



Morgridge College
of Education

HIGHER EDUCATION PROGRAM

Master of Arts

STUDENT HANDBOOK

2008 – 2009

The *University of Denver's Higher Education Program Master of Arts (MA) Student Handbook* provides the admitted student with the policies and procedures to progress through the requirements of the degree program. In addition to our program publication, the student should become familiar with the *Morgridge College of Education Bulletin*. Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in both documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the Higher Education Program should be directed to the program office at 2135 E. Wesley Ave., Denver, CO 80208; Phone 303-871-6027 and highered@du.edu

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Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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PART I: GENERAL INFORMATION

Morgridge College of Education Mission Statement

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities through unleashing the power of learning. We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields, and through modeling excellence in all of our own educational programs.

Morgridge College of Education Vision

The Morgridge College of Education at the University of Denver will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

Higher Education Program Mission

The mission of the Higher Education Program is to prepare professionals for administrative and teaching and research, leadership roles in postsecondary institutions, public and private agencies of higher education, and for profit and not-for-profit settings in a multicultural and changing world.

Learning Outcomes

The Higher Education Program in the Morgridge College of Education has identified learning outcomes for all students which span the P-20 spectrum: leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education and our own university personnel; leadership that builds systems and supports to expand pre-K through postsecondary options, access, and success for all youth and adults; and leadership for early care, developing systemic supports for optimal growth and development for children and families, preparing all children for educational success.

Higher Education Program Description

The Higher Education Master's Program is designed to prepare professionals for administrative, student-oriented, traditional, and adult-oriented teaching careers in postsecondary institutions, public agencies of higher education, and health-related educational settings. While courses in Higher Education at the University of Denver date

back to 1952, this program was not formally organized until 1969 under Professor Allan O. Pfnister. This "generalist" program enables graduate learners to explore the academic and practitioner-oriented issues related to student life, to devise research projects through course work papers and related field activities, and to expand their experiential awareness through practicum and internship activities in administration and teaching, student life, college admissions, academic counseling, and sports administration.

Given this mission and local resources, the Morgridge College of Education's Higher Education Program is designed to prepare individuals who are capable of analyzing and managing the crucial problems in postsecondary education, especially in student-related areas. Our full- and part-time students are seeking to expand their knowledge and experience of higher education. Many students have had previous experience working in postsecondary educational settings, including but not limited to teaching, academic advising, counseling, learning support systems, campus athletics and recreation, student services, and admissions. Many already hold positions at the University of Denver or other local colleges and universities. Upon successful completion of the program, they usually pursue related professional careers. Our graduates have achieved success in a wide range of activities associated with postsecondary education, usually in positions as mid-level administrators in student life, sports administration, counseling, admissions, or adult-oriented programs.

Master of Arts Degree Concentrations

Colleges and universities all over the world face multiple challenges. These institutions need enlightened leaders and faculty who can guide various external audiences and internal constituencies toward new educational solutions to societal challenges. The Higher Education Program offers a Master of Arts in a broad array of education-related areas. This degree provides students with an opportunity to study various subjects in the field of higher education in order to meet the needs of entry- and mid-level academic administrators who are working directly with traditional and adult-oriented, student-related issues such as residence, student activities, or athletics. Course work has been arranged to allow students to specialize in four areas of elective concern, enabling them to have access to entry- and mid-level professional positions:

- (1) organization and governance
- (2) diversity and higher learning
- (3) college student development and its sub-specializations in (a) admission and academic counseling and (b) sports administration, and
- (4) leadership and organizational change for professionals.

These four concentrations enable students to choose their area of specialization, gain knowledge related to their career interests, and take practica and internships directly related to activities associated with administration, student life, admissions and advising, sports administration, or diversity and higher learning.

**Higher Education Master of Arts
Concentration in Organization and Governance**

I. Higher Education Administration Required Courses (18 hrs.)

HED 4211 Current Issues in Higher Education <i>(To be taken in the first fall quarter of study)</i>	(3)
HED 4220 Organization & Governance of Higher Education	(3)
HED 4221 Financing Higher Education	(3)
HED 4223 Institutional Research and Enrollment Management	(3)
HED 4217 College Student Personnel Administration	(3)
HED 4213 Leadership and Supervision	(3)

II. Diversity/Multiculturalism Sub-specialization Courses (3 hrs. minimum)

HED 4246 Issues of Access & Opportunity in Postsecondary Ed.	(3)
HED 4284 Diversity in Organizations	(3)

III. Sub-specialization Courses (10 hrs. minimum)

All Higher Education Program specializations allow for cognates. Students in the Organization and Governance concentration select a minimum of 10 additional quarter hours of study from courses in the MCE, Human Communication Studies, Graduate School of International Studies, Graduate School of Social Work, or the Daniels College of Business. See Appendix B. Table of Department/course options for Sub-Specializations.

IV. Elective Courses (15 hrs. minimum)

HED 4216 Research Processes (required if electing to complete a thesis)	(3)
HED 4260 Students and College Environments	(3)
HED 4262 Program Development and Assessment	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4267 The Role of the Advisor in the Learning Process	(3)
HED 4280 Teaching Strategies for College Students & Adults	(3)
HED 4212 Public Policy in Higher Education	(3)
HED 4222 Higher Education and Law	(3)
HED 4226 The Community College	(3)
HED 4281 Design and Administration of Multicultural Programs	(3)
HED 4283 Training in Business, Government, & Not-For-Profit Orgs	(3)
HED 4286 Use of Technology for Instruction in Postsecondary Settings	(3)
HED 4268 Design and Facilitation of Dev. Workshops in Student Affairs	(3)
HED 4294 Seminar in Higher Education	(3)
HED 4991 Independent Study	(Arr.)

V. Research and Assessment (4 hrs.)

QRM 4910 Understanding Educational Research & Measurement (4)

VI. Practicum and Internship (1-3 hrs. optional)

HED 4295 Internship in College and University Administration (1-3 hrs.)

The practicum for the specialization in Organization and Governance is considered an elective, but is strongly recommended for students who have no administrative experience.

An overview of the Higher Education Program M.A. requirements with a Specialization in Organization and Governance follows:

<u>Requirements</u>	<u>Credit Hours</u>
I. Higher Education Administration Required	18
II. Diversity/Multiculturalism Sub-specialization	3
III. Sub-specialization Courses	10
IV. Electives	15
V. Research and Assessment	<u>4</u>
Total Hours	50 hrs.

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Organization and Governance. The final degree requirement is the successful completion of a comprehensive examination or thesis. Students who elect the thesis option must complete HED 4216 HED Research Practices as an elective.

**Higher Education Master of Arts
Concentration in Diversity and Higher Learning**

I. Higher Education Program Required Courses (12 hrs)

HED 4211 Current Issues in Higher Education	(3)
HED 4261 Characteristics of College Students and Adult Learners	(3)
HED 4284 Diversity in Organizations	(3)
HED 4213 Leadership and Supervision	(3)

II. Diversity and Higher Learning Specialization Courses (choose track A or B)

Track A: Teaching and Learning Specialization (9 hrs. min.)

HED 4215 Curriculum Development in Higher Education	(3)
HED 4280 Teaching and Learning in Higher Education	(3)
HED 4283 Training in Organizations	(3)

Track B: Diversity in Postsecondary Settings Specialization (9 hrs. min.)

HED 4246 Equity and Access in Postsecondary Education	(3)
HED 4260 Students and College Environment	(3)
HED 4281 Design & Administration of Multicultural Programs	(3)

III. Sub-specialization Courses (15 hrs. minimum)

All Higher Education Program specializations allow for cognates. Students in the Diversity and Higher Learning concentration select an additional 13 quarter hours of study from courses in the MCE, Human Communication Studies, Graduate School of International Studies, Graduate School of Social Work, or the Daniels College of Business. See Appendix B. Table of Department/course options for Sub-Specializations. Check with your advisor for other alternatives.

IV. Elective Courses (Minimum of 9 hrs. – 6 hrs. Minimum in HED)

HED 4212 Public Policy in Higher Education	(3)
HED 4216 Research Processes (required if completing a thesis)	(3)
HED 4217 College Student Personnel Administration	(3)
HED 4221 Financing Higher Education	(3)
HED 4222 Higher Education and Law	(3)
HED 4226 The Community College	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4262 Program Development and Assessment	(3)
HED 4267 The Role of the Advisor in the Learning Process	(3)
HED 4268 Design and Facilitation of Developmental Workshops	(3)
HED 4286 Use of Tech. for Instruction in Postsecondary Settings	(3)
HED 4294 Seminar in Higher Education	(3)
HED 4297 Internship in Teaching and Learning	(1-3)

HED 4991 Independent Study (Arr.)

V. Research and Assessment (4 hrs.)

QRM 4910 Understanding Educational Research & Measurement (4)

M.A. Program requirements with a Concentration in Diversity and Higher Learning are as follows:

Requirements	Credit Hours
I. Higher Education Program Required Courses	12
II. Diversity and Higher Learning Sub-specialization Courses	9
III. Sub-specialization Courses	13
IV. Elective Courses	12
V. <u>Research and Assessment</u>	4
Total Hours	50 hrs.

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Diversity and Higher Learning. The final degree requirement is the successful completion of a comprehensive examination or thesis. Students who elect the thesis option must complete HED 4216 HED Research Practices as an elective.

**Higher Education Master of Arts
Concentration in Student Development**

I. Student Development Required Courses (27 hrs.)

HED 4217 College Student Personnel Administration <i>(To be taken in the first fall quarter of program.)</i>	(3)
HED 4229 Student Personnel Helping Skills <i>(To be completed first fall quarter of program.)</i>	(3)
HED 4213 Leadership and Supervision	(3)
HED 4260 Students and College Environments	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4222 Higher Education and Law	(3)
HED 4267 The Role of the Advisor in the Learning Process	(3)
HED 4246 Equity, Access, and Opportunity in Postsecondary Education	(3)
HED 4268 Design and Facilitation of Developmental Workshops in Student Affairs	(3)

II. Higher Education Electives (12 hrs. minimum)

HED 4210 Current Issues in Higher Education	(3)
HED 4216 Research Processes (required if completing a thesis)	(3)
HED 4223 Institutional Research and Enrollment Management	(3)
HED 4263 Sports and Higher Education	(3)
HED 4280 Teaching Strategies for College Students & Adults	(3)
HED 4226 The Community College	(3)
HED 4264 Psychosocial Dimensions of Sports and Wellness	(3)
HED 4284 Diversity in Organizations	(3)
HED 4991 Independent Study	(3)
HED 4287 Critical Race Theory	(3)
HED 4288 Gender and Sexual Orientation in Education	(3)
or other courses as approved by advisor	

III. Research and Assessment (7 hrs.)

QRM 4910 Understanding Educational Research & Measurement	(4)
HED 4262 Program Development and Assessment	(3)

IV. Practicum and Internship (4 hrs.)

A 3-credit practicum (1 credit hour each for three consecutive quarters) during the first year and a one-credit internship experience during the second year are required for an M.A. in Higher Education with a Student Development specialization. The internship is conducted throughout the second year, however students register for credit during only one quarter of the second year.

HED 4269 Student Affairs Practicum	(1-1-1)
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HED 4270 Student Affairs Internship (1)

An overview of the Higher Education Program M.A. requirements with a Student Development concentration follows:

<u>Requirements</u>	<u>Credit Hours</u>
I. Student Development Required Courses	27
II. Higher Education Electives	12
III. Research and Assessment	7
IV. Practicum/Internship	4
Total	50 hrs

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Student Development. The final degree requirement is the successful completion of a comprehensive examination or thesis. Students who elect the thesis option must complete HED 4216 HED Research Practices, as an elective.

**Higher Education Master of Arts Degree
Student Development with a Specialization in
College Admission Counseling and Academic Advising**

I. Student Development Required Courses (24 hrs.)

HED 4229 Student Personnel Helping Skills	(3)
<i>(To be completed first fall quarter of program.)</i>	
HED 4217 College Student Personnel Administration	(3)
<i>(To be taken in the first fall quarter of program.)</i>	
HED 4213 Leadership and Supervision	(3)
HED 4260 Students and College Environments	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4222 Higher Education and Law	(3)
HED 4246 Equity, Access, and Opportunity in Postsecondary Education	(3)
HED 4268 Design and Facilitation of Developmental Workshops in Student Affairs	(3)

II. Higher Education Electives (9 hrs. minimum)

HED 4216 Research Processes (required if completing a thesis)	(3)
HED 4226 The Community College	(3)
HED 4280 Teaching Strategies for College Students & Adults	(3)
HED 4284 Diversity in Organizations	(3)
HED 4991 Independent Study	(3)
HED 4287 Critical Race Theory	(3)
HED 4288 Gender and Sexual Orientation in Education or other courses as approved by advisor	(3)

III. Higher Education Sub-specialization Courses (6 hrs.)

HED 4223 Institutional Research and Enrollment Management	(3)
HED 4267 The Role of the Advisor in the Learning Process	(3)

IV. Research and Assessment (7 hrs.)

QRM 4910 Understanding Educational Research & Measurement	(4)
HED 4262 Program Development and Assessment	(3)

V. Practicum and Internship (4 hrs.)

A 3-credit practicum (1 credit hour each for three consecutive quarters) during the first year and a one-credit internship experience during the second year are required for an M.A. in Higher Education with a Student Development specialization. The internship is conducted throughout the second year, however students register for credit during only one quarter of the second year.

HED 4269 Student Affairs Practicum	(1-1-1)
HED 4270 Student Affairs Internship	(1)

An overview of the Higher Education Program M.A. requirements with a Student Development concentration follows:

Requirements	Credit Hours
I. Student Development Required Courses	24
II. Higher Education Electives	9
III. Higher Education Sub-specialization	6
IV. Research and Assessment	7
V. Practicum/Internship	4
Total	50 hrs

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Student Development—College Administration and Academic Advising. The final degree requirement is the successful completion of a comprehensive examination or thesis. Students who elect the thesis option must complete HED 4216 HED Research Practices, as an elective.

**Higher Education Master of Arts
Student Development with a Specialization in
Sports Administration**

I. Student Development Required Courses (18 hrs.)

HED 4217 College Student Personnel Administration	(3)
<i>(To be taken in the first fall quarter of program.)</i>	
HED 4213 Leadership and Supervision	(3)
HED 4260 Students and College Environments	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4222 Higher Education and Law	(3)
HED 4267 Role of the Advisor in the Learning Process	(3)

II. Higher Education Sub-specialization Courses (24 hrs. minimum)

Choose from the following:

HED 4263 Sports and Higher Education	(3)
HED 4264 Psychosocial Dimensions of Sports and Wellness	(3)
BUS 4610 "The Essence of Enterprise (\$500.00 program fee)	(4)
• This is a pre-requisite for other MGMT courses	
MGMT 4515 Intro Sport and Entertainment Management	(4)
MKTG 4660 Sports and Entertainment Marketing	(4)
MGMT 4520 Managing Sport and Entertainment Contracts	(4)
MGMT 4525 Facility Management	(4)
MGMT 4530 Technologies for Sport and Entertainment Management	(4)
MGMT 4535 Managing Sponsorships for Sport and Ent. Events	(4)
MGMT 4540 Adv. Seminar in Sport and Entertainment Management	(4)

III. Research and Assessment (4 hrs. min)

QRM 4910 Understanding Educational Research & Measurement	(4)
HED 4216 Research Processes (required if completing a thesis)	(3)

IV. Practicum and Internship (4 hrs.)

A 3-credit practicum (1 credit hour each for three consecutive quarters) during the first year and a one-credit internship experience during the second year are required for an M.A. in Higher Education with a Student Development specialization. The internship is conducted throughout the second year, however students register for credit during only one quarter of the second year.

HED 4269 Student Affairs Practicum	(1-1-1)
HED 4270 Student Affairs Internship	(1)

An overview of the Higher Education Program M.A. requirements in Student Development with a Specialization in Sports Administration follows:

<u>Requirements</u>	<u>Credit Hours</u>
I. Student Development Required Courses	18
II. Higher Education Sub-specialization	24
III. Research and Assessment	4 min.
IV. Practicum/Internship	4
Total	50-62 hrs

A minimum of 50 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Student Development – Sports Administration, although this is dependent upon cognate requirements. The final degree requirement is successful completion of a comprehensive examination or thesis. Students who elect to complete a thesis are required to take HED 4216, HED Research Practices.

**Higher Education Master of Arts
Concentration in Leadership and Organization Change for Professionals (LOCP)**

I. Core Curriculum (22 credit hours)	<u>Quarter Hours</u>
A. <u>Foundational Courses</u> (<i>choose one</i>)	
HED 4211 Current Issues in Higher Education	(3)
HED 4217 College Student Personnel Administration	(3)
B. <u>Courses in Leadership, Organization, & Supervision</u>	
HED 4220 Organization & Governance of Higher Education	(3)
HED 4213 Leadership and Supervision	(3)
C. <u>Diversity and Higher Learning</u> (<i>choose two</i>)	
HED 4246 Issues of Access & Opportunity	(3)
HED 4261 Characteristics of College Students & Adult Learners	(3)
HED 4280 Teaching Strategies of College Students & Adults	(3)
HED 4281 Design/Admin of Multicultural Organizations	(3)
HED 4284 Diversity in Organizations	(3)
D. <u>Ethics and Principles</u> (<i>choose one</i>)	
HED 4212 Public Policy in Higher Education	(3)
HED 4221 Financing Higher Education	(3)
HED 4222 Higher Education and Law	(3)
E. <u>Research and Assessment</u>	
QRM 4910 Understanding Educational Research & Measurement	(4)
QRM xxxx course in research, program evaluation, or assessment.	(var.)
HED 4262 Program Development and Assessment	(3)

II. Professional Development Seminar (1-1-1)

Students will enroll in a one-credit professional development seminar for each of the fall, winter, and spring quarters of their first year of study. It will introduce and provide guidance and support to students on critical self-reflection, using reflexivity, how to construct a personal development plan or portfolio, and improve their communication and professional skills. The course units will be delivered through seminars, workshops, and individual student and advisor sessions and supported by e-learning.

III. Customized Component (15 hours minimum)

The customized component (15 hours) gives you the opportunity to develop professional expertise. You can choose a concentration from within one or more colleges in the University. Sample concentrations may include, but are not limited to: Human Resources, Non-governmental Organizations, Internationalization, International Development, Institutional Advancement, Enrollment Management, Access and Diversity, Sports Administration, Teaching and Learning, and Student

Affairs. See Appendix B., Table of Department/course options for Sub-Specializations.

IV. Capstone Course and Project (5 credit hours)

The final component is a capstone course and project completed under the direction of a faculty advisor and a field mentor. This activity is completed under the direction of a faculty advisor and a field mentor. Examples include a grant proposal, an action research project, a strategic plan, or policy analysis. A final public conference will be held presenting the project. Students will enroll in HED 4216 for 5 cr. while working on the project. See Appendices C. and D.

An overview of the Higher Education Program M.A. requirements with a Specialization in Leadership and Organizational Change follows:

<u>Requirements</u>	<u>Credit Hours</u>
I. Core Curriculum Courses (A-E)	22
II. Professional Development Seminar	3
III. Customized Component (minimum)	15
IV. Capstone Course and Project	5
Total	45 hrs

A minimum of 45 required credit hours is necessary to qualify as an M.A. candidate in Higher Education – Leadership and Organizational Change and successful completion of a Capstone Project.

HIGHER EDUCATION PROGRAM COURSE OFFERINGS

(Note: Course offerings with an asterisk indicate courses primarily designed for the master of arts students who wish to specialize in organization and governance, teaching and learning, student development, or leadership and organizational change, although some required core courses are for both doctoral and master's students.)

HED 4210 Social /Political Context High Ed

This course examines the social and political context of U.S. education and provides an analysis of schooling, cultural politics, and global influences that inform current practices and structures of the higher education system. Central to this course is the development of a critical understanding of topics related to meritocracy, stratification, diversity, and decentralization in higher education. Prerequisite: Ph.D. student in higher education or permission of instructor. *3 cr. hrs.*

HED 4211 Current Issues in Higher Ed

A study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work. Explores institutional missions as well as entities such as administration, faculty, curriculum, and students in relation to current issues. *3 cr. hrs.*

HED 4212 Public Policy in Higher Ed

Overview of federal and state public policy, current issues, research methods. Introductory seminar to public policy sequence. Recommended prerequisites: HED 4210 and 4211. *3 cr. hrs.*

HED 4213 Leadership and Supervision

General leadership theory and its implications for higher education; specific focus on leadership skills, such as conflict resolution, problem solving, use of teams, and change advocacy. *3 cr. hrs.*

HED 4214 History American Higher Ed

Development of North American higher education from colonial times to the present, focusing on important educators and institutions. *3 cr. hrs.*

*** HED 4215 Curriculum Development in Higher Ed**

The purpose of this course is to provide students with the knowledge and understanding of curriculum design, development, and change in higher education. *3 cr. hrs.*

HED 4216 Higher Education Research Processes

Enables students to explore current research and theories associated with their scholarly interests and resources for doing research, and to address problems in conducting original inquiry and investigations in postsecondary education. Attention is directed to the investigation of a research problem of each student's interest. Prerequisite: Successful completion of 10 credit hours of research courses or permission of instructor. *3-5 cr. hrs.*

*** HED 4217 Col Student Personnel Admin**

Review of student services, emphasis on programmatic content and relationship to student development; organization of student service programs and national trends. Introductory course for all master's students. *3 cr. hrs.*

HED 4220 Org & Governance of Higher Ed

Study of theoretical perspectives and empirical research drawn from the social sciences related to higher education organizations and governance with an emphasis on application of theory and practice. *3 cr. hrs.*

HED 4221 Financing Higher Education

Financing public and private institutions of higher learning; sources of income, budgeting procedures, funding and control, use of simulated exercises to illustrate principles. Recommended prerequisites: HED 4210, 4211 and 4214. *3 cr. hrs.*

HED 4222 Higher Education and Law

Review of a broad range of administrative problems with legal dimensions; process for analyzing case law on issues of access, student rights, employment, collective bargaining, church-state relations, private sector and liability. *3 cr. hrs.*

*** HED 4223 Inst Research & Enroll Mgmt**

Explores the important area of institutional research (IR) in a postsecondary setting. Issues relating to how an IR office functions and typical responsibilities of the professionals who staff these offices will be explored. Enrollment management concepts and themes will be highlighted along with data collection and reporting aspects of the college admissions and retention processes. Prerequisites: HED 4213, 4217 and 4260 for master's students. HED 4213, 4220 for doctoral students. *3 cr. hrs.*

HED 4224 College HR Policies

Organizational dynamics of human resource administration related to faculty and staff at colleges and universities. *3 cr. hrs.*

HED 4225 Tools-Institutional Resrch/Pln, 1 cr. hr.**HED 4226 The Community College**

General issues related to community college, such as history, mission, characteristics, students, curricula, teaching, and student services. *3 cr. hrs.*

HED 4227 American Professoriate

Overviews the complexity of the professoriate and the challenges it faces; initial historical context provides background for problems of the past two decades; issues include contemporary composition, characteristics, and reward systems among others for public and private postsecondary education. *3 cr. hrs.*

HED 4228 Grant Writing

Skills and elements necessary to produce effective grant proposals, including searching for and selecting proper funding sources, writing measurable objectives, and preparing charts and timelines. *1 cr. hr.*

HED 4229 Student Personnel Helping Skills

This class will introduce students to basic interpersonal helping skills required in Higher Education settings, including relationship building, listening, giving feedback, problem-solving, and resolving conflicts. Students will become familiar with crisis intervention models and techniques; signs and symptoms of distress and mental illness; strategies for making appropriate referrals to mental health providers; and considerations about self and other when engaged in helping relationships, particularly those with cultural differences. Central to the course will be discussion of the appropriate role Higher Education professionals have in helping students while recognizing their limitations. *3 cr. hrs.*

HED 4240 National Systems in Higher Ed

Impact and effects of national governments' policies on higher education; comparative examination of selected systems of higher education throughout the world including the United States. *3 cr. hrs*

HED 4241 State Systems & Boards-High Ed

State systems of higher education, functions of governance and coordinating boards, and responsibilities of their offices. Recommended prerequisite: HED 4212. *3 cr. hrs.*

HED 4242 Educational Policy Analysis

Various methods to research public policy enactments by analysis of specific federal and state policies or judiciary decisions. Prerequisites: HED 4212, 4243. *3 cr. hrs.*

HED 4243 State Policy Making

Focus on legislature and its role in developing public policy in higher education, its relationships to various state boards of education and the public; site visits to legislature to analyze its activities entails one-hour practicum. *3 cr. hrs.*

HED 4244 Legislative Policy Writing Wkshp

Overviews style, process, and content of writing within the public policy environment. Specific focus will be on postsecondary education issues and how to word and/or write legislative bills. *1 cr. hr.*

HED 4245 Art of Advocacy in Higher Ed

Roles of lobbying and legislative process in non-profit organizations and higher education; importance of legislation to organization's mission, legal parameters of involvement, and techniques for establishing effective presence in legislature. *1 cr. hr.*

HED 4246 Issues of Access & Opportunity

Overview of issues related to race, gender, and socioeconomic status, as they affect access to and success in higher education. *3 cr. hrs.*

*** HED 4260 Students & College Environment**

Historical overview of student life, research, and literature relating to contemporary college students and student services. Recommended prerequisite: HED 4217. *3 cr. hrs.*

*** HED 4261 Characteristics of College Students & Adult Learners**

Overview of theories related to college student development to understand issues and problems facing college students; application and use of theories as part of working with college students. *3 cr. hrs.*

*** HED 4262 Program Dev & Assessment**

How student affairs administrators conduct student outcomes assessment, evaluate program development and monitor program and division budgets. *3 cr. hrs.*

*** HED 4263 Sports in Higher Education**

General history of college and university sports, athletics, intramurals, and wellness programs as a broad introduction; emphasis on gender equity and NCAA norms and regulations related to intercollegiate sports. *3 cr. hrs.*

*** HED 4264 Psychosocial Dimensions of Sports**

Psychology and sociology of sports as they relate to college and university athletics and wellness. *3 cr. hrs.*

HED 4265 Students and the Law

Overviews higher education law related to student personnel issues, programs, and life. *3 cr. hrs.*

*** HED 4267 Role of Advisor in Learning**

The heart of education is learning not only skills and knowledge, but values, attitudes and emotions. This course broadly covers cognitive development theories, learning principles, and learning theories and their application for academic and career advisors. Advisors are often the nexus to enhance learning and personal development for students in higher education environment. Advisors intentionally create conditions that motivate and direct students to devote time and energy to educationally purposeful activities in and outside the classroom. *3 cr. hrs.*

*** HED 4268 Design and Facilitation of Developmental Workshops**

Issues related to training and student life; overviews the development of workshops, associated learning and assessment theory and instructional technologies. *3 cr. hrs.*

*** HED 4269 Student Affairs Practicum**

Supervised experience in student-related issues including residence life, counseling, admissions, academic advising; practicum for graduate students interested in improving counseling skills to work effectively with traditional and nontraditional students.

Arranged as one-credit seminars for three successive academic quarters at the beginning of the master's degree. *1 cr. hr.*

HED 4270 Student Affairs Internship *1 cr. hr.*

HED 4280 Teaching Strategies for College Students & Adult Learners

The goal of the course is to help educators develop the analytical and problem-solving skills that are necessary for teaching college students and adults in postsecondary settings. Specifically, this course will focus on the generic skills, strategies, and issues common to university teaching and provide an overview of research and practice related to the pedagogical approaches appropriate for college students and adult learners. *3 cr. hrs.*

***HED 4281 Design and Administration of Multicultural Programs**

Course seeks to provide an overview related to the development and implementation of multicultural and diversity programs in a variety of organizational settings. *3 cr. hrs.*

HED 4282 Characteristics-Adult Learner

Characteristics to consider in working with adult learners, including aptitude, motivation, cognitive development, psycho-social development, intelligence, learning styles, gender, ethnicity and social class; practice in analyzing learning characteristics of a specific individual. *3 cr. hrs.*

HED 4283 Training in Business, Government, and Not-for-Profit Organizations

Factors in the economic and social environment giving new importance to learning; scope and variety of training programs, place of training in organizations, role of training directors, examples of training programs, and current efforts to measure training effectiveness. *3 cr. hrs.*

***HED 4284 Diversity in Organizations**

In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of the workplace. As a result, the need for understanding how to enhance cultural diversity in organizations has taken a greater importance. Accordingly, this course focuses on the changing demographics of our society, especially related to race and culture, gender, age, physical ability, sexual orientation, and socio-economic status, emphasizing the implications these factors have for leadership and management in a variety of organizational settings. *3 cr. hrs.*

HED 4286 Use of Technology for Instructors

Technology for instruction in college, adult education and training settings, including information retrieval systems, uses of computer, video, multimedia, amplified telephone and distance learning arrangements; practice in designing instructional technology. *3 cr. hrs.*

HED 4287 - Critical Race Theory and Education

The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education. *3 cr. hrs.*

HED 4288 - Gender & Sexual Orientation in Education

The purpose of this class is to explore the implications of sexual orientation or gender inequality for P-20 education. Feminist theory and queer serve as the foundational theoretical frameworks for this class. Through these theoretical lenses, the course examines the complex ways gender and sexual orientation are related to identity development, curriculum, academic policies, and school climate. *3 cr. hrs.*

***HED 4290 Prof Dev Seminar**

This course will assess and help students develop critical self-reflection, leadership, and communication skills, and the capacity to work with others. This course will help students prepare their professional portfolio, outline personal and career goals, and network with leaders in the field. The course units will be delivered through seminars, workshops, and individual student and instructor sessions and supported by e-learning. *1 cr. hr.*

HED 4291 PhD Prof Dev Seminar

This course is designed to introduce the first year doctoral students to the field and discipline of Higher Education and to prepare doctoral students for their academic study. *3 cr. hrs.*

HED 4294 Seminar in Higher Education

Advanced seminar to examine timely topics, issues, and problems. The course description is developed each time the course is offered to describe the topics to be investigated. Prerequisite: Permission of instructor. *1-4 cr. hrs.*

HED 4295 Intern Coll / University Admin

Supervised experience in administration at college or university level. Prerequisites: HED 4210, 4211, and 4220. *1-6 cr. hrs.*

HED 4296 Internship in Public Policy

Supervised experience in postsecondary public policy analysis or research, usually at a state or national compact or agency in the Denver-Boulder area. Recommended prerequisites: HED 4210, 4211, 4212, 4221, 4242, 4243. *1-6 cr. hrs.*

HED 4297 Internship in College Teaching

Supervised experience in teaching at college level. Prerequisites: HED 4210, 4211, 4280 at the doctoral level, or HED 4217, 4261, 4280 at the master's level. *1-6 cr. hrs.*

HED 5991 Ph.D. Independent Study, 1-17 cr. hrs.

HED 5992 Directed Study, 1-10 cr. hrs.

HED 5995 Dissertation Research, 1-20 cr. hrs.

PART II: PLAN OF STUDY

Advisor

When a student is admitted to the program, an academic advisor is assigned based on the concentration the student selected when applying to the program. Students should consult with the advisor upon entering the program to select the concentration (e.g., organization and governance, diversity and higher learning, student development, or leadership and organizational change) that would be most appropriate for the student's interest and future career goals. It is the responsibility of the student to make appointments with the advisor on a regular basis to assure that his or her program is progressing as planned.

Faculty Availability

Generally, faculty members are on a nine-month contract during the regular academic year and complete their professional responsibilities of teaching, research, and service during this time. They may be available to work with students during the summer at their discretion, but this time frame is normally reserved for their own research and related activities.

Autumn Orientation Seminar

New students are required to attend a Higher Education orientation seminar at the beginning of the fall quarter. This experience affords new students the opportunity to meet the faculty and staff, review initial course work plans, receive pre-practicum information, and discuss the program in general. Continuing students are also available to provide the student perspective to the program.

Course Work Plan

The course work plan is the official agreement for completing the degree requirements between the student, the University, and the Morgridge College of Education. The student and advisor complete the initial plan of study at orientation. The student is responsible for submitting the signed course plan to Linda McCarthy in the MCE Office of Admissions and Enrollment, Ammi Hyde Building, Room 128, no later than the end of the second quarter of enrollment. It is also the student's responsibility to submit to this office any revisions made to the course work plan as progress toward the degree is made.

Learning Components

The Higher Education MA program is designed to have academic and experiential learning components, both of which are essential to completing the graduate degree. These degree components are completed in the learning experiences listed below.

Foundation courses are designed to give graduate learners some idea of the nature of education as a field of study. The courses cover a variety of areas and give a broad overview of the importance and meaning of education in American society. This

perspective beyond college and university environments will assist the student in knowing the nature of education across the P-20 spectrum, as well as in the business world.

Research courses are offered to acquaint the student with the ability to become acquainted with educational research and develop research projects. While only one course is required, students are encouraged to take other courses to assist them in understanding research in this field. Students who select the thesis option instead of the comprehensive exam will be required to take additional research courses to support the work done for the thesis.

Higher Education courses comprise a major segment of the degree program. Students should learn about the field of higher education in its many aspects in order to gain basic information on the field of higher education: organization and governance, student life, admissions, sports administration, as well as the institutional and public policy realities affecting colleges and universities. For example, the courses *Students and College Environments* and *College Student Personnel Administration* offer a information about students in general. They are designed to complement course work across all Higher Education concentrations or in other MCE graduate programs, such as *Counseling Psychology*.

The Related Cognate is a specialization within the master's program. This special sequence of courses is taken by the student to explore a particular focus within Higher Education. Generally, the cognate should go beyond the study of education. The courses required in the cognate have been arranged to follow the requirements of appropriate specialized accrediting agencies (see last section of this handbook). The student will work with the advisor to select appropriate courses and to gain approval from the cognate faculty. For example,

- In *Organization and Governance*, students may choose to take education courses offered by other divisions in the university to gain a more complete understanding of administrative responsibilities in other sectors of education; or students may elect to take an internal cognate sequence in public policy, to study its affect on higher education or on teaching and learning.
- Students in the *Student Development and Admissions* cognate take course work to develop their knowledge of psychology and counseling skills, as well as the development of traditional and nontraditional students.
- In the *Sports Administration* cognate, students are expected to take core courses designed to explore the administrative dimensions of college and university sports. The elective options in this cognate attempt to give students exposure to issues related to sports science or business which they may have not had previously and will prepare the student for entry- and mid-level sports administrative positions in postsecondary education.

The **practicum** experience is a supervised learning opportunity in a collegiate work environment which provides both academic credit and experiential learning to strengthen professional expertise. Faculty supervisors will provide regular individual

feedback on the student's practical experience in a collegiate work setting, discuss the student's progress with line supervisors, and provide appropriate group exploration of issues related to student affairs professionals. The practicum experience is a year-long course (3 credit hours, one credit hour each quarter). Those students who are not in a paid practicum at the University of Denver or elsewhere are expected to participate in their practicum assignments for at least 10 hours per week during the regular academic year. Those in paid positions will participate in their practicum assignments for at least 20 hours per week during the academic year. This applied experience is for educating students to begin entry- and mid-level positions within postsecondary institutions of higher learning. The practicum experience is considered an integral aspect of the total learning experience. Successful practicum experiences are critical in every quarter of the first year. However, if a student is not performing as expected (that is, by achieving a "B" or better in each of the quarters) within the practicum year, it may be necessary for the student to complete an additional practicum experience. These incidents are rare and will be discussed with the student as necessary. It is expected that those in Campus Life Assistantships will continue in this experience for two years.

The **internship** experience enables a student to have a second learning opportunity in student life, admissions, or sports administration usually during their second year. While the practicum is an intensive learning experience designed to give students the ability to be highly effective in working with undergraduate students, the internship is less structured or supervised. It is intended to broaden students' experience of student life administration and service to further their professional skills. Instructors will confer with students in the beginning and end of each quarter to assist and assess the individual's progress in this alternative setting or role. This is a one credit learning experience designed to expand the parameters of a student's practicum experience. Paid interns are required to spend a total of 300 hours while unpaid interns complete a minimum of 150 hours at their internship site.

A **residency** requirement provides the student with an opportunity to focus on the graduate learning experience. The Morgridge College of Education Bulletin states that master's students must be enrolled for at least three quarters, either as a full-time or part-time student.

Comprehensive Examination Requirement

The Master of Arts degree in the Morgridge College of Education prepares students for a professional career in the area of higher education. Students who have earned a graduate degree in organization and governance, diversity and higher learning, or student life, have demonstrated the successful acquisition of the knowledge and competencies required to work in the field. The comprehensive examination is intended to provide an opportunity for students to demonstrate their ability to synthesize and integrate knowledge they have gained during their program, and enables the student to certify that he or she has gained sufficient knowledge and professional practice to begin or continue a college or university position in a specialized area. Students must register for the

comprehensive examination at least one quarter prior to taking the exam. Check with the Morgridge College of Education Office of Admissions and Enrollment Services for special deadlines and fees.

As an option to the comprehensive exam, Higher Education Master's students in the Diversity and Higher Learning, Student Development, and Organization and Governance concentrations may choose to complete a thesis. Students who elect to complete the thesis must obtain faculty approval, and will be required to complete HED 4216 HED Research Practices as an elective.

The Capstone Project

The final component of the Leadership in Organizational Change for Professionals concentration will complete a capstone project as the final degree requirement. When approximately 35-40 quarter hours of course work has been completed, the LOCP student should contact a faculty member to discuss ideas for the project, and obtain approval of the Capstone Proposal. The project may follow either a traditional, academic format, or one that is more creative. Examples of projects include a grant proposal, a research project, a strategic plan, or policy analysis. A final public conference will be held presenting the project.

Students complete the capstone project under the direction of a faculty advisor and a field mentor, and are required to enroll in HED 4216: Higher Education Research Processes for 3 credit hours while working on the project. The capstone project must be completed in the quarter prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the Program Director. Please see specific information regarding the capstone proposal, capstone project formats, and a rubric for the capstone evaluation in Appendix C.

Graduation

Completing a Master of Arts degree and comprehensive exam in the Morgridge College of Education deserves celebration. The University and the MCE applaud your hard work and great accomplishment. To be assured that you are able to graduate when anticipated, contact the MCE Office of Admissions and Enrollment at 303-871-2509 and confirm that all records are in order. Students must register for graduation one quarter prior to the quarter you plan to graduate. Refer to the appropriate list of university deadlines found at <http://www.du.edu/grad/gradinfo/graduation.html>

PART III: POLICES AND PROCEDURES

To avoid redundancy, only pertinent, program specific policies and information relevant to the completion of Higher Education MA degree are presented in this handbook. All other policies can be found in the Morgridge College of Education (MCE) Bulletin contained on this CD or at the MCE website at www.du.edu/education.
College and University Policies

A comprehensive set of all College and University policies regarding admissions, financial aid, general degree and residency requirements, testing information, student behavior and conduct, registration and fees, grading and classification, graduation requirements, and other general and personal support information can be found in the MCE Bulletin. Students are expected to assume full responsibility for meeting all requirements for the degree as set forth in this Handbook and in the MCE Bulletin. All students are required to read and then sign an acknowledgement of receipt of the MCE Bulletin upon entry into the program.

Distributed Email List and Communication

All students are automatically assigned a DU e-mail address upon entry into the program. This e-mail address is entered into the MCE and HED email list and will be used to send program and MCE communications. Students are responsible for checking their DU e-mail account regularly for critical information about scheduling, deadlines, conferences, field placements, internship and job opportunities, etc. Students are responsible for notifying the MCE Office of Admissions of any changes in address or other contact information within the first week of classes each quarter.

Ethical Behavior and Conduct

Each student understands, upon admission to the University, that they are required to uphold the provisions of the University of Denver *Honor Code* (www.du.edu/ccs/honorcode.html) and *Code of Student Conduct* (www.du.edu/ccs/code.html). These Codes apply to all students at the University of Denver, whether graduate or undergraduate, full- or part-time. Violations of the Honor Code include, but are not limited to, taking or attempting to take, or assisting someone else in taking or attempting to take, the following actions:

- **Plagiarism:** representation of another's work or ideas as one's own in academic submissions.
- **Cheating:** actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
- **Fabrication:** falsification or creation of data, research, or resources to support academic submissions.

Violations of these codes are overseen by the Office of Citizenship and Community Standards (CCS) (www.du.edu/ccs) in conjunction with an appointed DU Conduct Review Board. Please contact the CCS office at 303-871-4851 with questions about these policies and procedures. HED students are expected to demonstrate the highest level of ethical behavior. Unethical behavior will be considered cause for dismissal at any time during a student's degree program. HED students are expected to demonstrate the highest level of ethical behavior. Unethical behavior will be considered cause for dismissal at any time during a student's degree program. As a guide to professional behaviors and expectations, at a minimum, the HED program expects students to follow the standards noted by several professional associations.

Response to Academic Dishonesty

Every member of the University community is strongly encouraged to report apparent violations of the Honor Code to the appropriate faculty member, academic unit, and/or the CCS. Before initiating a formal complaint, an individual may consult with the CCS to request anonymous advice as to the nature of the procedures, information about available options, or on any other relevant matter. No records are kept of such consultations. A faculty member who believes that there is reasonable suspicion that a student may have committed a violation of the Honor Code should contact the CCS.

Faculty members who believe they have observed an incidence of academic dishonesty or plagiarism are encouraged to directly confront the student(s) involved. Should it be determined that a violation of University policy has taken place, faculty are further encouraged to complete and submit an Academic Dishonesty Allegation Form to the CCS office. More information on the Honor Code, the DU Plagiarism Statement, and related procedures can be found at the CCS web site at www.du.edu/ccs/faculty resources. Questions should be directed to the Director of CCS at 303-871-4851.

Probation or Dismissal from the Program

Students who do not adhere to Program or University policies may be placed on probation and may be dismissed from the Program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the Program Director and Higher Education faculty in consultation with the MCE's Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Student Rights and Responsibilities

All students have the right to pursue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of CCS, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction short of removal from campus (for more details on Student Rights and Responsibilities see the CCS website at <http://www.du.edu/ccs/rights.html>).

Grievance Process

The University recognizes its obligation to students who have been accused but not yet found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. In addition, students placed on probation or dismissed from the Program have the right to appeal the decision by following the DU appeal procedure outlined in the MCE Bulletin. Grievance and due

process procedures for all grading, retention, and dismissal procedures are available on this CD and also can be found on the CCS website at <http://www.du.edu/ccs/rights.html>

PART IV: GRADUATE STUDY FACILITATORS

During the course of a student's graduate program, many persons, programs, and associations provide essential services to further the next step in one's career. Within the Morgridge College of Education and the Higher Education Program, the Higher Education Faculty, the Morgridge College of Education Office of Admissions & Enrollment Services, and the Higher Education Student Association (HESA) assist students. Graduate students are expected to undertake significant professional development beyond the campus by engaging national and international associations to meet future colleagues, learn about new research, as well as explore career options.

Office of Admissions & Enrollment Services

From initial program inquiry through degree completion, the MCE Office of Admissions & Enrollment Services (OAES) assists prospective, special, and admitted students in understanding the procedures and obtaining the necessary forms to secure financial aid, arrange examinations, and complete the doctoral program. To successfully complete the MA degree, you will need to become familiar with the staff in this office. Contact the staff members in the Educational Administration and Higher Education office for answers to procedural questions. Regarding more academic matters, students should contact program advisor, program faculty, or peer mentors.

Higher Education Student Association

Begun in 1990, the Higher Education Student Association (HESA) has been active in bringing graduate students together for socials, student groups, hearing guest speakers, and assisting students through the phases of the program. In addition to the President and other officers, there are two HESA representatives: one for the doctoral program and one for the master's program. Dues to assist in sponsoring these events are nominal. Notification of HESA meetings and events will be delivered to students' DU email account.

Higher Education Faculty

The Higher Education faculty consists of three full-time, appointed faculty and several part-time adjunct faculty and instructors who are usually active professionals. All are interested in the field of Higher Education as well as the successful progress of HED graduate students. Appointed faculty biographies can be found at <http://www.du.edu/education/faculty/faculty.html>

Adjunct Faculty and Instructors

Megan Babkes Stellino

Ed.D. University of Northern Colorado, M.S. University of Oregon, B.A. University of Washington. Research interests include motivation, psychosocial factors related to achievement; social influence on talent development; self-presentation and body image. Currently serves on the Social Psychology section committee and is the Chair of the Disability Sport Special Interest Group for the Association for the Advancement of Applied Sport Psychology. Conducts workshops for participants, parents, and coaches of youth sport and interscholastic athletic programs in the Front Range (Denver Metro) area. Former Division I collegiate gymnast.

Jo Calhoun

Associate Provost, Student Life, University of Denver. M.Div., Union Theological Seminary; B.A., Nebraska Wesleyan University. Professional affiliations include National Association of Student Personnel Administrators, American Association for Higher Education, National Academic Advising Association.

Lynn Gangone

Dean, University of Denver Women's College. EdD and MEd, Columbia University, MS, CAS in counseling psychology from the State University of New York at Albany, and a bachelor's degree in political science from the College of New Rochelle. At George Washington University from 2004-2007, Gangone researched the history of higher education, gender equity and state education policy. She has taught courses in educational leadership and administration. Students consistently rate her in the top 10 percent of teaching faculty. Dr. Gangone has consulted for universities on strategic planning, new technology applications, expense containment, partnership development and managing institutional change. She has also been a lobbyist for higher education, vice president of the Maryland Independent College and University Association and executive director and CEO of the National Association for Women in Education. Previously, she was a campus vice president in the areas of development, college relations and student affairs. She has served as a coordinator, faculty member and executive coach at the Summer Institute for Women in Higher Education, co-sponsored by Higher Education Resource Services (HERS) and Bryn Mawr College. The Summer Institute seeks to improve the status of middle- and executive-level women in higher education administration by providing participants with information pertinent to managing and governing colleges and universities.

Richard Gartrell

Director, Human Resources, University of Denver. M.B.A. California State Polytechnic University, B.A., Biola University, Certificate, Personnel Policies and Collective Bargaining Process, Wharton School; Certificate Strategic Human Resources Management, Harvard Graduate School of Business. President of the National Board of College and University Professional Association for Human Resources. Served on the College and University Professional Association for Human Resources (CUPA-HR) National Board of Directors from 1997 to 2006 and served as president in 2004 – 2005. Teaching interests include personnel management, effective supervision, and management.

Douglas Gertner

Ph.D. University of Northern Colorado, M.A. Teachers' College, Columbia University, B.A. Kenyon College. Graduate Certificate in Women's Studies, Colorado State University. Educator, author, and activist with over 20 years of training and development experience. Professional career includes service to higher education, non-profit, small business, corporate, and independent consulting; founder and principal member of Emu Consulting.

Patricia S. Helton

Associate Provost, Campus Life, University of Denver. Ph.D. University of Virginia, M.Ed. Stephen F. Austin State University, B.S. Oklahoma City University. Professional affiliations include American Association for Higher Education, American Association of University Women, American College Personnel Association, Association for the Study of Higher Education, and the National Association of Student Personnel Administrators. Dr. Helton was recently appointed to a three-year term on the *NASPA Journal* editorial board and served as co-chair of the 2006 NASPA Region IV-West Conference. Research interests: leadership, organization and governance, as well as strategic planning and organizational change.

Toni Larson

Executive Director, Independent Higher Education of Colorado. Ph.D. University of Denver, M.A. Regis University, B.A. The Colorado College Professional affiliations include: Executive Director, National Association of Independent Colleges and Universities State Executives; Association for the Study of Higher Education; National Postsecondary Education Cooperative; Colorado College Board Trustees.

Niki Latino

Academic Advisor, Coordinator for Faculty Relations and Multicultural Initiatives at the University of Denver. M.A. University of Denver, B.S. University of Southern Colorado. Ph.D in Higher Education/Teaching and Learning with a Cognate in Multicultural Curriculum and Instruction in process. Presented research on the Millennial Generation; Student Affairs Professionals in the Classroom; and the DU Community of Excellence Multicultural Program at National Conventions.

Kerry McCaig

Academic Advisor, University of Denver. Ph.D. Florida State University, M.A. University of Denver, B.S. Kansas State University. Higher Education. Research interests: learning, outcomes-based education, enrollment management, sports in higher education, and student affairs. Professional affiliations: National Association of Student Personnel Administrators, Southern Association for College Students Affairs, and American Educational Research Association.

Sheila Summers-Thompson

Professor, Metro State University, Denver, Colorado. Ph.D. (Higher Education Administration with a focus on assessment, pedagogy, and curricula), M.A., B.S.B.A.

University of Denver. Formerly University of Denver Director of University Assessment, and lecturer in University of Denver Department of Biological Sciences. Recent publications include “Fostering Students’ Complex Problem Solving Skills: A Glimpse at the Reflective Judgment Model” and “Creating a Student Centered Learning Environment at the University of Denver” (co-authored with colleagues in the Department of Engineering). Scholarly interests lie in the areas of assessment of student learning outcomes, reflective judgment, and pedagogy.

Beverly Tuel

Staff Psychologist, Counseling & Psychological Services, University of Colorado at Boulder, Licensed Psychologist, Heart Solutions, Denver. Ph.D. and M.A. in Counseling Psychology, Ohio State University; B.A., University of California-Davis. Serves as a staff psychologist in a student affairs setting, and is the former Director of the GLBT Resource Center at CU Boulder. Interests include the intersections of counseling, psychology, and student development in college settings. Current professional interests are the development and application of compassion and empathy, both in helping professionals and with clients. Dr. Tuel has a specialty in couple’s therapy.

National Higher Education Associations

Becoming a higher education professional is usually facilitated by joining one or several national associations related to the field and receiving their journals and publications. Student memberships at a reduced rate are usually available. Listed below are several major associations which can be particularly helpful to students for their professional and academic socialization and career advancement:

The **Association for the Study of Higher Education** (ASHE) is one of the most important associations for doctoral students. This association of approximately 1000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. URL: <http://www.ashe.ws/>

The **American Educational Research Association** (AERA) is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The Morgridge College of Education faculty and students usually present between 10 and 15 papers annually at the conference. URL: <http://www.aera.net/>

The **American Association for Higher Education** (AAHE) is dedicated to administrative professionals in colleges and universities. It is the leading higher education association for educational change through its national conferences on higher education, assessment, and school/college collaboration. URL: <http://www.aahe.org/>

The **American Association of Community Colleges** (AACC) is the most important for those persons interested in community college positions. Fifty percent of all higher

education students in the country hold positions or are intending to work in this group of institutions. URL: <http://www.aacc.nche.edu/>

The **National Association of Student Personnel Administrators (NASPA)** is the largest association for individuals interested in the chief student affairs officer position. For those students seeking positions in this area of higher education or wishing to know about the latest developments in student life, this is an important conference to attend. Cheryl Lovell is on the NASPA Board of Directors, serves as the Leader of Region IV-West (12 western states and 2 Canadian Provinces) of NASPA, and is on the editorial board of the *NASPA Journal*. URL: <http://www.naspa.org/>

American College Personnel Association (ACPA) is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally. URL: <http://www.myacpa.org/index.cfm>

The **Professional and Organizational Development Network in Higher Education (POD Network)** develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. POD fosters human development in higher education through faculty, instructional, and organizational development. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community. URL: <http://www.podnetwork.org/about.htm>

PART V: APPENDICES

- A. Course Work Plan (*blank*)
- B. Department/course options for Sub-Specializations
- C. LOCP Capstone Proposal and Project
 - C-1: Capstone Proposal Approval Form
- D. Rubric for Grading Capstone Projects
- E. Competencies in Practice for Student Development
- F. Ethical Codes and Accreditation Standards
 - F-1: CAS Preparation Standards and Guidelines at the Master's Degree Level for Student Services/Development Professionals in Postsecondary Education
 - F-2: ACPA Statement of Ethical Principles and Standards
 - F-3: NASPA Standards of Professional Practice
 - F-4: NACAC Statement on Counselor Competencies
 - F-5: Student Learning Imperative

		COURSE NUMBER	PROJECTED QUARTER OF COMPLETION	CREDIT HOURS
	V. TRANSFER CREDIT			
	VI. ADDITIONAL COURSES FOR ENDORSEMENT			
	I. MCE Requirements			
	II. Division/Program Area Requirements			
	III. Cognate			
	IV. Practicum or Internship			
	V. Transfer Credit			
	VI. Additional Courses for Endorsement			
	Total Needed			
	TOTAL DEGREE HOURS			

Date _____

Student's Signature _____

Advisor's Signature _____

Cognate Advisor's Signature _____

APPENDIX B: OPTIONS FOR SUB-SPECIALIZATION COURSES

<p>A. Curriculum and Instruction</p> <ul style="list-style-type: none"> • CUI 4532 Culturally Responsive Teaching • CUI 4034 Curriculum and Cultural Context • CUI 4035 Urban Education: Problems and Perspectives • CUI 4036 Community Based Research in Urban Settings • CUI 4159 Educating Multiethnic Populations in the 21st Century • CUI 4161 Ethnicity, Gender, & Diversity in the Curriculum 	<p>B. International Studies</p> <ul style="list-style-type: none"> • INTS 4462 Ethnic Conflict • INTS 4804 Realism and Democracy • INTS 4876 Gender and Education: International Perspectives • SOWK 4765 International Social Development • CUI 4055 International Human Rights and Educator's Responsibility • INTS 4920 Conflict & Conflict Resolution
<p>C. Management & Leadership</p> <ul style="list-style-type: none"> • MGMT 3900 Leadership & Organizational Dynamics • ACTG 4607 Not-For-Profit & Gov Actg • MGMT 4340 Human Resources Management • Leadership and Communication • MGMT 4200 Organizational Behavior • INTS 4391 Management and Fundraising in Non-Profit Organizations 	<p>D. Gender, Sexuality, and Identity</p> <ul style="list-style-type: none"> • HCOM 4701 Gender and Communication • SOWK 4370 Social Work Practice with Women • PSYC 3440 Gender and Society • PSYC 4080 Gender Issues & Socialization • SOCI 3790 Sociology of Gender Roles • SOWK 4790 Human Sexuality
<p>E. Intercultural Communication</p> <ul style="list-style-type: none"> • HCOM 4231 Discourse and Race • HCOM 3140 Intercultural Communication • HCOM 4221 Culture, Power, & Representation • Culture & Communication in Contexts of Global & Local Transformations • HCOM 4701 Gender and Communication • Culture & Conflict Transformation • Cultural Identification and Subjectivity • Intersecting Cultural Identifications • HCOM 3030 Women in Organizations 	<p>F. Community and Schools</p> <ul style="list-style-type: none"> • CFSP 4302 Legal and Ethical Issues: School and Community • SOWK 4132 Multicultural Social Work Practice: Examining Oppression and Valuing Diversity • SOWK 4435 Empowerment Practice with Diverse Communities • SOWK 4715 School-Based Prevention and Early Intervention Strategies • SOWK 4749 Social Work Interventions with Latinos/as
<p>G. Adult Development</p> <ul style="list-style-type: none"> • CNP 4642 Adult Development • CNP 4710 Career Counseling • CNP 4785 Techniques in Leadership Education I: Training the Trainer • SOWK 4735 Psychotherapeutic Interventions with Adults • CPSY 5180 Life Cycle: Adolescent-Adult 	<p>H. Cross Cultural Counseling</p> <ul style="list-style-type: none"> • CNP 4772 Diversity Seminar: Psycho-Social Issues • CPSY 4505 Cross Cultural Analysis I (GSPP) • CPSY 4520 Cross Cultural Analysis II (GSPP) • CFSP 4304 Family Systems and Diversity • PSYC 4571 Multicultural Issues in Mental Health

Appendix C: LOCP Capstone Project

The Capstone Proposal

While primary responsibility for identifying a capstone project rests with the student, HED faculty members should be considered a resource for assisting students who are having difficulty identifying an area of interest or conceptualizing possibilities within a general subject area. When a topic has been selected, the student must submit a Capstone Project Proposal to the capstone faculty advisor. A minimum of five pages in length, the proposal should conform to APA style and contain:

- A problem or case-based focus connected to practice,
- a clear statement of the issue, problem, or area of interest which the Capstone Project will address,
- an integration of theory and practice,
- research and thinking richly supported by literature from the field,
- an outline of the student's rationale and explicit objectives for the project,
- an overall description of the project, including a work-plan detailing how the objectives will be met, a specific timeline for completion, and methods and procedures to be utilized, the rationale for the approaches selected, and a description of the final product, and
- a preliminary bibliography of the literature the student will review and an overview of the research in which the student will be engaged, as well as individuals and/or organizations which the student will interview as part of his/her research.

The Capstone Proposal will be reviewed by the Capstone Advisor to determine if the project appears to be of sufficient scope, breadth, and depth to warrant a total of five (5) hours of graduate credit. An approved Proposal indicates that the student's work-plan and overall project is consistent with the goals of the capstone project outlined earlier in this document, and that the quality of work and level of effort is anticipated to be consistent with these Capstone Guidelines.

C-1: LOCP Capstone Project Proposal Approval Form

Instructions: Complete this form, obtain the required signatures below, and register before the start of the quarter in which you intend to complete your work. File this form with your advisor, field mentor, and the MCE Office of Admission and Enrollment Services.

Student Information (please print):

Student Number	Date
Last Name	First Name
Daytime Phone	Evening Phone
E-Mail	Fax Number

Capstone Project Information:

Course Number: HED 4216: Higher Education Research Processes

Credit Hours: 3 credit hours

Quarter, Year _____

Instructor _____

Project Title _____

Authorizing Signatures (must be complete prior to registration):

1. _____
(Student) (Date)

2. _____
(Advisor) (Date)

3. _____
(Field Mentor) (Date)

Once the student has submitted the signed *LOCP Capstone Project Proposal* form as directed and registered for 3 credit hours of HED 4216, the student may begin work on the capstone project.

The Relationship between the Student and the Capstone Advisor

The Capstone Advisor is responsible for guiding the student through the completion of the capstone project. The Capstone Advisor is the guide, mentor, and coach for the student during the project. The involvement of the Capstone Advisor is substantive, providing the student with the support and advice of an acknowledged expert in the student's area of study. Capstone Advisors offer suggestions for resources and professional contacts as well as guidance regarding the entire project. Additionally, they provide professional advice on technical aspects of the project and help the student develop responses to unforeseen problems or issues.

During the proposal development phase, the student and the Capstone Advisor should work together to ensure the student is pursuing a worthy topic for the capstone, has put forward a strong thesis statement, has provided a compelling preliminary lit review, has outlined a project design, and has articulated a preliminary vision for the final result of the project. The student and Capstone Advisor must agree on a timeline prior to starting the capstone project. The student and Advisor also should discuss the following elements of their working relationship:

- Frequency of contact—Develop a general plan for regular contact schedule; no fewer than four meetings.
- Communication—Be specific as to how and when the advisor can be contacted (work, home, fax, e-mail, etc.).
- Resolution of problems—Be clear regarding how the Capstone Advisor and the student will address issues related to the project or to their professional interaction. Consider the development of a contingency plan for changes in the agreed upon-action plan, new or different problems or issues, and other unexpected outcomes or challenges.

Formatting the Capstone

Projects will contain the following:

- A significant educational issue as topic of research paper.
- Background of the topic issue.
- Identification of major leadership and/or organizational change issues.
- A comprehensive presentation and analysis of issues supported by an extensive literature review.
- The student's conclusions.
- The student's recommendations.
- Bibliography.
- May include interviews and appropriate websites.

Projects following a traditional academic format should be ordered as follows:

- Title Page
- Table of Contents
- Body of research paper
- Bibliography
- Appendix
- Tables and Figures

Students choosing to follow a more creative approach to the capstone project should select a topic that best suits their capability and talent for presentation. The topic will be discussed with and approved by the program advisor. For example, the project may take the form of a multimedia or PowerPoint presentation or documentary video. Two examples of creative projects follow:

- **Teaching Plans:** Explain how you put together the plan. Provide researched evidence for why certain decisions were made with respect to the learning outcomes to be achieved by the plan. What educational theories were followed? Who or what were sources of guidance and inspiration? What are the current trends in teaching the subject?
- **Human Resource Manuals:** Give a foundation upon which the new, or revised, manual is based using human resource and organizational theories. Provide evidence to establish the decisions made about personnel and staffing issues in the manual. Use what you learned in your program to explain why and how the manual was constructed. Who or what were the influences for the elements in the manual? Explain and document all research.

Evaluation of the Capstone Project

Two copies must be submitted. One copy will be kept on file with the HED program and the other copy will be returned to the student. Questions of format are to be decided by the HED 4216 course instructor, while questions of content will be the province of the project advisor. The HED 4216 instructor assigns the grade for the course, which is in essence the grade for the capstone project. The Program Director has final say over grades for both the proposal course and the project.

The following criteria will be used in evaluating the capstone project:

- Paper meets maximum length of 20 full pages, excluding the title page, bibliography, and other appendices; with a major portion of the paper devoted to *analysis* of the issue.
- PowerPoint presentations should have a maximum of 25 slides.
- Good organization, thoroughness, and completeness.
- Good grammar, punctuation, and spelling.
- Clarity of thought.
- Convincing argument.

- Ability to relate arguments to specific facts – common thread.
- Good analysis.
- Good conclusions and recommendations.
- Good documentation, thorough bibliography, and APA format.

Appendix D: Rubric for Grading Capstone Projects

Grading Area	Inadequate	Average	Excellent
Organization	<p>Fails to state the topic, present a clear analysis or provide a logical conclusion.</p> <p>No recommendation or recommendations are irrelevant and do not flow from analysis.</p> <p>Paper contains no subheadings or sections which separate parts of the report.</p>	<p>Contains the necessary parts, but is not clear or concise.</p> <p>Conclusions are not well supported. Recommendations are not fully related to analysis.</p> <p>Does not fully separate sections adequately or delineate parts of the paper.</p>	<p>Includes a clear problem statement or statement of purpose of the paper. Analysis and conclusions address the problem. Recommendations are appropriate and follow logically from the analysis.</p> <p>Sections are well identified and self-contained.</p>
Content	<p>Topic statement is not related to assigned materials or to the class.</p> <p>Analysis does not address the topic.</p> <p>Conclusion is inconsistent or unsupported by the analysis.</p>	<p>Topic statement is related to class materials, but ambiguous or marginal in application (not clear).</p> <p>Data are incompletely analyzed or are not fully related to the topic.</p> <p>Conclusions are only partly supported by analysis and logic is difficult to ascertain.</p>	<p>Topic statement is clear, unambiguous and fully appropriate to the class materials.</p> <p>Analysis of data is thorough and relationship of data to the topic is beyond question.</p> <p>Conclusions are well supported, logical, related to the data analysis, and are clearly and cogently expressed.</p>
Tools	<p>Includes no tools.</p> <p>Data gathered is not appropriate to the problem.</p> <p>Chosen tools are not appropriate for analysis of the data.</p>	<p>Includes only 1 or 2 tools.</p> <p>Tools are incorrectly used.</p> <p>Graphics are absent or unclear.</p>	<p>Includes at least three tools.</p> <p>Tools chosen are appropriate for the topic.</p> <p>Tools are correctly graphed and completely labeled.</p>
Mechanics	<p>Contains five or more of the following mechanical errors:</p> <ul style="list-style-type: none"> • split infinitives • misplaced modifiers • dangling participles • punctuation errors • incorrect capitalization • misspelled words 	<p>Contains three or fewer of the mechanical errors listed previously.</p>	<p>Contains no more than two mechanical errors.</p>
Citations and References	<p>No works cited, even though material is obviously quoted or taken from a published source. (Note: failure to properly cite sources or to give credit for the work of others is plagiarism. This will result in a failing grade on the paper and may be grounds for a failing grade in the course and removal from DU.</p>	<p>Includes only one or two citations, does not indicate that a complete literature review or research on the topic was performed.</p> <p>Supporting information is minimal or incomplete.</p> <p>Citations conform to APA style manual.</p>	<p>Includes several citations and indicates that literature review and research on the topic was complete and appropriate for the type of paper and the topic.</p> <p>Supporting information is appropriate and complete.</p> <p>Citations conform to APA style manual.</p>

Grading Area	Inadequate	Average	Excellent
Language Usage	<p>Contains five or more of the following usage errors:</p> <ul style="list-style-type: none"> • inconsistent verb tense or form • possessive singular forms of nouns incorrectly constructed • parenthetic expressions are enclosed in commas • independent clauses joined by commas • non-parallel construction (expressions that are similar in content and function are not outwardly similar; articles or a preposition applying to all members of a series are either not used only before the first terms or else are not repeated before each term; correlative expressions are not followed by same grammatical construction.) • past perfect verbs • Switching back and forth between 1st and 3rd person. 	<p>Contains three or fewer of the usage errors listed previously. All verb tenses and forms are consistent. Grammatically complete and independent clauses are properly punctuated. Principles of parallel construction are usually followed. Related words are usually together and the relative pronoun immediately follows its antecedent.</p>	<p>Contains no more than two usage errors. Principles of parallel construction are always followed. All commas and semicolons are used correctly. Independent clauses are joined by conjunctions or semicolons. Sentences are not broken into two parts; periods are not used for commas.</p>
Sentence structure and composition of paper	<p>Contains five or more of the following usage errors.</p> <ul style="list-style-type: none"> • Incomplete sentences • Sentences are too long or contain more than one complete thought • Paragraphs have multi-topics and are not concise or comprehensive • non sequiturs 	<p>Contains three or fewer of the usage errors listed previously. Writing is confusing due to lack of clear transitions. Some loose sentences occur. Passive voice is common. Writing is weak, lacks specificity, and contains needless words. Writing is not clearly organized.</p>	<p>No more than two usage errors. Paragraphs are the basic unit of composition. The paper has a suitable design that is consistently followed. Statements are in positive form, and active voice is used. Writing is vivid and strong; needless words are omitted. Varied sentence structure. Sequence is logical and consistent.</p>

Grading Area	Inadequate	Average	Excellent
<p>Statistics, tables and figures (it is not required that these be included, but if they are, the criteria apply.)</p>	<ul style="list-style-type: none"> • Incorrect statistical procedures used, mathematical errors or incorrect application of statistics to the topic. • Tables are not well conceived or presented. Data are not arranged in orderly manner (rows and columns). Meanings of tables are not obvious at glance. • Table number, title, subheadings, explanatory notes and data sources are missing or incomplete. • Figures not used where appropriate. If used, figures are complicated, hard to read, poorly reproduced or inconsistent with text. 	<ul style="list-style-type: none"> • Statistical processes are correct, but results are not fully described. Processes not uniformly or consistently applied to all areas. • Statements of results are incomplete, inconclusive, or not supported. • Inappropriate generalizations of results. • Tables are numbered and have titles and proper headings, but may not present data clearly. Tables are not adequately discussed or introduced in text and are not cross-referenced. • Figures are simple and easy to read and are reproduced well. 	<ul style="list-style-type: none"> • Correct application of statistical models, applications are well conceived and properly carried out. • Statements are well supported by analyses of data. • Conclusions are appropriate and generalizations, where used, are correctly made. • Tables are useful, complete, and comply with all titling, numbering, heading, and layout requirements per APA. • Data are clear and items in columns are syntactically and conceptually comparable. • Tables are properly located with reference to text. Tables are well referenced. All data are properly cited. Figures are carefully planned and presented. • Appropriate figures are used to augment text or tables, not to duplicate them. Figures are simple, clear, and display good continuity with text. Only essential facts are shown and the purpose of the figure is readily apparent.
<p>Quality</p>	<p>Sloppy page lay out. Poor quality copying. Not readable.</p>	<p>Some use of good design elements. Some evidence of production quality.</p>	<p>Carefully laid out. Well-designed graphics. Good quality reproduction.</p>
<p>Audience</p>	<p>Audience is not readily recognizable and not clearly identified.</p>	<p>Contains too much or too little detail for the audience.</p>	<p>Clearly understands the audience. Targets audience accurately.</p>

Student: _____

Grading Area	Inadequate 0-5 Points	Average 6-10 Points	Excellent 11-15 Points
Organization			
Content			
Tools			
Mechanics			
Citations and References			
Language Usage			
Sentence structure and composition of paper			
Statistics, tables, and figures			
Quality			
Audience			
Subtotal			

Comments:

Evaluation of the Capstone Presentation

Presenter: _____

Content:

	Poor			Excellent	
To what extent did the presenter:	1	2	3	4	5
1. Use an effective introduction?	1	2	3	4	5
2. Make the presentation objective clear?	1	2	3	4	5
3. Organize the presentation effectively?	1	2	3	4	5
4. Interesting and thoughtful content?	1	2	3	4	5
5. Clearly stated main ideas?	1	2	3	4	5
6. Supporting information?	1	2	3	4	5
7. Relevant and well-organized support for the main idea?	1	2	3	4	5
8. Ideas connected by transitions and other linking devices?	1	2	3	4	5
9. Clearly stated ideas?	1	2	3	4	5
10. Informs or persuades the audience?	1	2	3	4	5

Specific suggestions for improving content:

Delivery:

	Poor			Excellent	
To what extent did the presenter:	1	2	3	4	5
11. Have good posture?	1	2	3	4	5
12. Maintain effective eye contact?	1	2	3	4	5
13. Use appropriate facial expression?	1	2	3	4	5
14. Use effective hand and arm gestures?	1	2	3	4	5
15. Use effective body language?	1	2	3	4	5
16. Speak loud enough?	1	2	3	4	5
17. Enunciate clearly?	1	2	3	4	5
18. Position self on stage?	1	2	3	4	5
19. Appear knowledgeable and convincing?	1	2	3	4	5
20. Finish on time?	1	2	3	4	5

Specific suggestions for improving delivery:

Appendix E: Competencies in Practice for Student Development

The M.A. in Higher Education degree program at the University of Denver is designed to prepare individuals who are capable of analyzing and managing crucial problems in postsecondary education. Experiential learning is an integral component of the program, and this learning specifically targets competencies important to successful practice in postsecondary settings.

Competencies are over-arching categories of skills. Webster's (1984) dictionary defines one who is competent as "having requisite or adequate abilities or qualities" (p. 268). The specifically biological definition also is revealing for educational purposes because it refers to the "capacity to function or develop in a certain way" (p. 268). A skill is defined as a "developed aptitude or ability" or "the ability to use one's knowledge effectively and readily in execution or performance" (p. 1104). The focus in the experiential component of the M.A. in Higher Education Program at the University of Denver is the ongoing process of developing skills that contribute to professional competence. This process requires experience, observation, feedback, and introspection.

The twelve competencies* identified as important for practitioners in higher education settings can be categorized in three groups:

FRAME COMPETENCIES

Self Knowledge
 Problem Solving
 Spoken Communication
 Written Communication

INTERPERSONAL COMPETENCIES

Conflict Mediation
 Diversity Awareness
 Teaching
 Interviewing/Advising/Counseling

ORGANIZATIONAL COMPETENCIES

Group Dynamics
 Utilizing Resources
 Management
 Supervision

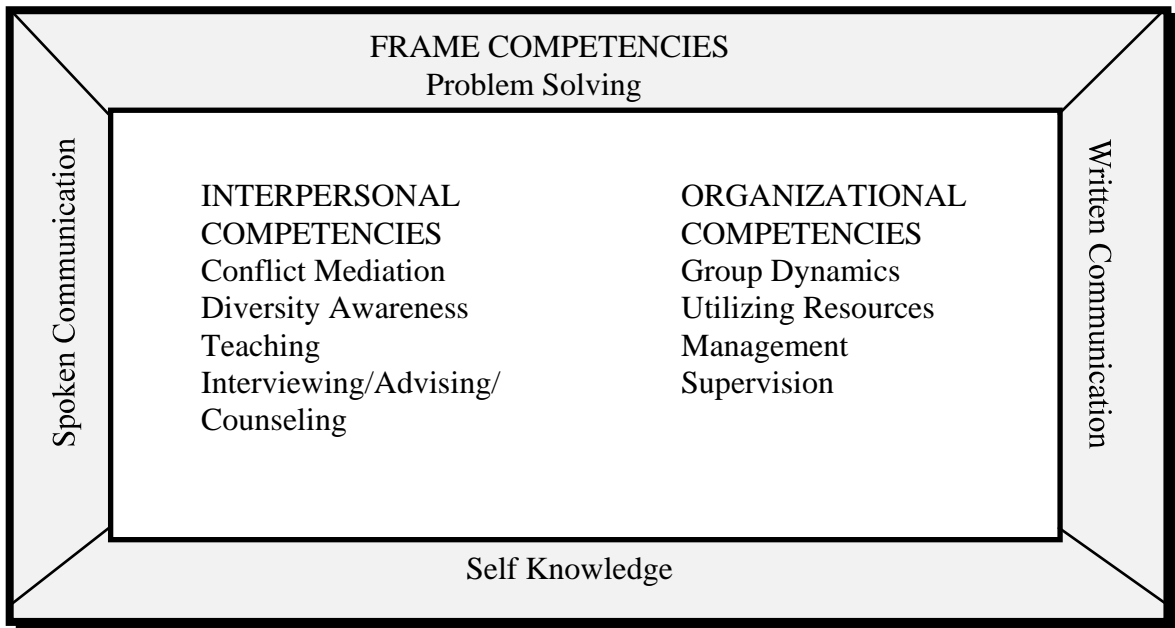
* Adapted from Bowling Green State University's (Ohio) *College Student Personnel Academic Coursework & Practitioner Experience Department Handbook*, 1990-1991 (Appendix B, pp. 32-43).

Opportunities for students to develop each of these competencies are designed as part of the degree program's practicum and internship experiences.

These competencies are intertwined and overlapping in practice, and each competency can be conceptually tied to the other competencies. As illustrated in Figure 1, one way to think about these competencies, however, is to consider the frame competencies as general skills that directly support the interpersonal and organizational competencies. Problem solving and written and spoken communication are pervasive factors when one interacts with other persons and strives to accomplish tasks within an organization.

In the pages that follow, a brief definition of each competency is stated, representative skills or several facets of each competency are identified, and some examples of means for developing each competency are offered.

FIGURE 1: A VISUAL REPRESENTATION OF COMPETENCIES IN PRACTICE



FRAME COMPETENCIES:

1. Self Knowledge

Understanding one's own capabilities, character, feelings, or motivation; an important factor in optimally developing other competencies.

Representative Skills:

- A. Demonstrate an overall career/educational life plan for self based on knowledge of self and career perspective
- B. Demonstrate an awareness of own strengths and limitations
- C. Be aware of others' perceptions of self
- D. Maintain stability of self-perception and performance under stress, opposition, defeat, frustration, and discouragement
- E. React to criticism and disagreement as opportunities to explore own beliefs and opinions, not as evidence of personal rejection
- F. Understand value of and seek opportunities for professional self renewal
- G. Understand value of and seek opportunities for personal self renewal
- H. Other:

Examples of Ways to Develop Competence in Self Knowledge:

At the beginning of each academic quarter, meet with supervisor and faculty to develop a set of goals and objectives for personal and professional growth. At the end of each academic term, meet again to review progress.

Have weekly discussions with supervisor regarding professional and personal self-awareness.

Use a personal journal to articulate insights about self.

Participate in higher education student support group.

Participate in a personal growth group.

Other:

2. Problem Solving

Recognizing the nature and complexity of problems, gathering and evaluating pertinent information, choosing and defending reasonable solutions, and devising and implementing strategies for accomplishing the solutions.

Representative Skills:

- A. State problems clearly with an acknowledgment of attendant complexities
- B. Analyze problems by seeking out information and previous solutions, understanding underlying causes, and recognizing interrelated situations
- C. Identify alternative solutions of a problem
- D. Identify helping and restraining forces involved in a problem and its alternative solutions
- E. Choose and defend a reasonable course of action for solving identified problems
- F. Act upon chosen alternatives and accept the consequences of those actions
- G. Show sound judgment and ethical responsibility in actions regarding students and staff
- H. Other:

Examples of Ways to Develop Competence in Problem Solving:

Plan a campus event.

Participate in student judicial board meetings.

Discuss a room change request with persons involved.

Given a fixed dollar amount for residence hall equipment replacement budget, make recommendations and provide justification for spending the money.

Participate in discussion of reallocation of staff responsibilities.

Other:

3. Spoken Communication

Communicating clearly using spoken words in both spontaneous conversations and planned presentations.

Representative Skills:

- A. Use appropriate vocabulary, pace, tone, and volume when speaking
- B. Demonstrate appropriate nonverbal behaviors while speaking
- C. Effectively summarize a complex body of information
- D. Analyze an idea or thought
- E. Compare and contrast points of view
- F. Explain an idea to others
- G. Present a coherent body of information in a formal setting
- H. Communicate effectively with persons at various organizational levels on a day-to-day basis
- I. Respect the dignity, privacy, and confidentiality of students and staff in day-to-day conversations
- J. Other:

Examples of Ways to Develop Competence in Spoken Communication:

Participate in staff discussions.

Present an idea for change in policy, procedures, or program to staff.

Present a workshop for staff development.

Moderate the proceedings of a group meeting.

Other:

4. Written Communication

Communicating clearly in writing to report, instruct, and persuade a variety of audiences.

Representative Skills:

- A. Write in an organized, clear, and concise manner using appropriate grammar and punctuation
- B. Using a case study format, report the behaviors, attitudes, and feelings of others in specific, non-labeling terms
- C. Prepare organizational reporting materials such as memos, procedures, forms, performance evaluations, and annual reports
- D. Report the results of research efforts, needs assessments, etc.
- E. Edit the written work of others, explaining in a tutorial fashion the reasons for suggested changes
- F. Prepare/compile resource handbooks
- G. Write thorough and meaningful reviews of literature about specific topics
- H. Write proposals for budgets or research
- I. Write materials for publicity purposes
- J. Write job-related materials such as letters of recommendation, resume, cover letters, goals and objectives, and action plans
- K. Other:

Examples of Ways to Develop Competence in Written Communication:

Participate on staff research committee.

Write a budget justification for organizational expenditures.

Seek and use feedback from faculty about writing style for papers written to fulfill course responsibilities.

Seek and use feedback from supervisor about writing styles used on the job.

Write an organizational annual report.

Revise and edit an organizational handbook.

Other:

INTERPERSONAL COMPETENCIES:

5. Conflict Mediation

Interposing between parties who are experiencing incompatible or opposing needs, drives, or wishes for the purpose of promoting reconciliation, settlement, or compromise

Representative Skills:

- A. Identify and state conflicts of interest
- B. Identify and state points of conflict between values
- C. Understand one's own habitual way of dealing with conflicts
- D. Identify potential conflict situations
- E. Assess the immediacy and intensity of the conflict
- F. Distinguish between situations when persons have a problem-solving orientation toward conflict or controversy and when persons have a "win-lose" orientation
- G. Confront an individual with his/her inappropriate behavior and propose educational sanctions
- H. Initiate conflict mediation solutions and utilize appropriate techniques
- I. Other:

Examples of Ways to Develop Competence in Conflict Mediation:

- Participate as an advisor of a student judicial board.
- Work with students believed to have participated in infractions of residence hall community standards.
- Conduct performance evaluations of student or staff supervisees.
- Participate with supervisor in own performance evaluation.
- Develop a case study of an organization in which conflicts frequently occurred.
- Discuss student and community newspaper reports of a campus incident with students, staff involved, the chief student affairs officer, and a faculty member, noting differences in perspectives on and approach to conflict.
- Other:

6. Diversity Awareness

An understanding of the individual, group, and societal implications of cultural diversity, including issues of ethnicity, socioeconomic status, gender, skills, interests, and ability, demonstrated in behaviors that acknowledge and tap the strengths of diversity.

Representative Skills:

- A. Articulate conflicting viewpoints and/or values associated with an issue or problem
- B. Express different points of view without deprecating others
- C. Be aware of ways in which one's own perspective affects views of and interactions with others
- D. Demonstrate genuine respect for others who are significantly different than self
- E. Demonstrate an openness to explore differences in a dialogic fashion
- F. Other:

Examples of Ways to Develop Competence in Diversity Awareness:

Work with students from other cultural backgrounds.

Talk with students who have studied in other countries about their experiences.

Review a broad range of literature that addresses issues related to gender and education.

Other:

7. Teaching

Imparting knowledge or information in a systematic manner.

Representative Skills:

- A. Demonstrate a willingness to teach others what one knows
- B. Design programs (a series of instructional activities) for educational, cultural, social, recreational, and community service purposes
- C. Plan learning modules or units of instruction including content to be covered and methods of instruction
- D. Define and use terminology that is commonly understood by others
- E. Model skills or desired behaviors related to an instructional program
- F. Prepare and communicate ideas and information in a formal setting
- G. Command attention and present ideas and information in a convincing manner
- H. Assess group dynamics and issues of diversity, and alter instructional methods accordingly
- I. Other:

Examples of Ways to Develop Competence in Teaching:

Co-present a workshop with an experienced instructor.

Plan and carry out a campus-wide, day-long program for wellness week.

Design a course component on career development for use in a freshman level course.

Teach a course.

Design a workshop on leadership development for juniors and seniors who hold elected leadership positions on campus.

Other:

8. Interviewing/Advising/Counseling

Interviewing — Participating in formal consultation, usually to evaluate qualifications.

Advising — Giving recommendations regarding a decision or course of conduct.

Counseling — Providing professional guidance to an individual through the use of psychological methods.

Representative Skills:

A. Employ therapeutic communication techniques, including:

1. Restatement
2. Minimal response
3. Clarify
4. Ask open-ended questions
5. Refocus
6. Summarize

B. Recognize and convey nonverbal forms of expression

C. Formulate specific, demonstrable, and realistic intervention goals for students and discuss intervention with students appropriately

D. Help others consider alternative courses of action when making a decision

E. Make appropriate referrals to other helpers or campus offices

F. Provide feedback and support as needed to students and staff

G. Utilize crisis intervention techniques

H. Demonstrate knowledge of theories related to helping roles

I. Other:

Examples of Ways to Develop Competence in Interviewing/Advising/Counseling:

- Conduct disciplinary interviews with students.
- Work in an academic advising office.
- Interview applicants for student employment.
- Be responsible for reporting, referrals, and follow-up activities for a situation requiring crisis intervention (e.g., suicide attempt or hospitalization).
 - Other:

ORGANIZATIONAL COMPETENCIES:

9. Group Dynamics

Understanding and participating appropriately in the interacting forces within a small assembly of people who have a unifying relationship to each other.

Representative Skills:

- A. Observe and report patterns of communication within a group
- B. Distinguish between occasions when group members are focused on tasks and when they are focused on group process and member interactions
- C. Distinguish between group conflict and personal conflict
- D. State clear, operational decision making strategies, goals, objectives, and action plans for a group
- E. Understand the positive qualities of every member, clarify each member's area of expertise, and utilize that resource
- F. Facilitate group communication
- G. Facilitate group problem solving
- H. As a member of a group, support a group decision once it is made
- I. Develop a new group
- J. Other:

Examples of Ways to Develop Competence in Group Dynamics:

- Read widely on the topic of group dynamics and prepare a resource handbook.
- Observe a variety of group meetings and maintain a log of observations of group dynamics; discuss observations with a member of the group observed.
- Participate in leadership training program for staff or student groups.
- Maintain a log of own participation in staff meetings, noting roles played in group.
- Serve as an adviser to a student group.
- Other:

10. Utilizing Resources

Employing or applying sources of supply or support.

Representative Skills:

- A. Utilize library resources
- B. Utilize computer hardware and software for work- or course-related tasks
- C. Develop an accessible file of resources (personal library)
- D. Utilize on-campus organizations and offices in carrying out work responsibilities
- E. Understand the mission of your employing institution and its implementation
- F. Develop a professional support and information network
- G. Understand research statistics for use in work- or course-related research
- H. Utilize appropriate personal assessment tools or refer students for assessment
- I. Prepare, analyze, defend, and manage budgets
- J. Delegate tasks and/or authority when in a leadership or supervisory role
- K. Other:

Examples of Ways to Develop Competence in Utilizing Resources:

Participate in office research project.

Participate in committee assignment to convert an office procedure to computer base.

Attend a national conference, introduce self to presenters and participants, and follow up with those who have similar interests or needs.

Coordinate the members of a group in the accomplishment of a significant group task.

Other:

11. Management

The act of handling or directing something with a degree of skill; to conduct or carry out something.

Representative Skills:

- A. Observe an organization and draw inferences about the nature of the organization from those observations
- B. Conduct meetings
- C. Establish organizational policies and/or interpret policy of organization to others
- D. Develop and maintain cooperative working relationships with others
- E. Plan and organize work by establishing structures and/or guidelines for meeting short- and long-range goals
- F. Project future needs for organizational and staff development and plan goals, objectives, and strategies for meeting those needs
- G. Keep adequate records
- H. Other:

Examples of Ways to Develop Competence in Management:

Act as a liaison with other work units.

Create an “at-the-elbow” opportunity with a chief student affairs officer.

Participate in strategic planning process.

Chair a staff committee.

Participate in career conferences with staff where professional development needs are discussed.

Other:

12. Supervision

Critically watching, overseeing, or directing the activities or course of action of others.

Representative Skills:

- A. Set clear priorities for progression of work and personnel responsibilities
- B. Consistently enforce established rules and procedures
- C. Seek out and use supervisee ideas or suggestions
- D. Evaluate employee performance in agreed-upon fashion and against agreed-upon goals, and make appropriate adjustments in work responsibilities
- E. Provide feedback appropriately (content, tone, timing, setting)
- F. Analyze job skills and knowledge requirements
- G. Demonstrate an interest in the well-being of supervisees
- H. Instruct supervisees regarding procedures and guidelines for tasks
- I. Set tone/directing/pace/limits when directing others
- J. Other:

Examples of Ways to Develop Competence in Supervision:

Observe your supervisor and discuss supervisory approach.

Supervise student employees and discuss your supervision style with your supervisor.

Participate in staff workshop on topic of supervision.

Chair a committee with a year-long responsibility related to the needs and responsibilities of paid employees.

Other:

Appendix F: Ethical Codes and Accreditation Standards

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. Additionally, the Higher Education Program faculty is committed to following for its Master of Arts degree with the specialization in student development the standards of the Council for the Advancement of Standards for Student Services/Development Programs as well as for the sub-specialization in college admission counseling and academic advising the competence framework of the National Association of College Admission Counselors.

This program also follows the National Association of Student Personnel Administration's "Ethical Standards" and the American College Personnel Association's "Statement of Ethical Principles and Standards." Also, since student learning is the central focus of postsecondary education, the Student Learning Imperative is enclosed. Please refer to the following documents.

- F-1 CAS Preparation Standards and Guidelines at the Master's Degree Level for Student Services/Development Professionals in Postsecondary Education
- F-2 ACPA Statement of Ethical Principles and Standards
- F-3 NASPA Standards of Professional Practice
- F-4 NACAC Statement on Counselor Competencies
- F-5 Student Learning Imperative

Appendix F-1: CAS Preparation Standards and Guidelines at the Master's Degree Level for Student Services/Development Professionals in Postsecondary Education

Standards for the professional education of student affairs practitioners are of relatively recent vintage, having largely been developed during the past two decades. Although the philosophical foundations of formal student affairs practice have been and continue to be of interest (NASPA, 1987; Whitt et al., 1990), documents that identify and postulate basic principles of student affairs practice are not adequate to the task of guiding the academic preparation of student affairs practitioners. In 1964 the Council of Student Personnel Associations in Higher Education (COSPA) drafted "A Proposal for Professional Preparation in College Student Personnel Work," which subsequently evolved into a statement drafted by COSPA in collaboration with the Inter-divisional Committee of the American Personnel and Guidance Association, entitled "Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education," dated March 5, 1967. The change in title from "proposal for" in the 1964 version to "guidelines for" in this fourth draft revision exemplifies the movement from a rather tentative statement of what professional preparation should entail to one asserting specific guidelines that should be followed in graduate education programs. A final statement, popularly recognized as the COSPA Report, was actually published some time after the dissolution of the Council (1975).

During this period, others concerned with the graduate education of counselors and other helping professionals were busy developing counselor education standards and exploring the possibilities for accrediting graduate academic programs. A moving force in this effort was the Association of Counselor Educators and Supervisors (ACES), a division of the American Personnel and Guidance Association (APGA), now the American Counseling Association (ACA). In 1978, ACES published a set of professional standards to be used to accredit counseling and personnel services education programs. APGA had recognized ACES as its official counselor education accrediting body and moved to establish an inter-association committee to guide counselor education program accreditation activity and the review and revision of the ACES/APGA preparation standards. In response to this initiative, the American College Personnel Association (ACPA) established an ad hoc Preparation Standards Drafting Committee to develop a set of standards designed to focus on the special concerns of student affairs graduate education. At its March 1979 meetings, the ACPA Executive Council adopted the committee's statement entitled "Standards for the Preparation of Counselors and College Student Affairs Specialists at the Master's Degree level" as the official ACPA preparation standards. ACPA then initiated a two pronged effort in the area of professional standards. One was a collaborative effort with NASPA to establish a profession-wide program of standards development and the other was a concerted effort to work under the then-APGA organizational umbrella to establish an agency for the accreditation of counseling and student affairs preparation programs. The former initiative resulted in the creation of the Council for the Advancement of Standards in Higher Education (CAS) and the latter in the establishment of the Council for the Accreditation of Counseling and Other Related Educational Programs (CACREP), an academic program accrediting agency. Both the CAS and CACREP preparation standards reflected the influence of the ACPA standards for student affairs preparation.

The forgoing process was prelude to *the CAS Masters Level Student Affairs Graduate Program Standards and Guidelines*, which follow. A major value of graduate standards is that they provide criteria by which an academic program of professional preparation can judge its educational effectiveness. Whether used for accreditation or program development purposes, standards provide faculty, staff, administrators, and students alike a tool to measure a program's characteristics against a set of well-conceived criteria designed to ensure educational quality and effectiveness.

The CAS standards for student affairs graduate programs were revised in 2001 and offer standards and guidelines based on profession-wide inter-association collaboration. Topics addressed in the standards include the program's mission; recruitment and admission policies and procedures; curriculum policies; pedagogy; the curriculum; equal opportunity access and affirmative action; academic and student support; professional ethics and legal responsibilities; and program evaluation.

Curriculum standards are organized around Foundation Studies, Professional Studies, and Supervised Practice. Foundation Studies pertain to the historical and philosophical foundations of higher education and student affairs. This includes historical documents of the profession such as the *Student Personnel Point of View* (ACE, 1937), *Return to the Academy* (Brown, 1972), the *Student Learning Imperative* (ACPA, 1996), *Principles of Good Practice* (Blimling & Whitt, 1999), *Powerful Partnerships* (Joint Task Force, 1998), and *Reasonable Expectations* (Kuh et al, 1994) among others. Professional Studies pertains to student development theory, student characteristics, the effects of college on students, individual and group interventions, the organization and administration of student affairs, and assessment, evaluation and research. Supervised Practice includes practica, internships, and externships under professionally supervised work conditions.

The single best way to assure that an academic program is accomplishing its educational objectives is to document with reasonable evidence that the instruction provided and the learning obtained merit recognition as being of academic worth and social value. That is the primary value of the CAS preparation standards.

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American College Personnel Association [ACPA]. Commission on Professional Preparation. ACPA National Office, One Dupont Circle, N.W., Suite 300. Washington, DC 20036-1110. (202) 835-2272; Fax (202) 296-3286.<http://www.acpa.nche.edu>

**Council for the Advancement of Standards in Higher Education
Master's-Level Graduate Program for Student Affairs Professionals
Standards and Guidelines**

Part 1: Mission and Objectives

The mission of professional preparation programs shall be to prepare persons through graduate education for professional positions in student affairs in schools, colleges, and universities. Each program mission must be consistent with the mission of the institution offering the program.

Program missions should reflect a particular emphasis, such as administration, counseling, student learning and development, student cultures, or other appropriate emphases as long as the standards herein are met.

The program's mission may include providing in-service education, professional development, research, and consultation for student affairs professional staff members at the institution.

Each professional preparation program must publish a clear statement of mission and objectives prepared by the program faculty in consultation with collaborating student affairs professionals and relevant advisory committees. The statement must be readily available to current and prospective students and to appropriate faculty and staff members and agencies. It must be written to allow accurate assessment of student learning and program effectiveness. The statement must be reviewed periodically.

This review may be conducted with the assistance of current students and faculty, graduates of the program, student affairs professionals, and personnel in cooperating agencies.

The program faculty should consider recommendations of local, state/provincial, regional, and national legislative bodies and professional groups concerned with student affairs when developing, revising, and publishing the program's mission and objectives. The mission and objectives should reflect consideration of the current issues and needs of society, of higher education, and of the student populations served. Personnel in cooperating agencies and faculty members with primary assignments in other disciplines should be aware of and encouraged to support and work toward the achievement of the program's mission and stated objectives.

The mission and objectives should specify both mandatory and optional areas of study and should include a plan for assessing student progress throughout the program of study. The mission and objectives may address recruitment, selection, retention, employment recommendations, curriculum, instructional methods, research activities, administrative policies, governance, and program evaluation.

Part 2: Recruitment and Admission

Accurate descriptions of the graduate program including the qualifications of its faculty and records of its students' persistence, degree completion, and subsequent study and employment must be made readily available for review by both current and prospective students.

Students selected for admission to the program must meet the institution's criteria for admission to graduate study. Program faculty members must make admission decisions using written criteria that are disseminated to all faculty members and to prospective students.

Admissions materials must be clear about preferences for particular student status, such as full-time students, currently employed students or students seeking learning opportunities by distance, and the manner in which such preferences may affect admissions decisions.

Students admitted to the program should have ample intellectual capacities, strong interpersonal skills, serious interest in the program, commitment to pursuing a career in student affairs, the potential to serve a wide range of students of varying developmental levels and backgrounds, and the capacity to be open to self assessment and growth. Criteria known to predict success in the program for students of various backgrounds and characteristics should be used in their selection. Students from diverse backgrounds should be encouraged to apply.

Students from diverse backgrounds must be given equal opportunity for entry into the program.

Part 3: Curriculum Policies

The preparation program must specify in writing and distribute to prospective students its curriculum and graduation requirements. The program must conform to institutional policy and must be fully approved by the institution's administrative unit responsible for graduate programs. The institution must employ only faculty members with credentials that clearly reflect professional knowledge, ability, and skill to teach, advise, or supervise in the program.

Any revisions to the publicized program of studies must be published and distributed to students in a timely fashion. Course syllabi must be available that reflect purposes, teaching/learning methods, and outcome objectives.

All prerequisite studies and experiences should be identified clearly in course descriptions and syllabi.

The equivalent of two years full-time academic study must be required for the Masters degree.

Ordinarily, to accomplish the goals of the curriculum as outlined later in this document, a

program should include a total 42-48 semester credit hours.

Programs must demonstrate that the full curriculum, as outlined in Part 5 of these standards and guidelines, is covered and that graduates reflect relevant proficiency.

Because of the benefits of immersion-like educational experiences characterized by full-time study, full-time enrollment should be encouraged. However to serve those students for whom full-time study is not possible, programs may provide opportunities for part-time study. Part-time enrollment will result in a program of more than two academic years of study.

Appropriate consideration and provisions for admission and curriculum decisions should be made for students with extensive student affairs experience.

Distance learning options may be used in the program.

There must be a sequence of basic to advanced studies. Any required associated learning experiences must be included in the required program of studies.

Associated learning experiences may include comprehensive examinations, degree candidacy, and research requirements.

Opportunity for students to develop understandings and skills beyond minimum program requirements must be provided through elective course options, supervised individual study, and/or enrichment opportunities.

Programs should encourage students to take advantage of special enrichment opportunities and education that encourages learning beyond the formal curriculum, such as experiences in student affairs organizations, professional associations and conferences, and outreach projects.

An essential feature of the preparation program must be to foster an appreciation of spirit of inquiry, in faculty members and students, as evidenced by active involvement in producing and using research, evaluation, and assessment information in student affairs.

Research, program evaluation, and assessment findings should be used frequently in instructional and supervised practical experience offerings. The study of methods of inquiry should be provided in context of elected program emphasis, such as administration, counseling, student learning and development, student cultures, or other program options.

Part 4: Pedagogy

Each program must indicate its pedagogical philosophy in the program literature. In addition, the individual faculty member must identify his or her pedagogical strategies. Faculty members must accommodate multiple student learning styles.

Teaching approaches must be employed that lead to the accomplishment of course objectives, achievement of student learning outcomes, and are subject to evaluation by academic peers for the purpose of program improvement.

Such teaching approaches include active collaboration, service learning, problem-based learning, experiential, and constructivist learning. Faculty members should elect to use multiple teaching strategies. Recognition of the student's role in learning should play a significant role in choice of teaching approach.

Part 5: The Curriculum

All programs of study must include 1) foundational studies, 2) professional studies, and 3) supervised practice. Foundational studies must include the study of the historical and philosophical foundations of higher education and student affairs. Professional studies must include (a) student development theory, (b) student characteristics and the effects of college on students, (c) individual and group interventions, (d) organization and administration of student affairs, and (e) assessment, evaluation, and research. Supervised practice must include practica and/or internships consisting of supervised work involving at least two distinct experiences. Demonstration of minimum knowledge and skill in each area is required of all program graduates.

The curriculum described above represents areas of study and should not be interpreted as specific course titles. The precise nature of courses should be determined by a variety of factors, including institutional mission, policies and practices, faculty judgment, current issues, and student needs. It is important that appropriate courses be available within the institution or from another institution, but it is not necessary that all be provided directly within the department or college in which the program is located administratively. Although all areas of study must be incorporated into the academic program, the precise nature of study may vary by institution, program emphasis, and student preference. The requirements for demonstration of competence and minimum knowledge in each area should be established by the faculty and regularly reviewed to assure that students are learning the essentials that underlie successful student affairs practice. A formal comprehensive examination or other culminating assessment project designed to provide students the opportunity to exhibit their knowledge and competence toward the end of their programs of study is encouraged.

Programs of study may be designed to emphasize one or more distinctive perspectives on student affairs such as educational program design, implementation, and evaluation; individual and group counseling and advising; student learning and human development; and/or administration of student affairs in higher education. Such program designs should include the most essential forms of knowledge and groupings of skills and competencies needed by practicing professionals and should be fashioned consistent with basic curriculum requirements. The wide range of expertise and interest of program faculty members and other involved and qualified contributors to curriculum content should be taken into account when designing distinctive perspectives in programs of study.

Each program must specify the structure of its degree options including which courses are considered core, which are considered thematic, which are required, and which are elective.

A "core" course is one that is principal to the student affairs preparation program. Theme courses are those that center around a common content area (such as introduction to student development theory, the application of student development theory, and using student development theory for environmental assessment).

Programs may structure their curriculum according to their distinctive perspectives and the nature of their students insuring adequacy of knowledge in foundation, professional, and supervised experience studies.

Part 5a: Foundation Studies

This component of the curriculum must include study in the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice. The study of the history and philosophy of student affairs are essential components of this standard.

Graduates must be able to reference historical and current documents that state the philosophical, foundations of the profession and to communicate their relevance to current student affairs practice

Graduates must also be able to articulate the inherent values of the profession that are stipulated in these documents in a manner that indicates how these values guide practice.

These values may include educating the whole student, treating each student as a unique individual, offering seamless learning opportunities, and ensuring the basic rights of all students.

This standard encompasses studies in other disciplines that inform student affairs practice, such as cultural contexts of higher education; governance, public policy, and finance of higher education; the impact of environments on behavior, especially learning; and international education and global understanding. Studies in this area should emphasize the diverse character of higher education environments. The foundational studies curriculum component should be designed to enhance students' understanding of higher education systems and exhibit how student affairs programs are infused into the larger educational picture.

Graduates must be knowledgeable about and be able to apply a code of ethics or ethical principles sanctioned by a recognized professional organization that provides ethical guidance for their work.

Part 5b: Professional Studies

This component of the curriculum must include studies of basic knowledge for

practice and all programs must encompass at least five related areas of study including (a) student development theory; (b) student characteristics and effects of college on students; (c) individual and group interventions; (d) organization and administration of student affairs; and (e) assessment, evaluation, and research.

Other areas of study, especially when used as enrichment or cognate experiences, are encouraged. Studies in disciplines such as sociology, psychology, political science, and ethnic studies, for example, may be helpful to students depending upon the particular program emphasis. Communication skills and using technology as a learning tool should be emphasized in all the professional studies areas listed above.

Part 5b.1: Student Development Theory

This component of the curriculum must include studies of student development theories and research relevant to student learning and personal development. There must be extensive examination of theoretical perspectives that describe students' growth in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development; racial, cultural, ethnic, gender, and sexual identity; the intersection of multiple identities; and learning styles throughout the late adolescent and adult lifespan. Study of collegiate environments and how person environment interactions affect student development is also required.

Graduates must be able to demonstrate the ability to use appropriate development theory to understand, support, and advocate for student learning and development by assessing learning and developmental needs and creating learning and developmental opportunities.

This component should include studies of and research about human development from late adolescence through the adult life span and models and processes for translating theory and research into practice. Studies should stress differential strengths and applications of student development theories relative to student age, gender, ethnicity, race, culture, sexual identity, disability, spirituality, national origin, socioeconomic status, and resident/commuter status. Studies should also include specialized theories of development particular to certain populations or groups.

Subpart 5b.2: Student Characteristics and Effects of College on Students

This component of the curriculum must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development.

Graduates must be able to demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students.

This area should include studies of the effects of college on students, satisfaction with the college experience, student involvement in college, and factors that correlate with student

persistence and attrition. This curriculum component should include, but is not limited to, student characteristics such as age, gender, ethnicity, race, religion, sexual identity, academic ability and preparation, learning styles, socioeconomic status, national origin, immigrant status, disability, developmental status, cultural background and orientation, transfer status, and family situation. Also included should be the study of specific student populations such as resident, commuter, and distance learners, part-time and full-time students, student athletes, members of fraternities and sororities, adult learners, first generation students and international students.

Subpart 5b.3: Individual and Group Interventions

This component of the curriculum must include studies of techniques and methods of interviewing; helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations.

Graduates must be able to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups. Graduates must be able to identify and appropriately refer persons who need additional resources.

This curriculum component should include opportunities for study, skill building, and strategies for the implementation of advising, counseling, disciplining, instructing, mediating, and facilitating to assist individuals and groups. The program of study should include substantial instruction in counseling and group dynamics. Students should be exposed to a variety of theoretical perspectives, provided opportunities to practice individual and group interventions, and receive extensive supervision and feedback. Intervention skills are complex and require periods of time to practice under supervised conditions.

In addition to exposure to intervention theory, programs of study should include instruction in individual and group techniques and practices for addressing personal crises as well as problem solving, self-examination, and growth needs. Further, studies should include problem analyses, intervention design, and subsequent evaluation. Studies should emphasize theory plus individual and group interventions that are appropriate for and applicable to diverse populations.

Subpart 5b.4: Organization and Administration of Student Affairs

This component of the curriculum must include studies of organizational, management, and leadership theory and practice; student affairs functions; legal issues in higher education; and professional issues, ethics, and standards of practice.

Graduates must be able to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.

This curriculum component should include opportunities for the study of student affairs programs and services including but not limited those for which CAS has developed standards and guidelines such as admissions, financial aid, orientation, counseling, academic advising, residence life, judicial services, campus activities, commuter student

programs, recreational sports, career services, fraternity and sorority advising, religious programs, service learning, disability services, academic support services, education opportunity programs, multicultural student affairs international student affairs, and health services among others. Studies of organizational culture, budgeting and finance, planning, technology as applied to organizations, and the selection, supervision, development, and evaluation of personnel should be included as well.

Subpart 5b.5: Assessment, Evaluation, and Research

This component of the curriculum must include the study of assessment, evaluation, and research. Studies must include both qualitative and quantitative research methodologies, measuring learning processes and outcomes, assessing environments and organizations, measuring program and environment effectiveness, and critiques of published studies.

Graduates must be able to critique a sound study or evaluation, and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, grounded in the appropriate literature.

Graduates must be aware of research ethics and legal implications of research including the necessity of adhering to a human subjects review.

This curriculum component should include studies of the assessment of student needs and developmental attributes, the assessment of educational environments that influence student learning, and the assessment of student outcomes of the educational experience particular to student affairs work. This curriculum component also should include studies of program evaluation models and processes suitable for use in making judgments about the value of a wide range of programs and services. Students should be introduced to methodologies and techniques of quantitative and qualitative research, plus the philosophical foundations, assumptions, methodologies, methods, and criteria of worthiness of both. Students should be familiar with prominent research in student affairs that has greatly influenced the profession.

Part 5c: Supervised Practice

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the American College Personnel Association, the National Association of Student Personnel Administrators, and other recognized professional associations.

Qualified student affairs professionals possessing appropriate student affairs education and experience should be invited to sponsor and supervise students for practicum and internship experiences. Typical qualifications include at least a master's degree in student affairs or a related area of professional study, several years of successful professional experience, and experience at that institution. Student affairs professionals serving as on-site supervisors and evaluators of students in training should be approved by the responsible faculty member as competent to accomplish this task.

Site supervisors must be approved in advance by program faculty. Program faculty must offer clear expectations of learning goals and supervision practices to site supervisors.

Supervised practice includes practica and internships consisting of supervised work completed for academic credit in student programs and services in higher education. The exposure of students to diverse settings and work with diverse clientele or populations should be encouraged.

Because individual supervision of students in practica and internships is labor intensive for faculty with this instructional responsibility, supervision must be limited to a small group to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both.

When determining practicum and internship course loads, faculty members who provide direct practicum or internship supervision during any academic term should receive instructional credit for the equivalent of one academic course for each small group. Likewise, students enrolled in such internships should receive academic credit.

A graduate assistantship in programs and services in higher education, which provides both substantive experience and professional supervision, may be used in lieu of a practicum or internship. For this to be effective, faculty members responsible for assuring quality learning outcomes should work closely with graduate assistantship supervisors in students' assignment and evaluation processes. Appropriate consideration and provisions should be made for students with extensive experience in student affairs.

Preparation of students for practica and internships is required. Practica and internship experiences must be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. This must include basic knowledge and skills in interpersonal communication, consultation, and referral skills. Students must comply with all ethical principles and standards of appropriate professional associations.

Preparation of students for supervised practice may be accomplished through special prepractica seminars, laboratory experiences, and faculty tutorials as well as coursework.

Student membership in professional associations should be expected. Attendance at professional conferences, meetings, or other professional development opportunities

should also be encouraged.

Part 6: Equity and Access

A graduate program must adhere to the spirit and intent of equal opportunity in all activities. The program must encourage establishment of an ethical community in which diversity is viewed as an ethical obligation. The program must ensure that its services and facilities are programmatically and physically accessible. Programs that indicate in their admissions materials convenience and encouragement for working students must provide services, classes, and resources that respond to the needs of evening, part-time, and commuter students.

Institutional personnel policies must not discriminate on the basis of race, gender, color, veteran status, religion, age, sexual identity, national origin, and/or disability. In hiring and promotion policies, faculty and administrators must take affirmative action that strives to remedy significant staffing imbalance, particularly when resulting from past discriminatory practices; and must seek to identify, prevent, and remedy existing discriminatory practices.

The program should recognize the important educational opportunities that diversity among its students and faculty brings to student affairs preparation. Therefore, programs should encourage the recognition of and adherence to the spirit of multiculturalism by all who are allied with the program's educational enterprise.

Part 7: Academic and Student Support

Institutions must provide sufficient faculty and staff members, resource materials, advising, career services, student financial support, facilities, and funding resources for the program.

Outcome indicators to determine whether a program has adequate resources could include student retention.

Part 7a: Faculty and Staff Members

The institution must provide adequate faculty and support staff members for the various aspects of the student affairs graduate program.

The institution must provide an academic program coordinator who is qualified by preparation and experience to manage the program.

The program coordinator or administrative director should have responsibility for managing the program's day to day operations, convening the program faculty as required, developing curriculum, and generally administering the preparation program within the context of the academic unit to which it is assigned. This individual should be the person responsible for guiding faculty teaching assignments, establishing and maintaining connections with student affairs staff members who serve as practicum/internship site supervisors, guiding general program activities, and representing the program to external constituencies.

Faculty assignments must demonstrate a serious commitment to the preparation of student affairs professionals. Sufficient full-time core faculty members must be devoted to teaching and administering the program to graduate not only employable students but also students capable of designing, creating, and implementing learning opportunities. At least one faculty member must be designated full-time to the program.

Faculty members should be available according to a reasonable faculty-student ratio that permits quality teaching, advising, supervision, research, and professional service. A core faculty member is one who identifies principally with the preparation program. Primary teaching responsibility in the program is recognized when core faculty member's instructional responsibilities are dedicated halftime or greater to teaching the program's curriculum. Devoted full-time to the program is defined as a faculty member whose institutional responsibilities are fully dedicated to the program. Teaching loads should be established on the basis of institutional policy and faculty assignments for service, research, and supervision. A system within the program and the institution should exist for involving professional practitioners who are qualified to assist with faculty responsibilities. Collaboration between full-time faculty members and student affairs practitioners is recommended for the instruction, advisement, and practicum and internship supervision of students in the preparation program. Student affairs practitioners should be consulted in the design, implementation, and evaluation of the preparation program, particularly regarding practicum and internship requirements.

Faculty members must be skilled as teachers and knowledgeable about student affairs in general plus current theory, research, and practice in areas appropriate to their teaching or supervision assignments. Faculty members must also have current knowledge and skills appropriate for designing, conducting, and evaluating learning experiences using multiple pedagogies.

Faculty must maintain regular office hours that are clearly listed on course syllabi and in other prominent locations.

Faculty must act in accordance with ethical principals and standards of good practice disseminated by recognized professional organizations.

The institution must provide opportunity and resources for the continuing professional development of program faculty members. To ensure that faculty members can devote adequate time to professional duties, the academic program must have sufficient clerical and technical support staff.

Technical support must be of sufficient quality and quantity to accomplish word processing, data management, scheduling, electronic instructional material development, and distance learning. Equipment sufficient for electronic communications and Internet use is essential.

For more information on distance education standards refer to the CAS Standards and Guidelines for Educational Services for Distant Learners.

Technical support should include regular training in software upgrades and new hardware developments, hardware and software repairs, virus protection, access to the web, on-line journals, courseware, and presentation software.

Classroom facilities should have the capacity to offer classes using electronic technologies.

Adjunct and part-time faculty must be fully qualified and adequately trained to serve as teachers, advisors, and internship supervisors.

Adjuncts and part-time faculty should be provided with information about institutional policies and procedures, access to program resources and faculty, and feedback about their performance.

Part 7b: Resource Materials

Adequate resource materials must be provided to support the curriculum.

Resources may include career information; standardized tests and technical manuals; and materials for simulations, structured group experiences, human relations training, and data-based interventions for human and organization development. In addition, resources may include instruments and assessment tools that measure development and leadership from various theoretical points of view and materials that facilitate leadership, organizational design, management style, conflict management, and time management development. Resources should include software that allows for the analysis of qualitative and quantitative data.

Library resources must be provided for the program including current and historical books, periodicals, on-line journals, search mechanisms, and other media for the teaching and research aspects of the program. Library resources must be accessible to students and must be selected carefully, reviewed, and updated periodically by the program faculty.

The library resources should be available days, evenings, and weekends and should include adequate interlibrary loan services, ERIC and similar data sources, computerized search capabilities, and photocopy services.

Research support must be adequate for both program faculty and students.

Computing services, data collection and storage services, research design consultation services, and adequate equipment should be available in support of research activities of both students and faculty members. The program should provide students with individualized research project development and implementation.

Part 7c: Advising

Faculty members must provide high quality academic and professional advising.

Academic advising should be viewed as a continuous process of clarification and evaluation. High quality academic advising should include, but is not limited to,

development of suitable educational plans; selection of appropriate courses and other educational experiences; clarification of professional and career goals; knowledge of and interpretation of institutional and program policies, procedures, and requirements; knowledge of course contents, sequences, and support resources; evaluation of student progress; referrals to and use of institutional and community support services; support for and evaluation of scholarly endeavors including research and assessment; and knowledge and interpretation of professional ethics and standards. Advisors should be readily available to students and should possess abilities to facilitate a student's career exploration, self assessment, decision-making, and responsible behavior in interactions with others. Advisors should be able to interpret the scores of assessment tools used in the advising process. These might include the Graduate Record Examination, Myers Briggs Type Indicator, and Learning Styles Inventory. The number of faculty advisees should be monitored and adjusted as necessary to ensure that faculty can give adequate attention to all advisees.

Part 7d: Career Services

The institution must provide professional career assistance, either by institutional career services or by the program faculty.

Students should be assisted in clarifying objectives and establishing goals; exploring the full range of career possibilities; preparing for the job search including presenting oneself effectively as a candidate for employment; and making the transition from graduate student to professional practitioner. Faculty members should collaborate with campus career service providers to develop an active program of assistance including acquiring job listings; the preparation of credentials such as recommending applications, correspondence, and resumes; development of employment interview skills; identification of appropriate job search networks including professional associations; selection of suitable positions; and communication of ethical obligations of those involved in the employment process. Ideally, these services should be available to graduates throughout their professional careers.

Part 7e: Student Financial Support

Information must be provided to students about the availability of graduate assistantships, fellowships, work-study, research funding, travel support, and other financial aid opportunities.

Graduate assistantships should be made available to students to provide both financial assistance and opportunities for supervised work experience.

Part 7f: Facilities and Funding Resources

The institution must provide facilities accessible to all students and a budget that ensures continuous operation of all aspects of the program.

A program office should be located in reasonable proximity to faculty offices, classrooms, and laboratory facilities. Adequate and appropriate space, equipment, and supplies should be provided for faculty, staff members, and graduate assistants. There should be facilities for advising, counseling, and student development activities that are private, adequate in size, and properly equipped. Special facilities and equipment may include audio and video recording devices, one-way observation rooms, small group

rooms, and computer labs. Adequate classroom, seminar, and laboratory facilities to meet program needs also should be available. Adequate office and technical equipment should be provided including access to e-mail and other relevant technological resources.

Part 8: Professional Ethics and Legal Responsibilities

Faculty members must comply with institutional policies and ethical principles and standards of the American College Personnel Association, the National Association of Student Personnel Administrators, American Association of University Professors, and the CAS functional area ethical standards. Faculty members must demonstrate the highest standards of ethical behavior and academic integrity in all forms of teaching, research, publications, and professional service and must instruct students in ethical practice and in the principles and standards of conduct of the profession.

Ethical expectations of graduate students must be disseminated in writing on a regular basis to all students.

Ethical principles and standards of all relevant professional organizations should be consulted and used as appropriate. An ethical climate should prevail throughout the preparation program wherein faculty members model appropriate ethical behavior at all times for students to experience, observe, and emulate. Faculty members should present various theoretical positions and encourage students to make comparisons and to develop personally meaningful theoretical positions. Faculty members are expected to ensure that educational experiences focusing on self-understanding and personal growth are voluntary or, if such experiences are program requirements, that reasonable effort is made to inform prospective students of them prior to admission to the program. Students should be held accountable for appropriate ethical behavior at all times with special attention paid to the ethics components of the various CAS functional area standards when students participate in related practicum and internship assignments.

Faculty must strive to ensure the fair and impartial treatment of students and others.

Faculty must maintain ethical relationships with students exemplifying respect and the ideals of pedagogy.

Faculty must not teach, supervise, or advise any student with whom they have an intimate relationship. When a student enters an academic program having a pre-existing intimate relationship with a faculty member, both must notify a third party, such as a department chair, to monitor the pedagogical relationship and assign appropriate teaching, supervisory, and advising responsibilities.

Graduate program faculty members must evaluate annually all students' progress and suitability for entry into the student affairs profession. Evaluation of students' ethical behaviors must be included. Faculty members must keep students informed about their progress toward successful program completion.

Through continual evaluation and appraisal of students, faculty members are expected to be aware of ethically problematic student behaviors, inadequate academic progress, and other behaviors or characteristics that may make a student unsuitable for the profession. Appropriate responses leading to remediation of the behaviors related to students' academic progress or professional suitability should be identified, monitored, evaluated, and shared with individual students as needed. Faculty members are expected in cases of significant problematic behaviors to communicate to the student the problems identified and the remediation required to avoid being terminated from the preparation program. After appropriate remediation has been proposed and evaluated, students who continue to be evaluated as being unsuitable for the profession, making poor academic progress, or having ethically problematic behaviors should be dismissed from the preparation program following appropriate due process procedures. If termination is enforced, faculty members are expected to explain to the student the grounds for the decision.

Faculty must ensure that privacy is maintained with respect to all communication and records considered to be educational records unless written permission is given by the student or when the disclosure is allowable under the law and institution policy.

Faculty must respond to requests for employment related recommendations by students. When endorsement cannot be provided for a particular position, the student must be informed of the reason for non-endorsement.

Faculty members should base endorsements on knowledge of the student's competencies, skills, and personal characteristics.

Each candidate should be informed of procedures for endorsement, certification, registry, and licensure, if applicable.

Faculty must inform all students of the institutional and program policies regarding graduate student liability.

Program policy should be established to ensure that all students are periodically informed of their liabilities and options for protection. Programs may wish to establish policies requiring students to hold membership in particular professional associations and to purchase liability insurance prior to entering into practica or internships.

Part 9: Program Evaluation

Planned procedures for continuing evaluation of the program must be established and implemented, and the evaluation information must be used for appropriate program enhancements.

Criteria for program evaluation should include knowledge and competencies learned by students, employment rates of graduates, professional contributions to the field made by graduates, and quality of faculty teaching, advising, and research. Evaluation of program effectiveness should reflect evidence obtained from former students; course evaluations;

supervisors from institutions and agencies employing graduates of the program; personnel in state/provincial, regional, and national accrediting agencies during formal reviews; and clientele served by graduates.

Review of policies and procedures relating to recruitment, selection, retention, and career services should be included in program evaluations. The timing and regularity of evaluations should be determined in accordance with institutional policy. Generally, the length of time between comprehensive program evaluations by the program faculty should not exceed five years.

Appendix F-2: ACPA Statement of Ethical Principles and Standards

This document describes the ethical principles and attributes expected of staff members in the Division of Student Affairs at Colorado State University. This is a practical guideline for the development and maintenance of ethical and professional behaviors for all division staff.

The Division of Student Affairs affirms Colorado State University's mission to promote a fair, humane, and responsible environment for all members of the campus community that is committed to the search for truth and understanding, and to the process of individual human development.

The Division of Student Affairs supports the belief that learning is a lifelong process and that staff should continue to develop personally and professionally. As human beings, we are working toward congruence between the highest levels of principled thought and our own actions. Individual staff members have the responsibility to integrate ethical principles into personal and professional decisions that are consistent both with the spirit and the letter of this document, as well as codes governing members of the larger society.

It is the goal for Division of Student Affairs staff members to challenge themselves to be positive University representatives by serving as leaders and role models in the larger community. Please note that staff members in the Division of Student Affairs must comply with Colorado State University policies and procedures as stated in materials, including the Academic Faculty and Administrative Professional Staff Manual, State Classified Personnel Handbook, Student Rights and Responsibilities, and Financial Procedures.

Ethical Principles

The Division of Student Affairs acknowledges the guidelines of the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), the Council for the Advancement of Standards for Student Services/Development Programs (CAS), the Association of College Unions-International (ACU-I), the American Psychological Association (APA), and numerous other professional organizations in the development of this statement of ethical principles and standards. Since the five ethical principles described in A Statement of Ethical Principles and Standards of the American College Personnel Association (ACPA) are central to the profession of serving students, they are repeated and endorsed here:

1. Act to benefit others.
2. Promote justice.
3. Respect autonomy.
4. Be faithful.
5. Do no harm.

While these ethical principles for the profession are applicable, Colorado State's Division of Student Affairs endorses seven additional principles. These principles reflect the wide spectrum of services provided by the individual departments, the Division's long history and national prominence, its involvement in the Student Affairs in Higher Education

(SAHE) graduate program, Colorado State's mission as a land-grant university, and other unique characteristics.

Promote and support enhancement of a multicultural and diverse campus.

Staff members strive to enhance an inclusive campus environment that celebrates diversity through sensitivity, advocacy, leadership and education, and to foster responsiveness to and respect for all students and for each other, recognizing their special needs and unique life experiences.

Be a positive role model.

Division of Student Affairs staff are role models for students, for each other, for professional colleagues, and for members of the broader community. It is essential that staff strive to represent the values of the profession and what it means to be a professional.

View student from a holistic perspective.

Colorado State's student population continues to change and evolve. Staff members serve students with different cultural and ethnic backgrounds, life experiences, age, gender, disabilities, and sexual orientation. Consequently, staff will embrace and engage in the concept of "lifelong learning" that will assist them in serving the needs of a contemporary university campus. These activities can include taking classes, reading, writing, attending cultural events, formal presentations or other professional development opportunities, and research.

Be respectful and professional.

At all times, staff members are expected to interact in a respectful and professional manner with others. This value not only describes what it means to be a good staff member but also supports the underlying belief that individuals, regardless of their particular area of responsibility, continue to develop and grow professionally and personally. Consequently, it is important to realize that how people are treated in professional interactions may prove to be more influential than intended and colleagues have a responsibility for how others perceive the work environment.

Promote student growth.

Staff support provides a variety of opportunities for students to grow intellectually, emotionally, and socially. Staff promote and ensure a nurturing and empowering environment, rather than taking care of or enabling students.

Strive for balance.

In order to serve students appropriately and successfully, staff members endeavor to be lifelong learners, as well as attentive to their physical and emotional well-being in both their personal and professional lives. It is critical to strive for balance.

Be responsible to the community

Higher education communities are special and differ from most other types of communities, and Colorado State is one of those communities. The free exchange of ideas, civility, cultural and ethnic diversity, gender equality, personal safety and growth, and other values are important at Colorado State. Staff members are responsible for maintaining and protecting these values and addressing situations that undermine these values regardless of the intent. Since staff are perceived to be representatives of the University, they should be aware that their personal values and opinions must be expressed in a professionally appropriate manner.

Ethical Standards

The private conduct of a staff member (either student or permanent employee) in the Division of Student Affairs is a personal matter to the same degree as is any other individual's, except when such conduct compromises or reflects upon the fulfillment of his/her professional responsibilities.

It is acknowledged that no statement of ethical standards can anticipate all situations that have ethical implications. When Student Affairs professionals are presented with situations not specifically addressed, they should base their decisions on the five ACPA endorsed ethical principles and the seven Division of Students Affairs ethical principles previously stated.

However, it is expected that staff members will:

1. Refrain from behaviors or actions that impinge on co-workers' dignity, moral code, privacy, worth, professional functioning, and/or personal growth.
2. Abstain from abusive or coercive behavior that demeans, threatens, or endangers the physical or psychological health, safety, or welfare of an individual or group of individuals; harassment of any member of the University community, including harassment on the basis of race, nationality, sexual orientation, age, gender, religion, or any type of disability.
3. Consider how relationships between colleagues can affect the performance of professional responsibilities. Abstain from romantic and/or sexual intimacies with co-workers or students when the professional relationship is supervisory, evaluative, advisory, or instructional.
4. Refrain from using one's position to seek unjustified personal gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded to those in such positions.
5. Understand the nature and/or limits of confidentiality. Information should be shared only in accordance with institutional policies and applicable laws, when given permission, or when required to prevent personal harm to yourself, the individual, or others.
6. Use institutional resources available through one's professional position only to accomplish legitimate institutional purposes and to benefit members of the campus community.
7. Represent your qualifications (credentials) honestly and accurately, including recognizing contributions of others.

8. Ensure that staff participation in activities that emphasize self-disclosure or other intimate or personal risk is voluntary.
9. Recognize the limitations of one's training or professional expertise, thereby refraining from entering or continuing in a helping relationship for which one is not qualified. Be responsible to make appropriate referrals.
10. Educate staff members and students with whom one has supervisory or advisory relationships about issues, attitudes, and behaviors that have ethical implications.
11. Accept the responsibility for the resolution of conflict, and, when necessary, promote use of appropriate procedure.
12. Follow Colorado State University's "Conflict of Interest" policy as stated.

Resolution of Ethical Conflicts, Concerns, Issue

Staff members in the Division of Student Affairs strive to perform their responsibilities in an ethical and professional manner. However, when ethical conflicts, concerns, or issues occur, they should be addressed in an educational and supportive manner. Discussions addressing ethically-questionable actions must not occur in an atmosphere of gossip or innuendo but in one of objectivity and discretion.

The following guidelines will be observed when an ethical dilemma occurs. These guidelines are recommended only for the discussions of ethically-related matters for which no other University policies apply. Under no circumstances will these guidelines precede or supplant established University policies and procedures governing personnel actions, student conduct, sexual or other forms of harassment, etc.

I. Clarification of Ethical Questions

When an individual either observes or is part of a situation where ethically-questionable behavior occurs, it is vital to understand the circumstances as fully as possible. This may require a review of this document, tactful and discreet discussion with colleagues in order to clarify perspectives, and/or a discussion with one's immediate supervisor or with the University Ombudsman.

In this preliminary stage, the University Ombudsman is available to help determine whether the concern is ethical in nature, as well as to identify goals and/or options for resolution. This consultation is confidential and focuses on clarification of the issue.

II. Options Towards Resolution

Option 1

If one believes the activity is ethically questionable, and if one is comfortable doing so, discuss concerns with the person(s) whose behavior appears questionable. This discussion should be approached in the spirit that the issue can be resolved as a result of the discussion. If the matter remains unresolved, you may utilize Option 2 or Option 3.

Option 2

While it is strongly encouraged that ethical differences be resolved by the parties involved, this may not be possible or be the most practical or effective approach. If one believes the activity is ethically questionable, and if one does not feel comfortable discussing his/her concerns with the person(s) whose behavior appears questionable, one can request that a discussion occur with facilitation from the University Ombudsman. If the issue remains unresolved, even with the University Ombudsman's assistance, then the individual can pursue the matter with the Office of the Vice President for Student Affairs.

Option 3

This option is to request a meeting with the person who is involved in the ethically questionable conduct and his/her supervisor.

The person requesting the meeting, i.e. the person who has observed or is a part of the situation where ethically-questionable behavior occurs, may ask that another person within the Division of Student Affairs, similar in rank to the supervisor, be present, and this person must be acceptable to all three parties. This request should be made only if it is considered to be necessary for the matter to be fairly reviewed and resolved.

If the matter remains unresolved after this discussion, then it can be referred to the University Ombudsman. Should the conflict not be resolved with the assistance of the University Ombudsman, then the individual can pursue the matter with the Office of the Vice President for Student Affairs.

It is strongly encouraged that ethical differences be resolved directly by the parties involved. When this is not possible or the most practical or effective approach, the University Ombudsman is a resource in his/her official role of conflict resolution specialist. If the Ombudsman pursues the matter, it will be handled in accordance with the prescribed procedures of conflict resolution with the final recourse being the Office of the Vice President for Student Affairs. 4/99

Retrieved 8/24/05 from:

<http://www.casa.colostate.edu/advising/facman/StatementofEthicalPrinciplesandStandards.cfm>

Appendix F-3: NASPA Standards of Professional Practice

NASPA: Student Affairs Administrators in Higher Education is an organization of colleges, universities, agencies, and professional educators whose members are committed to providing services and education that enhance student growth and development. The association seeks to promote student personnel work as a profession which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences and diversity, a commitment to service, and dedication to the development of individuals and the college community through education. NASPA supports student personnel work by providing opportunities for its members to expand knowledge and skills through professional education and experience. The following standards were endorsed by NASPA at the December 1990 board of directors meeting in Washington, D.C.

Professional Services

Members of NASPA fulfill the responsibilities of their position by supporting the educational interests, rights, and welfare of students in accordance with the mission of the employing institution.

Agreement with Institutional Mission and Goals

Members who accept employment with an educational institution subscribe to the general mission and goals of the institution.

Management of Institutional Resources

Members seek to advance the welfare of the employing institution through accountability for the proper use of institutional funds, personnel, equipment, and other resources. Members inform appropriate officials of conditions which may be potentially disruptive or damaging to the institution's mission, personnel, and property.

Employment Relationship

Members honor employment relationships. Members do not commence new duties or obligations at another institution under a new contractual agreement until termination of an existing contract, unless otherwise agreed to by the member and the member's current and new supervisors. Members adhere to professional practices in securing positions and employment relationships.

Conflict of Interest

Members recognize their obligation to the employing institution and seek to avoid private interests, obligations, and transactions which are in conflict of interest or give the appearance of impropriety. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so.

Legal Authority

Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination.

NASPA recognizes that legal issues are often ambiguous, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

Equal Consideration and Treatment of Others

Members execute professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position. Members respect individuality and promote an appreciation of human diversity in higher education. In keeping with the mission of their respective institution and remaining cognizant of federal, state, and local laws, they do not discriminate on the basis of race, religion, creed, gender, age, national origin, sexual orientation, or physical disability. Members do not engage in or tolerate harassment in any form and should exercise professional judgment in entering into intimate relationships with those for whom they have any supervisory, evaluative, or instructional responsibility.

Student Behavior

Members demonstrate and promote responsible behavior and support actions that enhance personal growth and development of students. Members foster conditions designed to ensure a student's acceptance of responsibility for his/her own behavior. Members inform and educate students as to sanctions or constraints on student behavior which may result from violations of law or institutional policies.

Integrity of Information and Research

Members ensure that all information conveyed to others is accurate and in appropriate context. In their research and publications, members conduct and report research studies to assure accurate interpretation of findings, and they adhere to accepted professional standards of academic integrity.

Confidentiality

Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes when given the informed consent or when required to prevent personal harm to themselves or others.

Research Involving Human Subjects

Members are aware of and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects. (See Ethical Principles in the Conduct of Research with Human Participants, Washington, D.C.: American Psychological Association, 1982.)

Representation of Professional Competence

Members at all times represent accurately their professional credentials, competencies, and limitations and act to correct any misrepresentations of these qualifications by others.

Members make proper referrals to appropriate professionals when the member's professional competence does not meet the task or issue in question.

Selection and Promotion Practices

Members support nondiscriminatory, fair employment practices by appropriately publicizing staff vacancies, selection criteria, deadlines, and promotion criteria in accordance with the spirit and intent of equal opportunity policies and established legal guidelines and institutional policies.

References

Members, when serving as a reference, provide accurate and complete information about candidates, including both relevant strengths and limitations of a professional and personal nature.

Job Definitions and Performance Evaluation

Members clearly define with subordinates and supervisors job responsibilities and decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria.

Campus Community

Members promote a sense of community among all areas of the campus by working cooperatively with students, faculty, staff, and others outside the institution to address the common goals of student learning and development. Members foster a climate of collegiality and mutual respect in their work relationships.

Professional Development

Members have an obligation to continue personal professional growth and to contribute to the development of the profession by enhancing personal knowledge and skills, sharing ideas and information, improving professional practices, conducting and reporting research, and participating in association activities. Members promote and facilitate the professional growth of staff and they emphasize ethical standards in professional preparation and development programs.

Assessment

Members regularly and systematically assess organizational structures, programs, and services to determine whether the developmental goals and needs of students are being met and to assure conformity to published standards and guidelines such as those of the Council for the Advancement of Standards for Student Services/Development Programs (CAS). Members collect data which include responses from students and other significant constituencies and make assessment results available to appropriate institutional officials for the purpose of revising and improving program goals and implementation.

Retrieved 8/24/05 from: <http://www.naspa.org/about/standards.cfm>

Appendix F-4: NACAC Statement on Counselor Competencies *(Approved by the Executive Board, 7/2000)*

Introduction

The National Association for College Admission Counseling (NACAC) believes there is a basic body of knowledge and fundamental skills one must possess to be effective in counseling students as they progress through school (elementary through postsecondary education) and make decisions regarding their postsecondary educational alternatives. The association believes further, that the knowledge and skills can be defined in the form of competencies that counselors working in either school guidance or college admission should possess if they are to assist students effectively in realizing their full personal and educational potential.

To this end, NACAC has had a long-standing commitment to the provision of professional educational experiences for its members and to the establishment of standards for the pre-service and in-service training of school counselors, college admission counselors, and others involved in assisting students in their educational development.

During the 1980s, NACAC assumed a leadership role in developing workshops and institutes designed to provide school and college admission counselors with the knowledge and skills necessary to assist students with educational planning and decision making and to support their transition from secondary to postsecondary education. Many programs, designed by the NACAC Professional Development Committee, are now being delivered to members and the counseling community in numerous settings across the nation.

NACAC assumed this assertive posture with respect to the professional preparation of its members because:

- Existing counselor education programs provide little or no attention to the precollege guidance and counseling aspect of the school guidance program.
- There is an absence of formal and informal training programs for professional counselors who function in admission programs and carry the admission counselor designation at the college or university level.

These facts were substantiated by a survey of members conducted in early 1990 by the NACAC Commission for the Advancement of Professional Standards (CAPS). CAPS was created in 1988 to examine professional preparation, certification, accreditation, and related credentialing issues, and the extent to which the association should become involved in sponsoring such activities. The survey of NACAC members provided substantial support for association involvement and leadership in the area of professional preparation. Sixty-five percent of the NACAC members responding rated the development of model curricula and training standards as an activity of "significant" importance. The subjective comments of respondents further endorsed the association's move in this direction.

Recognition of the Providers of Counselor Training

NACAC recognizes that a number of institutions, organizations and agencies have an appropriate role in the pre-service and in-service training of counselors, and it assumes that they will continue to perform these training functions in the future. These training agents include the graduate and professional schools at many colleges and universities throughout the nation. Reliable directories suggest that there are more than 400 graduate degree-granting programs for school counselors and college student affairs/development professionals.

Professional associations and organizations such as the American Association of Collegiate Registrars and Admission Officers, The College Board, the American College Testing Program, their affiliates, and others provide professional training. NACAC, along with its state and regional affiliates, is becoming increasingly active in providing workshop and institute training for members and the counseling profession.

Finally, the identification of competencies will assist program managers and supervisors in secondary school guidance and counseling offices and college admission offices in the design and implementation of position descriptions, staff development and in-service training programs, mentorship activities, and related professional renewal efforts.

In recognition of the varied interests and capabilities of these established training agents, NACAC has chosen to identify a number of competencies, general and specific, that school counselors and college admission counselors should possess if they are to assist students effectively in their educational development and in the transition from secondary to postsecondary education.

NACAC believes that the responsibility for the design of specific curricula for the teaching of the knowledge and skill areas leading to these competencies belongs to the training agent, so that each may develop its programs around its unique interests, abilities, and strengths. This will also ensure that a single, standardized curriculum, possibly presented through use of a model syllabus, will not be presented and repeated by different training agents. Thus, all training programs will approach competency development differently, utilizing the strengths of the teaching staff and institutional resources and emphasizing the unique local needs and circumstances.

Addressing the Future Training of Counselors

A number of steps must be taken to ensure that all sectors currently involved in the pre-service and inservice training of counselors address the critical body of knowledge and concomitant skills.

First, specific courses of study, institutes, and workshops (e.g., Counseling Students for Postsecondary Education) need to be designed to ensure that current and future school and college admission counselors are provided with the knowledge and skills, that, when coupled with practice and experience, will lead to the acquisition of these competencies. Whether they take the form of graduate courses at colleges and universities or workshops

offered by professional associations, these programs will require syllabi, agendas, resource materials, and experiential activities that promote competency development.

Second, knowledge and skills information need to be infused into all related courses and training experiences of school and college admission counselors. For example, information about standardized college admission testing should become an identifiable aspect of the course work that school counselors receive in educational tests and measurement; furthermore, types of postsecondary training and strategies for conducting a college search should be included with the study of career and vocational exploration. Finally, the practicum or internship experience of all prospective counselors should include practical experience in dealing with students involved in the college exploration and application process.

This infusion of knowledge and skills development across the preparation of the counselors will not only lead to the acquisition of professional competencies, but will also result in a clearer understanding of the role of the guidance and counseling and college admission processes by those who are preparing to serve as school and college admission counselors. It should result in improved services to students.

School Counselor Competencies

The school counselor plays a central and indispensable role in the precollege guidance and counseling process. Maximum effectiveness in serving students will be achieved if the school counselor possesses and demonstrates the following competencies:

Competency 1: The Possession and Demonstration of Exemplary Counseling and Communication Skills

School counselors should:

- Assist students in developing a sense of awareness and self-worth, and in the acquisition of personal exploration, decision making and goal-setting skills needed to facilitate their educational development.
- Possess individual and group counseling and communication skills and employ an eclectic and balanced approach to assisting students and their parents.
- Understand and be sensitive to the nature and functioning of the student within the family, school, and community contexts.
- Recognize individual differences among students, including their aptitudes, intelligence, interests and achievements, and integrate an understanding of this information into the counseling relationship.
- Assist students and their families in addressing the personal, social and emotional concerns and problems that may impede their educational development. Work with teachers, pupil service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing these concerns and problems.
- Possess the interviewing skills necessary to establish and maintain rapport with students and to assist them in gaining maximum benefit from the counseling relationship.

- Demonstrate mastery of written and verbal skills which can be utilized with multiple audiences and in a variety of situations, including, but not limited to:
 - Counseling students and families
 - Disseminating information to students
 - Motivating & informing colleagues/associates
 - Making public and professional presentations
 - Possess the ability to engage in active listening with students, parents, colleagues, administrators and others and formulate relevant responses.
 - Establish productive linkages with college admission representatives.
 - Demonstrate an ability to negotiate and move individuals and groups toward consensus and/or conflict resolution.
 - Recognize nonverbal indicators and cues and be able to bring crisis situations to a reasonable solution. Exercise tact, discretion, and diplomacy in dealing with sensitive circumstances.

Competency 2: The Ability to Understand and Promote Student Development and Achievement

School counselors should:

- Possess a knowledge of the psychology of children, adolescence and young adults, human growth and development and learning needs, and the relationship of counseling to the continuum of experiences in the lives of the students with whom they interact.
- Assist students in the assessment of their individual strengths, weaknesses, and differences, especially as they relate to academic achievement and postsecondary planning.
- Demonstrate an ability to counsel students in understanding the full range of educational and career options open to them, including the requirements for achieving success in these pursuits.
- Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that will allow all students to achieve success in their educational pursuits.

Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of Their Full Educational Potential

School counselors should:

- Provide information appropriate to the particular educational transition (e.g., middle school to high school, high school to college) and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
- Demonstrate an ability to counsel students during times of transition, separation, and heightened stress.
- Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures employed by colleges and universities.

- Develop a counseling network (human resources) and provide tools and materials (nonhuman resources) for use by students in personalizing the exploration of postsecondary education opportunities. Examples include the following:
 - Individual and group college guidance sessions for students and parents
 - Computerized guidance information systems
 - Workshops on topics such as test taking, application procedures, and financial aid
 - College fairs and college days/nights
 - College and career resource centers/libraries
 - High school visits by college representatives
- Assist students in evaluating and interpreting information about college and other postsecondary education alternatives so that appropriate options are considered and included in the decision-making process.
- Assist students in understanding the admission process and how colleges, universities, and other postsecondary institutions make admission decisions. This should include information about the relative importance of the following:
 - Student achievement in college preparatory courses
 - Class rank
 - Admission test scores
 - Overall student achievement/skills
 - Counselor/teacher recommendations
 - Essays or writing samples
 - Interviews
 - Work/extracurricular activities
 - Special requirements (e.g., audition, portfolio)
 - Unique circumstances (e.g., variance in general demographic trends)
- Provide students and parents with information and assistance regarding admission application procedures and timelines.
- Demonstrate an ability to counsel students regarding their individual rights and responsibilities in the college admission process using NACAC guidelines.
- Establish linkages with departing students and alumni so they will feel welcome to return for continued assistance and/or to share their transition experiences.
- Assist students and their parents in understanding the costs of postsecondary education, the various forms of financial aid, and how they may access this assistance. This information should address the following:
 - Student assistance application procedures
 - Grants
 - Scholarships
 - Loans
 - Work-study programs
 - Other sources of financial assistance
 - Financial planning programs

Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences
and the Special Needs of Students and Families

School counselors should:

- Demonstrate an awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
- Possess and demonstrate the counseling and consultation skills that will facilitate informed and responsive action in response to the cultural differences and special needs of students.
- Acquaint students with the school-based and outreach services and support systems designed to address their unique educational needs.
- Seek to improve and extend services to underserved students, especially those who are under-represented among postsecondary education constituencies.

Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities

School counselors should:

- Recognize the interests and well-being of the student as paramount in the counseling relationship and place student interests above those of the institution.
- Demonstrate an understanding of and ability to counsel students in accordance with the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice in the College Admission Process.
- Represent individual students, as well as their institutions, honestly, openly, and in accordance with accepted professional standards and protocol.
- Demonstrate a knowledge of the school's particular educational philosophy and mission and develop a personal professional philosophy consistent with this objective.
- Demonstrate knowledge of the professional standards, policies, and practices of the National Association for College Admission Counseling (NACAC) and other professional organizations.
- Engage in appropriate professional development and continuing education experiences to maintain the highest possible level of professional knowledge and skills.

Competency 6: The Ability to Develop, Collect, Analyze, and Interpret Data

School counselors should:

- Establish effective systems for conveying important data and information about students between educational levels.
- Understand the proper administration and uses of standardized tests and be able to interpret test scores and test-related data to students, parents, educators, institutions, agencies, and the public. These tests should include, but not be limited to the following:
 - Preliminary American College Test (P-ACT)
 - American College Test (ACT)
 - Preliminary Scholastic Aptitude Test (PSAT)
 - National Merit Scholarship Qualifying Test (NMSQT)

- Scholastic Assessment Test (SAT I)
- SAT II
- Advanced Placement Test
- Test of English as a Foreign Language (TOEFL)
- College Level Examination Program (CLEP)
- Career/vocational aptitude and interest instruments
- General aptitude tests
- General achievement tests
- Tests of learning disabilities
- State/institutional tests (as applicable)
- Understand how individual and group data and statistics are used in building class and institutional profiles, constructing student transcripts, and preparing reports.
- Understand and interpret forms and data-driven documents that are a part of the admission and financial aid processes, including:
 - Applications for admission
 - Student descriptive questionnaires
 - Admission charts and tables
 - Letters of acceptance
 - Needs assessment documents
 - Free Application for Financial Aid
 - College Scholarship Service (CSS)/Financial Aid PROFILE®
 - State scholarship forms/award letters
- Demonstrate a familiarity with available technology and the ways in which it can support the precollege guidance and counseling process:
 - Guidance information systems
 - Financial aid information and eligibility
 - Relevant record-keeping and follow-up
 - Internet services
- Use historical admission patterns and trends to
 - assist students in gauging the appropriateness of
 - their applications to particular colleges or universities.

Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students

School counselors should:

- Advocate the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
- Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials (e.g., school boards) to assist them in responding to the educational development and precollege guidance and counseling needs of students.
- Provide assistance to parents and families so that they will provide an informed and supportive environment in which students can become effective learners, and achieve success in the pursuit of appropriate educational goals.

- Understand the political issues and climate of the school or college and work to improve and extend programs and services that strengthen the educational experiences of all students.

Competency 8: The Ability to Organize and Integrate the Precollege
Guidance and Counseling Component into the Total School Guidance Program

School counselors should:

- Ensure that their respective programs meet the guidelines set forth in the NACAC Statement on Precollege Guidance and Counseling and the Role of the School Counselor.
- Promote the availability of a continuum (elementary through postsecondary education) of guidance and counseling experiences for all students addressing the precollege guidance and counseling process at all appropriate levels.
- Conduct appropriate planning, design, research, and evaluation activities to ensure that all precollege guidance and counseling services are maintained at an effective and relevant level.

College Admission Counselor Competencies

The admission counselor at the college and university level plays a central and indispensable role in the precollege guidance and counseling and admission counseling processes. Maximum effectiveness in serving students will be achieved if the college admission counselor possesses and demonstrates the following competencies:

Competency 1: The Possession and Demonstration of Exemplary
Counseling and Communication Skills

College admission counselors should:

- Assist students in developing a sense of awareness and self-worth, and in the acquisition of personal exploration, decision-making, and goal-setting skills needed to facilitate their educational development.
- Possess individual and group counseling and communication skills and employ an eclectic and balanced approach to assisting students and their parents.
- Understand and be sensitive to the nature and functioning of the student within the family, school, and community contexts.
- Recognize individual differences among students, including their aptitudes, intelligence, interests, and achievements, and integrate an understanding of this information into the counseling relationship.
- Recognize the personal, social, and emotional concerns and problems that may affect the students' educational development.
- Possess the interviewing and presentation skills necessary to establish and maintain rapport with students and to assist them in gaining maximum benefit from the counseling relationship.
- Demonstrate mastery of written and verbal skills that can be utilized with multiple audiences and in a variety of situations, including but not limited to:
 - Counseling students and families
 - Disseminating information to students

— Making public and professional presentations

- Possess the ability to engage in active listening with students, parents, colleagues, administrators, and others and formulate relevant responses.
- Establish productive linkages with secondary school counselors, educators, and related individuals working with prospective college-bound students.
- Demonstrate an ability to negotiate and move individuals and groups toward consensus and/or conflict resolution.
- Recognize nonverbal indicators and cues and be able to bring difficult situations to a reasonable solution.
- Exercise tact, discretion and diplomacy in dealing with sensitive circumstances.

Competency 2: The Ability to Understand and Promote Student
Development and Achievement

College admission counselors should:

- Possess an understanding of the psychology of adolescence and young adults, human growth and development and learning needs, and the relationship of counseling to the continuum of experiences in the lives of the students with whom they interact.
- Assist students in the assessment of their individual strengths, weaknesses and differences, especially as they relate to academic achievement and postsecondary planning.
- Demonstrate an ability to counsel students in understanding the full range of educational and career options open to them, including the requirements for achieving success in these pursuits.

Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the
Realization of Their Full Educational Potential

College admission counselors should:

- Provide information appropriate to the high school to college transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
Examples include the following:
 - Individual and group guidance sessions for students and parents
 - Workshops on topics such as application procedures and financial aid
 - High school visits
 - College fairs and college days/nights
- Possess and demonstrate an understanding of current admission requirements, admission options and application procedures employed by various colleges and universities.
- Assist students in evaluating and interpreting information about college and other postsecondary education alternatives so that appropriate options are considered and included in the decision-making process.
- Assist students in understanding the admission process and how colleges, universities, and other postsecondary institutions make admission decisions. This should include information about the relative importance of the following:

- Student achievement in college preparatory courses
- Class rank
- Admission test scores
- Overall student achievement/skills
- Counselor/teacher recommendations
- Essays or writing samples
- Interviews
- Work/extracurricular activities
- Special requirements (e.g., audition, portfolio)
- Unique circumstances
 - Institutional priorities
 - Variance in general demographic trends
 - Variance in specific applicant pool
- Provide students with information and assistance regarding admission application procedures and timelines.
- Demonstrate an ability to counsel students regarding their individual rights and responsibilities in the college admission process using NACAC guidelines.
- Assist students and their parents in understanding the costs of postsecondary education, the various forms of financial aid, and how they may access this assistance. This information should address the following:
 - Student assistance application procedures
 - Grants
 - Scholarships
 - Loans
 - Work-study programs
 - Other sources of financial assistance
 - Financial planning programs
- Establish linkages with incoming students so that they will feel welcome to request continued assistance and/or to share their transition experiences.

Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families

College admission counselors should:

- Demonstrate an awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
- Possess and demonstrate the counseling and consultational skills that will facilitate informed and responsive action in response to the cultural differences and special needs of students.
- Acquaint students with the institutional-based and outreach services and support systems designed to address their unique educational needs.
- Seek to improve and extend services to underserved students, especially those who are underrepresented among postsecondary education constituencies.

Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities

College admission counselors should:

- Recognize the interests and well-being of the student as paramount in the counseling relationship and place student interests above those of the institution.
- Demonstrate an understanding of and ability to counsel students in accordance with the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice in the College Admission Process.
- Represent individual students, as well as their institutions, honestly, openly, and in accordance with accepted professional standards and protocol.
- Demonstrate a knowledge of the school's particular educational philosophy and mission and develop a personal professional philosophy consistent with this objective.
- Demonstrate knowledge of the professional standards, policies, and practices of the National Association for College Admission Counseling (NACAC) and other professional organizations.
- Engage in appropriate professional development and continuing education experiences to maintain the highest possible level of professional knowledge and skills.

Competency 6: The Ability to Develop, Collect, Analyze, and Interpret Data

College admission counselors should:

- Establish effective systems for conveying important data and information about students between educational levels.
- Understand the proper administration and uses of standardized tests and be able to interpret test scores and test-related data to students, parents, educators, institutions, agencies, and the public. These test should include, but not be limited to the following:
 - Preliminary American College Test (P-ACT)
 - American College Test (ACT)
 - Preliminary Scholastic Aptitude Test (PSAT)
 - National Merit Scholarship Qualifying Test (NMSQT)
 - Scholastic Assessment Test (SAT I)
 - SAT II
 - Advanced Placement Test
 - Test of English as a Foreign Language (TOEFL)
 - College Level Examination Program (CLEP)
 - Career/vocational aptitude/interest instruments
 - General aptitude tests
 - General achievement tests
 - Tests of learning disabilities
 - State/institutional tests (as applicable)
- Understand how individual and group data and statistics are used in building class and institutional profiles, interpreting student transcripts, and preparing reports.

- Understand and interpret forms and data-driven documents that are a part of the admission and financial aid processes, including:
 - Applications for admission
 - Student descriptive questionnaires
 - Admission charts and tables
 - Letters of acceptance
 - Needs assessment documents
 - Free Application for Financial Aid
 - College Scholarship Service (CSS)/Financial Aid PROFILE®
 - State scholarship forms/award letters
- Demonstrate a familiarity with available technology and the ways in which it can support the admission process:
 - Financial aid information and eligibility
 - Relevant record-keeping and follow-up
 - Internet services

Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students

College admission counselors should:

- Advocate the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
- Provide training, orientation, and consultation assistance to faculty, administrators, staff, and institution officials (e.g., trustees) to assist them in responding to the college admission counseling needs of students.
- Provide assistance to parents and families so that they will provide an informed and supportive environment in which students can achieve success in the pursuit of appropriate educational goals and during periods of transition from one educational level to another.
- Understand the political issues and climate of the school or college and work to improve and extend programs and services that strengthen the educational experiences of all students.

Competency 8: The Ability to Organize and Support a College Admission Counseling Program

College admission counselors should:

- Ensure that their respective programs meet the guidelines set forth in the NACAC Statement on the Counseling Dimension of the Admission Process at the College/University Level.
- Promote the availability of a continuum (through postsecondary education) of guidance and counseling experiences for all students and work with counselor counterparts at each educational level to ensure that student needs are addressed in a comprehensive, developmental, and articulated manner.
- Conduct appropriate planning design, research, and evaluation activities to ensure that all college admission counseling services are maintained at an effective and relevant level.

References

NACAC. *Statement of Principles of Good Practice*. Alexandria, VA: National Association for College Admission Counseling, 1999.

NACAC. *Statement on the Counseling Dimension of the Admission Process at the College/University Level*. Alexandria, VA: National Association for College Admission Counseling, 1990.

NACAC. *Statement on Precollege Guidance and Counseling and the Role of the School Counselor*. Alexandria, VA: National Association for College Admission Counseling, 1990.

Acknowledgment

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About NACAC

The National Association for College Admission Counseling is an education association of secondary school counselors, college and university admission and financial aid officers and counselors and related individuals who work with students as they make the transition from high school to postsecondary education. Members of NACAC join together because they recognize that, for students and their families, real choice demands information and communication. The school counselor and the college admission counselor are most often the primary sources of information about the transition process and, as a result, are uniquely aware of the concerns held by the people they serve.

NACAC represents 7,000 members at the secondary and college and university levels of education and in a variety of organizations and agencies. Through its members, tens of thousands of students and parents are also represented. NACAC is both national and international; both secondary school and college members hail from all 50 states, U.S. territories, and more than 25 foreign countries. As representatives of secondary schools, colleges, universities, and other institutions and organizations, NACAC members affirm the dignity, worth and potential of all human beings. Members work to develop counseling programs and services for admission and financial assistance that eliminates bias on any grounds. They also place the highest priority on counseling individual students according to the NACAC Statement of Principles of Good Practice, the code of ethical conduct for all individuals and institutions involved in the admission process.

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Appendix F-5: Student Learning Imperative

PREAMBLE

"The interval between the decay of the old and the formation and the establishment of the new, constitutes a period of transition which must always necessarily be one of uncertainty, confusion, error, and wild and fierce fanaticism." -John C. Calhoun

Higher education is in the throes of a major transformation. Forcing the transformation are economic conditions, eroding public confidence, accountability demands, and demographic shifts resulting in increased numbers of people from historically underrepresented groups going to college. More people are participating in higher education than ever before, yet the resources supporting the enterprise are not keeping pace with the demand. Because of these and other factors, legislators, parents, governing boards, and students want colleges and universities to reemphasize student learning and personal development as the primary goals of undergraduate education. In short, people want to know that higher education is preparing students to lead productive lives after college including the ability to deal effectively with such major societal challenges as poverty, illiteracy, crime, and environmental exploitation.

Both students and institutional environments contribute to what students gain from college. Thus, the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities, both in and outside the classroom. The recent focus on institutional productivity is a clarion call to re-examine the philosophical tenets that guide the professional practice of student affairs and to form partnerships with students, faculty, academic administrators, and others to help all students attain high levels of learning and personal development.

Purpose

This document is intended to stimulate discussion and debate on how student affairs professionals can intentionally create the conditions that enhance student learning and personal development. It is based on the following assumptions about higher education, student affairs, and student development:

- Hallmarks of a college educated person include: (a) complex cognitive skills such as reflection and critical thinking; (b) an ability to apply knowledge to practical problems encountered in one's vocation, family, or other areas of life; an understanding and appreciation of human differences; (d) practical competence skills (e.g., decision making, conflict resolution); and (e) a coherent integrated sense of identify, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility.
- The concepts of "learning," "personal development," and "student development" are inextricably intertwined and inseparable. Higher education traditionally has organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the quality of one's job performance,

family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective. And, recent research shows that the impact of an institution's "academic" program is mediated by what happens outside the classroom. Peer group relations, for example, appear to influence both affective and cognitive development. For these reasons, the terms learning, student development, and personal development are used interchangeably throughout this document.

- Experiences in various in-class and out-of-class settings, both on and off the campus, contribute to learning and personal development. Indeed, almost any educationally purposeful experience may be a precursor to desired outcomes. However, optimal benefits are more likely to be realized under certain conditions, such as active engagement and collaboration with others (faculty, peers, co-workers, and so on) on learning tasks.
- Learning and personal development occur through transactions between students and their environments broadly defined to include other people (faculty, student affairs staff, peers), physical spaces, and cultural milieus. Some settings tend to be associated with certain kinds of outcomes more so than others. For example, classrooms and laboratories emphasize knowledge acquisition among other things while living in a campus residence, serving as an officer of a campus organization, or working offer opportunities to apply knowledge obtained in the classroom and to develop practical competencies. Environments can be intentionally designed to promote student learning. For example, students learn more when faculty use effective teaching techniques and arrange classroom space to promote interaction and collaboration; similarly, when student affairs staff discourage students from spending time and energy on non-productive pursuits, and encourage them to use institutional resources (e.g., libraries, student organizations, laboratories, studios), to employ effective learning strategies (e.g., study time, peer tutors), and to participate in community governance and other educationally-purposeful activities, student learn more. Institutional and student cultures also influence learning; they warrant attention even though they are difficult to modify intentionally.
- Knowledge and understanding are critical, not only to student success, but also to institutional improvement. To encourage student involvement in learning tasks, thereby improving institutional productivity, the outcomes associated with college attendance must be assessed systematically and the impact of various policies and programs on learning and personal development periodically evaluated.
- Student affairs professionals are educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in

educational-purposeful activities. They endorse talent development as the overarching goal of undergraduate education; that is, the college experience should raise students' aspirations and contribute to the development of skills and competencies that enable them to live productive, satisfying lives after college. Thus, student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind.

THE LEARNING-ORIENTED STUDENT AFFAIRS DIVISION

A student affairs division committed to student learning and personal development exhibits the following characteristics:

1. THE STUDENT AFFAIRS DIVISION MISSION COMPLEMENTS THE INSTITUTION'S MISSION, WITH THE ENHANCEMENT OF STUDENT LEARNING AND PERSONAL DEVELOPMENT BEING THE PRIMARY GOAL OF STUDENT AFFAIRS PROGRAMS AND SERVICES.

Student affairs professionals take seriously their responsibilities for fostering learning and personal development. Their efforts are guided by a holistic philosophy of learning that is congruent with their institution's mission and clearly distinguishes between the institution's commitment to process values (e.g., ethnic diversity, gender balance, equity, and justice) and desired outcomes (e.g. student learning and personal development). If learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criteria by which the value of student affairs is judged (as contrasted with numbers of programs offered or clients served).

Questions and challenges:

- Does the division mission statement explicitly address student learning and personal development as the primary objectives of student affairs?
- Do staff understand, agree with, and perform in ways congruent with this mission?
- What must staff know to implement this mission?

2. RESOURCES ARE ALLOCATED TO ENCOURAGE STUDENT LEARNING AND PERSONAL DEVELOPMENT.

The division rewards structure values those processes and conditions that are associated with desired student outcomes. The orientation of many student affairs professionals, and the activities in which they engage, emphasize certain aspects of learning and personal development (e.g., psycho-social) over others (e.g., knowledge application or intellectual development). For this reason, student affairs divisions must attract and reward people who design programs, services, and setting that encourage student involvement in activities that have the potential to foster a wide range of learning and personal development outcomes. Staff themselves model such behaviors as collaboration and

reflection that are likely to promote learning and participate in training and professional development opportunities that focus on talent development strategies.

Questions and challenges:

- How can student affairs professionals be more intentional about promoting student learning while continuing to provide needed services to students and the institution?
- What is the role of professional associations in preparing student affairs staff to focus on student learning as a primary goal of student affairs?
- To what extent do student affairs staff attend institutes and programs that address the student learning imperative?

3. STUDENT AFFAIRS PROFESSIONS COLLABORATE WITH OTHER INSTITUTIONAL AGENTS AGENCIES TO PROMOTE STUDENT LEARNING AND PERSONAL DEVELOPMENT.

As with other units in a college or university, student affairs division often are highly specialized compartmentalized, fragmented units that operate as "functional silo": that is, meaningful collaboration with other units is a best serendipitous. The learning- oriented student affairs division recognizes that students benefit from many and varied experiences during college and that learning and personal development are cumulative, mutually shaping processes that occur over and extend period of time in many different settings. The more student are involved in a variety of activities inside and outside the classroom the more they gain. Student affairs professionals attempt to make "seamless" what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and other to enhance student learning. Examples of campus agencies that are potentially fruitful links include instructional design centers, academic enrichment programs, and faculty and staff development initiatives. Off-campus agencies (e.g., community service) and setting (e.g., work, church, museums) also offer rich opportunities for learning and students should be systematically encouraged to think about how their studies apply in those settings and vice versa.

Questions and challenges:

- What are promising strategies for developing collaborative projects between student affairs and other campus and off campus agencies committed to enhancing student learning and personal development?
- How can student affairs professionals help students and faculty to intentionally connect academic work and out-of-class experiences?
- What is the role of professional associations in establishing linkages with other organizations with similar interests?

4. THE DIVISION OF STUDENT AFFAIRS INCLUDES STAFF WHO ARE EXPERTS ON STUDENTS, THEIR ENVIRONMENTS, AND TEACHING AND LEARNING PROCESSES.

Student affairs staff should know how students spend their time and whether students are using the institution's resources to educational advantage. They share responsibility for initiating conversations--with students and other institutional agents--about how students could make more effective use of their time and institutional resources. They monitor whether institutional policies and practices enhance or detract from learning and personal development. More over, they integrate data about student performance from faculty and others with their own observations of students' experiences and disseminate this information to stakeholders.

Questions and challenges:

- How can student affairs staff obtain and synthesize information about student performance?
- What must student affairs staff know and be able to do to assist faculty in creating cooperative learning environments?
- What additional skills and knowledge are needed to successfully translate information about student behavior to faculty and others?

5. STUDENT AFFAIRS POLICIES AND PROGRAMS ARE BASED ON PROMISING PRACTICES FROM THE RESEARCH ON STUDENT LEARNING AND INSTITUTION-SPECIFIC ASSESSMENT DATA.

Certain conditions promote learning more than others. For example, learning and personal development are enhanced when students participate in groups organized around common intellectual, curricular, or career interests. Student affairs professionals should adapt to their institutional setting promising practices from those fields that contribute to the body of knowledge about student learning and personal development. They should routinely collect information to redesign institutional policies and practices and rigorously evaluate their programs and services to determine the extent to which they contribute to the desired outcomes of undergraduate education. Toward this end, student affairs staff should participate in institution-wide efforts to assess student learning and personal development and periodically audit institutional environments to reinforce those factors that enhance, and eliminate those that inhibit, student involvement in educationally- purposeful activities.

Questions and challenges:

- Do student affairs staff have the knowledge and expertise in learning theory and student development research needed to shape policies and practices that will lead to increased levels of student learning, personal development, and institutional productivity?

- What must graduate programs do to prepare the next generation of student affairs professionals to base their work on theory and research on learning and intellectual as well as psycho-social development?

CONCLUSION

As with individuals, colleges and universities rely on experience to guide behavior. But when external forces (budget constraints, shifting demographics, accountability) produce radical changes, familiar, comfortable practices may no longer work. Change brings uncertainty as well as opportunity.

Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education. Redefining the role of student affairs to intentionally promote student learning and personal development will be dismissed by some as a restatement of the status quo ("old wine in new bottles") or an attempt to rekindle the momentum of a bygone era; others will interpret the message as forsaking the special humanizing role student affairs plays in the academy; others will conclude that to proceed as this document suggests will force student affairs to invade faculty territory; still others will be intimidated by the prospect of changing their behavior. None of these views speaks to the concerns of students, parents, and other stake holders who have high expectations for higher education. Student affairs must model what we wish for our students: an ever increasing capacity for learning and self-reflection. By redesigning its work with these aims in mind, student affairs will significantly contribute to realizing the institution's mission and students' educational and personal aspirations.

CONTRIBUTORS

The Student Learning Project was initiated by ACPA President Charles Schroeder in the fall of 1993 by convening a small group of higher education leaders to examine how student affairs educators could enhance student learning and personal development. The group included Alexander Astin, Helen Astin, Paul Bloland, K. Patricia Cross, James Hurst, George Kuh, Theodore Marchese, Elizabeth Nuss, Ernest Pascarella, Anne Pruitt, Michael Rooney, and Charles Schroeder. Following a three day retreat in Colorado, a version of this document was by George Kuh to spark discussion at the 1994 ACPA meeting in Indianapolis. This a revised version of the original draft informed by comments and suggestions made at the Indianapolis meeting, and continuing dialogue since in various forms and forums.

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Appendix G.: HED Program Proposed Course Offering Sequence (working version: subject to change)

Quarter	2008/2009	2009/2010	2010/2011
Fall	4211 Current Issues	4211 Current Issues	4211 Current Issues
	4213 Leadership & Supervision	4213 Leadership & Supervision	4213 Leadership & Supervision
	4217 College Student Personnel	4217 College Student Personnel	4217 College Student Personnel
	4261 Char of College S's and Adult Lnr	4261 Char of College S's and Adult Lnr	4261 Char of College S's and Adult Lnr
	4263 Sports and HED	4264 Psychosocial Dimen of Sports	4263 Sports and HED
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4280 Teaching Strategies	4284 Diversity in Organizations	4280 Teaching Strategies
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
	4291 HED Pro-seminar (PhD)	4291 HED Pro-seminar (PhD)	4291 HED Pro-seminar (PhD)
Winter	4210 Social & Political Context	4210 Social & Political Context	4210 Social & Political Context
	4214 History of American HED	4212 Public Policy	4214 History of American HED
	4216 HED Research Processes	4216 HED Research Processes	4216 HED Research Processes
	4229 Students Helping Skills	4229 Students Helping Skills	4229 Students Helping Skills
	4241 State Systems	4222 HED & Law	4241 State Systems
	4262 Program Dev. & Assessment	4262 Program Dev. & Assessment	4262 Program Dev. & Assessment
	4265 Students & the Law	4288 Gender & Sexuality in HED	4265 Students & the Law
	4267 The Role of the Advisor	4226 The Community College	4267 The Role of the Advisor
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
Spring	4220 Organization and Gov	4215 Curriculum Development	4220 Organization and Gov
	4221 Finance in HED	4223 IR & Enrollment Management	4221 Finance in HED
	4224 College HR Policies	4260 Students & College Environment	4224 College HR Policies
	4246 Access & Equity	4246 Access & Equity	4246 Access & Equity
	4269 Student Affairs Practicum	4269 Student Affairs Practicum	4269 Student Affairs Practicum
	4270 Student Affairs Internship	4270 Student Affairs Internship	4270 Student Affairs Internship
	4287 CRT in Education	4282 Character of Adult Learners	4287 CRT in Education
	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)	4290 Prof. Development Seminar (MA)
	4294 Seminar in Higher Education	4294 Seminar in Higher Education	4294 Seminar in Higher Education
	xxxx Civic Engagement & HED	4268 Design/ Facilitation	4227 American Profs
Summer	4216 HED Research Processes	4216 HED Research Processes	4216 HED Research Processes
	4240 National Systems	4242 Ed Policy Analysis	4240 National Systems
	4286 Use of Technology	4281 Design Multicultural Programs	4286 Use of Technology