Welcome to Graduate Study in
Student Affairs In Higher Education (574)

at Northwestern State University
A member of the University of Louisiana System

We are glad you have chosen Northwestern State for your graduate school experience. We believe you will find that Northwestern State offers a high quality as well as challenging program of study. This booklet is the student handbook for students enrolling in the Master of Arts degree program in Student Affairs in Higher Education (SAHE). Within its covers is a breadth of information about the program and its requirements. Please familiarize yourself with it.

We encourage you to become as involved in the program as you can. Using the latest technologies, students are given opportunities to engage with faculty and staff through meaningful class assignments, assistantships, faculty research projects, student organizations, and professional development opportunities.

Sincerely,

Henrietta Williams Pichon, Ph.D.
Associate Professor/Program Coordinator
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The Student Affairs in Higher Education (SAHE) is a 36-semester-hour degree program offered online. The program is housed within the College of Education and Human Development at Northwestern State University. SAHE offers graduate coursework leading to the Master of Arts degree. The degree program offers coursework that prepares students for various roles in student affairs and higher education administration in a myriad of postsecondary educational settings, such as community and technical colleges, as well as four-year institutions in both the private and public sector.

**Statement of Philosophy**

The faculty believe that graduate students are persons who experience and cope with the concerns, difficulties, and aspirations common to all individuals and believe that students’ needs can be met successfully. NSU’s graduate programs are designed to provide in-depth experiences for those seeking to develop and extend their competencies as student affairs professionals.

We believe graduate students in our programs are responsible and responsive human beings and, thus, participate in planning their education and assume a major share of the responsibility for their own learning. They exercise their right to request those professors with whom they will consult in planning and completing their preparation program. The educational plan of study will account for prior educational background, avoid duplication, and maintain the principles of flexibility, cogency, and relevancy within the requirements established by the College of Education and Human Development and the Graduate School.

We believe that the graduate education of student affairs professionals, regardless of employment setting, requires a mix of theoretical, experiential, and supervised practice activities. Integration of theory and practice is obtained through a planned sequence of such activities that lead to more advanced concepts and responsibilities. In such a program, the student is able to pursue knowledge, to master information, and to integrate attitudes of many kinds.

We believe that preparation as a student affairs professional is not confined solely to those courses and experiences provided by the faculty. Although primary responsibility for the program rests with this faculty, it is recognized that other departments within the university as well as community agencies and programs may contribute measurably to the preparation of new professionals.
We believe that it is essential for students in this program to examine their own values, motivations, personal characteristics, and relationships with others. Therefore, opportunities such as faculty-student interactions, professional workshops and conferences, and individual consultations are available to maximize self-awareness and self-understanding. It is expected that students will become aware of their outlook on life and ways of dealing with others. It is believed that self-understanding contributes to personal and professional competence as well as to the capacity for sound judgment.

Opportunities for personal growth and development are infused in coursework and program activities. A certain level of self-disclosure on the part of students is expected; however, the content and depth of disclosures are always determined by the individual student. Self-exploration experiences are designed to assist students with reaching their full potential as student affairs professionals and are developed to promote wellness by exploring knowledge, skills, and attitudes. Faculty are committed to the ethical treatment of graduate students within these personal growth experiences. Students are equally responsible for monitoring professional boundaries within these contexts.

We believe that it is important for students to develop a theory or approach to leadership that fits their philosophies, behaviors, and personal styles. Therefore, we do not impose any specific leadership approach upon students. Students are expected to acquire an understanding of a variety of theories and to formulate explanations of behavior that are helpful in their work.

We believe that research training assists students with developing the critical faculties of analysis and synthesis. Therefore, we expect students to be involved in research at a variety of levels throughout their graduate education and career.

As a faculty, we believe that we are responsible for providing and maintaining a coherent graduate program that contains the substantive body of knowledge that must be learned to become a competent professional. It is considered a responsibility of faculty members to provide periodic feedback to students concerning their progress and development within the program. We shall, to the best of our ability, exercise prudent, professional judgments about the content of the program and the competencies of those who enter into and graduate from the program. We shall regularly seek to reform and update instructional practices and to engage in innovative curricular plans. Moreover, it is the faculty members’ conviction that their own continuous personal and profes-
essional development is essential to such improvement. Furthermore, the faculty values and encourages students’ input into the change process.

Finally, we believe that a student develops as an individual and as a professional when close, cooperative interpersonal relationships exist between student and student, between student and professor, and between student and staff. Therefore, we shall endeavor to establish and maintain such relationships.

**Mission Statement**

In keeping with the Board of Regents Master Plan for Higher Education of 2011 (p. 14), the SAHE program seeks to prepare professionals that will:

reaffirm and expand the State’s commitment to developing a stronger and more effective postsecondary education system in support of Louisiana’s economy. The continuing attention to access is joined with a strong emphasis on success: guiding students from freshman enrollment through to completion. It addresses the challenge to provide what the State, its communities, its businesses and its residents need – more college-educated men and women who are prepared to contribute to the economy, culture and general societal well-being of Louisiana.

We recognize that Student Affairs professionals play an important role in supporting student learning and achievement in higher education. The SAHE program sees as its primary mission to provide educational experiences for students that reflect the standards of best practice in the profession.

NSU is located in Natchitoches, a rural area of the state between the population centers of Alexandria and Shreveport. With the program redesign, the SAHE program is being offered completely online; thus, we serve students locally and nationally. The SAHE program attracts students with diverse undergraduate preparation such as humanities, social sciences, business, and education. A majority of the enrollment consists of students within the state. Other students are from across the country. To date, we have no international students enrolled in the program.

The faculty are expected to approach their pedagogy with intellectual vigor and enhance their preparation in their field through quality research and scholarship and service. The instructional efforts of program faculty are committed to ensuring a seamless integration of theory into practice.
Master’s Degree Program

In accordance with current professional standards set forth by the Council for the Advancement of Standards (CAS, 2011) and the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA) Professional Competency Areas for Student Affairs Professionals (2010), SAHE offers a two-year graduate preparation program for early career and aspiring student affairs professionals expecting to work in a postsecondary educational setting. Students will earn the Master of Arts degree upon successful completion of all requirements including 36 semester hours of coursework, a comprehensive examination, a 700 clock hours of supervised experience, and a thesis or paper-in-lieu of thesis.

Professional Model

The professional training model represented in this program is that of scientist-practitioner, a clinical model. The practitioner aspect receives the greatest emphasis since student affairs in higher education is an applied profession. As scientist, the practitioner thinks scientifically, provides accountability measures, evaluates personal effectiveness, appraises and conducts research, and contributes to the professional literature of student affairs in higher education.

College of Education and Human Development Conceptual Framework

All candidates pursuing degrees in the College of Education and Human Development are expected to apply the principles of the conceptual framework, Models for Learning. Thus, objectives and learning activities in this course call upon candidates to take responsibility for their learning, to identify problems within specific areas, to arrive at solutions using creative/critical thinking, and to reflect upon and evaluate decisions made in the course of their learning.

Four encompassing principles—Problem Solving, Creative and Critical Thinking, (Assessment-based) Decision Making, and Responsibility Taking—support and enhance the theme, Models for Learning. These principles focus on competencies identified as essential for the highly qualified educator and are interrelated, not distinct entities. Pervasive throughout is a commitment to expanding candidates’ sensitivity to diversity, by recognizing individual differences and developing multicultural awareness, and to integrating technology appropriately as an intellectual tool to enhance and augment learning.
- **Problem Solving** involves higher-order thinking skills and is a systematic, thoughtful approach to gathering information in order to make an educated decision or support a change. Numerous examples exist, but the Unit subscribes to a general problem-solving model—define the problem, develop a plan, implement the plan, and evaluate the plan. These steps may range from simple to complex, depending on the problem and context. Inherent to this general model and reflecting the Unit's commitment to assessment and data-driven decision making is the systematic process to find, use, apply, and evaluate information for specific tasks.

- **Creative and Critical Thinking**, which are interrelated and complementary processes, involve higher-order thinking skills and include both the creation or generation of ideas, processes, experiences or objects and their evaluation. Bloom’s Taxonomy of the Cognitive Domain remains the seminal tool in developing objectives, designing curricula, preparing instructional activities, and assessing student learning. However, additional taxonomies and scholarly works, such as Dimensions of Thinking and A Taxonomy of Learning, Teaching and Assessing, inform and enhance the model.

- **Decision Making** is selecting from options or alternatives with the intent of facilitating student learning. Substantial content and pedagogical knowledge are essential for effective decision making. In addition, the Unit emphasizes assessment-based decision making, i.e., decisions should reflect a continuous and ongoing assessment process to gather data about students through a variety of means. Decisions may be proactive, interactive (responding to situational events), or retroactive, where reflection becomes a key component of effective decision making.

- **Responsibility Taking** involves accepting ownership and responsibility for decisions and professional growth and development in order to become a life-long learner—a model for learning. In addition, responsible educators strive to help overcome biases and produce positive behaviors in a diverse society. Responsible educators engage in ethical practices to resolve conflicts or dilemmas, to make decisions, and to interact with others.

For a copy of the Conceptual Framework document and link to the YouTube video, go to the following sites: [education.nsula.edu/conceptual-framework-2/](http://education.nsula.edu/conceptual-framework-2/).
Objectives of Master’s Degree Programs

Upon completion of the program, students are expected to demonstrate basic, intermediate, and/or advanced competencies (ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, 2010; CAS, 2011; College of Education and Human Development Conceptual Framework [COEHDCF], 2011) of the following areas, taking into consideration the knowledge, skills, and attitudes of the profession:

1. The Advising and Helping competency area addresses items related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups (ACPA/NASPA, 2010).

2. The Assessment, Evaluation, and Research (AER) competency area focuses on the ability to use, design, conduct, and critique qualitative and quantitative analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus (ACPA/NASPA, 2010; CAS, 2011).

3. The Equity, Diversity, and Inclusion (EDI) competency area includes items needed to create learning environments that are enriched with diverse views, and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).

4. The Ethical Professional Practice competency area pertains to items needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice (ACPA/NASPA, 2010; CAS, 2011).

5. The History, Philosophy, and Values competency area involves items that connect the history, philosophy, and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. It ensures that our present and future
practices are informed by an understanding of our history, philosophy, and values (ACPA/NASPA, 2010).

6. The Human and Organizational Resources competency areas includes items used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources (ACPA/NASPA, 2010; CAS, 2011).

7. The Law, Policy, and Governance competency area includes the items relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice (ACPA/NASPA, 2010; CAS, 2011).

8. The Leadership competency area addresses the items required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).

9. The Personal Foundations competency area involves the items to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).

10. The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).
These competencies and standards provide a “broad professional knowledge, skills, and for some competencies, attitudes expected of student affairs professionals, regardless of their area of specialization or positional role within the field” (ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, 2010, p.4). Additionally, the standards are designed to improve and promote programs and services through student learning and development (CAS, 2011).

**Institutional and Program Accreditation**

Northwestern State University is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (SACS). It is a member in good standing of the Association of American Colleges (AAC) and of the Association of Colleges for Teacher Education (AACTE). Additionally, the SAHE program is aligned with the standards established by the Council for the Advancement of Standards (CAS) for professional preparation programs in student affairs and competencies established by ACPA/NASPA for practitioners.

**Ethical Standards**

The faculty has adopted the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners (2010), CAS General Standards (2011), and NSU Student Conduct Handbook ethical codes governing the professional behavior of students, faculty, and programs. These ethical standards are introduced, discussed, and integrated into all coursework and other experiences. It is acknowledged that students are early career or aspiring professionals; nevertheless, the faculty expects students, particularly in their professional practices, field practice, internship, research activities, and other experiences involving contact with the public, as well as with fellow students and professors, to conduct their work in accordance with all standards set forth by these ethical codes. Failure to do so can bring faculty censure of the student and/or expulsion from the program.
Statement of Ethical Treatment of Graduate Students

The SAHE program at Northwestern State University exists to educate, train, and mentor early career and potential professionals in the fields of student affairs in higher education. The university and this division have adopted a philosophy of “all students can learn”, and toward this end, the division has formulated the following guidelines regarding graduate students.

Interpersonal Interactions
1. Faculty and staff are dedicated to the development of students in their degree programs and take seriously their educational role. This is manifested in the creation and maintenance of an atmosphere in which students are affirmed, encouraged, and challenged. Mentoring relationships are actively pursued by both faculty and staff. Student-faculty interactions are characterized by respect, common courtesy, and the acknowledgment of the worth and dignity of participants at all levels of the university.

2. It is considered unethical for either students or faculty to:
   a. misuse power;
   b. act capriciously with those they supervise;
   c. engage in sexual harassment in any form;
   d. disrespect boundaries between personal and professional life;
   e. expect supervisees to perform beyond stated expectations;
   f. engage in dual relationships (i.e., supervisor/counselor, faculty/sexual partner); and
   g. act in ways that constitute (or appear to constitute) a conflict of interest.

Admission Policy

Admission to Graduate School
A current Northwestern State University Graduate School Catalog provides the general information an applicant needs regarding admission policies and requirements. Please refer to the following website: graduateschool.nsula.edu/. Applications are submitted to the Office of the Dean of Graduate Studies.
and Research and can be completed online. Application fees should accompany the application (paper application or online application). Requirements for regular admission to graduate study for a Master’s degree include:

1. A bachelor’s degree from a regionally accredited college or university;
2. Minimum of 2.5 quality point average on all undergraduate hours pursued;
3. Official transcripts from all universities attended;
4. Two letters of recommendation;
5. GRE total scores for verbal and quantitative sections of at least 282; and
6. Special requirements of the department for the degree to be pursued;

Provisional Admission to a master’s degree program, may be granted for one semester/term for students whose records, including GRE scores, have not been received.

Failure to remove provisional status after one semester/term will result in suspension from any degree program and placement of a hold preventing further registration. Upon submitting all required records, a student may later be admitted conditionally or regularly to a degree program, provided all requirements are met.

An applicant should submit the Graduate School application as early as possible to assure full consideration. Supporting documents should include two current letters of recommendation, official and complete transcripts of all previous college-level study, and Graduate Record Examination (GRE) scores less than six years old.

An undergraduate GPA of 2.5 from an accredited undergraduate college or university and a minimum combined verbal and quantitative GRE of 282 are expected. Occasionally, students lacking in GPA or GRE will be admitted on a conditional basis.

International students or others who have English as a second language will be required to confer with the Graduate School for equivalent TOEFL exam scores.
Admission to SAHE Program

Admission to graduate study at Northwestern does not guarantee admission to specific academic degree programs. Students applying to the degree program in Student Affairs in Higher Education (574) must also be granted admission by program faculty. The decision to recommend admission, delay admission, or deny admission to the SAHE program is based upon a thorough consideration of each person's complete application materials. The procedures utilized by the faculty emphasize the individual nature of each decision. The following admission policies and practices have been adopted to structure the admissions process: submit a current resume and an autobiographical statement of purpose in pursuing graduate work in the intended degree area.

It is the applicant’s responsibility to be sure that the materials are complete and that they show a comprehensive and realistic picture of achievements and potential for advanced study in the field. Admission will not be granted to persons whose applications are incomplete except in unusual and extreme circumstances.

Admission to the SAHE graduate program may be limited and competitive if the numbers of applicants exceed the number of faculty needed to adequately advise and supervise students. Admission to a degree program does not necessarily guarantee financial aid or employment to support graduate study. Financial aid decisions are independent of the application process. Faculty will assist students in locating aid sources.

Degree Plans

Degree plans are prepared after the student’s admission to the program and prior to completing 12 semester hours (see Appendix A). The plan lists all coursework required for degree completion. The minimum number of graduate credit hours is 36 for the M.A. All prerequisites must be satisfied prior to enrollment in classes with prerequisites. Degree plans must be approved by the program coordinator and the Dean of Graduate Studies. Typical enrollment patterns/course rotations appear on page 12. NOTE: Pre-registration for courses is required of all students. Failure to pre-register may result in class closure prior to your enrollment, or the cancellation of a class for insufficient enrollment. See your major professor during the pre-registration period each semester!
Advisors

After admission to the program, students are assigned an advisor or major professor who will help determine courses to be taken during the first registration and to assist in the transition to graduate study. Students must meet with their advisor/major professor prior to registration each semester. It is recommended that students meet frequently with their advisor/major professor to review their progress and discuss any difficulties. Students may change advisor/major professors with a legitimate reason (and availability of faculty) by completing a Request for Major Professor Change Form, available from the current major professor.

Course Load

During a regular semester, a full-time student takes a course load of 9 to 12 semester hours. During a summer session a full load is 6 to 9 hours. A student’s maximum course load may be reduced at the discretion of the advisor/major professor. For example, students who have not taken the GRE prior to enrolling in classes are encouraged to enroll in only 6 hours. Graduate assistants take a minimum of 9 to a maximum of 12 hours. Adding to that, the advisor/major professor may recommend courses that may appear in the curriculum but are needed to improve requisite skills that are underdeveloped.

Transfer Credit

Students may be able to transfer up to one-third of the credit hours from another university if deemed appropriate by the faculty. The institution involved must be accredited and the courses must have been taken for graduate level credit. The student is responsible for submitting transcripts, catalog descriptions, course syllabi, and textbooks of courses to be transferred. Approval must be sought prior to transferring the course. The major professor will determine if the courses are comparable. The course steward will determine if a competency examination will be necessary for the transfer. Practicum, internship credit, and clinical courses may not be transferred in from another university. Also, courses with grades of C or below will not be accepted.

Residence Requirements

At least two-thirds of the 36 hours required for the master’s degree must be earned in residence at NSU. The additional 12 hours for the degree may be
transferred from another accredited institution provided the course was taken for graduate credit with a grade of at least B and an advisor/major professor approves the transfer. See the Graduate Catalog for further details.

**Time Limit**

All work applied to the degree must have been earned in the 6 years immediately preceding the completion of the degree program. In extreme circumstances, course credit may be revalidated by examination under the supervision of the faculty member teaching the course, but only with the full approval of the student’s committee and the Dean of Graduate Studies and Research. (See a current Graduate Catalog for more details).

**Required Course Rotation**

The information below provides a full-time rotation of required courses. A number of courses may be taken out of rotation and are marked with an asterisk (*).

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A part-time rotation pattern is as follows:

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Possible Electives

COUN 5510 Career & Lifestyle Planning
COUN 5530 Counseling Theories
EDAE 5700 Foundations of Adult Education
EDAE 5750 Program Development
EDAE 5760 Theory & Implementation of Staff Dev.
ETEC 5710 Fundamentals of Instructional Tech
HP 5120 Sport Mkt & Promotion
HP 5150 Sociology of Sports
HP 5190 Human Resource Management
SPED 5510 The Study of Ind. w/ Disabilities
SPED 5640 Vocational and Transitional Services

Internship

Internship is a class that provides supervised experience in a specific student affairs functional area. Interns are supervised by faculty and a qualified on-site professional. Students function as direct service providers, engaged in professional activities. Regularly scheduled supervision is provided. Students are required to accrue 300 work hours (200 direct contact hours) in a three-semester-hour course. Students must apply for enrollment in internship prior to the pre-registration period for the semester of enrollment. (See Appendix B for application).

The office must provide students with opportunities to hone advanced competencies for student affairs professionals. Student experiences in their host office are individually arranged via a learning contract (see Appendix C) which is negotiated between the student, site supervisor, and faculty supervisor. Each student’s experience is unique and takes into account the needs and opportunities of the host office, the action research project, as well as the individual strengths and weaknesses of the student. Students are expected to conduct themselves ethically and professionally.

On-site supervisors must possess a master’s degree in counseling, student affairs, higher education administration, social work, psychology, and other related fields, as well as have a minimum of 2 years of experience in the specific area. The site supervisor has to be willing to assist with the action research project that is supervised by the advisor/major professor. Weekly logs are maintained in Pass-Port that summarize time allocated to each work activity.

Students are required to devote considerable time to the internship
experience. The course requires a commitment beyond that of a typical 3 credit hour course. Students in consultation with the advisor/major professor may opt to take the course at least twice. However, the duplication of the course will not count toward the degree requirements.

**Internship Sites**

SAHE students complete the administrative internship in a variety of settings and offices on a postsecondary educational setting. Student interests and career goals, along with the needs of the host office, are taken into account in finding an appropriate placement for each student. Offices serving as sites can include:

- Dean of Students
- Services for Students with Disabilities
- Student Activities
- Financial Aid Office
- Recreational Sports
- Student Support Services
- Academic Advising
- Greek Life
- Alumni Affairs
- Residence Life & Housing
- Institutional Research
- Office of New Student Programs
- Women’s Center
- Admissions and Recruiting
- Testing Services
- Office of the Registrar
- Counseling and Career Services
- Athletics

**Ethics**

1. Only professionals with the appropriate training and experience in the area of employment will be approved to supervise students.

2. The student, faculty member, and supervisor will jointly develop objectives and goals for the experience.

3. Timely evaluation of students and supervisors will occur and should be based on the goals and objectives cited in the Learning Contact.

4. Internship students will be treated as para-professionals or professionals-in-training. The desired relationship between supervisors and students is a mentoring relationship in which the supervisor is genuinely interested in the development of the student and demonstrates this by assigning professionally relevant and developmen-
Graduation Requirements

Overall Requirements
The graduation requirements for the SAHE program include the following (See Appendix D):
1. Completion of all course work with a 3.0 GPA or better, and no more than two classes with a grade of “C”
2. Comprehensive Examination
3. Thesis or Paper-in-lieu of Thesis

Comprehensive Examination
Students in the Student Affairs in Higher Education (SAHE) are required to successfully complete a comprehensive examination. The purpose of the comprehensive examination is to stimulate a student’s reflection on previous research and experiences and to document the student’s acquisition of sufficient knowledge, skills, and attitudes required of the profession. The comprehensive examination process is intended to allow students to demonstrate their overall understanding of concepts, theories, and practices introduced in the program’s course work and take into consideration the student’s future aspirations.

Students are able to sign up for the Comprehensive Examination within the semester of graduation or the semester in which all coursework is being completed. The Comprehensive Examination will be offered every semester by the first Friday in April, July, and November. Students will be given one week to address prompts/questions for the Comprehensive Examination. All information related to the Comprehensive Examination must be uploaded in PASS-PORT by the established deadline.

Eligibility

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed or be in the process of completing all coursework required for program completion</td>
<td>Yes</td>
</tr>
<tr>
<td>maintained a grade point average of at least 3.0 in degree program</td>
<td>Yes</td>
</tr>
<tr>
<td>signed up for graduation with the Graduate School</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Written Portion of Comprehensive Examination
Students in the SAHE program will complete an oral and written comprehensive examination in conjunction with artifacts placed on PASS-PORT. The written portion of the comprehensive examination will include a self-reflective essay that addresses competencies and standards of the profession that are objectives of the program (see page 7). Students will have a choice to select 5 of 10 areas/standards which is embedded in a number of the courses offered in the program. Response must be double-spaced, 12 points, and 1” margins on all sides. All citations must be in APA format (latest edition).

**Oral Portion of Comprehensive Examination**

The oral portion of the examination will be a 10 minute presentation specifically related to how the items included in PASS-PORT demonstrate your completion of college objectives, highlighting personal and professional growth related to critical and creative thinking, problem-solving, decision-making, responsibility taking, diversity, and technology.

**Submission**

The Comprehensive Examination must be submitted via PASS-PORT. Students will upload signature artifacts from designated courses as instructed by the faculty in the following courses: SAHE 5500, SAHE 5570, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, EDUC 5010, and EDUC 5850. Additionally, students will upload both the oral and written portions of the Comprehensive Examination.

**Rating**

Two outcomes are possible for the Comprehensive Examination: pass or fail. A rating of “pass” indicates a successful response. A “fail” indicates that the student must re-submit. The student’s committee will review the completed portfolio and make a decision related to the Comprehensive Examination. To pass the written portion of the Comprehensive Examination, students must pass with a score of at least 75% (each item is worth 20 points each). To pass the oral portion of the Comprehensive Examination, student must earn at least a score of 75%. Grading Rubrics for each portion are included in Appendix E. A student must pass both portions of the Comprehensive Examination in order to pass. A student who fails the exam may appeal to the committee address deficiencies. If
the committee believes the deficiencies may be addressed by the semester deadline, the student may be allowed to revise and resubmit. If the area of concern requires significant remediation, the student will need to address the concerns of the committee and must retest the following semester. Failing an examination area twice will result in removal from the degree program, except in extenuating circumstances and when approved by a unanimous decision of the faculty. Student may appeal the decision of the committee to the entire SAHE faculty within 60 days from the date of the examination.

Thesis or Paper-in-lieu of Thesis

All students are required to complete an action research paper to meet graduation requirements. Students may opt for either a thesis or a paper-in-lieu of thesis. Whichever paper is written, it is a lengthy process. Students should begin to plan their paper early in their curriculum and make timely progress. Either of these papers may be begun in EDUC 5010, where the Introductory, Literature Review, and Methods sections are written. Students complete the process in EDUC 5850, where they complete the Results and Summary, Conclusion, and Implications sections. The Graduate School guidelines for papers are available at graduateschool.nsula.edu/. Student theses or papers-in-lieu of theses must be the original work of the student, under the direction of an advisor/major professor. The advisor/major professor will not allow the student to collect data for a thesis prior to approval by the Institutional Review Board (IRB) and by the Graduate School.

Thesis: To be worthy of thesis status the research project must be an original contribution to the knowledge base in the field. Either new knowledge must be established or information on a new application of knowledge demonstrated. Development of a formal proposal is supervised by the student’s thesis committee. Documentation of formal approval of the proposal, signed by the student, major professor, and committee members must be filed with the Graduate School. The Graduate School will usually not approve a student for graduation in the same semester the thesis proposal is filed.

Written in thesis format, this document typically contains five chapters and varies from 50 to several hundred pages in length. The thesis option should be considered by students intending to continue their
education at the doctoral level, particularly if they desire admission to a school which indicates a master's thesis as part of admissions criteria. Students are urged to discuss theses early in their graduate work with their major professor.

**Paper-in-Lieu:** A paper-in-lieu is generally equivalent to a journal article or national conference presentation. Students are encouraged to read journals and attend professional conferences in the field for examples. Papers should add to the knowledge base of the field and combine research and practice. While generally shorter than the thesis, the process of writing a paper is very similar to a thesis. Students should consider a paper option if a publication and/or conference presentation would further their career advancement more than a thesis. Students should discuss their papers with their advisors/major professors early in their graduate program. Additional information regarding Graduate School requirements is available in the current Graduate Catalog.

**Human Subjects Committee:** All research projects of faculty and students that involve the use of people as subjects must be approved by the Human Subjects Institutional Review Board (IRB). This committee exists to ensure that potential harm to subjects used in research projects is minimized. This committee meets monthly and requires materials to be submitted two weeks before the meeting in order to be considered. See your advisor/major professor before planning to submit materials to this committee (addressed in EDUC 5010). IRB submission guidelines and documents are available on the NSU web page at the following address: graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/.

**Professional Activities**

The faculty expect that students will be involved in professional activities, beyond coursework, to enrich their personal and professional development.
Professional Development

The faculty understand that Student Affairs professionals have to be current and require professional development opportunities that extend beyond the classroom. Students are required to participate in professional organizations at the national, regional, and local level. Information about these organizations is provided in SAHE 5500, SAHE 5920, SAHE 5930, and SAHE 5570. The faculty are committed to mentoring students in the research process by engaging in student-faculty research projects and conference presentations. All professional presentations by graduate students must be sponsored by a faculty member.

Student Affairs Association (SAA)

In addition, graduate students are encouraged to join the Student Affairs Association (SAA; formerly Student Personnel Association [SPA]). SAA offers opportunities for leadership and professional development through colloquium attendance, sponsorship of workshops and conferences, and participation in SAA social events. Adding to that, SAA is an opportunity for students to become involved in state, regional, and national organizations. The executive is planning activities that will address the needs of students locally and from a distance. More information regarding SAA can learn more the association via OrgSync (nsula.orgsync.com).

Student Presentation and Publication Policy

Encouraging and developing professional involvement is an important part of the role of the graduate faculty at Northwestern State University. Professional involvement in the profession is required; it includes, but is not limited to, membership in professional associations, attendance at professional seminars, workshops, and conferences, presentation of papers at such conferences, and publication of articles in professional journals. However, in order to protect the professional integrity of the student as well as the university, certain guidelines are necessary to cover student presentations and publications.

Presentations: Student presentations must adhere to the following policy:
1. Proposals for presentations at professional conferences by students who represent themselves as connected with NSU and/or have
joined a professional organization under faculty sponsorship must be approved by the Student Affairs in Higher Education faculty. Faculty will review proposals in regard to the appropriateness of the content of the presentation, the ability of the student to present the material in a professionally competent manner, and the appearance of all handouts.

2. Students desiring to present at a conference must submit the proposal to either their advisor/major professor or to a course professor before it has been mailed to the professional society. The professor will make a recommendation regarding the proposal at a faculty meeting. The faculty will approve, disapprove, or recommend changes to the proposal. The sponsoring faculty member will make a final review of the program between acceptance or the program and its presentation.

3. First year students desiring to present must have a faculty member agree to participate actively in the planning, organization, and presentation of the program (i.e., a faculty member must be named on the program).

4. The sponsoring faculty member must review in depth any proposal of a second year student and, if possible, observe a presentation of the proposed program either in a class or other controlled setting.

Publication: The same guidelines regarding presentations apply to publication of any paper by a student naming affiliation with NSU. Additionally, all guidelines listed in the latest edition of the APA Style Manual must be followed in terms of authorship and manuscript presentation.

Subsequent to approval of a student’s thesis or paper-in-lieu of thesis the student and major professor may decide to pursue a joint publication in a national or regional journal. The order of authorship would reflect the relative involvement and contribution of each author. Students are not required to pursue publication. The student is free to pursue publication as a sole author after graduation, although students and professors often publish jointly.

Who does this Policy apply to? This policy applies to all students enrolled in the M.A. program in Student Affairs in Higher Education. Full-
time student affairs practitioners may be excluded from this policy provided that no affiliation with NSU is implied in the proposal, conference program, or distributed materials.

**Professional Interactions**

A number of classes will require that students meet with and interview professionals in the field, as well as observe activities at postsecondary institutions. Therefore, it is important that students enrolled in the program have access to postsecondary institutional campuses and personnel.

**Retention Policy**

Pursuing graduate level work is inherently stressful. The faculty recognize this and take seriously their responsibility to mentor competent new professionals into the field. The ethical guidelines of ACPA/NASPA and CAS similarly point out that faculty members of the student affairs training programs incur an ethical responsibility to: “promote student learning and development outcomes that purposeful, contribute students’ realization of their potential, and prepare students for satisfying and productive lives...collaborate with colleagues/departments across institutions” (CAS, 2011, p. 4).

All students will be reviewed during the annual review of students in December and May. Additionally, any faculty member may initiate a review of any student, who, in the faculty member’s professional judgment, has deficits in knowledge, skills, or attitudes appropriate to the field. If, after the review, the consensus of the faculty is that serious deficiencies exist, the student will be notified of such deficiencies in writing. Specific action or criteria will be established for removing the deficiency(ies) and an appropriate time frame will be named. If, after the time has elapsed the problem persists, the faculty will take action, including dismissal from the program, if appropriate. Students dismissed under the provision of this policy, or who voluntarily withdraw from the program and request assistance, will be advised by a faculty member in regard to selecting an appropriate career path and provided with appropriate referrals, which may include, but are not limited to, career and personal counseling services available free of charge to NSU students.
Grade Requirement
A student will face dismissal if his or her cumulative grade point average falls below 3.0 as identified by the Graduate School or if the student receives a grade of “C” or lower while on conditional admission status. No more than two courses with a grade of “C” will count toward completion of the program.

Academic Misconduct
Academic misconduct includes, but is not limited to, copying another student’s work, claiming credit for the work of another, turning in a paper for credit in two classes, etc... Students who are found to have cheated in their courses will be reported to the Office of Student Conduct and will be reviewed by the program faculty as discussed under the above Retention Policy. In the absence of extreme extenuating circumstances the consequence of cheating will be expulsion from the degree program.

Plagiarism is presenting the work of another as one’s own. Students who are found to have committed plagiarism in their papers for classes or their theses will be reviewed by the program faculty as discussed under the Admission and Retention Policy found elsewhere in this handbook. In the absence of extreme extenuating circumstances, the consequence of plagiarism will be expulsion from the degree program.

Additionally, students should not violate copyright laws or use or distribute materials of any other professional without their consent. Materials distributed in SAHE courses have been researched and reviewed by faculty members and deemed developmentally and academically appropriate for these courses. Students who use materials without first consulting faculty and using appropriate citations are acting in an unprofessional manner and will be censured.

Appeals Procedure
The initial step in any appeals procedure is to speak with the professor who is most directly involved in the situation (to appeal a course grade this would be the course instructor). If the problem cannot be resolved at this level, the student may ask that the entire program faculty discuss the situation and make a decision. If the student feels that further appeal is necessary, appeals procedures are in place at the university for students who wish to appeal dismissal from classes, suspension or dismissal from their program, grades or contents of academic records. Students are referred to procedures detailed in the Graduate Catalog.
Online Learning

Are You Ready for Online Learning?

Technology is rapidly changing the way higher education functions, including student affairs. As an online degree program, SAHE faculty maximizes the use of technology in the learning process. All courses required for degree completion can be completed online. All students in the SAHE program must have access to a reliable computer, broadband internet access, web-cam, an audio recording device, and Office Suite.

In moving forward, in an online degree program, students have to consider if they are ready for online instruction. To assess your readiness, peruse the eNSU website at the following address: ensu.nsula.edu/are-you-ready-for-online-learning/.

E-mail

E-mail is the predominant mode of written communication within the program. Students are required to open student accounts. These accounts give students access to e-mail and the internet. Additionally, faculty will use distribution lists for relaying messages to students (e.g., syllabi changes, news items, weekly announcements, upcoming deadlines, etc.) and e-mail is probably the quickest and most reliable way of reaching a professor to set up an appointment.

Moodle

Moodle is the primary instructional software used at Northwestern State University. All courses will be accessed through Moodle. Within Moodle, students will be directed to weekly lessons per course. Moodle allows faculty to deliver asynchronous notes/documents, upload pre-recorded lessons, administer exams, direct students to various websites, etc. All lessons in Moodle have strict deadlines that must be adhered to; therefore, it is important that students familiarize themselves with each class since different instructors set up their courses differently.

WebEx

WebEx is web-based training software program that allows faculty to deliver synchronous instruction, i.e., live lectures. Because students taking on-
line courses may not all be able to meet the same date and time, efforts are made to conduct lessons at the optimal time. Students unable to attend live, WebEx classes are able to review archived lessons (when appropriate). WebEx allows students and faculty to use their webcam and audio to communicate.

PASS-PORT
Students are to subscribe to PASS-PORT upon entering the program. PASS-PORT is an electronic portfolio that allows students and faculty to track their professional growth. Students will upload signature artifacts from designated courses as instructed by the faculty in the following courses: SAHE 5500, SAHE 5570, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, EDUC 5010, and EDUC 5850.

Proctored Exams
Tests in online courses are administered via Moodle. In the event the course has proctored exams, students will be responsible for working with the faculty to select an appropriate test site (e.g., university testing and learning centers). Proctored exams are password protected and can only be released by an approved proctor. Criteria for testing sites and proctors will be administered by the faculty. Students are encouraged to read all policies related to proctored exams since failure to comply could result in a “0” or an “F”.

Services at NSU
Counseling Services
The faculty recognize that graduate study is often accompanied by changes in students’ living conditions, lifestyle, academic and career goals, social support, interpersonal relationships and personal development. The university offers, free of charge, personal and career counseling services through the Counseling and Career Center. Students are also referred to local private practitioners or community agencies when appropriate.
Financial Aid

A limited number of graduate assistantships are available through the College of Education and Human Development and the Graduate School. Information on assistantships is available through your advisor/major professor. Only students with all application materials on file will be considered. In addition to assistantships, the financial aid office has information on the availability of federal and state financial assistance such as grants and loans.

Writing Center

Students may seek assistance with writing through the NSU Writing Lab. Students may receive tutoring online by scheduling an appointment using the following website: langcomm.nsula.edu/writing-center/Online.

Style Manual

All written work (except where noted by professor) is expected to be in APA format (latest edition). You will need an APA style manual throughout your graduate work. The manual is available from the bookstore. The bibliographic information is:


Tutorials are available at the following website: apastyle.org/learn/tutorials/basics-tutorial.aspx
Resources

A Perspective on Student Affairs (1987)

ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners
(2010) retrieved from naspa.org/about/boarddocs/710/competencies.pdf

College of Education and Human Development Conceptual Framework (2011)
retrieved from education.nsula.edu/conceptual-framework-2/

Council for the Advancement of Standards in Higher Education (2011)
retrieved from cas.edu/

Learning Reconsidered: A Campus-wide Focus on the Student Experience.

Principles of Good Practice in Student Affairs (1998)
retrieved from naspa.org/career/goodprac.cfm
Appendix A
Planning Guide for Master of Arts in
Student Affairs in Higher Education (SAHE) 574

Student: ___________________________________________ SN: _______________________
Address: ___________________________________________ E-mail: _______________________
_________________________________________________ Phone: _________________________

Elective Concentration:   _____Student Dynamics and Helping Skills/Counseling
                           _____Community College/Adult Education
                           _____Student Athletes/HP
                           _____Students with Special Needs/Special Education
                           _____General

Research:  _______Thesis
               _______Paper-in-lieu of thesis

<table>
<thead>
<tr>
<th>Course*</th>
<th>Fall (year/grade)</th>
<th>Spring (year/grade)</th>
<th>Summer (year/grade)</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td>SAHE 5570</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAHE 5920</td>
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<tr>
<td>SAHE 5930</td>
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<tr>
<td>SAHE 5950</td>
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<tr>
<td>SAHE 5960</td>
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<td></td>
<td></td>
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<tr>
<td>SAHE 5970</td>
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<td></td>
<td></td>
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<tr>
<td>COUN 5610</td>
<td></td>
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<tr>
<td>EDUC 5010</td>
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<td></td>
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<tr>
<td>EDUC 5850</td>
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<tr>
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<tr>
<td>Elective</td>
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<td></td>
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</tbody>
</table>

*substitutions must be approved by the program coordinator.
Appendix B
Northwestern State University
College of Education and Human Development
Student Affairs in Higher Education (SAHE)
Internship Application—SAHE 5570

Please Type or Print CLEARLY

Date: ___________________________ SS#: ___________________________

Name: ___________________________ Home Phone: ______________________

Address: ___________________________ Work Phone: ______________________

________________________________________ E-mail _______________________

I request admission to SAHE-5570 during the following semester/year: __________.

I have completed the following course prerequisites during the indicated semester/year:
(Grades of “B” or better are required for all prerequisites).

Current or Graduate GPA: __________ Anticipated Graduation Date: __________

I have made the necessary arrangements with the following Site Supervisor to supervise the internship:

SITE SUPERVISOR

Name: ___________________________ Degree: ___________________________

Certificates/License: ___________________________ Site: ___________________________

Hours of Operation: ___________________________ Telephone: ______________________

Mailing Address: _______________________________________________________________________________________________________________

______________________________________________________________________________

Years of experience: __________ E-mail: ___________________________

(Please attach supplemental information related to site: website, brochure, fliers, etc...).

__________________________________________ ___________________________

Student Signature Date
Appendix C
Northwestern State University
College of Education and Human Development
Student Affairs in Higher Education (SAHE)
Internship Learning Contract—SAHE 5570

Intern: ___________________________  Site Phone: _______________  Home Phone: _______________

Site Supervisor: ____________________  Faculty Supervisor: __________________________________

Section I. Advanced knowledge, skills, and attitudes in each area of competency for student affairs practitioners (see ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, 2010), CAS General Standards (2011), and COEHDCF (2011):

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Section II. Activities and experiences undertaken in order to gain the items listed in Section I:

1. 
2. 
3. 
4. 
5. 
6. 
7. 

Section III. The undersigned have reviewed and approve this learning contract.

Internship Student: ___________________________  Date: _______________

Site Supervisor: ___________________________  Date: _______________

Faculty Supervisor: ___________________________  Date: _______________
Appendix D
CHECKLIST OF GRADUATION REQUIREMENTS

1. Student must attain regular admission status through the NSU Graduate School.
2. Student must be admitted to the SAHE program.
3. Successful completion of all credit hours listed on degree plan.
4. Successful completion of all elective coursework listed on degree plan.
5. Documentation of 300 clock hours of internship hours in SAHE 5570.
6. Successful completion of comprehensive examination.

And one of the following:

8. Completion and defense of a thesis to the satisfaction of the student’s committee.

Using NSU Connect, students will be able to run a degree audit at any point during the tenure in the program. In fact, students should make a special effort to review one semester prior graduation.
Appendix E
Comprehensive Examination

Name: _________________________________________________________________ Date:  _________________________

<table>
<thead>
<tr>
<th>Criteria for Comprehensive Examination</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed or be in the process of completing all coursework required for program completion</td>
<td>Yes</td>
</tr>
<tr>
<td>maintained a grade point average of at least 3.0 in degree program</td>
<td>Yes</td>
</tr>
<tr>
<td>signed up for graduation with the Graduate School</td>
<td>Yes</td>
</tr>
</tbody>
</table>

PASS-PORT Artifacts
Artifacts assembled represent students’ demonstration of knowledge, skills, and attitudes related to Students Affairs.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Course-</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advising and Helping competency area addresses items related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups (ACPA/NASPA, 2010).</td>
<td>SAHE</td>
<td>5500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAHE 5920</td>
</tr>
<tr>
<td>The Assessment, Evaluation, and Research (AER) competency area focuses on the ability to use, design, conduct, and critique qualitative and quantitative analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>EDUC</td>
<td>5010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 5850</td>
</tr>
<tr>
<td>The Equity, Diversity, and Inclusion (EDI) competency area includes items needed to create learning environments that are enriched with diverse views, and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices (ACPA/NASPA, 2010; CAS, 2011; COEHDCE, 2011).</td>
<td>COUN</td>
<td>5610</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAHE 5500</td>
</tr>
<tr>
<td>The Ethical Professional Practice competency area pertains to items needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competency areas, this competency areas focuses specifically on the integration of ethics into all aspects of self and professional practice (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>SAHE</td>
<td>5500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAHE 5570</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAHE 5970</td>
</tr>
</tbody>
</table>
## Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Course work</th>
<th>Included (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The History, Philosophy, and Values competency area involves items that connect the history, philosophy, and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. It ensures that our present and future practices are informed by an understanding of our history, philosophy, and values (ACPA/NASPA, 2010).</td>
<td>SAHE 5500  SAHE 5950</td>
<td></td>
</tr>
<tr>
<td>The Human and Organizational Resources competency areas includes items used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>SAHE 5930  SAHE 5970</td>
<td></td>
</tr>
<tr>
<td>The Law, Policy, and Governance competency area includes the items relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>SAHE 5960</td>
<td></td>
</tr>
<tr>
<td>The Leadership competency area addresses the items required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).</td>
<td>SAHE 5500  SAHE 5930</td>
<td></td>
</tr>
<tr>
<td>The Personal Foundations competency area involves the items to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).</td>
<td>SAHE 5500  SAHE 5570</td>
<td></td>
</tr>
<tr>
<td>The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).</td>
<td>SAHE 5500  SAHE 5920</td>
<td></td>
</tr>
</tbody>
</table>
### Ratings

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 88% of items included in PASS-PORT. Information is easily accessible and has been submitted for review.</td>
<td>75% to 87% of items included in PASS-PORT. Information is easily accessible and has been submitted for review.</td>
<td>No more than 74% of items included in PASS-PORT. Information was not able to be accessed and/or was not submitted for review.</td>
</tr>
</tbody>
</table>

### Written Comprehensive Examination

Students in the SAHE program will complete an oral and written comprehensive examination in conjunction with artifacts placed on PASS-PORT. The written portion of the comprehensive examination will include a self-reflective essay that addresses competencies and standards of the profession that are objectives of the program (see page 7). Students will have a choice to select 5 of 10 areas/standards which is embedded in a number of the courses offered in the program. Responses must be double-spaced, 12 points, and 1” margins on all sides. All citations must be in APA format (latest edition). The questions/prompts will be provided 7 days prior to the established deadline for the semester. The following rubric will be used per question/prompt.
<table>
<thead>
<tr>
<th>Item Selected</th>
<th>Objectives</th>
<th>Target (88-100%)</th>
<th>Acceptable (75-84%)</th>
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<tr>
<td>The <strong>Advising and Helping</strong> competency area addresses items related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups (ACPA/NASPA, 2010).</td>
<td>Student clearly explains thorough knowledge of subject matter; skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
<td>Student adequately explains knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td><strong>The Assessment, Evaluation, and Research (AER) competency area focuses on the ability to use, design, conduct, and critique qualitative and quantitative analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus (ACPA/NASPA, 2010; CAS, 2011).</strong></td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td>The <strong>Equity, Diversity, and Inclusion (EDI)</strong> competency area includes items needed to create learning environments that are enriched with diverse views, and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td>The <strong>Ethical Professional Practice</strong> competency area pertains to items needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td>The <strong>History, Philosophy, and Values</strong> competency area involves items that connect the history, philosophy, and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. It ensures that our present and future practices are informed by an understanding of our history, philosophy, and values (ACPA/NASPA, 2010).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td><strong>The Human and Organizational Resources</strong> competency areas includes items used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td>The <strong>Law, Policy, and Governance</strong> competency area includes the items relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice (ACPA/NASPA, 2010; CAS, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td><strong>The Leadership</strong> competency area addresses the items required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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<td>The <strong>Personal Foundations</strong> competency area involves the items to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious (ACPA/NASPA, 2010; CAS, 2011; COE HDFC, 2011).</td>
<td>Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking, as well as technology and diversity. Also, explains interpersonal and intrapersonal characteristics/attitudes of the profession. Writing is organized, cohesive, and has few to no errors.</td>
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</table>
The **Student Learning and Development** competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice (ACPA/NASPA, 2010; CAS, 2011; COEHDCF, 2011).

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Oral Comprehensive Examination

The oral portion of the examination will be a 10 minute presentation specifically related to how the items included in PASSPORT demonstrate the completion of college objections, highlighting personal and professional growth related to critical and creative thinking, problem-solving, decision-making, responsibility taking, diversity, and technology. How did the coursework assist in becoming a Model for Learning?

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<td><strong>Problem Solving</strong> involves higher-order thinking skills and is a systematic, thoughtful approach to gathering information in order to make an educated decision or support a change. Numerous examples exist, but the Unit subscribes to a general problem-solving model—define the problem, develop a plan, implement the plan, and evaluate the plan. These steps may range from simple to complex, depending on the problem and context. Inherent to this general model and reflecting the Unit’s commitment to assessment and data-driven decision making is the systematic process to find, use, apply, and evaluate information for specific tasks.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
<td>Student adequately articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Good use of diction, grammar, and persuasion.</td>
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<td><strong>Creative and Critical Thinking</strong> which are interrelated and complementary processes, involve higher-order thinking skills and include both the creation or generation of ideas, processes, experiences or objects and their evaluation. Bloom’s Taxonomy of the Cognitive Domain remains the seminal tool in developing objectives, designing curricula, preparing instructional activities, and assessing student learning. However, additional taxonomies and scholarly works, such as Dimensions of Thinking and A Taxonomy of Learning, Teaching and Assessing, inform and enhance the model.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
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### Principals of Conceptual Framework

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<td>Decision Making is selecting from options or alternatives with the intent of facilitating student learning. Substantial content and pedagogical knowledge are essential for effective decision making. In addition, the Unit emphasizes assessment-based decision making, i.e., decisions should reflect a continuous and ongoing assessment process to gather data about students through a variety of means. Decisions may be proactive, interactive (responding to situational events), or retroactive, where reflection becomes a key component of effective decision making.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
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<td>Responsibility Taking involves accepting ownership and responsibility for decisions and professional growth and development in order to become a life-long learner—a model for learning. In addition, responsible educators strive to help overcome biases and produce positive behaviors in a diverse society. Responsible educators engage in ethical practices to resolve conflicts or dilemmas, to make decisions, and to interact with others.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
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<td><strong>Diversity Proficiencies</strong>--Critically examine issues and trends of diversity that affect teaching and learning of diverse students and learning communities; Identify and develop culturally responsive strategies for improving services of diverse students and learning communities; Apply creative instructional and management strategies to meet the needs of diverse students and learning communities; Regularly assess student experiences to adopt and facilitate services; Communicate and collaborate effectively with students and families in ways that demonstrate sensitivity to cultural differences; Communicate and collaborate with professional communities in ways that demonstrate sensitivity to cultural differences; Establish and maintain positively inclusive educational environments that adapt instruction or services for all students including linguistically or culturally diverse students and students with exceptionalities, and learning community members; And model professional and ethical behaviors consistent with the ideas of fairness and equity in the classroom and learning communities.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
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<td><strong>Technology</strong>--The commitment to technology is based on these beliefs: Effective technology integration can enrich knowledge construction, spark creative and critical thinking, help with problem solving, and allow learners to become more responsible for their learning; Also, effective technology integration can also help bridge individual and cultural differences.</td>
<td>Student clearly articulates knowledge, skills, and attitudes required of the profession by responding to all items presented. Uses sound examples; presents information in a clear, organized, and compelling manner. Excellent use of diction, grammar, and persuasion.</td>
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