NORTHWESTERN STATE
UNIVERSITY OF LOUISIANA

Student Affairs in Higher Education

2022

SAHE HANDBOOK

Gallaspy Family College of Education and Human Development

Welcome to Graduate Study in
Student Affairs In Higher Education (574)
at Northwestern State University
A member of the University of Louisiana System

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

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

Sincerely,

Paula Christensen, Ph.D., NCC
Associate Professor Program Coordinator

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

Statement of Philosophy

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

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

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

We believe that preparation as a student affairs professional is not confined solely to those courses and experiences provided by the faculty. Although primary responsibility for the program rests with this faculty, it is recognized that other departments within the university as well as community agencies and programs may contribute measurably to the preparation of new professionals.

We believe that it is essential for students in this program to examine their own values, motivations, personal characteristics, and relationships with others. Therefore, opportunities such as faculty-student interactions, professional workshops and conferences, and individual consultations are available to maximize self-awareness and self-understanding. It is expected that students will become aware of their outlook on life and ways of dealing with others. It is believed that self-understanding contributes to personal and professional competence as well as to the capacity for sound judgment.

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

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

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

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

professional development is essential to such improvement. Furthermore, the faculty values and encourages students' input into the change process.

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

Mission Statement

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

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

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

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

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

Master's Degree Program

In accordance with current professional standards set forth by the Council for the Advancement of Standards (CAS, 2015) and the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA) Professional Competency Areas for Student Affairs Educators (2015), SAHE offers a two-year graduate preparation program for early career and aspiring student affairs professionals expecting to work in a postsecondary educational setting. Students will earn the Master of Arts degree upon successful completion of all requirements including 36 semester hours of coursework, a comprehensive examination, 300 clock hours of supervised experience, and paper/project-in-lieu of thesis as part of a comprehensive professional portfolio.

Professional Model

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

Objectives of Master's Degree Program

Upon completion of the program, students are expected to demonstrate basic, intermediate, and/or advanced competencies (ACPA/NASPA Professional Competency Areas for Student Affairs Educators, 2015; CAS, 2015) in the following areas, taking into consideration the knowledge, skills, and dispositions of the profession:

1. The **Personal and Ethical Foundations** (PEF) competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship (ACPA/NASPA, 2015).

2. The **Values, Philosophy, and History** (VPH) competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values (ACPA/NASPA, 2015).

3. The **Assessment, Evaluation, and Research** (AER) competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA/NASPA, 2015).

4. The **Law, Policy, and Governance** (LPG) competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice (ACPA/NASPA, 2015).

5. The **Organizational and Human Resources** (OHR) competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources (ACPA/NASPA, 2015).

6. The **Leadership** (LEAD) competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members (ACPA/NASPA, 2015).

7. The **Social Justice and Inclusion** (SJI) competency area is defined as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities (ACPA/NASPA, 2015).

8. The **Student Learning and Development** (SLD) competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice (ACPA/NASPA, 2015).

9. The **Technology** (TECH) competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole (ACPA/NASPA, 2015).

10. The **Advising and Supporting** (A/S) competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA/NASPA, 2015).

These competencies and standards provide "essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of function-al area or specialization within the field" (ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, 2015, p. 7). Additionally, the standards are designed to improve and promote programs and services through student learning and development (CAS, 2015).

Institutional and Program Accreditation

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

Ethical Standards

The faculty has adopted ethical standards based on the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners (2015), CAS General Standards (2015), and NSU Student Code of Conduct governing the ethical behavior of students, faculty, and programs. These standards are introduced, discussed, and integrated into all coursework and other experiences. It is acknowledged that students are early career or aspiring professionals; nevertheless, the faculty expects students, particularly in their professional practices, field practice, internship, research activities, and other experiences involving contact with the public, as well as with fellow students and professors, to conduct their work in accordance with all ethical standards. Failure to do so can bring faculty censure of the student and/or expulsion from the program.

Statement of Ethical Treatment of Graduate Students

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

Interpersonal Interactions
1. Faculty and staff are dedicated to the development of students in their degree programs and take seriously their educational role. This is manifested in the creation and maintenance of an atmosphere in which

students are affirmed, encouraged, and challenged. Mentoring relationships are actively pursued by both faculty and staff. Student-faculty interactions are characterized by respect, common courtesy, and the acknowledgment of the worth and dignity of participants at all levels of the university.

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

Admission Policy

Admission to Graduate School

The general information an applicant needs regarding admission policies and requirements can be found through the Graduate School website at: graduateschool.nsula.edu/. Applications are completed online and submitted to the Graduate School. Application fees should accompany the application.

Requirements for regular admission to graduate study for a master's degree include:

1. A bachelor's degree from a regionally accredited college or university;
2. Minimum of 2.5 quality point average on all undergraduate hours pursued or a 2.75 in the last 60 hours of coursework;
3. Official transcripts from all universities attended;
4. Two letters of recommendation;
5. Special requirements of the department for the degree to be pursued;

Provisional Admission to a master's degree program, may be granted for **one semester/term** for students whose records, including GRE scores, have not been received. Failure to remove provisional status may result in

suspension from any degree program and placement of a hold preventing further registration. Upon submitting all required records, a student may later be admitted conditionally or regularly to a degree program, provided all requirements are met.

An applicant should submit the Graduate School application as early as possible to assure full consideration. Supporting documents should include two current letters of recommendation, official and complete transcripts of all previous college-level study.

An undergraduate GPA of 2.5 from an accredited undergraduate college or university is expected; or a 2.75 in the last 60 hours of coursework. Occasionally, students lacking in GPA will be admitted on a conditional basis.

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

Admission to SAHE Program

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

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

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

Degree Plans

Degree plans are prepared after the student's admission to the program and prior to completing 12 semester hours (see Appendix A). The plan lists all coursework required for degree completion. The minimum number of graduate credit hours is 36 for the M.A. All prerequisites must be satisfied prior to enrollment in classes with prerequisites. Degree plans must be approved by your Major Professor and the Dean of Graduate Studies. NOTE: Early registration for courses is required of all students. Failure to register early may result in class closure prior to your enrollment, or the cancellation of a class for insufficient enrollment. See your Major Professor during the early registration period each semester!

Advisors

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

Course Load

During a regular semester, a full-time student takes a course load of 9 to 12 semester hours. During a summer session a full load is 6 to 9 hours. A student's maximum course load may be reduced at the discretion of the Major Professor. For example, students working full time are advised to enroll in a maximum of 6 hours.

Graduate Assistants take a minimum of 9 to a maximum of 12 hours. Adding to that, the Major Professor may recommend courses that may not appear in the curriculum but are needed to improve requisite skills that are underdeveloped.

Transfer Credit

Students may be able to transfer up to one-third of the credit hours from another university if deemed appropriate by the faculty. The institution involved must be accredited and the courses must have been taken for graduate

level credit. The student is responsible for submitting transcripts, catalog descriptions, course syllabi, and textbooks of courses to be transferred. Approval must be sought prior to transferring the course. The Major Professor will determine if the courses are comparable. The course steward will determine if a competency examination will be necessary for the transfer. Practicum, internship credit, and clinical courses may not be transferred in from another university. Also, courses with grades of C or below will not be accepted.

Residence Requirements

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

Time Limit

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

Course Availability Rotation

The information below provides the course availability rotation. Some courses are offered multiple semesters and are marked with an asterisk (*).

Fall Semester	Spring Semester	Summer Session
SAHE 5500	SAHE 5920	SAHE 5970
SAHE 5950	SAHE 5960	SAHE Elective(s)
SAHE 5930	COUN 5610	Elective(s)*
SAHE 5570*	SAHE 5570*	
EDUC 5010*	EDUC 5010*	
EDUC 5850*	EDUC 5850*	
Elective(s)*	Elective(s)*	

Students may take courses part-time or full-time, but it is important to remember that some courses have prerequisites which is why it is important to meet with your Major Professor for advising when planning registration. Additionally, the curriculum's electives allow students to tailor their studies to fit interests or current job demands. In coordination with their Major Professor, students may select two elective courses offered online at the 5000-level in Counseling, Adult Education, Educational Technology, Health and Human Performance, or Special Education. Possible elective courses are listed below but do not encompass all possibilities.

Possible Electives

COUN 5510 Career & Lifestyle Planning
COUN 5800 Alcohol and Drug Abuse Counseling
COUN 5820 Crisis, Trauma, Grief and Loss Counseling
EDAL 5000 Foundations of Continuing Education
EDAL 5120 Adult Development in Organizational Systems
EDAL 5130 Mgt of Adult Learning Environments & Orgs
EPSY 5460 Dynamics of Human Growth and Development
ETEC 5710 Professional Development
ETEC 5750 Design and Production of Instructional Materials
ETEC 5760 Design and Development of Multimedia
HP 5120 Sports Marketing and Promotion
HP 5150 Sociology of Sport
HP 5190 Human Resource Management in Sports
SPED 5510 The Study of Ind. w/Disabilities
SPED 5640 Vocational and Transitional Services
SPED 5830 Teaching Creative Thinking

Internship

Internship is a class that provides supervised experience in a specific student affairs functional area. Interns are supervised by faculty and a qualified on-site professional. Students function as direct service providers, engaged in professional activities. Regularly scheduled supervision is provided. Students are required to accrue 300 work hours (120 direct contact hours) in a three-semester hour course. Students must apply for enrollment in internship prior to early registration for the semester of enrollment (see Appendix B for application).

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

On-site supervisors must possess a master's degree in counseling, student affairs, higher education administration, social work, psychology, and/ or other related fields, as well as have a minimum of 2 years of experience in the specific area. Weekly logs are maintained electronically that summarize time allocated to each work activity. An agreement delineates the on-site supervisor's responsibilities in relation to the internship student (see Appendix D).

Students are required to devote considerable time to the internship experience. The course requires a commitment beyond that of a typical 3 credit hour course. The nature of the internship experience requires students to apply advanced knowledge and skills which means that prior to the internship, students must have regular admission to the NSU Graduate School, be admitted to the SAHE program, maintained a 3.0 GPA, and fulfilled appropriate course prerequisites.

Internship Sites

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

Dean of Students	Testing Services
Residence Life & Housing Services for Students with Disabilities	Academic Success and Advising
	Registrar
Institutional Research	Greek Life
Student Activities	Counseling and Career Services
First Year Student Programs	Alumni Affairs
Financial Aid Office	Athletics
Women's Center	Diversity/Multicultural Center
Recreational Sports	International Student Center
Admissions and Recruiting	Student Advocacy
Student Support Services	Student Conduct

Ethics

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

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

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

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

Graduation Requirements

Overall Requirements

The graduation requirements for the SAHE program include the following (See Appendix E):

1. Completion of all course work with a 3.0 GPA or better, and no more than two classes with a grade of "C"

2. Comprehensive Examination

3. Defense of Professional Portfolio

Comprehensive Examination

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

Students are scheduled for the Comprehensive Examination within the semester of graduation while enrolled in EDUC 5850. The Oral Comprehensive

Examination will be offered every semester by the first week in April and second week in November. Students will be given prompts/questions for the Comprehensive Examination. All information related to the Comprehensive Examination must be uploaded in the Electronic Portfolio by the established deadline.

Eligibility

Criteria	Rating	
Completed or be in the process of completing all coursework required for program completion	Yes	No
Maintained a grade point average of at least 3.0 in degree program	Yes	No
Signed up for graduation with the Graduate School	Yes	No

Written Portion of Comprehensive Examination

Students in the SAHE program will complete an oral and written comprehensive examination in conjunction with artifacts placed in the Electronic Portfolio. The written portion of the comprehensive examination will include a self-reflective essay that addresses competencies and standards of the profession that are the objectives of the program (see pages 6-8). Students will have a choice to select 5 of 10 competencies which are embedded in a number of the courses offered in the program. The written portion must be double-spaced, 12-point font, and 1" margins on all sides. All citations must be in APA format (latest edition).

Oral Portion of Comprehensive Examination

The oral portion of the examination will include a 10-minute presentation of your written portion of the comprehensive examination. This presentation will be assessed on your ability for critical and creative thinking, problem-solving, decision-making, and responsibility taking in how well you address the competencies and standards of the profession that are the objectives of the program (see pages 6-8) specifically related to the items included in your Electronic Portfolio and demonstrating your personal and professional growth (see Appendix F).

Submission

The written portion of the comprehensive examination will be submitted via the Electronic Portfolio. Students will upload signature artifacts as instructed by the faculty for all courses in the program.

Rating

The comprehensive examination will be rated in the following area: Electronic Portfolio; written portion of comprehensive examination; and oral portion of comprehensive examination (see Appendix F). Two outcomes are possible for the comprehensive examination: pass or fail. A rating of "pass" indicates a successful response. A rating of "fail" indicates that the student must repeat all or some portion of the comprehensive examination.

If a rating of "fail" for any or all portions of the comprehensive examination and the committee believes the deficiencies may be addressed by the semester deadline, the student may be allowed to revise and resubmit. If the area of concern requires significant remediation, the student will need to address the concerns of the committee and must retest the following semester. Failing any or all portions of the examination twice will result in removal from the degree program, except in extenuating circumstances and when approved by a unanimous decision of the faculty. Students may appeal the decision of the committee to the entire SAHE faculty within 60 days from the date of the examination.

Paper/project-in-lieu of thesis and Professional Portfolio

Paper/Project-in-lieu of Thesis

All students are required to complete an action research paper/project as part of graduation requirements. This process will be completed in EDUC 5850 but the development of the paper/project-in-lieu of thesis is a lengthy process. Students should begin to plan their paper/project early in their curriculum and make timely progress. The proposal of the paper/project-in-lieu of thesis is begun in EDUC 5010, where the Introduction, Literature Review, and Methods sections are written. Students complete the process in EDUC 5850, where they complete the Results and Summary, Conclusion, and Implications sections. The Graduate School guidelines for papers/projects are available at: graduateschool. nsula.edu/

A paper/project-in-lieu of thesis is generally equivalent to a journal article or published graduate theses. Students are encouraged to read journal articles and published graduate theses. Although the paper/project-in-lieu of thesis is generally shorter than the thesis but longer than a journal article, the format is the same and the process of writing is similar. Ultimately, papers/projects should contribute to the knowledge base of the field and combine research and practice. Students should discuss their paper/project with their Major Professor early in their graduate program. Student papers/projects-in-lieu of theses must be the original work of the student, under the direction of the Major Professor. The Major Professor will not allow the student to collect data for the paper/project-in-lieu of thesis prior to approval by the Institutional Review Board (IRB) and the Major Professor.

Human Subjects Committee

All research projects of faculty and students that involve the use of people as subjects must be approved by the Human Subjects Institutional Review Board (IRB). This committee exists to ensure that potential harm to subjects used in research projects is minimized. This committee meets monthly and requires materials to be submitted two weeks before the meeting to be considered. See your Major Professor before planning to submit materials to this committee. The IRB process is addressed in EDUC 5010 and completed before enrollment in EDUC 5850. IRB submission guidelines and documents are available on the NSU web page at the following address: graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/

Professional Electronic Portfolio

In partial fulfillment of the requirements for graduation, the students will develop and submit a Professional Electronic Portfolio. The defense of the professional portfolio is the foundation of both the oral and written portions of the comprehensive examination described previously. The portfolio should be a collection of the artifacts from designated courses: SAHE 5500, SAHE 5570, SAHE 5920, SAHE 5930, SAHE 5950, SAHE 5960, SAHE 5970, COUN 5610, EDUC 5010, two elective courses, and EDUC 5850. In each SAHE course, there is a section that describes the electronic portfolio and the required artifact(s). The portfolio should ultimately reflect the professional growth of the student. The quality of the portfolio will be assessed for creative/critical thinking, problem-solving, decision-making, and responsibility-taking (see Appendix F).

Professional Activities

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

Professional Development

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

Student Presentation and Publication Policy

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

Presentations: Student presentations must adhere to the following policy:

1. Proposals for presentations at professional conferences by students who represent themselves as connected with NSU and/or have joined a professional organization under faculty sponsorship must be approved by the Student Affairs in Higher Education faculty. Faculty will review proposals regarding the appropriateness of the content of the presentation, the ability of the student to present the material in a professionally competent manner, and the appearance of all handouts.
2. Students desiring to present at a conference must submit the proposal to either their Major Professor or to a course professor before it has been mailed to the professional society. The professor will make a

recommendation regarding the proposal at a faculty meeting. The faculty will approve, disapprove, or recommend changes to the proposal. The sponsoring faculty member will make a final review of the program between acceptance or the program and its presentation.

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

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

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

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

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

Professional Interactions

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

Retention Policy

Pursuing graduate level work is inherently stressful. The faculty recognize this and take seriously their responsibility to mentor competent new professionals into the field. The ethical guidelines of ACPA/NASPA and CAS similarly point out that faculty members of the student affairs training programs incur an ethical responsibility to provide learning experiences and an environment for students to acquire the knowledge, skills, and dispositions necessary to demonstrate the appropriate behaviors of the student affairs professional (CAS, 2015).

All students will be reviewed during the annual review of students in December and May. Additionally, any faculty member may initiate a review of any student, who, in the faculty member's professional judgment, has deficits in knowledge, skills, or attitudes appropriate to the field. If, after the review, the consensus of the faculty is that serious deficiencies exist, the student will be notified of such deficiencies in writing. Specific action or criteria will be established for removing the deficiency(ies) and an appropriate time frame will be named. If, after the time has elapsed the problem persists, the faculty will take action, including dismissal from the program, if appropriate. Students dismissed under the provision of this policy, or who voluntarily withdraw from the program and request assistance, will be advised by a faculty member regarding selecting an appropriate career path and provided with appropriate referrals, which may include, but are not limited to, career and personal counseling services available free of charge to NSU students.

Grade Requirement

A student will face dismissal if his or her cumulative grade point average falls below 3.0 as identified by the Graduate School or if the student receives a grade of "C" or lower while on conditional admission status. No more than two courses with a grade of "C" will count toward completion of the program.

Academic Misconduct

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

absence of extreme extenuating circumstances, the consequence of cheating will be expulsion from the degree program.

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

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

Appeals Procedure

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

Online Learning

Are You Ready for Online Learning?

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

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

email

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

Moodle

Moodle is the primary instructional software used at NSU. All courses will be accessed through Moodle. Within Moodle, students will be directed to weekly lessons with weekly due dates which means students should enter the Moodle course frequently to be sure to keep up with all requirements. Moodle allows faculty to deliver asynchronous notes/documents, upload prerecorded lessons, administer exams, direct students to various websites, etc. All lessons in Moodle have strict deadlines that must be adhered to; therefore, it is important that students familiarize themselves with each class since different instructors set up their courses differently.

WebEx

WebEx is web-based training software program that allows faculty to deliver synchronous instruction, i.e., live lectures. Because students taking online courses may not all be able to meet the same date and time, efforts are made to conduct lessons at the optimal time. WebEx sessions are required in most courses. Students unable to attend live, WebEx sessions may be able to review archived lessons, when appropriate, but that is not always available. WebEx sessions allow students and faculty to use their webcam and audio to communicate.

Proctored Exams

Tests in online courses are administered via Moodle. In the event the course has proctored exams, students will be responsible for working with the faculty to select an appropriate test site (e.g., university testing and learning

centers). Proctored exams are password protected and can only be released by an approved proctor. Criteria for testing sites and proctors will be administered by the faculty. Students are encouraged to read all policies related to proctored exams since failure to comply could result in a "0" or an "F".

Services at NSU

Counseling Services

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

Financial Aid

A limited number of graduate assistantships are available through the Graduate School with positions available in the Gallaspy College of Education and Human Development and various offices in student affairs. Information on assistantships is available through the Graduate School or your Major Professor. Only students with all application materials on file will be considered. In addition to assistantships, the financial aid office has information on the availability of federal and state financial assistance such as grants and loans.

Style Manual

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

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington D.C: Author.

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

Resources

A Perspective on Student Affairs (1987): https://www.naspa.org/articles/
    perspectives-on-student-affairs-1987

ACPA/NASPA Professional Competency Areas for Student Affairs Educators
    (2015): naspao.rg/images/uploads/main/ACPA_NASPA_Professionals_
    Competencies_FINAL.pdf

Council for the Advancement of Standards in Higher Education (2015): cas.edu/

Learning Reconsidered: A Campus-wide Focus on the Student Experience
    (2004): https://sa.uncg.edu/assessment/wp-content/uploads/learning_
    reconsidered_2004.pdf

Principles of Good Practice in Student Affairs (1998):
    https://www.naspa.org/images/uploads/main/Principles_of_Good_
    Practice_in_Student_Affairs.pdf

APPENDIX

Appendix A
Northwestern State University
Gallaspy College of Education & Human Development
Planning Guide for Master of Arts in Student Affairs in Higher Education
(SAHE) 574

Student: _____   SID: _____

Address: _____   Email:_____

_____   Phone: _____

Elective Concentration: _____ Student Dynamics and Helping Skills/Counseling
_____ Community College/Adult Education
_____ Student Athletes/HP
_____ Students with Special Needs/Special Education
_____ General

Course*	Fall (year/grade)	Spring (year/grade)	Summer (year/grade)
SAHE 5500			
SAHE 5570			
SAHE 5920			
SAHE 5930			
SAHE 5950			
SAHE 5960			
SAHE 5970			
COUN 5610			
EDUC 5010			
EDUC 5850			
Elective			
Elective			

*Substitutions must be approved by the program coordinator.

Appendix B
Northwestern State University
Gallaspy College of Education & Human Development
SAHE 5570 Student Affairs in Higher Education Internship Application

Please Type or Print CLEARLY

Date: _____   SID: _____

Name: _____   E-mail: _____

Address: _____   Home/Cell Phone: _____

_____   Work Phone: _____

- I request admission to SAHE-5570 during the following semester/year: _____
- I have completed the following courses in the program during the indicated semester/year.
  (Grades of "B" or better are required for all prerequisites).
- Current or Graduate GPA: _____
- Anticipated Graduation Date: _____
- I have made the necessary arrangements with the following Site Supervisor to supervise the internship:

INTERNSHIP SITE SUPERVISOR INFORMATION

Name: _____   E-mail: _____

Telephone: _____   Degree: _____

Years of experience: _____   Certificates/License: _____

INTERNSHIP SITE INFORMATION

Internship Site Department/Student Affairs Area: _____

Internship Site Institution: _____

Hours of Operation: _____

Mailing Address: _____

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

_____   _____
Student Signature   Date

Appendix C
Northwestern State University
Gallaspy College of Education & Human Development
Education (SAHE) Internship Learning Contract—SAHE 5570

Intern: _____ Site Phone: _____ Home Phone: _____

Site Supervisor: _____ Faculty Supervisor: _____

Section I. Advanced knowledge, skills, and attitudes in each area of competency for student affairs practitioners (see ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, 2015), CAS General Standards (2015), and COEHDCF (2011):

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

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

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

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

Internship Student:_____ Date: _____

Site Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Appendix D
Northwestern State University
Gallaspy College of Education & Human Development
SAHE 5570 Internship Site Supervisor Responsibilities

In the duration of the internship experience, the intern is expected to communicate both the responsibilities of the intern and the site supervisor, and this agreement indicates such.

Intern: _____

As your on-site supervisor, I understand that I must:

1. Have a minimum of 2-years work experience in the specific area of your internship;

2. Possess a master's degree in student affairs, higher education administration, counseling, social work, psychology, and/or other related fields;

3. Participate in development and appropriate adjustment of the internship learning contract with you and your faculty supervisor;

4. Meet with you each week to discuss the progress of your internship;

5. Provide a formal evaluation of your work at mid-semester and at the end of the internship experience;

6. Be involved in continuous communication with you and your faculty supervisor;

7. Review and approve your internship log.

_____   _____
Internship Site Supervisor   Date

Appendix E
Northwestern State University
Gallaspy College of Education & Human Development
CHECKLIST OF GRADUATION REQUIREMENTS

_____ 1. Student must attain regular admission status through the NSU Graduate School.

_____ 2. Student must be admitted to the SAHE program.

_____ 3. Successful completion of all credit hours listed on degree plan.

_____ 4. Successful completion of all elective coursework listed on degree plan.

_____ 5. Documentation of 300 clock hours of internship hours in SAHE 5570.

_____ 6. Successful completion of comprehensive examination.

_____ 7. Successful completion of written and oral defense of professional portfolio.

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

Appendix F
Northwestern State University
Gallaspy College of Education & Human Development
Comprehensive Examination

Name: _____   Date: _____

Criteria for Comprehensive Examination	Rating	
Completed or be in the process of completing all coursework required for program completion	Yes	No
Maintained a grade point average of at least 3.0 in degree program	Yes	No
Signed up for graduation with the Graduate School	Yes	No

Electronic Portfolio

Artifacts required in the electronic portfolio represent students' demonstration of knowledge, skills, and attitudes based on the objectives of the SAHE program (see pages 6-8). The following table indicates the primary courses that align with the individual objectives.

Objectives	Courses
The **Personal and Ethical Foundations** (PEF) competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship (ACPA/NASPA, 2015).	COUN 5610 SAHE 5500 SAHE 5570 SAHE 5920 SAHE 5930 SAHE 5950 SAHE 5960 SAHE 5970 EDUC 5010 EDUC 5850
The Values, Philosophy, and History (VPH) competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values (ACPA/NASPA, 2015).	SAHE 5500 SAHE 5570 SAHE 5930 SAHE 5950

Objectives	Courses
The **Assessment, Evaluation, and Research** (AER) competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA/NASPA, 2015).	SAHE 5570 SAHE 5930 EDUC 5010 EDUC 5850
The **Law, Policy, and Governance** (LPG) competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice (ACPA/NASPA, 2015).	SAHE 5570 SAHE 5960
The **Organizational and Human Resources** (OHR) competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources (ACPA/NASPA, 2015).	SAHE 5500 SAHE 5570 SAHE 5930 SAHE 5960
The **Leadership** (LEAD) competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members (ACPA/NASPA, 2015).	SAHE 5500 SAHE 5570 SAHE 5930
The **Social Justice and Inclusion** (SJI) competency area is defined as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities (ACPA/NASPA, 2015).	COUN 5610 SAHE 5500 SAHE 5570 SAHE 5920 SAHE 5930

Objectives	Courses
The **Student Learning and Development** (SLD) competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice (ACPA/NASPA, 2015).	SAHE 5500 SAHE 5570 SAHE 5920 SAHE 5930
The **Technology** (TECH) competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole (ACPA/NASPA, 2015).	SAHE 5500 SAHE 5570 EDUC 5850
The **Advising and Supporting** (A/S) competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA/NASPA, 2015).	COUN 5610 SAHE 5500 SAHE 5570 SAHE 5920 SAHE 5930

Written Comprehensive Examination

Students in the SAHE program will complete an oral and written comprehensive examination in conjunction with artifacts placed an Electronic Portfolio. The written portion of the comprehensive examination will include a self-reflective essay that addresses competencies and standards of the profession that are objectives of the program (see pages 6-8). Students will select 5 of 10 areas which are embedded in the courses offered in the program. Responses must be double-spaced, 12-point font, and 1" margins on all sides. All citations must be in APA format (latest edition). The following rubric can be used as a guide in preparing the written portion of the comprehensive examination.

Item Selected (✔)	Objectives	Target	Acceptable	Fail
	+ Personal and Ethical Foundations (PEF)	Student clearly explains thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking. Explains interpersonal and intrapersonal characteristics/ attitudes of the profession. Writing is organized, cohesive, and has few to no errors.	Student adequately explains knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession by: using appropriate research and references related to courses (per APA formatting), excellent examples of skills that take into consideration critical thinking, problem-solving, decision-making, and responsibility taking diversity. Explains interpersonal and intrapersonal characteristics/ attitudes of the profession. Writing has minor errors but follows conventional rules of writing.	Student fails to clearly explain knowledge of subject matter, demonstrate skills related to concepts, and/or describe attitudes required of the profession by. Writing lacks appropriate research and references (and is not in APA format). Does not provide adequate examples that demonstrates an understanding of concepts; examples fail to acknowledge critical thinking, problem-solving, decision-making, and responsibility taking. Does not explain appropriate characteristics/ attitudes of the profession. Writing has major errors in spelling, grammar, sentence structure and readability.
	+ Values, Philosophy, and History (VPH)			
	+ Assessment, Evaluation, and Research (AER)			
	+ Law, Policy, and Governance (LPG)			
	+Organizational and Human Resources (OHR)			
	+ Leadership (LEAD)			
	+ Social Justice and Inclusion (SJI)			
	+ Student Learning and Development (SLD)			
	+ Technology (TECH)			
	+ Advising and Supporting (A/S)			

Oral Comprehensive Examination

The oral portion of the examination will include a 10-minute presentation of your written portion of the comprehensive examination. This presentation will be assessed on your ability for critical and creative thinking, problem-solving, decision-making, and responsibility taking in how well you address the competencies and standards of the profession that are the objectives of the program (see pages 6-8) specifically related to the items included in your Electronic Portfolio and demonstrating your personal and professional growth. The following rubric can be used as a guide in preparing for the oral portion of the comprehensive examination.

Concepts	Target	Acceptable	Fail
Problem Solving involves higher-order thinking skills and is a systematic, thoughtful approach to gathering information to make educated decisions or support a change. Numerous examples exist, but a general problem-solving model would include define the problem, develop a plan, implement the plan, and evaluate the plan. These steps may range from simple to complex, depending on the problem and context.	Student clearly and concisely verbally articulates a thorough knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession	Student adequately verbally articulates knowledge of subject matter, skills demonstrated that support concepts, and attitudes required of the profession	Student fails to clearly verbally articulate knowledge of subject matter, demonstrate skills related to concepts, and/or describe attitudes required of the profession
Creative and Critical Thinking, which are interrelated and complementary processes, involve higher-order thinking skills and include both the creation or generation of ideas, processes, experiences or objects and their evaluation.			
Decision Making is selecting from options or alternatives with the intent of facilitating student learning. Decisions may be proactive, inter-active (responding to situational events), or retroactive, where reflection becomes a key component of effective decision making.			
Responsibility Taking involves accepting ownership and responsibility for decisions and professional growth and development to become a life-long learner and a model for learning. In addition, responsible educators strive to help overcome biases and produce positive behaviors in a diverse society. Responsible educators engage in ethical practices to resolve conflicts or dilemmas, to make decisions, and to interact with others.			