

Preparing ethical and reflective professionals for quality service to diverse communities.

Seattle University
College of Education

Student Development Administration

Student Handbook 2013-2014

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Student Development Administration
Program Information

THE COLLEGE OF EDUCATION

The Student Development Administration program is located within the Department of Professional Studies, one of the major components of Seattle University's College of Education. The College of Education seeks to prepare ethical and reflective professionals for quality service to diverse communities.

STUDENT DEVELOPMENT ADMINISTRATION PROGRAM OVERVIEW

The Master's in Student Development Administration (SDA) Program at Seattle University prepares people for positions in higher education such as vice president, dean for student development, associate or assistant dean, or director in any of a wide spectrum of student development offices. Student development specialties for which this degree can prepare students include college admissions, career development, multicultural affairs, student housing, academic advising, student leadership and activities, student financial aid, student union, university athletics and recreational sports, new student programs, international student services, and a variety of other educational programs.

Student development administrators work with college students, primarily outside the formal classroom environment, to assist and support them in making the most of their college experiences. Creative administrators are needed in all types of post-secondary institutions: community colleges, four-year liberal arts colleges, comprehensive universities and large research-oriented universities. A basic premise of student development administration in each of these settings is that programs and policies should be developed so that they will have a positive influence on student growth. Student development administrators are involved in educating the whole person, and work to enhance all aspects of each student's growth.

The Student Development Administration Program assesses students' learning and professional development through the framework of the SDA Student Learning Outcomes:

1. Understanding the foundations and emerging nature of the Student Affairs profession and higher education
2. Understanding students and student issues
3. Exhibiting professional integrity and ethical leadership in professional practice
4. Understanding and fostering diversity, justice and a sustainable world formed by a global perspective and Jesuit Catholic tradition
5. Adapting student services to specific environments and cultures
6. Developing and demonstrating skills in leadership and collaboration
7. Utilizing assessment, evaluation, technology, and research to improve practice
8. Communicating effectively in speech and in writing
9. Understanding issues surrounding law, policy, finance and governance, and
10. Establishing and enhancing professional identity.

The program's learning outcomes were revised for implementation beginning in 2012-2013. The outcomes have been connected to the required courses in the program, so students can see which of the outcomes are addressed in each course. This appears as Appendix A. Although the learning outcomes may be specifically addressed by the faculty teaching the required courses, it is the student's responsibility to connect the content of each course to the program's learning outcomes, so that at least

beginning competence in all of the learning outcomes will be achieved by the conclusion of each student's academic program. Each student will demonstrate his or her competency of these learning outcomes prior to graduation as part of the required culminating portfolio process and presentation.

THIS HANDBOOK AND RELATED DOCUMENTS

This handbook is an important document for all SDA students. A copy is usually given to all students in their first year of the program. Subsequent editions may be downloaded from the SDA website (<http://www.seattleu.edu/coe/sda/>).

Not all information SDA students need will be found in the handbook. SDA students should download and review all policies found in the "Policies and Procedures" sections of the College of Education web site (<http://www.seattleu.edu/coe/current.aspx?id=5002>). As of August 2013, the policies available on this site include:

- [SU Professional Conduct: Policy and Appeal Procedures](#)
- [Student Records Access: Federal Educational Records and Privacy Act \(FERPA\)](#)
- [SU Academic Grievance \(Challenging a Course Grade\) Policy and Procedures](#)
- [SU Academic Integrity Policy and Procedures](#)
- [SU Academic Probation and Dismissal Appeal Policy and Procedures](#)

All University policies are subject to change. Please consult the school web site for the latest version.

Students can access the **Graduate Catalog** for the year they first enrolled on the Office of the Registrar's website at <http://catalog.seattleu.edu/index.php?catoid=18>. It contains the specific policies which apply to their program of studies.

SDA WEB SITE

A wealth of information can be found on the SDA web site, www.seattleu.edu/coe/sda. As of August 2013 this includes:

- Graduate Assistantship Information
- Master of Arts and Master of Education Programs
- Course Descriptions
- Internship Information
- Internship Forms (including the Work Plan, Applications and Approval Form, and Supervisor Checklists)
- Faculty Biographies
- Current Student Directory
- Current Alumni Directory
- SDA Advisory Board
- There is also a link to the SUSDA (SDA student organization) blog

Suggestions for improving the website are always welcome.

FULL TIME STUDY

Students who must register for a full-time load every quarter of their graduate program may begin the SDA program only in the fall quarter. This is to avoid having to take courses out of sequence. For purpose of this stipulation, a full-time load is defined as nine or ten credits per quarter.

DIFFERENCE BETWEEN M.A. and M.Ed. PROGRAMS

Students in the SDA master's program have the choice of two degree programs: the Master of Arts (M.A.) or the Master of Education (M.Ed.). Since the programs are similar, students frequently ask about the differences between the two options.

The M.A. program is 51 credit hours and allows three credits of electives. It is best suited for those students who fall into one of these categories: 1) those who have a specific project in mind for SDAD 595 (Graduate Project); or 2) those who want to complete a piece of practitioner-scholarship in preparation for doctoral-level study immediately after the master's program. A graduate project is not a master's thesis; rather you will identify a site supervisor (usually mid or senior level student affairs administrator) to conduct a practitioner-based research project to address an issue in the field that advances diversity and social justice. **SDAD 595 requires very independent work, so this degree is best suited for students who do not need extensive structure for major projects.** In order to complete the MA degree, you must secure a full time tenure/tenure tract SDA faculty sponsor (currently Stringer or Yamamura). You will need to decide your degree option before the end of your first year in the program. You are encouraged to speak with your adviser early on in the SDA program to discern which degree program is the best fit for you.

The M.Ed. program is also 51 credits, but includes six credits of electives. It is best suited for students who: 1) want to take as many formal courses and/or electives to explore additional content area or different graduate disciplines (eg. School of Theology & Ministry, Non Profit Leadership, Business Management); or 2) do not want to do a graduate project or who work best in more structured educational environments.

YOUR PROGRAM OF STUDIES AND ADVISING

You are required to strictly follow the appropriate program of studies as listed on the following pages to receive your degree. If you and your adviser agree that there should be some deviation from the official program of study, this exception must be approved via inclusion on your "Program of Study" form and/or petition (see your adviser). You are responsible for the requirements printed in the edition of the *Graduate Bulletin of Information* that is in force at the time you first enroll. For example, the 2013-2014 bulletin is in force for students first matriculating from Summer 2013 through Spring 2014.

Your adviser's role is to guide you through the progressive development of an educational program which best prepares you to pursue your life goals. It cannot be emphasized enough that even your adviser's approval of your program of study does not release you from the primary responsibility for intelligent choices. You are completely responsible for keeping abreast of current policies, as well as for meeting degree requirements and calendar deadlines.

The *Seattle University Graduate Bulletin of Information* is the final word on university academic policy. If you have any further questions about policy, these can be directed to your adviser or the Registrar's Office. The Registrar and the dean's office in the College of Education have more detailed policy books that can be consulted should you have questions.

PROGRAM FOR MASTER OF ARTS DEGREE (MA)**Required Courses:*

EDUC 500	Introduction to Research and Graduate Study	3 Credits
EDUC 513	Adult Learning**	3 Credits
EDUC 515	Multicultural Perspectives	3 Credits
EDUC 520	Social Justice in Professional Practice	3 Credits
EDAD 570	Leadership in Education I	3 Credits
EDAD 571	Leadership in Education II	3 Credits
SDAD 559	The American Community College	3 Credits
SDAD 564	SDA Internship I	1 Credit
SDAD 565	SDA Internship II	1 Credit
SDAD 566	SDA Internship III	1 Credit
SDAD 575	Best Practices in Student Services	3 Credits
SDAD 576	Leadership & Governance in Post-Secondary Education	3 Credits
SDAD 577	Foundations of the Student Affairs Profession	3 Credits
SDAD 578	Student Development Theory, Research, and Practice	3 Credits
SDAD 579	Student Development Capstone Seminar	3 Credits
SDAD 580	Higher Education Law	3 Credits
COUN 5XX	a COUN course for which you are qualified***	3 Credits
SDAD 595	Graduate Project**** Portfolio	3 Credits

Electives: See your adviser for recommended electives. 3 Credits
(also pages 8 and 13 of SDA Handbook)

Total: 51 Credits

*Academic programs are subject to change. Consult the *Graduate Bulletin of Information* from the year you were admitted for the exact program which applies to you.

** EDUC 511 (Child Development) and EDUC 512 (Adolescent Psychology) are acceptable for some students in other Education programs, but Student Development Students must take EDUC 513 (Adult Learning). The other two courses are available as electives.

***Some COUN courses require prerequisites.

****Required for M.A. students only. See your advisor for further information.

PROGRAM FOR MASTER OF EDUCATION DEGREE (MEd)**Required Courses:*

EDUC 500	Introduction to Research and Graduate Study	3 Credits
EDUC 513	Adult Learning**	3 Credits
EDUC 515	Multicultural Perspectives	3 Credits
EDUC 520	Social Justice in Professional Practice	3 Credits
EDAD 570	Leadership in Education I	3 Credits
EDAD 571	Leadership in Education II	3 Credits
SDAD 559	The American Community College	3 Credits
SDAD 564	SDA Internship I	1 Credit
SDAD 565	SDA Internship II	1 Credit
SDAD 566	SDA Internship III	1 Credit
SDAD 575	Best Practices in Student Services	3 Credits
SDAD 576	Leadership & Governance in Post-Secondary Education	3 Credits
SDAD 577	Foundations of the Student Affairs Profession	3 Credits
SDAD 578	Student Development Theory, Research, and Practice	3 Credits
SDAD 579	Student Development Capstone Seminar	3 Credits
SDAD 580	Higher Education Law	3 Credits
COUN 5XX	a COUN course for which you are qualified*** Portfolio	3 Credits

Electives: See your adviser for recommended electives. 6 Credits
(see below and page 13 of handbook)

Total: 51 Credits

*Academic programs are subject to change. Consult the *Graduate Bulletin of Information* from the year you were admitted for the exact program which applies to you.

** EDUC 511 (Child Development) and EDUC 512 (Adolescent Psychology) are acceptable for some students in other Education programs, but Student Development Students must take EDUC 513 (Adult Learning). The other two courses are available as electives.

***Some COUN courses require prerequisites.

SDA Elective Courses: Any accredited graduate level course (not continuing education) can be used as an elective for your degree. We encourage students to consider courses within the College of Education or from any other graduate program at Seattle University that satisfies student interests or enhances their professional knowledge. Consult your faculty advisor before enrolling in an elective course to discuss alignment with academic program and/or professional goals.

COURSE DESCRIPTIONS

The items in the parentheses below refer to the number of credits followed by when the course is normally taught. A “Q” indicates “quarterly,” “E” is “even years,” and “O” is “odd years.” This schedule for frequency of offerings is tentative and is subject to change.

F = fall, W = winter, S = spring, R = summer

Required Courses:

EDUC 500 Introduction to Research and Graduate Study (3, Q): Introduction to research skills and literature in students’ fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course.

EDUC 513 Adult Learning (3,Q):

Survey of the major theories, research, and issues in adult development and learning with the primary focus on how the theories and issues apply to adult learning

EDUC 515 Multicultural Perspectives (3, Q): An introductory course designed to clarify some of the major issues and concepts associated with living in a culturally diverse society. Consideration of the ways in which race, ethnicity, exceptionality, gender, social class, sexual orientation, and religion intersect and influence ethical beliefs and behaviors. Change strategies to promote respect and equal opportunity for all cultural groups will be explored.

EDUC 520 Social Justice in Professional Practice (3, Q): Provides orientation to theoretical, personal, social and professional components of social justice issues through exploration of literature, investigation of social justice issue, and development of personal philosophical statement.

EDAD 570 Leadership in Education I (3, W, S): Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal values and behavior assessments are integrated with leadership and value theories in developing a professional growth plan.

EDAD 571 Leadership in Education II (3, S, R): Continuing examination of organizational contexts, through discussion and practice of skills required to affect change: communication, problem solving and decision making, negotiation and conflict management. Prerequisite: EDAD 570

SDAD 559 The American Community College (3, W, S): History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.

SDAD 564 SDA Internship I (1,Q)

SDAD 565 SDA Internship II (1,Q)

SDAD 566 SDA Internship III (1,Q)

Exposure to practice of student development through an on-site internship in a student development office/program (three, one-credit internships are required in the sequence.) You must complete 3 credits of internship in order to graduate. Internship practice and course align with SDA Learning Outcomes.

Students who have full-time working experience in a student affairs professional position may be able to substitute a regular course for the internships. See your adviser if you wish to explore this possibility. A written proposal for substitution is required in order to be considered for approval.

SDAD 575 Best Practices in Student Services (3, R): Highlights outstanding student services practices through analysis of model programs and on-site discussions with successful practitioners. Students will observe how student service programs adapt to the missions of their institutions and to the characteristics of their student populations.

SDAD 576 Leadership and Governance of Post-Secondary Education (3, W, S): Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions.

SDAD 577 Foundations of the Student Affairs Profession (3, F): Critically analyzes the history, sociology, and philosophy of the student affairs profession. Examines the purpose and function of the profession through a discussion of how student affairs is practiced at various institutional types among a wide diversity of students.

SDAD 578 Student Development Theory, Research and Practice (3, F, W): Critical examination of current student development theories and research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis, and the impact of college environments on students.

SDAD 579 Student Development Capstone Seminar (3, F, W): Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into the profession or change in work setting, integration of ethical considerations, and professional standards.

SDAD 580 Higher Education Law (3, F, W): Overview of legal issues related to post-secondary institutions based on federal and state case law, statutes, WACs and RCWs.

SDAD 584 Comparative Educational and Social Policy (3, R [0]): This education abroad course focuses on the educational and social policies of another country. Students will sharpen their abilities to critique how institutional structures vary across cultures and what the benefits and deficits of alternative approaches might be. This course will go to Sweden in August 2015.

SDAD 585 Higher Education Finance (3, R [e]): An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skills in diagnosing current problems and issues.

SDAD 595 Student Development Graduate Project (3, F, S): Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Required for MA degree option. Prerequisite: Permission of adviser.

A course in counseling is required. The following classes are taken most frequently by students in our program:

COUN 510 Fundamental Counseling Skills (3, S): Focus in basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four, one-hour lab sessions.

COUN 512 Lifespan Career Development (3, F): Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from pre-school through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors.

COUN 513 Counseling Diverse Populations (3, R, W): Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process.

Anticipated Course Offerings 2013-14

The following courses are offered every quarter:

EDUC 500 (Staff)
EDUC 513 (Staff)
EDUC 520 (Staff)
SDAD 564-6 (Swezey)

The following required courses are expected to be offered during the quarters below. These are subject to modification.

13FQ SDAD 577-01 (Wilson)
 SDAD 577-02 (Sturdivant)
 SDAD 578 (Yamamura)
 SDAD 579 (Yamamura)
 SDAD 580 (Milam)
 SDAD 595 (Yamamura)

14WQ EDAD 570 (Diaz)
 SDAD 559 (Yamamura)
 SDAD 576 (Diaz)
 SDAD 578 (Yamamura)
 SDAD 579 (Sturdivant)
 SDAD 580 (Milam)

14SQ COUN 510 (Staff)
 EDAD 570 (Diaz)
 EDAD 571 (Staff)
 SDAD 559 (Yamamura)
 SDAD 576 (Wilson)

14RQ EDAD 571 (Gardiner)
 SDAD 575 (Swezey)
 SDAD 585 (Buttleman)

Internships (SDAD 564-6) are offered every quarter and are open to all those who have completed the pre-requisites (SDAD 577 and SDAD 578).

Notes:

1. All new students must begin to develop a "Program of Study" with their adviser during 13FQ; this serves as their individual map through the academic program. The program of study must be submitted by the end of winter quarter 2014.
2. Normally, classes are limited to 25 students; the following classes will be smaller: SDAD 575, SDAD and 579.
3. Students planning to take a Counseling course in 2013-2014 should plan to take COUN 510 in 14SQ. Also, these students must volunteer as "clients" during 13FQ or 14WQ.

Frequently Taken Electives

The following courses have frequently been taken by SDA students.

AEDT 510 Course Design for Adult Learners (3, F, W): Presents course design models and processes appropriate to the adult setting. Content includes review of major variables that influence course design decisions, such as selection of outcomes, goals and objectives; content; instructional methods; and assessment strategies.

AEDT 563 Instructional Methods for Adult Learners (3, W, S): Provides an overview of established training principles and practices. Learning style theory applied in the adult setting. Evaluation tools for determining the success of instruction to adults.

COUN 512 Lifespan Career Development (3, F): Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from preschool through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors.

COUN 513 Counseling Diverse Populations (3, W, R): Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process.

MBA 510 Leadership Skills and Team Development (4, Q): The course focuses on self-assessment, tools for developing leadership skills, and concepts of practice in group dynamics. A retreat component and service project emphasize individual growth and team building. In-class activities may require active participation and include case analyses, mini-lectures, and group work.

MBA 510 is a 4-credit course. Students who choose to take it as an elective or as a substitution for EDAD 571 will likely have 52 credits to graduate, not 51.

MGMT 575 Leading with Emotional Intelligence (3, W, S, R): A leadership development program that utilizes both indoor and outdoor experimental activities to develop and practice the fundamentals of effective team building and leadership. Building trust, setting and evaluating goals, group problem solving and effective interpersonal communications are among the attributes and skills addressed in the course. Prerequisite: MBA 510.

SDAD 584 Comparative Educational and Social Policy (3, R [0]): This education abroad course focuses on the educational and social policies of another country. Students will sharpen their abilities to critique how institutional structures vary across cultures and what the benefits and deficits of alternative approaches might be.

SDAD 585 Higher Education Finance (3, R [e]): An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skills in diagnosing current problems and issues.

SDAD 591 Special Topics (1-3, Variable): Will be offered on differing topics based on student and faculty interest.

SDAD 596 Independent Study (1-3, Q): Individualized reading and reporting on specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser and instructor.

STML 561 Transformational Leadership (3, S) This course considers the development of leadership theory, examines elements of transformational leadership, and explores how transformational leaders move people, groups and organizations toward change. J. M. Burns' definition provides the baseline for understanding leadership as the process of moving people toward higher moral agency, raising consciousness and effecting change through embodying reflective, systems-based, relational, and spiritual leadership. Students will engage in self-discovery, consider case studies and analyze leadership on various levels of influence.

Please note:

With the approval of your advisor, any graduate level course offered at Seattle University can be considered as an elective for your program of study.

Some courses (i.e. MBA courses) have a different fee schedule and may have additional costs than SDA courses.

PREREQUISITE COURSES

Generally, EDUC 500 is one of the first courses taken in the program, since it will help orient you to research methods that you will find necessary in your other courses.

Generally, students in the SDA program should take COUN 510 as their required Counseling course. During 2013-2014, SDA students should take this in spring quarter. Other Counseling courses may be taken as electives. COUN 511 is not recommended for SDA students.

SDAD 577 and SDAD 578 are prerequisites for your internships.

ATTENDANCE POLICY

Attendance is an essential element of the education process at Seattle University. This is especially true in the College of Education, where attendance is necessary to achieve the objectives of the course and your program; it may be a valid consideration in determining students' grades. If you ever must miss class, be sure to contact your instructor in advance. Each instructor in the College of Education will state the relevance of attendance at the start of the quarter. It is often the case within Student Development courses that the maximum grade one can receive in a course is a "C" if more than two classes are missed.

PROFESSIONAL ASSOCIATIONS

Engagement in the profession is a critical part of one's career. You should consider joining at least one of the professional associations within the student development field. Major national "umbrella" organizations include the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA). There are fees to join, but both groups have student rates and you will realize savings through the many benefits of being a member. These benefits include publications, reduced rates towards participating in conferences, and professional networking. These organizations also have standing committees and other involvement opportunities for special populations, including women, people of color, and people who are gay/lesbian/bi-sexual, transgender and queer. Check out the organizations' websites for application forms and guidance on how to become involved.

In addition, you should consider becoming involved in the activities of the Student Development Association of Seattle University (SUSDA). SUSDA is a university-registered club and provides social and professional development opportunities for students interested in Student Development at the university. It is open to all SDA students. Each year, the association holds regular meetings, engages in projects, and has social events as well. Your adviser can direct you to individuals who can give you more detailed information on the current activities of SUSDA.

There are several other student affairs associations that are geared toward professionals working in specialized areas. Some of these associations include:

- Jesuit Association of Student Personnel Administrators (JASPA)
- National Association for Campus Activities (NACA)
- Association of Promotional and Campus Activities (APCA)
- Association of College Unions International (ACUI)
- Association of College and University Housing Officers- International (ACUHO-I)
- NAFSA: Association of International Educators
- AACC: American Association of Community Colleges

Seattle University retains institutional memberships with NASPA, ACPA, JASPA, NACA, ACUI, ACUHO-I, and NAFSA. For more information, contact the SDA program director, or the Student Development division of Seattle University.

EMERGENCY CONTACT INFORMATION

Students are required to give Seattle University emergency contact information (name and telephone number). This can be done on the web at the following URL: http://www.seattleu.edu/regis/list_of_forms.asp which takes one to the SU Registrar's "Forms" web page. When the student gets to the web page, the student can click on the "Address/Telephone Update Notification" link, download the form, fill in the emergency contact information (and, of course, the student's name and ID number on the form), and then send the form to the Registrar.

COMPUTER LITERACY AND SU EMAIL

The Student Development Program endorses the development of its students in the area of technology. You should be computer literate by the start of your program. This is defined as the ability to operate a computer, load and use software, and utilize the Internet.

It is required by Seattle University that you have an e-mail account which is free to all students. Please send a message to the SDA administrative assistant each time you change your e-mail address. Please note you must change your Seattle University password every 90 days.

There are several computer lab facilities available for student use on campus. The Bellevue Eastside Education Center, Seattle University's eastside center, also has an open computer lab. It is located in the Conifer Building at the Bellefield Business Park. For more information about lab hours and equipment, call Information Services at 296-5550.

E-mail is the main means of communicating with students in the masters program. Students should check their e-mail account at least twice per week during the academic year.

SUONLINE

SUOnline is the place to register, drop courses, and review your program progress. You can register for graduation as well. You can order your textbooks from the bookstore through SUOnline. You can also access the library and research Seattle University academic policies through SUOnline. After the first quarter, all tuition and fee invoices are posted to your SUOnline account and no email invoices or USPS hard copy invoices are sent out.

LEMIEUX LIBRARY

Opened September 2010, the Lemieux Library & McGoldrick Learning Commons combines new construction and renovation to offer a state-of-the-art facility of approximately 125,000 square feet. This new facility blends student academic support services, scholarly research, collaborative learning, and social interaction in a technology-rich, light-filled environment. The Library and its Learning Commons Partners -- Writing Center, Learning Assistance Programs, and the Math Lab -- promote student success through the provision of integrated services, collaborative programs, and effective referrals that draw on a variety of academic professionals in a single facility. SDA graduate students are strongly encouraged to

use the resources of the Writing Center to assist in the preparation and revision of high quality written assignments. Also some SDA faculty will occasionally put books and articles on reserve for student use.

SUSDA-LIST

All SDA students are required to subscribe to the program's listserv, the susda-list@seattleu.edu. All major program communications will be sent via this list. Students are required to check their Seattle U email a minimum of twice a week and **strongly encouraged to check daily**. We also maintain an alumni listserv and current students often receive position announcements from our alumni as well as use the listserv to network about internship and career opportunities.

INTERNSHIPS IN POST-SECONDARY EDUCATION (three one credit course enrollments)

Students are required to complete 300 hours of professional internship practice, which is available in a variety of offices and institutions in the Puget Sound area as well as during the summer quarter there exist regional, national and international options. SDA students create their internships in 100 hour increments (e.i. 100, 200, or 300 hours) for a minimum of **100** hours. Every effort is made to expose students to settings new to them and to match placements with the students' interests. Internships are available at Seattle University and other cooperating schools. The internships reinforce the program's prevailing themes.

You are advised to check with Erin Swezey, the internship program coordinator, well in advance of your intended internships for possible sites. In the beginning of winter quarter, there will be an internship information session for SDA students. The annual SDA Internship Networking Fair takes place on February 5, 2014. Over 40 representatives from colleges and universities in the Puget Sound Region will attend. All internship forms are available on the SDA website.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships in the student affairs field are available through Seattle University's Student Development Division and affiliated offices. Graduate assistantships are available at Seattle University. The assistantship placements and their compensation vary from year to year. Admission into the graduate program does not guarantee a graduate assistantship.

For further information on the graduate assistantship program, contact the SDA program director or Darrell Goodwin, Associate Dean of Students (206-296-6066), who coordinates selection.

PORTFOLIO

This culminating demonstration of the SDA Learning Outcomes is an opportunity for graduating degree students to reflect more deeply upon their academic course work and graduate professional experience in an integrative way. Through the presentation of artifacts, including course papers and projects as well as reflective narratives and assessments, students demonstrate and exemplify their understanding of the Student Development Administration Learning Outcomes. To receive the SDA degree, all students will complete an electronic portfolio in their final spring quarter of coursework and after they complete SDAD 579: Capstone Seminar. Students with extenuating circumstances may request another quarter to present their portfolio. Approval of a different timeframe is at the discretion of the SDA faculty.

Each student presents their portfolio to a selected committee of faculty, Student Affairs professionals, SDA alumni, and current students in a formal setting during spring quarter. Some aspects of the portfolio may be completed in SDAD 579: Capstone Seminar. In addition, there may be **required preparation class sessions** to expand students understanding of the process and to assist students in developing all components of their portfolios. There is a **required Culminating Presentation** session where students present orally their portfolio to the selected committee of their choosing.

It is important that the portfolio be a professional and exemplary representation of graduate study and professional practice. High standards of writing, organization, reflection, and presentation are expected. SDA alumni consider this experience to be profoundly transformative and rewarding as well as time consuming and rigorous. The more thoughtful preparation students undertake and peer/faculty feedback they receive over the year, the better the results.

During 2013-2014, the artifacts below were required elements of the portfolio.

Electronic Platform Documents

Required Sections/Documents

1. Introduction

A. Letter to the Committee

B. Narrative Description: (750 words max)

This artifact provides an overview of your experience in the SDA program:

- 1.) Most important content you have learned from the SDA program, with a particular focus on academic content. In your description identify specific courses, research, texts, and leaders in our field.
- 2.) Most important things you have learned about yourself and how you have changed since you entered the SDA program.
- 3.) Most important things you have learned from *each* of your internships.
- 4.) Most important things you have learned from graduate assistantships or professional jobs you have held as well as professional committees/projects on which you have served.
- 5.) Implications of your learning for your future professional practice.
- 6.) A critique of the master's program.
- 7.) The difference that the context of Jesuit education with your SDA degree has meant for you, personally, professionally, and/or academically. "For whom and for what?"(Kolvenbach, 2001) will your education and your degree from Seattle University make a difference?

2. Table of Contents (include the following documents in a drop down menu);

- A. Learning Outcome Narrative Instructions
- B. Learning Outcome Narrative Summary Sheet
- C. Artifact instructions
- D. Artifact Summary Sheet

3. Artifacts (all artifacts should be listed individually by artifact letter in a drop down menu)

4. Learning Outcome Narrative (each narrative section should be listed individually in a drop down menu)

Recommended Sections

- 1) About Me

Artifact A: Resume Development

Two resumes:

Artifact A1: Resume submitted with application to the SDA Program

Artifact A2: Current polished resume (will create and revise in SDAD 579)

Artifact B: Mission Statements (500 words max)

Introduction to who you are as a person and a professional (text, pictures, video) that includes your narrative personal and professional mission statements (*two* different mission statements). Your personal statement articulates what you believe, value, and how you live your life or act towards others regardless of your profession. Make sure to provide illustrative examples with your core values and actions. Your professional mission statement is focuses on how and why you serve your (a) profession and (b) students. You can also include some aspects of your personal mission statement, but it should be distinctly different. Make sure to provide illustrative examples with your core values and actions.

Artifact B1: Personal Mission Statement

Artifact B2: Professional Mission Statement

Artifact C: Best Written Work in the SDA program

Three samples of your best written work from the SDA program. *Three* separate courses (two different SDAD courses and one of any course taken during the SDA program); must be included. In addition, at least one written piece must be a scholarly paper with references.

Artifact C1: SDAD course

Artifact C2: SDAD course (must be a different course from artifact C1 and C3)

Artifact C3: Any course taken during the SDA program (SDAD or non-SDAD); if an SDAD course, must be a different course from C1 and C2

Artifact D: Best Presentation

A PowerPoint/ Prezi presentation you have created during graduate studies in the SDA program.

Artifact E: Beyond Campus: Jesuit Context and Commitment

Professional documentation that you have demonstrated a commitment to the Jesuit hallmark of engaged learning beyond campus, in the following areas:

1. Global perspective or education
2. Community engagement or service-learning
3. Social justice advocacy. (e.g., experience, program, paper, etc.).

Professional documentation can include a course paper or project, presentation, article, facilitation guide, etc.

Artifact F: Letters of Promise

A narrative review of your promise as a student affairs professional, to be written by at (1) one student in the program and (2) one professional in the field (both to be chosen by you).

Artifact F1: Student Letter

Artifact F2: Professional Letter

Artifact G: Research/Programming Development

A research project or professional program you have done, or a proposal for research/program you might like to do. In addition, please provide a reflection sheet that speaks to your growth/development in this area.

Artifact H: NASPA/ACPA Competency Analysis (1200 words max)

An analysis of the knowledge, skills and competencies you have to practice student affairs administration.

After reading professional competency article in the Capstone Course, you will assess yourself using the NASPA/ACPA competencies. Your analysis should be organized into four columns:

- (a) Relevant competencies identified by our profession
- (b) Your self-assessed degree of competency
- (c) Evidence or context of competency, including coursework (include course # and title) and professional practice (include site of specific practice, internship: what and where?; work; what and where?).
- (d) Future strategies of improvement or development

Artifact I: 5 Year Professional Development and Action Plan (500 words max)

After reviewing your NASPA/ACPA competency analysis, create a one page 5 year action plan for continued professional development as a student affairs administrator. You are encouraged to develop this plan in consultation with your professional mentor(s).

Artifact J: Distinctive Contribution

A final document that demonstrates a distinctive contribution you have made or created during the SDA program for which you are particularly proud (e.g. If you could include one final piece to demonstrate your understanding of the profession or competence in the Student Affairs field, what would that be?).

Artifact K: Portfolio Process Assessment (500 words max for reflection)

Provide a critical reflection on the portfolio process (creating the portfolio and presentation). In particular what are three lessons you have learned through this process?

In addition, you will submit a self-assessment of your portfolio no later than one week after presenting your portfolio to your faculty reader.

SDA Student Learning Outcomes

1. Understanding the foundations and emerging nature of the Student Affairs profession and higher education
2. Understanding students and student issues
3. Exhibiting professional integrity and ethical leadership in professional practice
4. Understanding and fostering diversity, justice and a sustainable world formed by a global perspective and Jesuit Catholic tradition
5. Adapting student services to specific environments and cultures

6. Developing and demonstrating skills in leadership and collaboration
7. Utilizing assessment, evaluation, technology, and research to improve practice
8. Communicating effectively in speech and in writing
9. Understanding issues surrounding law, policy, finance and governance, and
10. Establishing and enhancing professional identity.

Portfolio Assessment

SDA portfolios are assessed by a designated SDA faculty member serving on each student's particular portfolio committee. This faculty member, in consultation with the student's portfolio committee chairperson and after reviewing the chair's written assessment, completes a portfolio rubric based upon the SDA learning outcomes. Students will receive a pass, partial pass, to be revised or a no pass within one month of their portfolio presentation. Ideally, the student's SDA faculty committee member will seek necessary revisions in order to pass the student's portfolio prior to the student's portfolio presentation to his/her committee. Throughout the academic year, the faculty will convene portfolio meetings to discuss format and process.

ADDITIONAL POLICIES AND PROCEDURES

ACADEMIC DISMISSAL

For the reason of substandard academic performance (cumulative GPA or quarter GPA falls below a 3.0/B) over two or more quarters, it is appropriate to dismiss a student from the academic program. When such circumstances happen, the normal procedure is that the student will be informed of the proposed action by the academic program director. The notification will inform the student of the reason the dismissal is being proposed, the date by which the dismissal will be in effect, and the policy and procedure the student can use to request reconsideration of the program's decision to dismiss. The final decision of the program is not currently appealable.

This action (academic dismissal) is currently under SU policy (75-14, 75-3, 81-2, 81-3, and 81-4) and will be subject to the SU Academic Probation Policy when it is approved.

ACADEMIC HONESTY

All students are responsible for adhering to the academic honesty policy of the University, which may be found at the web address:

<http://www.seattleu.edu/studentdevelopment/student-handbook.aspx>

ACADEMIC PROBATION

For the reason of substandard academic performance (cumulative GPA or quarter GPA falls below a 3.0/B), it is appropriate to place a student on academic probation. When such circumstances happen, the normal procedure is that the student will be informed by the academic program director. The notification will inform the student of the reason the academic probation is being proposed and the

conditions of the probation. This action (academic probation) is currently under SU policy (75-14, 75-3, 81-2, 81-3, and 81-4) and will be subject to the SU Academic Probation Policy when it is approved.

DELAYING THE PROGRESS OF A STUDENT (Not allowing the student to register for one or more courses in the next or other future quarters).

There are circumstances when the faculty, in their professional judgment, determine that it is not appropriate (for whatever reason) for the student to continue with normal progression in the program. When such circumstances happen, the normal procedure is that the student's adviser or the Program Director would contact the student to discuss whether it is in the student's best interest to continue with normal progression in the program. The Program Director, or the student's adviser in consultation with the program director and the student, makes the final decision on whether the student will continue with normal progression in the program.

This action is not subject to appeal or review.

Neither the Program Director, nor the student's adviser in consultation with the program director, will make the decision not to allow a student to continue with normal progression in the program without prior consultation with the student, except in the case when in the professional judgment of the program director and the student's adviser it is an emergency or a special rare circumstance. This action is not subject to appeal or review.

PROFESSIONAL STANDARDS DISMISSAL

There are circumstances when the faculty, in their professional judgment, determine that for professional standards reasons (behavior or ethics) it is appropriate to consider putting a student on professional standards probation. When such circumstances happen, the normal procedure is that the student's Program Director contacts the student to discuss the professional standards issue(s) which are of concern to the program. After discussion with the student, the Program Director, in consultation with the program faculty, makes the final decision on whether to recommend the student for professional standards probation. If the recommendation is to place the student on probation, the Program Director will inform the student in writing of the program's decision, the reasons for putting the student on professional standards probation, the conditions (such as an assistance plan), and inform the student of the option the student has to request a review of the program's action under SU Professional Conduct: Policy & Appeal Procedures. If the situation has not improved after the probation has been completed, the student may be dismissed from the program.

A program, except in the case where it is judged by the program director to be an emergency, should not dismiss a student from a program for a professional standards reason(s) without prior warning to the student and without prior consultation with the program faculty. If the student is dismissed for a professional standards reason(s) as a result of the Program Director's professional decision that it is an emergency, the Program Director will inform the student in writing of the program's decision to dismiss the student for a professional standards reason(s), the reasons for putting the student on professional standards probation, the conditions (such as an assistance plan), and inform the student of the option the student has to request a review of the program's action under SU Professional Conduct: Policy & Appeal Procedures.

PROFESSIONAL STANDARDS PROBATION

There are circumstances when the faculty, in their professional judgment, determine that for professional standards reasons (behavior or ethics) it is appropriate to consider putting a student on professional standards probation. When such circumstances happen, the normal procedure is that the

student's Program Director contacts the student to discuss the professional standards issue(s) which are of concern to the program. After discussion with the student, the Program Director, in consultation with the program faculty, makes the final decision on whether to recommend the student for professional standards probation. If the recommendation is to place the student on probation, the Program Director informs the student in writing of the program's decision to recommend the student for probation, the reasons for recommending probation, the conditions (such as an assistance plan) of the probation, the date by which the probation becomes effective, and inform the student of the option the student has to request a review of the program recommendation under SU Professional Conduct: Policy & Appeal Procedures.

A program, except in the case where it is judged by the program director to be an emergency, should not put a student on Professional Standards Probation without prior warning to the student and without prior consultation with the program faculty. If the student is placed on professional standards probation as the result of the program director's professional decision that it is an emergency, the Program Director will inform the student in writing of the program's decision, the reasons for putting the student on professional standards probation, the conditions (such as an assistance plan), and inform the student of the option the student has to request a review of the program's action under SU Fair Process Policy.

This action (probation) is subject either to the SU Academic Probation Policy when it is approved (for academic probation) or to the currently approved SU Professional Conduct: Policy & Appeal Procedures (for professional standards probation).

WITHDRAWING A STUDENT FROM AN INTERNSHIP SITE

There are circumstances when the student and the site supervisor make a professional judgment that an internship site is not appropriate (for whatever reason) for the student, or when the student finds that the site or the site supervisor is not appropriate, or when the site supervisor finds that the internship is not appropriate for the site supervisor and/or for the student. When such circumstances happen, the normal procedure is that the student or the site supervisor would contact Erin Swezey, SDA Internship Program Coordinator, to arrange a meeting with the purpose to discuss whether it is the student's best interest to continue at the site. The SDA Internship Program coordinator, or the student's Program Director, in consultation with the site supervisor and the student, makes the final decision on whether the student will continue at the site.

This action is not subject to appeal or review.

A site supervisor, except in the case where it is judged by the site supervisor or the SDA Internship coordinator to be an emergency, should not remove a student from an internship site without prior warning to the student and without prior consultation with the SU SDA Internship program coordinator. The SDA Internship program coordinator, except in the case where it is judged by the SDA Internship program coordinator to be an emergency, should not remove a student from an internship site without prior warning to the student and without prior consultation with the site supervisor.

The final decision to withdraw a student from an internship is the prerogative of the SDA Program Director. In case of disagreement among the parties, the Program Director's decision will be controlling, and not subject to appeal.

Appendix A
Learning Outcomes Mapping Chart

Learning Outcomes	COURSEWORK															SUSDA				
	EDUC 500: Introduction to Educational Research	EDUC 520: Social Justice in Professional Practice	EDUC 513: Adult Learning	EDAD 570: Leadership in Education I	EDAD 571: Leadership in Education II	EDUC 515: Multicultural Perspectives	SDAD 559: American Community College	SDAD 564-566: internship in Student Development Administration I-III	SDAD 575: Best Practices in Student Services	Governance of Post-Secondary Education	SDAD 577: Foundations of the Student Affairs Profession	SDAD 578: Student Development Theory, Research and Practice	SDAD 579: Student Development Capstone Seminar	SDAD 580: Higher Education Law	SDAD 595: Student Development Graduate Project	COUN 5XX: Counseling Course	1. Retreat	2. <i>Magis</i>	3. Social	Portfolio
1. Understanding the foundation and emerging nature of the Student Affairs profession and higher education																				
a. History, philosophy, values		X					X		X	X	X	X		X						X
b. Jesuit context		X				X			X	X				X		X	X	X		X
c. Theory			X	X				X			X	X	X	X						X
2. Understanding students and student issues																				
a. Advising and helping							X	X		X	X	X				X				
b. Programming			X					X			X	X							X	
c. Identity theories			X					X			X	X	X							X
d. identifying types of student population			X			X	X	X	X		X	X	X		X					X
3. Exhibiting professional integrity and ethical leadership in professional practice																				
a. Standards of professional organizations	X							X	X	X	X		X	X	X	X				
b. Personal values		X		X	X	X		X			X	X	X		X		X		X	X
4. Understanding and fostering diversity, justice and a sustainable world informed by a global perspective and the Jesuit Catholic tradition																				
a. Social justice		X				X	X				X	X	X	X	X					X
b. Cultural competence		X				X	X	X				X	X		X	X	X			X
c. Identity theories			X					X			X	X	X							X
d. Inclusive learning environments		X	X			X	X	X	X	X	X	X	X		X					X
5. Adapting student services to specific environments and cultures																				
a. Mission							X	X	X	X	X		X		X		X			X
b. campus culture/climate							X	X	X	X	X		X		X					X

Learning Outcomes	COURSEWORK																SUSDA			
	EDUC 500: Introduction to Educational Research	EDUC 520: Social Justice in Professional Practice	EDUC 513: Adult Learning	EDAD 570: Leadership in Education I	EDAD 571: Leadership in Education II	EDUC 515: Multicultural Perspectives	SDAD 559: American Community College	SDAD 564-566: internship in Student Development Administration I-III	SDAD 575: Best Practices in Student Services	Governance of Post-Secondary Education	SDAD 577: Foundations of the Student Affairs Profession	SDAD 578: Student Development Theory, Research and Practice	SDAD 579: Student Development Capstone Seminar	SDAD 580: Higher Education Law	SDAD 595: Student Development Graduate Project	COUN 5XX: Counseling Course	1. Retreat	2. <i>Magis</i>	3. Social	Portfolio
6. Developing and demonstrating skills in leadership and collaboration																				
a. Skills		X	X	X	X	X	X	X	X	X		X	X		X					
b. Knowledge of strengths and weaknesses				X	X			X			X	X	X		X		X			X
c. Styles				X	X			X		X	X			X						X
d. Team dynamics		X	X	X	X	X	X	X	X	X	X	X			X		X			X
e. Wellness-take care of yourself, balance				X	X			X			X		X			X		X		
7. Utilizing assessment, evaluation, technology, and research to improve practice																				
a. Conduct	X		X				X				X	X		X						
b. Critique	X		X				X				X	X	X		X					
c. Interpret/understand	X		X				X				X	X	X		X					X
8. Communicating effectively, in speech and in writing																				
a. Public speaking, presentations, facilitation		X	X	X		X	X	X	X		X	X	X							X
b. Critical thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
c. Professional writing standards (APA, resume, cover letters, interviewing)	X			X			X				X	X	X		X			X		X
d. Use of Power Point/Prezi, Word, websites, social media and other technology		X	X	X	X	X	X	X	X		X	X	X		X	X				X

Learning Outcomes	COURSEWORK																SUSDA			
	EDUC 500: Introduction to Educational Research	EDUC 520: Social Justice in Professional Practice	EDUC 513: Adult Learning	EDAD 570: Leadership in Education I	EDAD 571: Leadership in Education II	EDUC 515: Multicultural Perspectives	SDAD 559: American Community College	SDAD 564-566: internship in Student Development Administration I-III	SDAD 575: Best Practices in Student Services	Governance of Post-Secondary Education	SDAD 577: Foundations of the Student Affairs Profession	SDAD 578: Student Development Theory, Research and Practice	SDAD 579: Student Development Capstone Seminar	SDAD 580: Higher Education Law	SDAD 595: Student Development Graduate Project	COUN 5XX: Counseling Course	1. Retreat	2. <i>Magis</i>	3. Social	Portfolio
9. Understanding issues surrounding law, policy, finance and governance																				
a. Organizational structures				X	X		X	X	X	X	X	X		X	X					
b. institutional types (public, liberal arts, private)							X	X	X	X	X	X	X	X						
c. Case law														X						
d. Crisis management									X	X			X	X						X
e. Budget management								X	X											
10. Establishing and enhancing professional identity																				
a. Reflection		X		X	X			X			X	X	X		X		X	X		X
b. Professional philosophy		X		X							X		X				X	X		X
c. Networking and relationships		X	X				X	X	X			X	X		X	X	X	X	X	X
d. Lifelong learning			X	X							X	X	X				X	X		X
e. NASPA/ACPA involvement								X			X	X	X		X		X			X