Higher Education Master's Program

Student Handbook

2012 – 2013

UNIVERSITY *of* DENVER

MORGRIDGE COLLEGE OF EDUCATION

The University of Denver Morgridge College of Education *Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the program. In addition to our program publication, the student should become familiar with the [Morgridge College of Education Bulletin](#) and the [Graduate Policy Manual](#). 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 programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students, please refer to the Faculty/Staff contact list within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

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 80208-4840, 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: OVERVIEW

General Contact Information

Dr. Bushra Aryan
Katherine A. Ruffatto Hall, 352
Coordinator, MA Program
Higher Education Studies

Office of Academic Services, Morgridge College of Education
303-871-2112, oas@du.edu
For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support
Primary contact: Karen Paul-Masaoka, kpaulmas@du.edu

Office of Admissions, Morgridge College of Education
303-871-2509. ed-info@du.edu
For assistance related to admissions

Location
The faculty and staff offices for the Higher Education Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult https://www.parking.du.edu/default.aspx.

Accreditation
All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

Higher Education Program Mission and Vision

Mission:
The mission of the Higher Education Program at DU is for students and faculty to pursue knowledge and develop leaders who are reflective practitioners and scholars committed to improving post-secondary education and enhancing diversity and social equity.

Vision:
The Higher Education Program at DU will be a nationally-recognized program with exceptional faculty who prepare students to be change-agents dedicated to the public good.

Part II: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures 2012-13 are the first layer of academic policy under which all college and program policies are administered.

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at:
http://www.du.edu/education/resources/current-students/index.html.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Autumn Orientation
Prior to the beginning of the autumn quarter, students are strongly encouraged to attend an orientation session that introduces them to the program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, filling out initial course work plans, registering for courses, receiving pre-practicum materials, and engaging in Q&A sessions comprise the basic agenda.

Morgridge College of Education Office of Admissions and Office of Academic Services
To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA) and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions, which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112.

The Office of Academic Services can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Student Responsibilities
In addition to following the University of Denver Honor Code and behaving according to the professional ethical standards of our field (see Appendix E), students are expected

to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

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 three areas of elective concern, enabling them to have access to entry- and mid-level professional positions:

     (1) Diversity and higher learning
     (2) College student development
     (3) Leadership and organizational change for professionals

These three concentrations enable students to choose their area of specialization, gain knowledge related to their career interests, and engage in practica and internships directly related to activities associated with administration, student life, or diversity and higher learning.

The **Diversity and Higher Learning** concentration is designed for students with a special interest in diversity, access and equity, or teaching and learning (adult education). Structured around courses that provide both theoretical and practical skills, this concentration is intended for future scholars and practitioners interested in enhancing diversity, access, and equity in organizations; faculty and staff development in P-20 educational institutions; trainers in for-profit companies and not-for-profit agencies; and administrators and faculty in two-year and four-year higher education institutions. It is important to note that this concentration places a great deal of emphasis on developing critical understanding of the impact that race, ethnicity, gender, sexual orientation, religious affiliation, and other social identities have on collective and individual learning in organizations. Students who currently work in or intend to pursue careers in multicultural affairs, curriculum development, university instruction, university administration, consulting, or training will find this concentration to be a good fit.

The **College Student Development** concentration enables students to gain knowledge about higher education and student development, develop helping and advising skills for diverse student populations, and experience practica and internships in student-related areas. The CSD concentration is intended for individuals interested in positions in college student affairs and campus life. Career opportunities include entry-and mid-level professional positions in residence life, student activities, Greek life or career counseling.

The **Leadership and Organizational Change** concentration prepares experienced professionals to assume great responsibility, pursue long-term career goals or change their emphasis in higher education. This concentration has been especially designed for individuals working in or seeking to understand postsecondary education in a changing multicultural and global society. Experienced professionals who are interested in enhancing their careers will discover that this program challenges them to discover and strengthen an array of skills essential for success: analytical, communication, multicultural competence and leadership skills. The built-in flexibility of LOCP enables

participants to develop a customized component according to their intellectual interests, and links professional knowledge and research with the world of practice in postsecondary education, nonprofit or non-governmental organizations, foundations, think tanks, research institutes and the private sector.

Higher Education Master of Arts
Concentration in Diversity and Higher Learning

I. Higher Education Program Required Courses (9hrs)

HED 4213 Leadership and Supervision	(3)
HED 4246 Issues of Access and Opportunity	(3)
HED 4247 Retention & Persistence	(3)

II. Diversity and Higher Learning Concentration Required Courses (16 hrs)

HED 4210 Social /Political Context High Ed	(3)
HED 4211 Current Issues in Higher Education	(3)
HED 4261 College Student Development Theory	(4)
HED 4284 Inclusive Excellence in Organizations	(3)
HED 4287 Critical Race Theory and Education	(3)

III. Research and Assessment (10 hrs.)

RMS 4900 Educational Research & Measurement	(4)
RMS 4962 Program Development and Assessment	(3)
HED 4230 Capstone Seminar	(3)

IV. Specialization and Elective Courses (12 hrs. minimum)

All Higher Education Program concentrations allow for a specialization. Students in the Diversity and Higher Learning concentration select an additional 12 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 Specializations. Check with your advisor for other alternatives.

V. MA Professional Development (3 hrs.)
A 3-credit practicum (1 credit hour course during the fall, 0 credit hour course during the winter, and 2 credit hour course during the spring) during the first year is required for an M.A. in Higher Education with a Diversity and Higher Learning specialization

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

Requirements	Credit Hours
I. Higher Education Program Required Courses	9
II. Diversity and Higher Learning Concentration Courses	16
III. Research and Assessment	10

IV.	Sub-specialization and Elective Courses	12
VI.	Professional Development	3

Total Hours   50 hrs.

A <u>minimum</u> 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 capstone project.

Higher Education Master of Arts
Concentration in Student Development

I. <u>Higher Education Program Required Courses</u> (9hrs)

HED 4213 Leadership and Supervision	(3)
HED 4246 Issues of Access and Opportunity	(3)
HED 4247 Retention, Persistence, and Student Success	(3)

II. <u>Student Development Required Courses</u> (16 hrs.)

HED 4217 Student Affairs Administration	(3)
HED 4229 Student Personnel Helping Skills	(3)
HED 4261 College Student Development Theory	(4)
HED 4222 Higher Education and Law	(3)
HED 4268 Design and Facilitation of Developmental Workshops	(3)

III. <u>Research and Assessment</u> (10 hrs.)

RMS 4900 Educational Research & Measurement	(4)
RMS 4962 Program Development and Assessment	(3)
HED 4230 Capstone Seminar	(3)

IV. <u>Higher Education Electives</u> (11 hrs. minimum)

All Higher Education Program concentrations allow for a specialization. Students in the Student Development concentration select an additional 12 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 Specializations. Check with your advisor for other alternatives.

V. <u>MA Professional Development and Internship</u> (4 hrs.)

A 3-credit practicum (1 credit hour course during the fall, 0 credit hour course during the winter, and 2 credit hour course during the spring) during the first year is 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 4290 Professional Development Seminar   (1-0-2)
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. Higher Education Program Required Courses	9
II. Student Development Required Courses	16
III. Research and Assessment	10
IV. Higher Education Specialization and Electives	11
V. Professional Development/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 capstone project.

Higher Education Master of Arts
Concentration in Leadership and Organizational Change (LOC)

I. Higher Education Program Required Courses (9 hrs)

HED 4213 Leadership and Supervision   (3)
HED 4246 Issues of Access and Opportunity   (3)
HED 4247 Retention & Persistence   (3)

II. Leadership and Organizational Change Required Courses (9 hrs)

HED 4220 Organization and Governance of Higher Education   (3)
HED 4221 Financing Higher Education   (3)
HED 4222 Higher Education and Law   (3)

III. Research and Assessment (10 hrs.)

RMS 4900 Educational Research & Measurement   (4)
RMS 4962 Program Development and Assessment   (3)
HED 4230 Capstone Seminar   (3)

IV. Higher Education Electives (14 hrs. minimum)

All Higher Education Program concentrations allow for a specialization. Students in the Student Development concentration select an additional 15 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 Specializations. Check with your advisor for other alternatives.

V. MA <u>Professional Development</u> (3 hrs.)
A 3-credit practicum (1 credit hour course during the fall, 0 credit hour course during the winter, and 2 credit hour course during the spring) during the first year is required for an M.A. in Higher Education with a Leadership and Organizational Change specialization

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

Requirements	Credit Hours
I. Higher Education Program Required Courses	9
II. Leadership and Organizational Change Required Courses	9
III. Research and Assessment	10
IV. Higher Education Specialization and Electives	14
V. MA Professional Development	3
Total	45 hrs.

A <u>minimum</u> 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 DESCRIPTIONS

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Higher Education courses are available at:
http://www.du.edu/education/programs/hed/descriptions.html

(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 and Political Contexts of Higher Education
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 Education
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 Education
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 in Postsecondary Settings
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 of American Higher Education
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 Education
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 Student Affairs Administration
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 Organization & Governance of Higher Education
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 Institutional Research & Enrollment Management
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 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 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 4230 Capstone Seminar
The purpose of this course is to provide promote the integration of the core curriculum with practitioner related experiences in the masters program. Advanced students have an opportunity to use concepts and theories learned in previously completed coursework to understand and analyze current issues facing student affairs. The course is also designed to assist students by facilitating the transition in to professional positions in higher education. *3 cr. hrs.*

HED 4242 Educational Policy Analysis (3 credits)
Educational Policy Analysis offers various methods to research public policy enactments by analysis of specific federal and state policies or judiciary decisions. This course explores the nature of policy analysis within American Higher Education while simultaneously learning about educational policy analysis and conducting an analysis on key postsecondary issues. We review the history and the approaches, methods, and tools required to conduct educational policy

analysis. The central focus of the course includes: the important of an initial policy statement; what roles environmental analysis as well as boundaries and constraints considerations play; and how one analyzes policy options, reflections on their implementation strategies, and make recommendations.

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 4247, Retention & Persistence
This course introduces students to relevant research, theory, and practice related to college student retention and persistence. Students explore cultural, institutional, and individual factors that may impact college student persistence and critically examine theories attempting to explain why students leave college. In addition, students also closely explore the dynamics of oppression at the individual, institutional, and socio-cultural levels and the resulting impact on student retention. Effective retention practices, programs, and assessment procedures are also identified and examined.

Prerequisite: Students are expected to have taken HED 4246 either prior to or concurrently with this class in order to have the necessary background to engage at a high level of understanding in the course. However, this prerequisite may be waived based on prior educational or work experience at the discretion of the instructor.

* HED 4260 Students and the 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 College Student Development Theory
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. *4 cr. hrs.*

* RMS 4962 Program Development & Assessment in Postsecondary Settings
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 4270 Student Affairs Internship *1 cr. hr.*
Supervised experience in administration at college or university level.

*HED 4281 Inclusive Excellence Programming & Development
In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of the workplace. As a result, th eneed for understanding how to enhance cultural diversity inorganizations 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.

*HED 4284 Inclusive Excellence 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 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 Professional Development 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 Professional Development 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 College / University Administration
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.*

Electives
The electives serve to provide exposure to content and experiences that will develop expertise in a particular area and prepare the student for professional practice. Some students may want exposure to a broad array of concepts and experiences; others may wish to develop a tightly focused expertise. By working closely with the academic advisor, students will be able to choose electives that best meet their professional goals.

Practicum & Internship
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). 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" average 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.

The Capstone Project
Students enrolled in the HED MA program will complete a capstone project as the final degree requirement. The purpose of the capstone project is to synthesize the information gained through HED coursework to develop a practical application rooted in higher education theory and literature. When approximately 18-24 quarter hours of course work has been completed, the student should contact their faculty advisor to discuss ideas for the project and obtain approval of the Capstone Proposal. The project will consist of both a practical project or product as well as a paper describing the theory, literature, and process related to developing the project. Examples of projects include a grant proposal, a research project, a strategic plan, policy analysis, curriculum for an educational workshop, or a program evaluation or assessment. A final public conference will be held presenting the projects.

Students complete the capstone project under the direction of a faculty advisor and a field mentor. The capstone project proposal must be completed at least one quarter prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the Program Coordinator.   Please see specific information regarding the capstone project in Appendix C.

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript. Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate course work counted toward the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B-" will not be accepted by the program as meeting degree requirements. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended or dismissed. The Graduate Student Records Office informs the Morgridge College of Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Time Limit for Degree Completion
The time limit to complete the master's degree is five years.

Coursework Plan

The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at http://www.du.edu/registrar/. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a <u>required</u> course must be approved by the student's advisor and a Course Substitution or Waiver form (found under General Student Forms at www.du.edu/education/resources/current-students/forms.html) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at http://www.du.edu/education/resources/current-students/coursework-plans.html and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

Incomplete Grade Policy

An Incomplete I is a temporary grade which may be given at the instructors discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. The complete policy and official forms to file for an incomplete grade can be found at the Office of the Registrar: http://www.du.edu/registrar/records/incompletepolicy.html

Student Annual Review

Student progress is monitored both during and at the end of each quarter by program faculty. Students who are not making satisfactory progress in their respective program will be required to meet with their advisor and the Program Coordinator. The goal of the meeting will be to assist and support students in identify a plan of action toward continuous improvement and success in the program.

Graduation

Completing a degree in the Morgridge College of Education deserves celebration. The University of Denver, Morgridge College of Education, and the faculty applaud your hard work and great accomplishment. Please follow the appropriate guidelines (outlined below) so that you are able to graduate when you intend to do so.

Students must register for graduation. Official deadlines and forms are online at http://www.du.edu/registrar/graduation/index.html. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline*.*

Reasons for Probation and Dismissal

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 Coordinator and HED 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.

<div align="center">

University of Denver Honor Code
Adopted by the Morgridge College of Education and the Higher Education Program

</div>

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. See http://www.du.edu/facsen/honor_code.html for complete statement.

Transfer of Credit

For information on transferring credit, please refer to page 24 the Graduate Policy Manual found at: http://www.du.edu/media/documents/graduates/gradpolmanual.pdf

Procedure for Academic Grievances for Graduate Students

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the **Graduate Policy Manual** for further information.

PART III: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Higher Education Student Association

The Higher Education Student Association (HESA) provides an educational, professional and social base for students interested in the field of higher education. Activities of the organization encourage and enhance all facets of graduate student growth and development and provide an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Higher Education Faculty

The Higher Education Program faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly reviews all students' work to assess their progress. Assessment is based on a review of course work, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements. Faculty bios can be found on the MCE website, www.du.edu/education.

PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

All 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 located in appendix E-1.

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

Part V: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of the a professional community. The following organizations are suggestions; there are many others for students to consider.

<u>National Higher Education Associations</u>

All MCE students are encouraged to join at least one professional association. 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. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. 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 **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 **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/

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 **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 **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 **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 Providences) of NASPA, and is on the editorial board of the *NASPA Journal*. URL: http://www.naspa.org/

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 VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

APA Requirements
The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:
- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.
http://www.apastyle.org/pubmanual.html

Distributed Email ListAll accepted and enrolled students in an MCE program must subscribe to their program's distributed email list, using the program's PREFERRED email address. These lists are used to deliver official program notices, job and internship opportunities, and discussion of matters among students and faculty. https://listserv.du.edu/mailman/listinfo/hesa-1

Laptops
Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer and Software Purchases
Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the Laptops and Learning Page for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the Bookstore web site or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Computer Labs and Technology Resources
A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary, please check the schedule. The Penrose Library computer lab has extended evening and weekend hours for your convenience. The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Software Installed in Computer Lab
The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative Research Methods course software is also available. For questions about specific software titles please call 303-871-2789 for information.

Student Training
The University Technology Services (UTS) offers various training and events to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Digital Cameras, Camcorders, Transcribers and Laptop Computers
The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator, 303-871- 3222. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required. It is recommended you make a reservation for the equipment .

Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state of the art learning space. It has been designed to facilitate all forms of learning. Within the building there are several large state of the art

classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work. The Morgridge College of Education employs a computerized room scheduling system. This system, R-25, is open for students to book the following spaces for school related activities:

124 Ruffato Hall (turret room East – Capacity 6)
134 Ruffato Hall (turret room West – Capacity 15)
203 Ruffato Hall (small conference room – Capacity 8)
206 Ruffato Hall (turret room East – Capacity 14)
234 Ruffato Hall (turret room West – Capacity 12)
334 Ruffato Hall (turret room West – Capacity 12)

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group please use the following link https://reg25web.du.edu. Once you are on the page, click on the link "My Requests" and then logon using your DU credentials. It is very important that you fill out every field within the form or the system will refuse your request. Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead. You can find instructions for R25 completion at www.du.edu/education--click on *current students* link and instructions are at the bottom of the page.

Once you have requested a room you will receive an email stating the request has been processed - this is NOT the confirmation. The confirmation will come in a separate e-mail message. If you have to cancel a reservation you will need to work with Julie Collier or James Conyers directly as the cancellation cannot be completed online.

We are all fortunate to work and learn in such a lovely and versatile space. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had. All rooms have layout diagrams posted within the room.

Appendix A: Course Work Plans

Morgridge College of Education
Higher Education Program Master of Arts
College Student Development Concentration (CSD)

Student: Student ID:

Student Email: Advisor:

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. HED Required Courses (9 hrs.)			
Leadership and Supervision	HED 4213		3
Issues of Access & Opportunity	HED 4246		3
Retention & Persistence	HED 4247		3
Subtotal			**9**
II. CSD Required Courses (16 hrs.)			
Student Affairs Administration	HED 4217		3
Student Personnel Helping Skills	HED 4229		3
College Student Development Theory	HED 4261		4
Higher Education and Law	HED 4222		3
Inclusive Excellence Programming & Dev	HED 4281		3
Subtotal			**16**
III. Research and Assessment (10 hrs.)			
Education Research and Measurement	RMS 4900		4
Program Development and Assessment	RMS 4962		3
Capstone Seminar	HED 4230		3
Subtotal			**10**

IV. Higher Ed Elective Courses (11 hrs. min.)			
Subtotal			**11 min.**
V. Practicum and Internship (4 hrs.)			
Professional Dev Seminar - Fall Quarter	HED 4290		1
Professional Dev Seminar - Winter Quarter	HED 4290		0
Professional Dev Seminar - Spring Quarter	HED 4290		2
Student Affairs Internship	HED 4270		1
Subtotal			**4**

HED Master's Degree-Student Development Summary	CREDIT HOURS
I. HED Required Courses	9
II. Student Development Required Courses	16
III. Research and Assessment	10
IV. Higher Education Electives	11
V. Practicum and Internship	4
VI. Transfer of Credit (maximum of 10 hrs.)	
TOTAL	50

The final degree requirement is the successful completion of a capstone project. Successful completion of the capstone course, HED 4230, is not equivalent with the successful completion of the capstone project. See the current handbook for the capstone requirements.

Student's Signature: Date:

Advisor's Signature: Date:

Morgridge College of Education
Higher Education Program Master of Arts
Diversity and Higher Learning Concentration (DHL)

Student: **Student ID:**

Student Email: **Advisor:**

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. HED Required Courses (9 hrs.)			
Leadership and Supervision	HED 4213		3
Issues of Access & Opportunity	HED 4246		3
Retention & Persistence	HED 4247		3
Subtotal			**9**
II. DHL Required Courses (16 hrs.)			
Social and Political Context in Higher Ed	HED 4210		3
Current Issues in Higher Education	HED 4211		3
College Student Development Theory	HED 4261		4
Inclusive Excellence in Organizations	HED 4284		3
Critical Race Theory & Education	HED 4287		3
Subtotal			**16**
III. Research and Assessment (10 hrs.)			
Educational Research and Measurement	RMS 4900		4
Program Development and Assessment	RMS 4962		3
Capstone Seminar	HED 4230		3
Subtotal			**10**

IV. Specialization and Elective Courses (12 hrs.)			
Subtotal			**12 min.**
V. Practicum and Internship (3 hrs.)			
Professional Dev Seminar - Fall Quarter	HED 4290		1
Professional Dev Seminar - Winter Quarter	HED 4290		0
Professional Dev Seminar - Spring Quarter	HED 4290		2
Subtotal			**3**

HED Master's Degree-Diversity and Higher Learning Concentration (DHL) Summary	CREDIT HOURS
I. HED Required Courses	9
II. DHL Required Courses	16
III. Research and Assessment	10
IV. Higher Education Electives	12
V. Practicum	3
VI. Transfer of Credit (maximum of 10 hrs.)	
TOTAL	50

The final degree requirement is the successful completion of a capstone project. Successful completion of the capstone course, HED 4230, is not equivalent with the successful completion of the capstone project. See the current handbook for the capstone requirements.

Student's Signature: **Date:**

Advisor's Signature: **Date:**

Morgridge College of Education
Higher Education Program Master of Arts
Leadership and Organizational Change Concentration (LOC)

Student: _____

Student ID: _____

Student Email: _____

Advisor: _____

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. HED Required Courses (9 hrs.)			
Leadership and Supervision	HED 4213		3
Issues of Access & Opportunity	HED 4246		3
Retention & Persistence	HED 4247		3
Subtotal			**9**
II. LOC Required Courses (9 hrs.)			
Organization and Governance in Higher Ed	HED 4220		3
Financing in Higher Education	HED 4221		3
Higher Education and Law	HED 4222		3
			9
III. Research and Assessment (10 hrs.)			
Educational Research and Measurement	RMS 4900		4
Program Development and Assessment	RMS 4962		3
Capstone Seminar	HED 4230		3
Subtotal			**10**

IV. Higher Ed Elective Courses (14 hrs. min.)			
Subtotal			**14 min.**
V. Practicum and Internship (3 hrs.)			
Professional Dev Seminar - Fall Quarter	HED 4290		1
Professional Dev Seminar - Winter Quarter	HED 4290		0
Professional Dev Seminar - Spring Quarter	HED 4290		2
Subtotal			**3**

HED Master's Degree-Leadership and Organizational Change Concentration (LOC) Summary	CREDIT HOURS
I. HED Required Courses	9
II. LOC Required Courses	9
III. Research and Assessment	10
IV. Higher Education Electives	14
V. Practicum	3
VI. Transfer of Credit (maximum of 10 hrs.)	
TOTAL	45

The final degree requirement is the successful completion of a capstone project. Successful completion of the capstone course, HED 4230, is not equivalent with the successful completion of the capstone project. See the current handbook for the capstone requirements.

Student's Signature: **Date:**

Advisor's Signature: **Date:**

APPENDIX B: POSSIBLE COURSE OPTIONS FOR AREA OF SPECIALIZATION*

A. Curriculum and Instruction	B. International Studies
• 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	• 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
C. Management & Leadership	**D. Gender, Sexuality, and Identity**
• 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	• *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
E. Intercultural Communication	**F. Community and Schools**
• 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	• 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
G. Adult Development	**H. Cross Cultural Counseling**
• 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	• 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

*Please note that this is not an extensive list of possible electives. Students are encouraged to check with academic departments beyond HED to learn about additional course options.

APPENDIX C: CAPSTONE PROJECT 2012-13

The purpose of the capstone project is to integrate the concepts learned throughout the coursework, practicum, and internship experiences to develop an original, practical project contributing to the field of Higher Education. The project will be rooted in relevant theory and literature and will consist of both a practical application/product and a paper describing the relevant theoretical frameworks, literature, process, and implications and recommendations related to the project. The project consists of several major steps:

- Capstone proposal
- Selection of a field adviser
- Completion of the project
- Completion of the paper accompanying the project
- Presentation of the project/paper to the HED scholar-practitioner community

In this section, you will find the following documents:

- Suggested guidelines for student and adviser relationships
- Recommended timeline for completion of a capstone project
- Capstone proposal guidelines
- Field adviser expectations
- Capstone paper guidelines
- Forms associated with the capstone project:
  - Identification of field adviser (to be filed with faculty capstone adviser)
  - Capstone proposal form (to be filed with faculty capstone adviser)
  - Capstone approval form (to be filed with OAS)

Suggested Guidelines for Student and Adviser Relationships

Students and advisers should discuss the following elements of their working relationships:

- Frequency of contact—Develop a general plan for regular contact schedule and guidelines for giving and receiving feedback on drafts of the capstone
- Communication—Be specific as to how and when advisers and students will communicate (work, home, e-mail, etc.).
- Resolution of problems—Be clear regarding how the capstone advisers and students 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.

Suggested Capstone Timeline*

Spring Quarter – Year One
- Begin thinking about topic – consider problems, issues, concerns in practicum/internship or other work area
- Review materials in the Handbook related to capstone proposal
- Develop an outline of what you anticipate you will include in your proposal
- Meet with a faculty member in the HED program get feedback about your idea (your capstone advisers will be assigned in Fall)
- Begin to think about a potential field adviser

Summer – Year One
- Write a draft of your proposal – follow description in handbook
- Select a field adviser

Fall – Year Two
- Submit draft of proposal to capstone adviser during the first week of the quarter
- Finalize proposal by Oct. 1 (signatures from capstone and field advisers on capstone proposal form)
- Complete IRB requirements (be in contact with your capstone adviser related to this) for your project
- Continue literature review related to your capstone project – have a completed draft by the end of Fall Quarter
- Begin implementing your capstone project (i.e. conduct the workshop, assessment, or other related activities)

Winter – Year Two
- Complete literature review in conjunction with your capstone faculty adviser
- Complete project

Spring – Year Two
- Complete capstone paper (including Intro, Background, Theoretical Framework, Literature Review, Discussion/Analysis, and Recommendations) during the Capstone Course in Spring Quarter
- Graduate & Celebrate!

*Please note that this timeline was developed based on a two year timeline for degree completion. If you are on a different plan, please consult with your adviser to develop a timeline that meets your needs.

Capstone Proposal Guidelines

When a topic has been selected, the student must submit a capstone project proposal to the capstone faculty advisor. The proposal must be approved during the Fall Quarter. The five to seven page proposal should conform to APA style and contain the following sections:

- Statement of the Issue or Problem
- Literature Review
    - Highlight the areas you will explore related to your topic area
    - Please note the literature review will not be complete in the proposal, but this section of the proposal should NOT be a bulleted list or annotated bibliography – please identify the areas of literature you will explore and provide a cursory overview of the literature in these areas.
- Theoretical Framework
    - What theories or models are relevant to your project? How will you frame/support the development of your capstone project?
- Description of the Proposed Project
    - Describe the project (i.e. assessment, workshop, research project, guide for best practices, etc),
    - Provide at least three specific objectives for the project
    - Provide a work plan and timeline detailing how the objectives will be met

The capstone proposal will be reviewed by the faculty capstone adviser to determine if the project appears to be of sufficient scope, breadth, and depth to warrant a total of three (3) 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.

HED Capstone Information for Field Advisers

The purpose of the capstone project is to integrate the concepts learned throughout the coursework, practicum, and internship experiences to develop an original, practical project contributing to the field of Higher Education. The project will be rooted in relevant theory and literature and will consist of both a practical application/product and a paper describing the relevant theoretical frameworks, literature, process, and implications and recommendations related to the project. The project consists of several major steps:
- Capstone proposal
- Selection of a field adviser
- Completion of the project
- Completion of the paper accompanying the project
- Presentation of the project/paper to the HED scholar-practitioner community

Students engage in the capstone in many different ways – some students develop programs, workshops, or trainings for higher education professionals or students; other students assess current programs and services; and some students develop strategic plans, mission statements, or guides for best practices.

As a field adviser to the student, your role is to provide guidance related to the practicality of the capstone project. The student selected you because of your expertise in a particular area related to higher education.

The field adviser should support the student in the development of their capstone proposal, project, and final paper. The student will have both a field adviser and a faculty capstone adviser to support them through this process. The role of the field adviser is to provide insight on the practical aspects of the project, including but not limited to, helping the student define and articulate the need for the project, to point the student in the direction of relevant literature and theory related to the topic, and to discuss the overall implications of the project for the field of higher education. The faculty capstone adviser's role is to guide the student through the technical aspects of conceptualization and writing the paper related to the project. The field adviser and faculty adviser work in tandem to provide feedback to the student and the student is expected to synthesize and integrate the feedback provided to them throughout the process.

More specifically, the expectations of the field adviser include the following:
- Meet with the student as needed to assist in the development of the capstone project.
- Read and provide feedback on the capstone proposal.
- Read and provide feedback on the final version of the capstone paper.
- Attend the student's capstone defense where s/he will present an overview of the project, including what s/he learned from the project.
- Confer with the capstone faculty adviser to assign a grade to the student's capstone project.

Capstone Paper Guidelines

The final paper associated with your capstone project should be a maximum of 30 pages excluding title page, references, and appendices. The paper must follow Current APA Guidelines.

The sections of the final capstone paper should include:
- Introduction, Statement of the Problem, and Background (approx. 3-5 pages)
  - Clear direction & purpose
  - Overall intended outcomes of the paper/project stated
  - Clear and concise statement of the problem and overview of the context of the work
  - Incorporation of relevant literature
- Literature Review Related to your topic (approx. 6-8 pages)
  - Identification and synthesis literature relevant to the topic
  - Appropriate depth and breadth of literature for graduate-level capstone writing
  - Overall sense of direction and purpose connecting the literature to the framework and purpose of the project
- Theoretical Framework (approx. 5-7 pages)
  - Clear theoretical framework from which the work was conducted
  - Connection of theoretical to the field of higher education
  - Incorporation of relevant literature about the theoretical framework
- Discussion and Analysis of Project (include description of the project and your process for completing the project) (approx. 5-7 pages)
  - Description of the project and processes associated with completing project
  - Discussion of the overall implications of the project – the "so what"? What is the significance of this project for your work in higher education? For others in the field?
- Conclusions & Recommendations (approx. 5-7 pages)
  - Clear, concise, and specific recommendations for higher education/student affairs professionals
  - Directions for future research/assessment
  - Overall conclusion/wrap up
- References
- Appendices
  - Materials representing the product associated with the capstone (i.e. assessment tool, outline and program associated with a workshop you developed, etc)

Field Adviser Agreement

Student Information (please print):

_____   _____
Student Number   Date

_____
Last Name   First Name

_____
Phone   Email

Capstone Project Information:

Capstone Topic/Working Title:

Field Adviser Information:

_____
Last Name   First Name

_____
Institution, Department, and Title

_____
Phone   Email

We have met to discuss our expectations of each other in this advising relationship and as a field adviser, I agree to support the student in completing her/his/hir capstone project.

Signatures

1. _____
            (Student)   (Date)

2. _____
            (Field Mentor)   (Date)

Capstone Project Proposal Approval

Please fill out and attach to your approved capstone proposal. This form should be filed with your faculty capstone adviser.

Student Information (please print):

_____   _____
Student Number   Date

_____
Last Name   First Name

_____
Phone   Email

Capstone Project Information:

Working Title_____

Signatures

1. _____
            (Student)   (Date)

2. _____
            (Advisor)   (Date)

3. _____
            (Field Mentor)   (Date)

Capstone Project Final Approval Form

Instructions: Complete the student information and Project Title sections of this form and bring to your final Capstone Defense. After you have completed the final revisions on your project/paper, your faculty capstone adviser will file this form with the MCE Office of Academic Services.

Student Information (please print):

_____   _____
Student ID Number   Date

_____
Last Name   First Name

_____
Phone   Email

Project Title: _____

This capstone project, paper, and presentation (defense) meets the expectations outlined for the capstone projects in the HED program at the University of Denver.

Authorizing Signatures:

1. _____
          (Student)   (Date)

2. _____
          (Advisor)   (Date)

3. _____
          (Field Mentor)   (Date)

Appendix D: 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
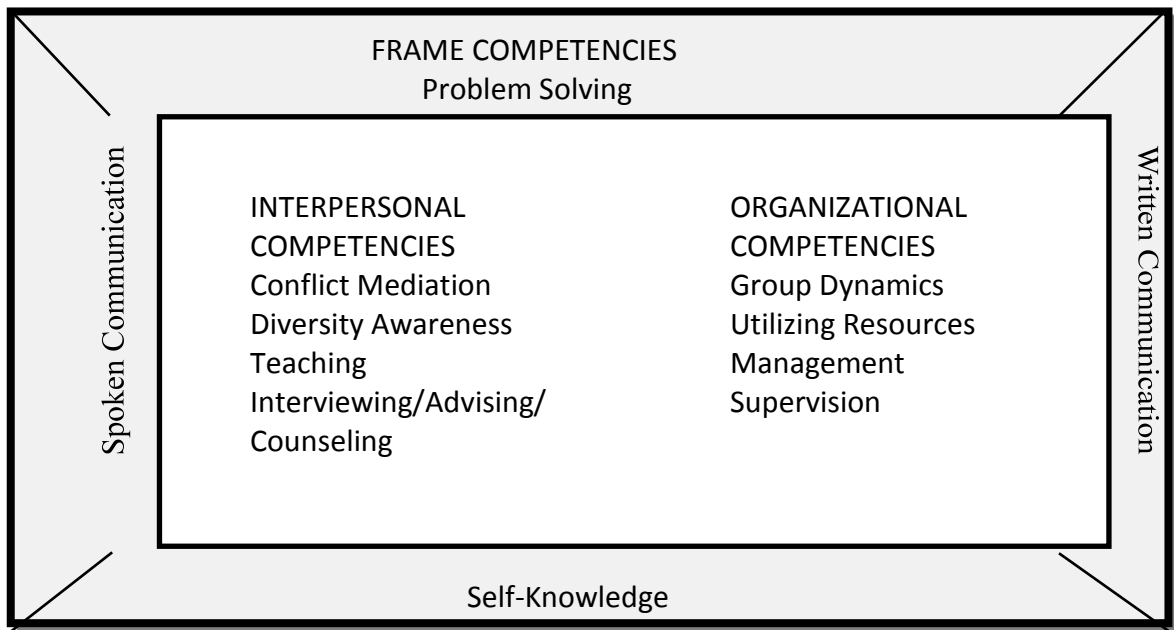Group Dynamics
Utilizing Resources
Management
Supervision

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* 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
Problem Solving

Spoken Communication

Written Communication

INTERPERSONAL COMPETENCIES
Conflict Mediation
Diversity Awareness
Teaching
Interviewing/Advising/ Counseling

ORGANIZATIONAL COMPETENCIES
Group Dynamics
Utilizing Resources
Management
Supervision

Self-Knowledge

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 E: 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 Council for Advancement of Standards Guidelines as described below.

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 ac-crediting 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 learn-ing obtained merit recognition as being of academic worth and social value. That is the primary value of the CAS preparation standards.

References, Readings, and Resources Can you change these references to APA style as a model for students?

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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 principles 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.

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.
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