis planning meeting is then held. A defense meeting usually consists of a brief oral presentation by the student followed by questions from the committee. The conclusion of the meeting involves

reaching consensus as to precisely how the thesis will be completed. This often involves revision of the research proposal. Once the committee has approved the proposal, the student executes the proposed research using faculty as resources as needed. Once the Master's thesis work is completed, a Master's thesis document is prepared by the student working closely with the chair. This may involve several drafts. After the student and the chair are satisfied with the thesis, it is distributed to the other committee members for review. A final defense of the Master's thesis is then held. In terms of process, the final defense is similar to the proposal meeting.

Additional Considerations:

1) PRACTICUM HOURS AND CLASS:

- a) Thesis track students don't do the 120-hour community practicum hours and their research in the community can be counted towards it.
- b) However, it is still advisable that they take EPS 629 – The Practicum Seminar class as it covers the essentials of working with communities. However, they can substitute the practicing seminar class if the advisor permits.
- c) If they wish to substitute the practicum seminar class, they must submit a "Course Substitution Form" to the SEHD graduate office BEFORE they start the substitute course, else, the financial aid office will not recognize it per the new federal policies.

2) TIME IN PROGRAM: Students are required to be in the program for a minimum of 18 months. The thesis option does not extend the five-year time-frame limiting the SEHD's awarding of tuition scholarships.

3) Finally, the SEHD Office of Graduate Studies will add a line to the student's transcript stating that the student had "Completed a Master's degree thesis," thereby acknowledging that accomplishment. A typical transcript includes the degree awarded (e.g. MSED) and the student's major (e.g., Community and Social Change). The line "Completed a Master's Degree Thesis" would appear after that information.

PROPOSED IMPLEMENTATION:

This will allow 4 CSC students currently admitted to undertake a "thesis option" starting from Fall 2018. We plan to admit the second group of graduate students to new "thesis option" during Fall 2018 (Pending UM approval processes). We will limit the number of students in the CSC program undertaking the "thesis option" to 4 an year.

COMMUNITY AND SOCIAL CHANGE (M.S. Ed.)

30 Credit Capstone Project Option	36 Credit Research Thesis Option
Required Courses	Required Courses
EPS622 / Community Well-being and Change: Theory and Practice	EPS622 / Community Well-being and Change: Theory and Practice
EPS623 / Development and Change in Community Organizations: Theory and Practice	EPS623 / Development and Change in Community Organizations: Theory and Practice
EPS624 / Essentials of Res in the Social & Behavioral Sciences	EPS624 / Essentials of Res in the Social & Behavioral Sciences
EPS625 / Program Evaluation	EPS625 / Program Evaluation
EPS626 / Multicultural Communities in a Globalized Society	EPS626 / Multicultural Communities in a Globalized Society
EPS628 / Social Change Praxis	EPS628 / Social Change Praxis
EPS 629 / Practicum Seminar in Community and Social Change	EPS 629 / Practicum Seminar in Community and Social Change
	EPS 725 / Seminar in Community Wellbeing
3 Electives (9 Credits)	EPS 700 / Quantitative Methods I (OR) EPS 714 / 715: Qualitative Methods I or II
	EPS 810: Master's Thesis (6 credits)
	1 Elective (3 credits)

OTHER COMMUNITY PSYCHOLOGY MASTER'S PROGRAMSWITH THESIS OPTIONS

The proposed 36 credits degree program with a research thesis is consistent with other community psychology programs offering a Master's thesis.

Institution	# of Credits	Degree Designation
University of Massachusetts Lowell	36	Master of Arts in Community Social Psychology
University of Alaska (Fairbanks)	48	Master of Arts in Community Psychology

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT GRADUATE ADMISSIONS REQUIREMENTS

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

ADMISSION REQUIREMENTS FOR M.S.Ed COMMUNITY AND SOCIAL CHANGE – PROJECT BASED

Admission to the Master of Science in Education is based on the following:

1. Completion of a bachelor's degree from an accredited institution;
2. An undergraduate grade point average of 3.0 or better. (Applicants with undergraduate GPA's below 3.0 but with other advanced degree or full-time paid or volunteer experience in non-profit settings may also be eligible for consideration);
3. A minimum Graduate Record Exam (GRE) score of 153 verbal, 144 quantitative reasoning, and 40 writing taken within the past five years. International applicants whose native language is not English must also pass the Test of English as a Foreign Language [TOEFL] and in addition to the GRE.
4. Three letters of recommendation (2 academic and 1 community);
5. An interview (in person or telephone);
6. A personal statement describing the following:
 - Personal characteristics relevant to training in community-based work and social change;
 - Previous experience, if any, with community-based work
 - Reasons for applying to the program;
 - Goals upon graduation.

ADDITIONAL PROGRAM ADMISSIONS REQUIREMENTS FOR "THESIS OPTION"

We plan to be quite selective for this track. In addition to admission requirements for the CSC program listed above, students applying to the "Thesis research option" also submit:

- a) Research Statement Section in Personal statement
- b) A Writing Sample
- c) Evidence of prior research experience
- d) Has taken at least one Research methods course in undergraduate degree

COURSE DESCRIPTIONS

Theory & Skill-building (12 credits)

- EPS 622: Community Well-being and Change: Theory and Practice – This course is designed to promote an understanding of the factors associated with healthy

communities. It provides a comprehensive overview of the relevant skills and theories including: ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology); and critical social theory, social justice, and social determinants of well-being.

- **EPS 626: Multicultural Communities in a Globalized Society** – This course examines the relationships between diversity, globalization, and community well-being. Topics include the dimensions of human diversity, liberation and oppression; identities and acculturation; immigration and adaptation; gender and power; ableism; children and youth; social inclusion; health disparities; poverty; racism; colonization; inequality; globalization and global dimensions of well-being.

- **EPS 623: Development and Change in Community Organizations: Theory and Practice** – This course is designed to promote an understanding of the factors associated with effective community organizations. It provides a history of organizations in the human services, the non-profit sector, faith-based organizations, and community agencies. Additional topics include the development and process of groups and teams; community organizational vision and mission development; and community organizational systems and structures.

- **EPS 628: Social Change Praxis** – This course examines the meaning of social change and the nature of power, examine past and present social movements, and learn about the methods groups have used to build community and deploy collective power in their efforts to change minds, systems, institutions, policies, communities, and nations. Students will learn critical theories of power, collaboration, systems, and social mobilization, and look at real-life cases to see how theory can be applied in practice. In addition to reflecting on values and assumptions as agents of change, students will develop skills for facilitating engaging discussions, recruiting and motivating community members, developing a shared social analysis, mobilizing resources, and building coalitions for social change.

Research and Evaluation (6 Credits)

- **EPS 624: Essentials of Research in the Social and Behavioral Sciences** – The study of the standards, methods and techniques of research in the behavioral and social sciences. Brief orientation to quantitative and qualitative procedures used in the analysis and interpretation of research data are emphasized. Students will gain an understanding of applied social science research design and methods approaches consistent with the values and principles associated with conducting effective research in community-based, organizational and policy settings.

- **EPS 625: Program Evaluation: Documenting the Impact of Human Services** – This course will provide students with a foundation of knowledge and skills on planning and designing an evaluation of a community/human service program. Students will gain basic

understanding of evaluation methods, how to develop a logic model in program evaluation, how program evaluation is used in program planning and implementation and will be exposed to a variety of case studies and illustrations from small scale to large scale evaluations.

- **EPS 629: Practicum Seminar (3 credits).** This course is a combination of self-directed and guided elements aiming to build your skills as a reflective, theory and science-based practitioner. To this end, the course provides in-depth exploration and application of core readings and theories in community and social change. The purpose of this course is to apply these core concepts to your practicum and provide a space for critical reflection on your practicum experience (student placement in an organization or a foreign culture). Thus, the course includes both didactic and practicum elements throughout the semester. The didactic aspect focuses on intervention theory and method from a community psychology perspective; the student placement represents a structured opportunity to learn about intervention theory as applied to a particular setting.
- **EPS 725: Seminar In Community Well-Being (1-3 Credit Hours).** This course provides an overview of the field of community psychology. We will examine the conceptual and theoretical developments in community psychology since the 1965 Swampscott Conference (the 'birthplace' of community psychology) through reading primary sources -- articles, monographs and book chapters -- by those who have shaped the field. The readings will include some empirical research studies, but our key focus is the conceptual writings. The goal of this course is to understand and critique different theoretical perspectives in the field of community psychology.
- **EPS 700: Quantitative Methods I (3 Credit Hours).** This course provides an introduction to data analysis and statistical inference. Students learn to describe data (quantitatively and graphically), to select and compute statistical estimates and hypothesis tests, to use computer packages (SPSS) to accomplish these tasks, and to interpret and write about the results of the estimates and tests. Knowledge of basic algebra is needed. Higher mathematics (e.g., trigonometry, calculus) is not used.
- **EPS 714: Qualitative Methods I (3 Credit Hours).** An overview of the history, nature, characteristics, strategies, and ethics of qualitative research methods. Critical analysis and evaluation of various types of qualitative studies, including design, sampling, processes of data collection and analysis, and reporting results.
- **EPS 715: Qualitative Methods II: Case Studies and Grounded Theory (3 Credit Hours).** Types and designs of case studies, development of protocol, field work, data analysis, and report writing. Practical procedures and techniques for conducting grounded theory studies, including data coding and analysis, and reporting of results.
- **EPS 810: Master's Thesis (1-6 Credit Hours).** The student working on his/her master's thesis enrolls for credit, in most departments not to exceed six, as determined by his/her adviser. Credit is not awarded until the thesis has been accepted.



MEMORANDUM

DATE: April 19, 2018

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado *Guillermo Prado*
Dean, The Graduate School

SUBJECT: Proposal – MSED program in Community and Social Change with a thesis option

The School of Education and Human Development submitted a proposal for a Master of Science in Education (MSEd) in Community and Social Change with a thesis option. The proposal was discussed at the meeting of the Graduate Council on Tuesday, April 17, 2018, and was approved by those present

cc: Walter Secada, Acting Dean and Senior Associate Dean for Graduate Studies,
School of Education and Human Development
Ashmeet Oberoi, Director, Community and Social Change Master's Program,
School of Education and Human Development
Laura Kohn-Wood, Chair, Department of Educational and Psychological Studies,
School of Education and Human Development
Office of Assessment and Accreditation