



Student Affairs in Higher Education

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Master's of Arts Degree in Leadership: Student Affairs in Higher Education

Student Handbook

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Introduction to Student Affairs in Higher Education (SAHE)

Welcome to Educational Leadership at UCCS. By enrolling in one of the excellent programs offered here, you have identified yourself as an educational leader. You are now embarking upon an adventure in learning. Through this program you will be in partnership with a faculty of outstanding professionals who are also leaders in the field of education. They have been selected because of their commitment to excellence, their outstanding record in teaching adults, and their ability to mentor and develop leaders.

The curriculum for the MA Degree in Leadership: Student Affairs in Higher Education (SAHE), has been carefully designed to ensure the development of educational leaders who can transform institutions into learning communities in which all members of a diverse society are accorded opportunity and respect. This curriculum has been developed on a foundation of research in the areas of leadership, administration, student development theory, social and cultural development, budgeting, and legal and ethical issues. The program adheres to the Standards developed by the Council for the Advancement of Standards in Higher Education (CAS), CAS Professional Standards for Higher Education (10th ed.) and is organized around foundational studies, professional studies, and supervised practice.

As an active participant in this program you will develop as a leader through an expanded self-knowledge and worldview. You will develop student affairs competencies and leadership strategies. You will learn how to guide a professional team as you integrate recommendations from research with an assessment of the needs of a college and/or university and create a plan for student success. You will explore the political and social implications of higher education and the educational requirements of a diverse, democratic, multicultural society. You will acquire the confidence necessary to ignite and inspire others.

Warren Bennis has written that the primary goal of leadership is the creation of a human community held together by a common purpose. True leaders, he said, demonstrate a balance of competence, virtue, and vision. It is our mission to guide you in developing all three.

Questions about the SAHE program can be addressed by contacting:

The Student Resource Office
University Hall 234
Phone: (719) 255-4996
Email: education@uccs.edu

OR

SAHE Program Coordinator
Dr. Patty Witkowsky
Columbine Hall 3051
Phone: (719) 255-4339
Email: pwitkows@uccs.edu

Department Mission Statement

The faculty of the Department of Leadership, Research, and Foundations (LRF) is committed to the development of leaders and researchers who:

- model integrity,
- demonstrate respect for the dignity and worth of individuals within a diverse society,
- embrace and demonstrate ethical behaviors and democratic dispositions,
- promote effective instructional practices,
- challenge themselves and others toward continuous improvement of educational programs,
- display passionate commitment to ensure every student learns,
- create learning communities, and
- produce research that applies rigorous methods and analytic tools to address significant questions that influence effective educational policy and practice.

The faculty accepts the critical role of mentorship in adult learning and of building knowledge with students while challenging them to develop competencies and broaden their intellectual horizons.

Academic Policies and Procedures

The MA in Leadership Programs adheres to all UCCS Graduate School policies and procedures. Please refer to the Graduate School website for specific university policies and below for specific program policies.

Grade and Quality of Work Requirements

MA Timeline

Students are allowed five years from the beginning of coursework to complete all degree requirements.

MA Graduation

Students must complete all Graduation Forms on the Graduate School website to be eligible to graduate. Application for Candidacy is due **NO LATER** than the first week of classes in the semester a student expects to graduate. This will ensure that all records are in order, all classes have been completed, and pertinent information about graduation is communicated.

Minimum Grade Point Averages

To remain in good academic standing in the MA in Leadership Program and the Graduate School and to receive a graduate degree, a student is required to maintain at least a B (3.0) graduate program grade point average, which includes all work required for the degree while at UCCS.

Minimal Acceptable Grades

Any graduate level course applied to a MA degree must have a grade of B minus or better. The MA program does not allow for course forgiveness; if a student receives below a B minus in a course, the student will be subject to automatic dismissal from the program.

Transfer Credits

Up to nine credits can be transferred into the MA in Leadership Program. Please speak with your advisor about any transfer credits you wish to apply to your UCCS program.

Incomplete Grades

A grade of "I" will convert to "F" if the work is not completed within the one-year maximum period of time according to University policy. A grade of "I" should be given only when the following conditions are met:

1. The student requests an incomplete grade
2. Reasons for not completing course requirements are beyond the student's control
3. A substantial amount of coursework has been completed at a passing level by the student
4. The instructor sets the conditions whereby the coursework will be completed within one year.

Students are only allowed to receive one incomplete during the duration of the program. Requests for a second incomplete will not be granted and the grade received during the course will be awarded. If the grade earned is below a B-, the student will be required to re-take the course to successfully complete the degree requirements.

Because students in the SAHE program have multiple faculty throughout the program, it is the responsibility of the student to ensure this policy is adhered to. If an incomplete is requested, the student must contact the SAHE Program Coordinator to maintain record of the incomplete.

Withdrawals

Withdrawals will be granted only to students with a passing grade.

Leave of Absence

A student in good academic standing can request a leave of absence from the MA in Leadership Program from the department chair for up to one year. During a leave of absence, the five-year clock remains active and the student will begin the program at the point at which they stopped out. The student will be ineligible to register for any coursework or receive financial aid during this time period. Any student who is on a leave of absence for more than one year must reapply to the program and will be subject to any new program requirements adopted subsequent to original admittance.

Academic Probation

A student who has attempted nine or more semester hours in the Graduate School and whose UCCS graduate program grade point average of awarded grades falls below 3.00 will be placed on academic probation until such time as the UCCS graduate program grade point average is raised to 3.00 or higher. The student will be allowed a maximum of one semester to be removed from probation, or the student may be dismissed from the Graduate School.

Program Dismissal

A student whose UCCS graduate program grade point average is below 3.00 after the one-semester probationary period will be subject to automatic dismissal.

A student who receives below a B minus in a course will be subject to automatic dismissal.

A student who plagiarizes may be subject to automatic dismissal. If a faculty member believes a student has plagiarized, the department will review the incident and determine appropriate sanctions.

If a student is to be dismissed, the department chair will notify the Graduate School dean and the student will be dismissed from the Graduate School. A dismissed student has the right to grieve dismissal decisions by appealing through the COE appeal/exception procedure. A dismissed student is eligible to reapply for admission after one year. Approval or rejection of this application rests with the department faculty. Validation of previous coursework may be required for students to complete matriculation in the degree.

Ethics

Ethical and Professional Behavior

Students are expected to maintain high standards of ethical and professional conduct in order to be a successful member of the program learning community. Professional behavior is required to complete the program successfully and often is the hallmark of educational and career success.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence in which individuals are treated, and treat one another, with respect and courtesy:
<http://www.uccs.edu/dos/student-conduct/student-code-of-conduct.html>

UCCS Student Rights and Responsibilities

<http://www.uccs.edu/orientation/student-resources/student-rights-and-responsibilities.html>

UCCS Academic Ethics Code Policy

<http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf>

Plagiarism*

Plagiarism is not tolerated at UCCS. Plagiarism is defined in the **UCCS Bulletin** and in the **Schedule of Courses** as follows: Use of distinctive ideas or words belonging to another person, without adequately acknowledging that person's contribution. Thus defined, plagiarism includes (but is not limited to) the following:

1. Copying phrases and/or sentences from a source without placing the material in quotation marks and/or without adequate acknowledgment of the source;
2. Mosaic copying of phrases and/or sentences from a multiple source without placing the material in quotation marks and/or without adequate acknowledgment of the individual sources;
3. Using a source's ideas, opinions, or theories without adequate acknowledgment of the source;
4. Paraphrasing a source's words, ideas, opinions, or theories without adequate acknowledgment of the source;
5. Using a source's facts, statistics, or illustrative material without adequate acknowledgment of the source;
6. Submitting as one's own work material that is written or published by another author.

Plagiarism is sometimes thought by students to require a guilty mind, either an intent to plagiarize or attempting or meaning to plagiarize. Students also occasionally think that absence of such an intent or ignorance of plagiarism is sufficient to exonerate them. None of these beliefs are true. As defined, plagiarism is a crime of extension, not of intention: If there is sufficient evidence of copying, use without acknowledgment, or submission of another's work, plagiarism is committed, regardless of the student's intent or lack thereof and regardless of the student's knowledge or lack thereof. Plagiarizing is grounds for dismissal from the MA in Leadership Program.

*Adapted from UCCS College of Letters, Arts, and Science Plagiarism Policy:
http://www.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf

Financial Aid and Veteran's Affairs Benefits

Financial aid and veteran's affairs benefits, policies, and procedures must be adhered to throughout the course of study. Students who are suspected of willfully or unknowingly engaging in financial aid fraud and/or veteran's affairs benefits fraud will be turned over to the Executive Director of Financial Aid and the Director of the Office of Veteran and Military Student Affairs (if applicable).

Student Appeals

Students may access the **College of Education Appeal/ Exception Procedures** at: <http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>. This form is to be used for an appeal when a student is: (a) denied admission to professional education program; (b) denied permission to student teach or complete professional internship; (c) removed from a professional education program or internship; (d) denied permission to graduate due to missing requirements; (e) requesting an exception to specific policies, procedures, or requirements; and (f) requesting a grade change. This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

University Requirements and Provisions

Technology Competencies

It is expected that students begin the program with foundational technology skills that include digital word processing, digital and online formats (e.g., Canvas), and online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS. A requirement of this program is that all students must use their UCCS email account and check it regularly (every day) so as not to miss announcements. If the UCCS email address is not a student's primary one, please have emails from UCCS rerouted to the one that is checked daily.

Diversity Statement

The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms—including ethnic, cultural, religious, gender, economic, sexual orientation, and ability—while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he or she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, department chair, or the dean of the College of Education.

Accommodations

The College of Education wishes to fully include persons with disabilities. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensuring that *"no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...."* For students with a disability who believe they will need accommodations, it is their responsibility to contact and register with the Disabilities Services

Office and to provide them with documentation of the disability to determine the type of accommodations that are appropriate for the situation. To avoid any delay in the receipt of accommodations, the student should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive, and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services Office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall, Room 105, 719-255-3354 or dservice@uccs.edu.

Military and Veterans Affairs

Military students who have the potential to participate in military activities, including training and deployment, should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student’s commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. The instructor will consider absences due to participation in verified military activities to be excused absences. If, however, it appears that military obligations will prevent adequate attendance or performance, the instructor may advise the student to register for the course at another time, when s/he is more likely to be successful.

Title IX

Students violating Title IX provisions will be given one verbal warning with the understanding that a second incident may, at the instructor’s discretion, result in the student being dropped from the class (with the exception of harassment for which one incident is grounds for immediate action). If the disruptive student is dropped after the final drop date, the student will receive a grade of “F” in the course. In all courses, the decision to excuse an absence is solely at the discretion of the instructor. In addition, plagiarism or cheating of any manner will result in a failing grade for the class.

UCCS does not discriminate on the basis of sex in employment or in its education programs and activities and is committed to providing an environment in which all individuals can achieve their academic and professional aspirations free from sex discrimination. UCCS prohibits sex discrimination, including “sexual misconduct,” as defined in CU policy. “Sexual misconduct” includes sexual assault, sexual exploitation, intimate partner abuse, gender/sex-based stalking, sexual harassment, and any related retaliation. UCCS does not tolerate acts of discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Faculty, staff, and students may report allegations of sexual misconduct, discrimination, or harassment to the UCCS Title IX Coordinator. Additional information can be found at www.uccs.edu/equity.

Sexual misconduct, discrimination, and harassment reports may be made to: Office of Institutional Equity, ACAD 106 | 719-255-4324

Privacy Note: CU policy requires faculty to report to the Title IX Coordinator any personal disclosure regarding sexual misconduct, discrimination, or harassment shared with the faculty by

a student. Certain student disclosures to a faculty member, whether in person, via email, and/or in classroom papers or homework exercises, may be subject to this requirement. While faculty often are able to help students locate appropriate resources on campus, certain disclosures by the student to the faculty require that the faculty inform the Title IX Coordinator to ensure that the student's safety and welfare are being addressed, *even if the student requests that the disclosure be private*. Students seeking confidential resources on campus may contact (1) the UCCS Counseling Center, 719-255-3265, Main Hall 324; or (2) the UCCS Student Health Center, 719-255-4444, located in the Public Safety Building.

SAHE Program Academic Policies

Program Completion

Students generally complete the SAHE program in accordance with their cohort sequence. However, there are times when students are off-sequence. If this occurs, students may graduate from the program in either the Fall or Spring semesters. Summer graduation is not an option.

If a student is “off track,” they must develop a revised advising plan with the SAHE Program Coordinator. Changes to the SAHE program course sequence could affect a student's degree completion timeline. If students are following a revised advising plan, the program is not responsible for extended time to degree based on changes.

Course Attendance Policy

Learning in the classroom with peers and the interactions and discussions that occur in that space are an important component of student learning valued in the SAHE program. Students should avoid missing in-person class meetings. In the event you have to miss class for any reason, the following attendance policy for all SAHE courses is in place. This policy allows students to make educated decisions about academic, professional, and personal commitments throughout the program.

	Courses meeting in person 3-4 times (hybrid)	Courses meeting in person 7-8 times (in-person)
Miss 1 class session	10% course grade deduction*	5% course grade deduction**
Miss 2 class sessions	Course failure	10% course grade deduction**
Miss 3 class sessions	n/a	Course failure

The campus-wide policy related to military student absences noted in each course syllabus overrides this program policy.

* Students may propose a make-up assignment at least 48 hours before the missed class relevant to the course material being missed to make up 4% of the 10% course grade deduction in a hybrid course. The instructor will determine if the proposal and subsequent assignment are sufficient to receive the make up percentage points.

**Students may propose a make-up assignment at least 48 hours before the missed class relevant to the course material being missed to make up 2% of the 5% course grade deduction. The instructor will determine if the proposal and subsequent assignment are sufficient to receive the make up percentage points.

Course Options if Unable to Adhere to Course Attendance Policy

If a student is unable to adhere to this policy, the student is responsible for seeking out an equivalent course at another institution to fulfill the curricular requirement. Students are able to transfer in a total of nine (9) credit hours into the program. Students must receive approval from their faculty advisor prior to enrolling in a course on another campus to ensure it is equivalent and will qualify for transfer.

Resources

Within Canvas, all SAHE students are included in a Canvas Organization titled SAHE Information and Documents. Students may use this repository to locate important forms and information needed throughout the program, such as APA resources and practicum and portfolio materials.

Council for the Advancement of Standards in Higher Education (CAS)

The SAHE program adheres to Standards developed by CAS. The standards provide criteria by which an academic program of professional preparation can judge its educational efforts. They provide faculty, staff, administrators, and students a tool to measure a program’s characteristics against a set of well-conceived criteria designed to ensure educational quality. The CAS standards are based on profession-wide inter-association collaboration, and assure that an academic program is offering what the profession, through representative consensus, has deemed necessary to graduate prepared student affairs professionals. Topics that are addressed in the standards include mission and objectives; recruitment and admission; curriculum policies; pedagogy; the curriculum; equity and access; academic and student support; professional ethics and legal responsibilities; and program evaluation.

For purposes of the Handbook, it is important to note that SAHE curriculum standards are organized around Foundation Studies, Professional Studies, and Supervised Practice. Foundations studies include the study of the historical and philosophical foundations of higher education and student affairs. Professional studies include student development theory, student characteristics and 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 in higher education.

CAS Standards and SAHE Course Matrix

CAS Standards	SAHE Courses
Foundational Studies	LEAD 5010 – Personal and Professional Development in SAHE LEAD 5030 – Visions, Values, and Leadership of SA LEAD 5610 – Social and Cultural Foundations in HE
Professional Studies	LEAD 5110 – Culturally Responsive Practices in HE LEAD 5210 - Counseling and Helping Skills in HE LEAD 5260 –Student Development Theory LEAD 5280 – Legal Issues in HE LEAD 5290 – Budgeting and Finance in SAHE LEAD 5310 – Program Development and Evaluation LEAD 5700 – Introduction to Research and Statistics
Supervised Practice	LEAD 6000 – International Study of HE* LEAD 6830 – Practicum for SAHE LEAD 7000 – Master’s Research Laboratory in Leadership*

*Elective options.

**Degree Plan for MA in Leadership:
Student Affairs in Higher Education**

Summer Semester, Year One (3 semester hours)

LEAD 5010-3 Personal and Professional Development in Student Affairs (LEAD 5010 WK1-2nd 4 weeks)

Fall Semester, Year One (6 semester hours)

LEAD 5030-3 Vision, Values, and Administration of Student Affairs (1st 8 weeks)

LEAD 5610-3 Social and Cultural Foundations of Higher Education (2nd 8 weeks)

Spring Semester, Year One (6 semester hours)

LEAD 5260-3 College Student Development Theories (1st 8 weeks)

LEAD 5210-3 Counseling and Helping Skills in Higher Education (2nd 8 weeks)

Summer Semester, Year One (6 semester hours)

LEAD 5280-3 Legal and Ethical Issues in Higher Education (4 weeks after end of Spring 1)

LEAD 5700-3 Introduction to Research & Statistics (face-to-face and online options)

Fall Semester, Year Two (6 semester hours)

LEAD 5110-3 Culturally Responsive Practices in Higher Education (1st 8 weeks)

LEAD 5310-3 Student Services Program Development and Evaluation* (2nd 8 weeks)

Spring Semester, Year Two (9 semester hours)

LEAD 5290-3 Budgeting and Finance of Student Affairs in Higher Education (1st 4 weeks)

LEAD 6830-3 Practicum for Student Affairs in Higher Education (1st 12 weeks of the semester)

Elective-3

Electives: LEAD 6000-3 International Study of Higher Education (study abroad experience)
(offered the Spring semester of odd years); if enrolled in LEAD 6000, students will not enroll in
LEAD 7000

LEAD 7000-3 Master's Research Laboratory in Leadership

*Prerequisite LEAD 5700 or equivalent

I agree to accept the program requirements as listed above.

Student Name

Student Signature

Date

COURSE DESCRIPTIONS AND OBJECTIVES (in numerical order)

LEAD 5010-3

Personal and Professional Development in Student Affairs in Higher Education

In this course students explore their personal strengths, leadership style, and purpose as a student affairs professional. Students will learn how to successfully navigate their graduate program and develop approaches to work-life balance as a student and professional. Students will develop an understanding of the professional competencies in student affairs and how professional associations and other professional development opportunities can promote their achievement of professional competencies. Students will explore community development and learn strategies for group development in their work with students and colleagues.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Evaluate personal strengths and purpose for pursuing the higher education and the student affairs profession.
- Discuss how personal and professional skills, abilities, and interests meet the needs of the student affairs profession in relation to the ACPA/NASPA Professional Competencies.
- State the importance of providing and enhancing professional development opportunities for self and others.
- Identify professional development opportunities to engage in as a lifelong learner.
- Describe the role of professional associations, professional standards and their relevance to the field of student affairs.
- Describe how to succeed in graduate school and resources available to promote student success.
- Present a professional image as a student affairs professional.
- Develop techniques to promote community development among peers, students, and colleagues.
- Use APA format effectively and consistently.

LEAD 5030-3

Vision, Values, and Administration in Student Affairs

In this course students explore personal values, as well as, the professional values and assumptions that relate to leadership in the student affairs profession. Students will also discuss the meaning and importance of leadership, and how to be an effective leader in higher education. Students will also get in touch with their individual purpose, and develop personal vision and mission statements, in addition to strategies for accomplishing that purpose. Additionally, the philosophical and intellectual foundations of Student Affairs/Student Services at institutions of higher education; traditional role and function areas that generally fall under the student affairs umbrella; the role of professional associations; and how institutions of higher education are administered are discussed.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Evaluate personal values, beliefs, and biases relative to ethical leadership, and specifically to higher education and the student affairs profession.
- Discuss how personal leadership style can influence the individuals and organizations with whom we interact at an institution of higher education.
- Formulate his/her individual purpose and translate that into vision/mission statements for the future.
- State the importance of providing and enhancing professional development opportunities for self and others.
- Describe the role of professional associations, professional standards and their relevance to the field of student affairs.
- Describe the philosophical and intellectual foundations of student affairs.
- State the inherent values of the profession.
- Analyze methods of organizing divisions and departments of student affairs depending upon student demographics and the institutional culture.
- Discuss the various roles and functions student affairs professionals play in the educational process, and the essential competencies associated with them.
- Use APA format effectively and consistently.
- Relate topics discussed to CAS standards.

LEAD 5110-3

Culturally Responsive Practices in Higher Education

In this course students will gain an understanding of historical and contemporary social inequalities in higher education at both the systemic and individual levels. Students will engage in self-reflection and acquire knowledge and skills in culturally responsive practices.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Discuss the historical context of educational inequalities in the U.S., and how they are rooted in and perpetuated at both systemic and individual levels.
- Describe on how their own learned behaviors and actions can affect social inequalities.
- Apply knowledge and skills in culturally responsive practices in higher education.
- Integrate new knowledge, skills, and dispositions to complete a project focusing on higher education practice.
- Relate topics discussed to CAS standards.

LEAD 5210-3

Counseling and Helping Skills in Higher Education

In this course students will examine counseling theories and theorists and the important role counseling plays in the field of student affairs. Students learn the limits of their expertise, how to identify problem behavior, and how and to whom to make referrals. Students will also explore contemporary issues and trends related to providing services to various types of students.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Demonstrate and practice active listening skills.
- Compare and contrast the relationship and differences between counseling and advising.
- Formulate a helping response utilizing the helping model and appropriate theory and apply to self and others.
- Generate helping responses and referral strategies that take in to consideration a student's diverse social identities and characteristics.
- Explain consultation and appropriate referral strategies and apply to self and others.
- Practice applying applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development.
- Relate topics discussed to CAS standards.

LEAD 5260-3

College Student Development Theories

In this course students will have an opportunity to examine various theories of student development in higher education to include, racial, sexuality, intellectual, moral, ethical, personality, psychosocial, career development, and more. College retention theories, as well as environmental factors in persistence and attainment will be explored. Students will also review and discuss contemporary issues and trends related to providing services to various types of students.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Describe student development theories and student development theorists.
- Describe retention theories and retention theorists.
- Describe a variety of student demographics and discuss the importance of institutions' knowing who their students are, as well as, their backgrounds, interests and needs.
- Discuss different ways in which students learn.
- Identify the traits/characteristics generally associated with the millennial student population.
- Discuss the issues and challenges unique to traditional and non-traditional students.
- Relate topics discussed to CAS standards.

LEAD 5280-3

Legal Issues in Higher Education

In this course students will examine the judicial system in the United States, as well as federal and state laws, and court cases that have particular significance for higher education. Special emphasis will be given to those cases that pertain to issues of importance in the field of student affairs. Students will also discuss various institutional policies and procedures that generally form the legal basis for decisions that are made at institutions of higher education. Students will explore the meaning of due process, and the different types of laws that can, and often do, impact colleges and universities. These include, but are not limited to, tort, negligence, liability, and contract. Student affairs professionals are called upon to be knowledgeable of and to help enforce these laws, rules, regulations and policies.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Discuss the system of jurisprudence in the United States including the court system and the processes by which federal and state laws, and institutional policies are formulated, enacted, implemented, and evaluated.
- Discuss the concept of due process that has laid the foundation for the manner in which laws are enforced in the United States.
- Explain applicable state and federal laws, rules, and regulations pertaining to higher education and student affairs in particular.
- Describe how constitutional, statutory, common, tort, contracts, and case law pertain to higher education.
- Apply the implications of key court decisions in daily practice.
- Distinguish the relationship between legal requirements and daily practice.
- Practice strategies for the promotion of responsible behavior and citizenship consistent with established principles of conduct, as well as those within the Colorado and United States Constitution.
- Discuss various special issues related to discrimination that include, but are not limited to, FERPA, ADA, IDEA, affirmative action/EEOC, Section 504 of the Rehab Act, Title IX, and sexual harassment.
- Describe the powers and duties of governing boards at institutions of higher education, and the implications of board policies on daily practices.
- Discuss the responsibility of private colleges/universities to comply with state and federal laws.
- Relate topics discussed to CAS standards.

LEAD 5290-3

Budgeting and Finance of Student Affairs in Higher Education

In this course students will examine ways in which accounting, budgeting and financing functions may be performed at institutions of higher education. The course provides comprehensive coverage of accounting and budgeting principles. In addition, the development and management of budgets for student affairs programs, and institutional accounts are examined as well.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Discuss the historical, legal, governmental and societal developments that have affected the financing of institutions of higher education at the local, state, and federal levels.
- Explain the major tax/revenue sources available for the financing of higher education.
- Describe the state budget process including capital reserves, insurance, bond issues, auxiliary accounts, general fund accounts, amendment implications, and the acquisition and management of state and federal grants.
- Explain alternative models for financing higher education, including increases in tuition and private enterprise.
- Explain various theories of budgeting and methods of accounting and financial control.
- Acquire and manage financial and material assets and capital goods and services.
- Discuss processes generally used to allocate resources according to institutional priorities (e.g. property, physical plant, equipment, transportation, etc.).
- Describe the steps necessary to develop an efficient budget planning process that is driven by institutional priorities and involves staff and the college community.
- Discuss budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.
- Explain the role of public policy in higher education on federal, state, and local levels.
- Demonstrate knowledge of general principles of administration, and the different methods of financing public, private and proprietary post-secondary institutions.
- Demonstrate an in-depth understanding of current issues related to financing institutions of higher education.
- Develop administrative policies and procedures related to budgeting and finance regulations, and court decisions.
- Relate topics discussed to CAS standards.

LEAD 5310-3

Student Services Program Development and Evaluation

In this course students will examine the various programs and services that routinely fall under the student affairs umbrella, why they vary from campus to campus, how institution officials decide which ones to offer, and how to assess and evaluate their effectiveness, and make changes when needed.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Discuss different programs and services offered by student affairs departments.
- Explain the process by which institution officials determine which programs and services to offer (student demographics, needs assessment, benchmarking, etc.).
- Discuss the importance of evaluating program effectiveness and continual program improvement.
- Discuss various qualitative and quantitative approaches to the evaluation of programs and services.
- Lead the development and implementation of fair and accurate assessment methods.
- Explain the use of evaluation strategies for alignment of student affairs programs and services with standards, goals, and objectives.
- Discuss how to use, and the importance of using, CAS standards in the evaluation process.

LEAD 5610-3

Social and Cultural Foundations of Higher Education

This course discusses the origin, evolution, and role of higher education in American society, including the role of access, accountability, and the effects of major social movements on American higher education. In so doing, it explores ways in which the social structure affects institutions and the processes of education, as well as, the ways access and opportunity to higher education have reflected the pervasive inequalities characteristic of American society in the past and at present. Also, students will explore institutional variety and campus ecology, and its effects on institutional identities, campus climate, and student learning. Finally, the course will also consider the transformative capacities of higher education, particularly with regard to the larger social, political, and economic context.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- State the origin, evolution, and role of U.S. higher education.
- Describe the ideological underpinnings of higher education in American history.
- Discuss how culture influences the goals and objectives of higher education.
- Describe the historical, legal, governmental and societal developments that have affected the social and cultural development of institutions of higher education at the local, state, and federal levels.
- Discuss the historical social and cultural demographics in higher education.
- Discuss accreditation and the role of accrediting societies at institutions of higher education.
- Explain the various methods of organizing institutions of higher education within the context of the type of institution as outlined by the Carnegie Classification System and the Department of Education.
- Describe campus ecology and environments impact on institutional identities, campus climate, and student learning.
- Relate topics discussed to CAS standards.

LEAD 5700-3

Introduction to Research and Statistics

This course introduces students to the qualitative and quantitative research and statistical techniques that are critical to performing the assessment and evaluation competencies required of educational leaders and participants. Included are discussions of central tendency, variability, percentiles, standard scores and correlations. Basic concepts in statistical inference are covered, as well as, evaluation and using research. Design and analysis of educational research will also be covered, and students will be expected to complete a research project.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Exhibit facility with APA style.
- Conduct library research and use online databases for research.
- Develop a working knowledge of foundational quantitative and qualitative concepts and procedures.
- Evaluate quantitative and qualitative research.
- Describe fundamental research concepts, including research design and data collection methods.
- Explain human subject's research ethics and IRB processes (as demonstrated by successful completion of the IRB/CITI online training).
- Apply introductory statistical concepts and analyses.
- Develop an understanding of program/policy evaluation.
- Craft a literature review.
- Interpret and communicate research results.
- Relate topics discussed to CAS standards.

LEAD 6000-3

International Study of Higher Education

In this course students will immerse themselves in an international study of higher education through an overseas field-based educational experience to gain firsthand knowledge about the higher education system of the host country, and particularly the role of student affairs at various institutions. Course topics include the administration of higher education, the practice of student affairs work, as well as study of the history, culture, and politics of the chosen country.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Describe the host country's culture, history, government, and people.
- Discuss the higher education system of the host country.
- Discuss the role of student affairs at the various institutions visited.
- Identify, articulate, and reflect on one's own values and beliefs, describing these in the context of one's own national and cultural backgrounds in relation to others.
- Explain that certain universals of human existence transcend national and cultural differences through the appreciation of others.
- Demonstrate a commitment to social responsibility in the global sphere by developing skills to operate effectively in a multicultural and intercultural global context.
- Recognize that culture influences how one thinks and reasons through global opportunities and challenges.

LEAD 6830-3

Practicum for Student Affairs in Higher Education (300 hours of documented fieldwork required)

In this course students will intern in an area of student affairs in higher education. Students should select a field mentor (who must possess a master's degree) and gain approval from the Coordinator of the SAHE program before the practicum experience begins. Students must complete 100 clock hours of supervised field experience of which 40 hours must be in direct service to students in an area outside of their graduate assistantship or full-time professional employment. Students are expected to select field experiences that expand and enhance their future career opportunities. These internships are intended to provide both intensive and extensive field experiences. The student should assume responsibilities as an entry level employee and complete any special projects agreed upon. The practicum agreement form must be completed and signed by the SAHE Coordinator before the practicum experience begins and the student must work with their practicum field mentor in the completion of a formal evaluation at the conclusion of the practicum experience.

Students who are employed full or part-time in higher education are also required to complete a practicum. For full-time employed students (currently working in higher education or otherwise), the practicum is an opportunity to explore other areas for possible future work in more depth than typically occurs in existing roles. Additionally, for all students, the practicum is an opportunity to develop across the ACPA/NASPA competency areas with intentionality, which may not be occurring within a student's existing work environment.

Full-time employed students have been successful in completing their practicum through support from their supervisors, particularly if the practicum occurs in a related area. Supervisors may count this experience as cross training and allow students to contribute part of their workday to this professional development experience. Another option is for students to choose a practicum that requires evening hours, such as co-curricular or extra-curricular activities. Lastly, students have strategically utilized their lunch hour/breaks, and vacation days, to fulfill practicum requirements.

In addition to the 100-hour practicum, students must document an additional 200 hours of supervised practice. The 200 hours can be from graduate assistantship work, full-time employment in higher education, and professional development opportunities.

Students will also develop an electronic portfolio on Canvas that showcases their experience in the program and highlights their student affairs competencies. The professional CAS competencies and the ACPA – College Student Educators International and NASPA – Student Affairs Administrators in Higher Education Professional Competency Areas for Student Affairs Practitioners document should be utilized in selecting the activities, artifacts, and narratives that are included – papers, presentations, attendance at professional conferences, workshops,

seminars, group projects, community service, one on one interviews with professionals, surveys, evaluations, etc.

Learning Outcomes

Following the successful completion of this course, students will be able to:

- Discuss the roles and functions of the office/department of their practicum experience.
- Describe how they will transition from graduate student to professional.
- Develop a professional identity in student affairs incorporating values, skills, and abilities necessary to be successful in the profession.
- Apply their learning of how to integrate into a new professional environment into future professional settings.
- Justify their learning through coursework, practicum, and additional professional and co-curricular experiences during their degree program through the submission of a portfolio that includes demonstrating their knowledge of, and increased competency in, the field of student affairs through the use of the professional CAS competencies; a current resume; and a self-appraisal and evaluation paper.

Additional Requirements for Practicum Experience:

- Students may begin practicum hours after the successful completion of LEAD 5030 and LEAD 5610, but recommended to begin after the successful completion of LEAD 5030, LEAD 5610, LEAD 5260, and LEAD 5210.
- Choose one location to complete the 100 hour practicum (multiple sites allowed only in extreme circumstances or to achieve specific learning outcomes)
- Practicum site may not be part of a student's current paid employment position
- Practicum agreement form must be approved by SAHE Coordinator prior to start of hours
- Hours must be completed by the due date of the portfolio (approximately one month prior to the end of the semester)

LEAD 7000-3
Master's Research Laboratory in Leadership

Content to be developed (pending)

SAHE Practicum Agreement
LEAD 6830: Practicum for Student Affairs in Higher Education

Name: _____ Student ID: _____

Field Mentor Name and Title: _____

Practicum Site: _____ Practicum Duration: _____

Students must complete 100 clock hours of supervised field experience of which 40 hours must be in direct service to students. Students are expected to select field experiences that expand and enhance their future career opportunities. Practicums are intended to provide both intensive and extensive field experiences. Please indicate your goals and proposed activities for the practicum and ensure this form is approved by the SAHE Coordinator prior to beginning your practicum.

Goals:

Proposed Activities:

Student's Signature: _____ Date: _____

Program Coordinator's Signature: _____ Date: _____

As a SAHE field mentor, I agree to encourage my mentee to explore the student affairs profession and prepare them for the realities of student affairs roles, functions, and responsibilities as related to the agreed upon practicum experience. As a mentor I will provide the resources, guidance, and support necessary for my mentee to complete a successful practicum.

Field Mentor Signature: _____ Date: _____

Completed practicum agreement must be included in the portfolio.



Student Affairs in Higher Education

UNIVERSITY OF COLORADO
COLORADO SPRINGS

LEAD 6830: Practicum in Student Affairs in Higher Education On-Site Supervisor Evaluation Form

Thank you for your supervision of a SAHE student in their practicum experience. Please complete the evaluation form and submit it to the student within two weeks of the completion of their experience as it will be a required component of their final portfolio for graduation. If time permits, an in-person discussion with the student about their progress in the practicum experience would be another learning opportunity for them to assess their strengths and areas of improvement.

If you have any questions about this form, please do not hesitate to contact Patty Witkowsky at pwitkows@uccs.edu.

Student's Name:

Supervisor's Name:

Supervisor's Email Address:

Department/Office:

Institution:

Dates of Practicum Experience:

Please check the following boxes if you agree with the statements below:

- The student completed 100 hours in the practicum.
- The student completed at least 40 of the 100 hours in direct service to students.

List three to five of the goals from the Practicum Agreement form signed by the student, supervisor, and SAHE Coordinator. Evaluate the student's progress toward completion of each goal by circling one of the levels of completion and please also provide comments below that describe your rating.

Goal 1: _____

Exceeded expectations	Met expectations	Did not meet expectations
Comments:		

Goal 2: _____

Exceeded expectations	Met expectations	Did not meet expectations
Comments:		

Goal 3: _____

Exceeded expectations	Met expectations	Did not meet expectations
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Comments:

Goal 4: _____

Exceeded expectations Met expectations Did not meet expectations

Comments:

Goal 5: _____

Exceeded expectations Met expectations Did not meet expectations

Comments:

Effective professional skills, behaviors, and attitudes are key to the success of student affairs professionals. Please rate the student regarding the following to contribute to their professional development in and after the program.

General Professional Competencies

	Did not meet expectations	Met expectations	Exceeded expectations	Not observed
Fulfilled hours as agreed upon with supervisor				
Completed work in a timely manner				
Developed positive working relationships with colleagues				
Exhibited flexibility and adaptability in new situations				
Worked with minimal supervision				
Demonstrated effective oral communication skills				
Demonstrated effective written communication skills				
Utilized technology effectively				

Advising and Supporting

	Did not meet expectations	Met expectations	Exceeded expectations	Not observed
Exhibited culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact,				

paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying)				
Facilitated problem solving				
Appropriately challenged and supported students and colleagues				
Knew and used referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibited referral skills in seeking expert assistance				
Established rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences				

Leadership

	Did not meet expectations	Met expectations	Exceeded expectations	Not observed
Identified one's own strengths and challenges as a leader and sought opportunities to develop leadership skills				
Understood campus cultures (e.g. academic, student, professorial, administrative) and applied that understanding to one's work				
Identified institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influenced others to act in the organization				
Advocated for change that would remove barriers to student and staff success				
Built mutually supportive relationships with colleagues and students across similarities and differences				

Student Learning and Development

	Did not meet expectations	Met expectations	Exceeded expectations	Not observed
Designed programs and services to promote student learning and development that are based on current research on student learning and development theories				
Identified the strengths and limitations in applying existing theories and models to varying student demographic groups				
Assessed learning outcomes from programs and services and use theory to improve practice				

Personal and Ethical Foundations

	Did not meet expectations	Met expectations	Exceeded expectations	Not observed
Articulated key elements of one’s set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities)				
Articulated one’s personal code of ethics for student affairs practice, informed by the ethical statements of professional student affairs associations and their foundational ethical principles				
Identified one’s primary work responsibilities and, with appropriate, ongoing feedback, crafted a realistic, summative self-appraisal of one’s strengths and limitations				
Identified the challenges associated with balancing personal and professional responsibilities, and recognized the intersection of one’s personal and professional life				

Is there anything else you would like to share about the student's strengths and areas of improvement?

Would you hire this student if given the opportunity?

Yes

Yes, but with reservations

No

Comments:

Are you interested in serving as a practicum site supervisor in the future? (circle one)

Yes

Unsure

No

Supervisor Signature

Date

Student Evaluation of Practicum Site

Student Name:

Practicum Site Name:

Practicum Site Supervisor:

Please rate your practicum site on the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Practicum site provided adequate information/training to complete my work.					
Practicum site provided adequate feedback during the experience to contribute to my professional development.					
Practicum site created opportunities for me to interact with professionals in the field.					
Practicum site met my expectations in terms of exposure to a new area of student affairs.					
I gained new professional skills during my practicum experience.					

What about your practicum experience would lead you to recommend another student to choose this site?

What about your practicum experience would you caution another student about if choosing this site?

Additional comments?

SAHE Portfolio Requirements

Prior to recommending students for graduation, students must submit a completed electronic portfolio on Canvas. This electronic portfolio evaluation is designed as an assessment of one's student affairs competency and readiness to graduate from the program. Please refer to the appendix for portfolio artifact suggestions.

The following are requirements for inclusion in the portfolio:

- 1. Demonstrations of students' knowledge and skill in the three CAS competencies (foundational studies, professional studies, and supervised practice). Demonstrations are based upon comprehension and experience outlined in the CAS competencies, which are exhibited through a combination of narratives and artifacts.**

Competency 1 – Foundational Studies: This component of the curriculum must include the study in the history, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice.

- 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 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.
- 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.

Competency 2 – Professional Studies: This component of the curriculum must include studies of basic knowledge of 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.

- 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.
- 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.
- 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 identify and appropriately refer persons who need additional resources.

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

Competency 3 – Supervised Practice: Students must gain experience in developmental work with individual students and groups of student in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes. Supervision must be provided onsite by competent professionals possessing a master’s degree working in cooperation with qualified program faculty members. Onsite mentors must provide direct regular supervision and evaluation of students’ experiences and comply with all ethical principles and standards of ACPA, NASPA, and other recognized professional associations.

Competency 4 – Professional Learning: Students must gain knowledge of and experience with becoming part of a professional community of student affairs educators, which includes participation in professional development opportunities demonstrating continual learning and professional growth opportunities beyond coursework requirements. Professional learning opportunities can include campus, local, regional, national, and international developmental opportunities and leadership in campus, local, regional, national, and international professional associations. Students can also demonstrate professional learning through the engagement with new learning opportunities in their higher education graduate assistantship and full-time employment positions.

A current resume. Resume provides a detailed description of education and special skills, a functional description of professional experience, and a focused professional objective in an eye-catching, readable format.

Cover Letter: Includes a detailed narrative of how education, experience, and special skills meet the requirements of a job description of interest in an eye-catching, readable format.

- 2. A self-appraisal and evaluation paper of one’s student affairs knowledge and skills as outlined by the ACPA and NASPA Professional Competency Areas for Student Affairs Practitioners (8-12 page narrative in APA format) and a Growth Plan (1-2 page bulleted document).**

The purpose of this component of the portfolio is to assess your strengths and weaknesses as related to the ACPA/NASPA Professional Competencies and formulate specific goals to improve your leadership relative to acting with integrity and fairness to ensure accountability and success.

The narrative paper (approximately 10-12 pages) will require you to self-assign a level ranking (foundational, intermediate, or advanced) for each Professional Competency Area (10 in total) with justification for the level self-assigned, as well as a professional development plan (includes

developmental goals, activities/action to be undertaken, expected outcomes and evidence of completion, resources needed, and a timeline) where the self-ranking is foundational.

For the growth plan (approximately 1-2 bulleted pages), graduates will create a professional growth plan based on their determined strengths and areas for growth that includes specific objectives, strategies, and a progress monitoring plan. You will write four goals and will include detailed strategies/actions you will take and a system for progress monitoring the plan. For this component of the assignment try to synthesize your progress thus far and develop career advancement or professional development goals (earn a certificate, teach a course, secure a new position, etc.), that relate to your competency levels.

3. Additional documents.

Also required is a copy of the practicum agreement, description of hours, the supervisor's evaluation of the student's performance, and the student's evaluation of the practicum site.

Students receiving a rating of FOUNDATIONAL in any of the evaluated criteria will be advised to continue the practicum experience until all ratings are at least PROFICIENT. No student will be recommended for graduation until inadequate areas have been remedied.



Student Name: _____

_____ Competency 1 – Foundational Studies: Quality of the two-page narrative of learning and development that demonstrates understanding and integration of this competency as it relates to academic coursework, classroom engagement, practical experience related to the educational process, and personal development as related to this competency development

_____ Artifacts: Quality and appropriateness of artifacts used to demonstrate the attainment and integration of Competency 1 – Foundational Studies

_____ Number of artifacts (Basic = 3 or less; Proficient = 4-6; Advanced = 7 or more)

_____ Competency 2 – Foundational Studies: Quality of the two-page narrative of learning and development that demonstrates understanding and integration of this competency as it relates to academic coursework, classroom engagement, practical experience related to the educational process, and personal development as related to this competency development

_____ Artifacts: Quality and appropriateness of artifacts used to demonstrate the attainment and integration of Competency 2 – Professional Studies

_____ Number of artifacts (Basic = 3 or less; Proficient = 4-6; Advanced = 7 or more)

_____ Competency 3 – Supervised Practice: Quality of the two-page narrative of learning and development that occurred in the practicum experience. The practicum agreement form is included along with a two-page narrative documenting the field experience

_____ Artifacts: Quality and appropriateness of artifacts used to demonstrate the attainment and integration of Competency 3 – Supervised Practice

_____ Site mentor provides an evaluation of the practicum experience (see form in Handbook)

_____ Competency 4 – Professional Learning: Quality of the two-page narrative of learning and development that occurred during engagement with professional learning opportunities.

_____ Artifacts: Quality and appropriateness of artifacts used to demonstrate the attainment and integration of Competency 4 – Professional Learning

_____ Spreadsheet documenting 200 hours of professional learning

_____ Resume: Includes a detailed description of education and special skills, a functional description of professional experience, and a focused professional objective in an eye-catching, readable format

_____ Cover Letter: Includes a detailed narrative of how education, experience, and special skills meet the requirements of a job description of interest in an eye-catching, readable format.

_____ Self-Appraisal and Evaluation Paper: Includes a level ranking (foundational, intermediate, or advanced) for each Professional Competency Area with justification for the level self- assigned (8-12 pages) and Growth Plan (1-2 pages)

_____ Growth plan relevant to personal and professional goals guided by the ACPA/NASPA Professional Competency areas

_____ Overall Quality of the Portfolio: The portfolio is professionally and creatively prepared in addressing all elements effectively and thoroughly

_____ The writing adheres to APA Style and is well-organized and coherent.

Appendix - Portfolio Suggestions

COMPETENCY 1 – FOUNDATIONAL STUDIES

This component of the curriculum must include the study in the history, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice.

- A. 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.
- articulate the philosophy behind and the role of student affairs in higher education
 - articulate the history of student affairs and higher education
 - relate role and function information to current practice
 - articulate the role of student affairs, and its relevance and importance to higher education
 - create a comprehensive bibliography of relevant historical and current reference materials and documents
 - enumerate methods of identifying current issues and trends in the field of student affairs
 - generate a comprehensive list of current issues and trends related to the field of student affairs
 - articulate the important role of professional associations
 - provide evidence of membership(s) in at least one professional association
 - provide evidence of participation in the activities of at least one professional association
- B. Graduates must 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.
- articulate the values of the student affairs profession
 - articulate the role the student affairs profession plays in shaping values
 - articulate the role of society in shaping values
 - identify and articulate personal values
 - relate values to the personal decision making process
 - distinguish values from interests (personal and professional)
 - scrutinize personal beliefs and values and articulates educational values which contribute to the success of all students
 - create a personal vision, mission and goals statements
- C. 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.
- understand CAS standards, and their importance to the student affairs field
 - use professional standards to shape program development
 - locate codes of ethics for the student affairs profession that are espoused by the professional association to which the student is a member
 - exemplify your personal integrity and personal values
 - demonstrate compassion and empathy for others

- demonstrate a commitment to social justice
- apply the FALDO's (a supplement to the CAS standards that facilitate program and departmental evaluation)
- promote moral and ethical responsibility and practice at institutions of higher education, including relations between students and their institutions
- exercise good judgment and take responsibility for actions
- promote responsible behavior and citizenship consistent with established principles of conduct as well as the laws of the State of Colorado and U.S. Constitutions.

COMPETENCY 2 – PROFESSIONAL STUDIES

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

- A. 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.
- demonstrate a sensitivity to, and appreciation for human differences, and the reasons for those differences
 - articulate characteristics of non-traditional and traditional students
 - articulate differences in characteristics between the various generations of college students, faculty and staff including baby boomers, generation-Xer's, and millennial students
 - articulate the concept of cultural differences and the role they can play in the decision making process
 - articulate theories of student development
 - articulate the role student affairs can play in the development of students outside the classroom
 - demonstrate a sensitivity to, and appreciation of, human differences
 - establish a variety of methods of communicating with individuals to ensure input from all stakeholders
 - lead in the development and implementation of outside classroom learning opportunities that foster success for all students regardless of race, gender, ethnicity, or ability
 - encourage the development and implementation of programs that recognize contributions made by diverse groups and promotes the infusion of multicultural information into daily programs and activities
 - promote respect for ethnic, religious, cultural, economic, physical, and intellectual diversity
 - promote a unified higher education community by respecting diversity and valuing equal treatment for all
 - help others recognize the signs and patterns of discrimination and contributes to the elimination of discriminating behavior within the institution.

- B. 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.
- demonstrate knowledge of learning style and theories
 - articulate the role of the college environment on the development of students
 - articulate the concept of empowerment and the importance of taking personal responsibility
 - articulate the importance of service learning and/or civic responsibility
 - articulate the concept of co-curricular activities
 - articulate the importance of building relationships within the academic community and collaborating with faculty and staff to provide multi-dimensional learning opportunities for students
 - articulate the concept of learning communities and the role they can play in educating students
 - articulate the process of experiential learning—structured and unstructured
 - articulate the implications of socio-cultural, demographic, and lifestyle diversity relevant to student affairs practice in higher education
 - actively seek feedback, reflect and act to improve personal performance, the performance of professionals and other staff, and the overall performance of the department in which s/he is employed
 - provide personal and professional development opportunities for direct reports that enhance performance and personal satisfaction
 - design work activities and responsibilities so that students and members of the staff have an opportunity for input into decisions about programs and future directions
 - design student leadership training and development opportunities
 - develop strategies for team building and group work that contribute to development
 - apply learning outcome concepts and teaching in a variety of formats
 - assess and track student learning over a period of time
 - demonstrate an ability to build mutually beneficial relationships with other members of the campus community
 - foster outside the classroom learning
- C. 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 identify and appropriately refer persons who need additional resources.
- articulate the role of the student affairs professional is as an advisor, mentor, not counselor
 - make referrals to the appropriate agency or individual (health center, professional counsel, career center, mediation specialist, etc.)
 - ascertain if student(s) is/are learning and performing to his/her potential
 - recognize warning signs of when students are struggling or challenged in college
 - recognize whether students engage in healthy/unhealthy or risk taking behavior
 - recognize students' emotional well being and personal care-taking in relation to self and others
 - recognize whether students' have a healthy regard for human differences
 - recognize whether or not students' recognize their role in fostering and sustaining a positive sense of community on campus
 - confront students who are exhibiting unhealthy behavior

- engage in conflict resolution and mediation activities
- D. Graduates must be able to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.
- articulate leadership theories and skills
 - articulate consultation skills and is ability to relate them to organization behavior and the promotion of organizational change
 - articulate methods of and approaches to organizational change, decision making, and conflict resolution
 - articulate theories and models of organizational behavior and consultation that include planning and evaluation of higher education programs
 - articulate the history and current practices of policy making, budgeting, accounting, and finance
 - articulate models for designing, managing, and evaluating student affairs programs and computer applications in higher education
 - seek the involvement of others in the accomplishment of projects and tasks
 - treat with respect students, faculty, staff and others with whom s/he interacts on a professional basis
 - exhibit conscientiousness and self-awareness
 - serve as a healthy role model and mentor to students and other employees
 - collaborate with others
 - engage in strategic planning
 - exhibit willingness to take risks
 - maintain a physically and socially safe environment in work setting
 - organize and coordinates the work of direct reports
 - lead effective planning, implementation, review, and evaluation processes
 - manage financial resources with efficiency, fairness, accuracy, accountability and involvement of direct reports
 - uphold and apply federal and state laws and institutional policies while ensuring due process
 - manage personnel practices including recruitment, selection and evaluation, with fairness and legally defensible processes
 - evaluate personal and organizational skills, characteristics and strategies that facilitate the accomplishment of mutual goals
 - develop and conduct leadership training programs and activities
- E. 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.
- relate values to scientific and technological developments
 - conduct a comprehensive review of the literature on a given subject
 - differentiate between various research techniques
 - design, conduct and report on a sound research study, program evaluation or assessment study
 - respect human dignity

- adhere to personal and professional standards, codes of ethics, and personal and professional values
- catalog professional periodicals and other reference materials including, but not limited to, professional associations, dissertations, etc.
- articulate elements of human subjects review and human subjects rights
- identify and discuss potential conflicts of interest
- identify institutional stakeholders and who has ultimate authority and decision making responsibility
- determine to what extent the evaluator will influence the study
- identify what biases or predispositions the evaluator brings to the data analysis

COMPETENCY 3 – SUPERVISED PRACTICE

Students must gain experience in developmental work with individual students and groups of student in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes. Supervision must be provided onsite by competent professionals working in cooperation with qualified program faculty members. Onsite mentors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of ACPA, NASPA, and other recognized professional associations.

- list and describe practicum hours
- identify connections between practicum experience and previous learning
- identify and discuss implications for transitioning from practicum experience to full-time position
- demonstrate application of knowledge through project completion (handbook, training, final report, etc.)

COMPETENCY 4 – PROFESSIONAL LEARNING

Students must gain knowledge of and experience with becoming part of a professional community of student affairs educators, which includes participation in professional development opportunities demonstrating continual learning and professional growth opportunities beyond coursework requirements. Professional learning opportunities can include campus, local, regional, national, and international developmental opportunities and leadership in campus, local, regional, national, and international professional associations. Students can also demonstrate professional learning through the engagement with new learning opportunities in their higher education graduate assistantship and full-time employment positions. Annual evaluations from existing part-time or full-time positions will serve as evidence of content application to practical settings. Students must demonstrate their understanding of the student affairs job search process with the development of quality job search materials.

- list and describe professional learning hours (200 hour minimum)
- identify connections between professional learning, field work, and previous learning
- demonstrate ability to effectively engage in professional student affairs job search process (resume and cover letter and participation in Mock Interview process)

PORTFOLIO FORMATTING CONSIDERATIONS

- Upload all documents in pdf format (including power point files)
- Be sure references are include within power point slides with a reference slide at the end of the presentation
- Ensure all APA formatting and citations are correct (title page, heading levels, in-text citations, references, etc.)