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

Seattle University College of Education

Student Development Administration

# Student Handbook 2012-2013

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# **Student Development Administration**

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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, student housing, academic advising, student leadership and activities, student financial aid, student union, university athletics and recreational sports, new student programs, advising for international students and domestic students of color, and a variety of other educational programs.

Student development administrators work with college students, primarily outside the formal classroom environment, to assist 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 includes four major themes woven into the student development course work. Each theme is addressed as a component within the student development courses and each raises key issues in preparing professional administrators. These themes are:

- *Understanding Students:* Students explore the changing demographics of student populations at all types of institutions. They learn to identify the unique issues presented by each subgroup of students, including those with learning disabilities, family issues and psychological problems; adult learners; students of color; and international students. The specific issues of focus throughout the program keep pace with the changing clientele of colleges and universities.
- *Understanding and Fostering Diversity:* Courses examine the role of culture in education, explore ways to foster the development of pluralistic educational environments, and respond to the implications of increasing cultural diversity in post-secondary education.
- *Ethics and Values:* In keeping with our Jesuit tradition, faculty and students explore ethical dilemmas in higher education, as well as the role of values in developing co-curricular programs.
- *Environment and Culture:* Participants in the program learn the importance of adapting student services programs to the educational environment of a particular institution's culture. Relevant institutional types include the entire spectrum of post-secondary education. What role does the institution's mission play in creating campus culture?

Throughout the degree program, students' learning and professional development is assessed 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 <a href="student's responsibility">student's responsibility</a> 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.

#### 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 2012, the policies available on this site include:

- Fair Process Policy of Colleges for Arts & Sciences, Education and Nursing (pdf)
- Seattle University's Student Records Policy (pdf)
- Seattle University's Academic Grievance Policy (pdf)
- College of Education Request for Reconsideration of an Academic Program Dismissal (pdf)
- *Academic Honesty Policy* (pdf)

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

Students should obtain and keep a copy of the <u>Graduate Bulletin of Information</u> for the year they first enroll. 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, <u>www.seattleu.edu/coe/sda</u>. As of August 2012 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 <u>every quarter</u> 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 difference between the two.

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 anticipate working in a selective liberal arts college; 2) those who have a specific project in mind for SDAD 595 (Graduate Project); or 3) those who want to have a major piece of scholarship as evidence they can do doctoral-level study. Graduate projects have taken many forms including assessments of Seattle University programs, program proposals and research on special populations, technology and cultural differences. The M.A. used to be perceived as a more prestigious degree than the M.Ed. in some quarters; this is no longer generally true, with the exception of some highly selective institutions oriented towards the liberal arts. SDAD 595 requires very independent work, so this degree is best suited for students who do not need extensive structure for major projects.

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 as they can as part of their program; or 2) do not want to do a graduate project or who work best in more structured educational environments.

There is no discernible advantage for either program in looking for a job in the field or in future eligibility for doctoral studies.

# 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, that 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 2012-2013 bulletin is in force for students first matriculating from Summer 2012 through Spring 2013.

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
SDAD XXX	Research and Assessment in Higher Education****	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	3 Credits
	Portfolio	
Electives:	See your adviser for recommended electives.	3 Credits

**Total: 51 Credits** 

<sup>\*</sup>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.

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

<sup>\*\*\*</sup>Some COUN courses require prerequisites.

<sup>\*\*\*\*</sup>Recommended for all M.A. students. 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***	3 Credits
	Portfolio	
Electives:	See your adviser for recommended electives.	6 Credits

**Total: 51 Credits** 

<sup>\*</sup>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.

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

<sup>\*\*\*</sup>Some COUN courses require prerequisites.

#### 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.

# **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, F, W, R):** 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, Sp, Su):** 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, Sp):** 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 (three, one-credit internships are required in the sequence). You must complete 3 credits of internship in order to graduate.

Students who have <u>full-time</u> working experience in a student affairs professional position <u>may</u> 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, Su):** 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, Sp):** 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, W, Sp):** 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, Su [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 2013.
- **SDAD 585 Higher Education Finance (3, Su [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):** 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, Sp):** 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, W):** 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.

# Anticipated Course Offerings 2012-13

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.

cution.	
12FQ	SDAD 577-01 (Stringer)
	SDAD 577-02 (Stringer)
	SDAD 578 (Yamamura)
	SDAD 579 (Yamamura)
	SDAD 595 (Yamamura)
13WQ	EDAD 570 (Wilson)
	SDAD 559 (Yamamura)
	SDAD 576 (Stringer)
	SDAD 578 (Yamamura)
	SDAD 579 (Swezey)
	SDAD 580 (Milam)
1200	COLDI 710 (C) (C)
13SQ	COUN 510 (Staff)
	EDAD 570 (Wilson)
	EDAD 571 (Staff)
	SDAD 559 (Yamamura)
	SDAD 576 (Stringer)
	SDAD 580 (Milam)
	SDAD 591 (Yamamura)
13RQ	EDAD 571 (Staff)
	SDAD 575 (Stringer)
	SDAD 584 (Johnson)

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 12FQ; this serves as their individual map through the academic program. The program of study must be submitted by the end of winter quarter 2013.
- 2. Normally, classes are limited to 25 students; the following classes will be smaller: SDAD 575, SDAD 579, and SDAD 584.
- 3. Students planning to take a Counseling course in 2012-2013 should plan to take COUN 510 in 13SQ.
- 4. Most SDAD 595 students will work with Erica Yamamura in 2012-2013 in a cohort based seminar model that will meet periodically. In addition, those doing a graduate project in 2013-2014 should register for SDAD 591: Special Topics (Research and Assessment in Higher Education) for 13SQ.

# **Frequently Taken Electives**

The following courses have frequently been taken by SDA students.

**AEDT 563 Instructional Methods for Adult Learners (3, Sp):** 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.

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 need 52 credits to graduate, not 51.

MGMT 571 Adventure-based Leadership Seminar (3, Sp): 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, Su [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 2013.

**SDAD 585 Higher Education Finance (3, Su [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.

#### 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.

# 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 2012-2013, 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

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. Check out the organizations' websites for application forms.

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 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: <a href="http://www.seattleu.edu/regis/list\_of\_forms.asp">http://www.seattleu.edu/regis/list\_of\_forms.asp</a> 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. They are 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. <u>Students should check their e-mail account at least once per week during the academic year.</u>

# **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 listsery, the <a href="mailto:susda-list@seattleu.edu">susda-list@seattleu.edu</a>. All major program communications will be sent via this list. Students are required to check their Seattle U email a minimum of once a week and <a href="mailto:strongly encouraged to check daily">strongly encouraged to check daily</a>. We also maintain an alumni listsery and current students often receive position announcements from our alumni as well as use the listsery to network about internship and career opportunities.

# INTERNSHIPS IN POST-SECONDARY EDUCATION

Students are required to take three one-credit internships, which are available in a variety of offices and institutions in the Puget Sound area. Each internship is 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 in February, 2013. 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 program director or the assistant vice president for student development, who coordinates selection.

# COMPREHENSIVE EXAMINATIONS AND PORTFOLIO

Students who entered the program before the 2011-2012 academic year may choose their culminating demonstration of the SDA Learning Outcomes. Those students have the option of preparing a professional portfolio or taking the comprehensive examination. Contact your advisor to discuss which might be best for you.

# **Comprehensive Examination**

The SDA comprehensive examination is an integrative activity that calls for pulling together information from a variety of sources to apply to a problem or issue raised by the question. This process is intended to be a learning experience for the students as well as an opportunity to show integration of prior knowledge.

The following information pertains to the SDA comprehensive examination:

# 1. Registration

All students who plan to take the comprehensive examination must register for it. You do this by calling the program's administrative assistant at (206) 296-6170. You may hand-write the exam or take it on a computer. If you hand-write, it will be in blue books, with answers double-spaced. If you take it on a computer you may be limited to a Macintosh.

#### 2. Dates

The exams are scheduled three times per year. You must take the exam at one of these regularly scheduled times.

# 3. Length

The exam will be four hours, 9:00 a.m. -1:00 p.m. Students will disabilities or non-native speakers who need additional time for the examination must first work with the Learning Center to determine their eligibility for extended time; upon Learning Center certification, extended time will be provided to all eligible persons.

# 4. Study Groups

Students and faculty recommend the use of study groups to prepare for the exam. There is research from the Harvard Assessment Seminar that supports this methodology, as well. If forming a study group with other students is possible for you in your situation, you are encouraged to do so.

### 5. Content Preparation

Questions will be drawn from the required courses in the program. Therefore, you would be well served to begin organizing your books, articles, class notes, and papers from these courses as early as possible. Typically students should draw in material from several courses in preparing answers to the exam.

Preparing for the comprehensive examination is an extension of the learning process. It is intended not only as a test, but also as an opportunity for you to synthesize the material from your courses into a coherent body of knowledge upon which you can continue to draw after graduation.

# 6. Scoring

Normally two readers will review the comprehensive examinations.

You will receive the results of your examination no later than one month after you take it. There are three possible outcomes as follows:

Pass: All questions answered satisfactorily.

Partial Pass: At least one question must be rewritten within six months at a time mutually arranged between the student and the program director.

Fail: Majority of answers are not satisfactory. Total exam must be rewritten at the next regularly scheduled time.

With a partial pass you will be allowed to retake part of the examination without having to retake the entire exam. Retakes will be scored no later than one month after the examination is retaken, although the scoring is generally done more quickly.

If you fail the exam, you must retake the entire exam (with different questions), and may do so as early as the next time it is scheduled to be offered. There is currently no limit of the number of retakes in the SDA program. <u>Our goal</u> is to support your graduation.

#### 7. Structure of Examination

Students are expected to know well the content from the following courses:

EDUC 500	SDAD 559	SDAD 578	EDAD 571
EDUC 501/520	SDAD 575	SDAD 579	
EDUC 515	SDAD 576	SDAD 580	
EDUC 521/513	SDAD 577	EDAD 570	

Other required and elective courses have information that will be useful for supplementary purposes; utilization of this material may distinguish exemplary answers from adequate ones, but there will be no questions that draw *only* on knowledge from those courses.

There will be between three and six questions in the four-hour time period. There are sometimes, but not always, options for students that may allow them to choose which questions to answer.

The exam will primarily consist of essay questions, but any type of question may be asked.

There may or may not be a case study. If there is a case study of more than four pages, students will be given the case study the afternoon before in order to read and outline it.

# 8. Non-Appealability

Faculty evaluations/grades for comprehensive exams are not appealable (Explanatory notes: a) A comprehensive exam is not a course for which grade can be the matter for grievance, and b) A comprehensive exam is explicitly excluded from review under the College of Education's *Fair Process Policies and Procedures*.)

#### **Portfolio**

This culminating demonstration is an opportunity for graduating degree students to reflect more deeply upon their academic course work and graduate professional experience in an integrative way by presenting artifacts which demonstrate and exemplify their understanding of the Student Development Administration Learning Outcomes. Students who enter the SDA program during the 2011-2012 academic year or after must complete a portfolio, and do not have the option of taking a comprehensive examination instead. Each participating 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.

Beginning with 2011-2012, all students will complete an electronic portfolio.

Some of the portfolios 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 their 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 the 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 2011-2012, the artifacts below were required elements of the portfolio. These will undergo review for 2012-2013 and after.

#### **Artifacts Included in the Portfolio:**

- a. Polished **resume**, along with the one submitted with your application to the SDA program. (*1 reflection sheet*)
- b. **Introduction** to who you are as a person and a professional (text, pictures, and/or text) that **includes your personal and professional mission statements** (two different mission statements). (1-2 pages of text; no more than 10-15 pictures; entry sheet only)
- c. Narrative description of:
  - 1.) Most important <u>content</u> you have learned from the SDA program, with a particular focus on *academic* content.
  - 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 had.
  - 5.) A critique of the master's program.
  - 6.) 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? (total of 2-3 pages for all six items; entry sheet only)
- d. A sampling of your **best written work** from the SDA program. *Three* **separate courses** must be included and at least one written piece must be a scholarly paper with references.(*total of 3 papers/work; I reflection sheet for each paper*)
- e. A copy of a **PowerPoint or Prezi presentation** you have created. (1 reflection sheet)
- f. Evidence that you have demonstrated a **commitment to the Jesuit hallmark of engaged learning beyond campus**, for example global perspective or education, community engagement or service-learning, and/or social justice advocacy. (e.g. experience, program, paper, etc.). (1 reflection sheet in which you name the hallmark of Jesuit Education)
- g. A narrative review of your **promise as a student affairs professional**, to be written by at **least one student in the program** and at **least one professional in the field** (to be chosen by you). (no more than 1-2 pages from each person who writes a review; references letters already written can be modified to meet this requirement; 1reflection sheet per letter)
- h. An assessment of how you have grown in relation to each of the **program themes** during the program, including when you have been at your best in the program. (1-2 pages; entry sheet only)
- i. A **research project or professional program** you have done, or a proposal for research/program you might like to do. (*1 reflection sheet*)

- *j.* **An analysis** of the **knowledge, skills and competencies** you have to practice student affairs administration, along with **an action plan for continued professional development** as a student affairs administrator. (1-2 pages total; entry sheet only)
- k. A final document that demonstrates a distinctive contribution you have made or created during your degree program for which you are <u>particularly proud</u> (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?) (1 reflection sheet)
- l. A reflection on the value of doing the portfolio. (1 entry sheet)

The *reflection sheets* will focus on **how the item demonstrates your learning for each one of the** *Student Learning Outcomes* **listed below.** All of the Student Learning Outcomes must be covered at least once in your reflections. In addition, each *entry sheet* must indicate a learning outcome.

# **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.

# 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, not 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 Fair Process Policy. 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 Fair Process Policy.

#### 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 Fair Process Policy.

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 Fair Process Policy (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 the student's SU supervisor and the purpose of the meeting is to discuss whether it is in the student's best interest to continue at the site. The SU supervisor with the student's Program Director, 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 director of the internship 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 supervisor. An SU supervisor, except in the

case where it is judged by the SU supervisor or the Program Director 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 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

								COURS									,			
Learning Outcomes	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. Magis	3. Social	Portfolio
1. Understanding the foundation and of	emergir	ng natur	e of the	Studer	nt Affai	rs prof		and higl		cation										
a. History, philosophy, values		X					X		X	X	X	X	X		X					X
b. Jesuit context		X				X			X	X	X		X		X		X	X	X	X
c. Theory			X	X				X			X	X	X		X					X
2. Understanding students and students	t 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 an	d ethic	al leade	rship in	profes	sional p	practice	; I	T	ı	1	1	1	1	I				I		
a. Standards of professional	X							X	X	X	v		X	X	X	v				
organizations b. Personal values	Λ	X		X	X	X		X	Λ	Λ	X	X	X	Λ	X	X	X		X	X
4. Understanding and fostering divers	ity inct		o custo				dhua		orenoei	ivo ond				odition			Λ		Λ	
	ity, jusi	X	a susta	mable	woria ii	X	X	giobai p	erspeci	ive and	X	X	X		X					X
a. Social justice b. Cultural competence		X				X	X	X			Λ	X	X	X	X	X	X			X
1		Λ	V			Λ	Λ				v				Λ	Λ	Λ			X
c. Identity theories		X	X			X	X	X	X	X	X	X	X		X					X
d. Inclusive learning environments						Λ	Λ	Λ	Λ	Λ	Λ	Λ	Λ		Λ					
5. Adapting student services to specif	ic envir	onment	s and ci	ultures			v	v	v	v	V		v		v		V			V
a. Mission							X	X	X	X	X		X		X		X			X
b. campus culture/climate							Λ	X	A	X	X		Λ		X					Λ

							C	COURS	EWOR	K							S	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	I. Retreat	2. Magis	Social	Portfolio
Learning Outcomes  6. Developing and demonstrating skil						田	<u> </u>	N Q	N S	рй	S A	SE	<u>2</u>	SI	<u>S</u> S	ŭ	1.	.5	3.	<u>P</u>
a. Skills	iis in iea	X	X and co	павога Х	X	X	X	X	X	X		X	X		X					
b. Knowledge of strengths and		Λ	Λ	Λ	Λ	Λ	Λ	Λ	Λ	Λ		Λ	Λ		Λ					
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		71	X	X			X
e. Wellness-take care of yourself,		21	21	71	71	21	71	71	71	21	21	71	21			21	21			21
balance				X	X			X			X		X				X		X	
7. Utilizing assessment, evaluation, to	echnolo	gy, and	researc	h to im	prove p	ractice														
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 spec	ech and	in writi	ing																	
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		37	v	v	<b>3</b> 7	v	37	***	17		***	***	37		17	37				v
technology		X	X	X	X	X	X	X	X		X	X	X		X	X				X

							(	COURS	EWOR	K							S			
Learning Outcomes	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. Magis	3. Social	Portfolio
9. Understanding issues surrounding l	law, pol	licy, fin	ance an	d gove	rnance															
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					L	
c. Case law														X						
d. Crisis management										X	X		X	X						X
e. Budget management								X		X										
10. Establishing and enhancing profes	ssional	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