



Master of Arts
Postsecondary Education: Student Affairs

**Educational Psychology, Foundations, and
Leadership Studies (EPFLS)**

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Welcome

Thank you for selecting the University of Northern Iowa to grow your skills and abilities in the field of student affairs. UNI enjoys a rich history of developing professionals who serve on campuses across the country. From its founding in 1876 as the Iowa State Normal School, leadership in education is synonymous with UNI.

Your experience at UNI will involve growing your skills and abilities through experiences both in and outside the classroom. With internships, assistantships, or full-time work, we hope you are able to take what is taught at night in your classroom and apply it in your daytime work with students.

As your faculty team, we strive to build relationships, continuously improve ourselves and our program, and provide high quality learning experiences to help you develop into an impactful professional. We are excited to share with you our passion for the field, our combined experience as student affairs professionals, and our desire to continue to positively impact the future of the student affairs field. We will help you touch the future through your leadership, passion for students and desire to serve.

Welcome to an incredible journey of Learning, Service and Change!

Your UNI Postsecondary Education: Student Affairs Faculty Team,
Dr. David “Schmidy” Schmid, Program Coordinator & Faculty Member
Dr. Shelley Price-Williams, Faculty Member

Program Mission, Core Values, and Overview

Mission:

Through a comprehensive curriculum with an emphasis on experiential learning, the Postsecondary Education: Student Affairs master's program seeks to prepare practitioners to empower the holistic development of students.

Four Core Values of the Program:

- Diversity, Inclusion, and Equity Education
 - Through diversity, inclusion and equity education, PSE students build a foundation of knowledge and develop an awareness of identities to engage in conversations and advocate for social justice.

- Competency-based Curriculum
 - Through a curriculum based on the NASPA and ACPA Professional Competencies, PSE students comprehend all 10 competencies and develop a deeper understanding of student affairs education.

- Personal and Professional Ownership
 - Through personal and professional ownership, PSE students develop personal values by engaging in opportunities for the betterment of themselves as both individuals and professionals.

- Campus Partnerships
 - Through UNI's close-knit campus community and surrounding institutional partners, PSE students create lasting connections for mentorship, support, and a professional network.

Overview:

The **Master's Degree in Postsecondary Education: Student Affairs** prepares individuals who currently serve as student affairs professionals or who aspire to careers in the field of student affairs in postsecondary education. Student affairs professionals provide services and programs designed to support students and enhance campus life across a wide variety of college and university settings.

SAPA: Student Affairs Pre-Professional Association

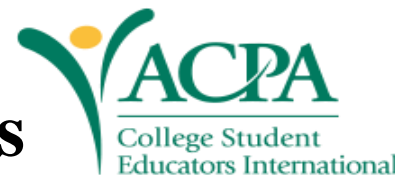
Mission

The Student Affairs Pre-Professional Association (SAPA) at the University of Northern Iowa (UNI) engages graduate students in the Postsecondary Education: Student Affairs (PSE: SA) MA program throughout their transition to UNI, their progress through the program, and their preparation for a successful future. SAPA will support PSE: SA graduate students' success by providing opportunities for professional development and personal growth through collaboration across campus and beyond.

From professional development activities, like resume workshops and conferences, to social activities, like Friendsgiving and tailgating, SAPA looks to provide an informative and comprehensive experience for students of the PSE: Student Affairs program at UNI!



Professional Competency Areas



Personal and Ethical Foundations (PEF) 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.

Values, Philosophy, and History (VPH) 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.

Assessment, Evaluation, and Research (AER) 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.

Law, Policy, and Governance (LPG) 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.

Organizational and Human Resources (OHR) 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.

Leadership (LEAD) 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.

Social Justice and Inclusion (SJI) While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here 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.

Student Learning and Development (SLD) 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.

Technology (TECH) 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.

Advising and Supporting (A/S) 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.

Course Sequences

FALL START FULL-TIME STUDENT PATH

University of Northern Iowa
Postsecondary Education: Student Affairs
Program Path for Full-Time Students
36 Credit Hours Total

Fall of First Year - 9 credits

- POSTSEC 6264 Values, Philosophies, and History of Student Affairs (3)
- POSTSEC 6220 Leading and Advising (3)
- POSTSEC 6270 College Student Development (3)

Spring of First Year - 9 credits

- POSTSEC 6265 Organization and Personal Foundations of Student Affairs (3)
- POSTSEC 6275 Professional Helping in College Student Affairs (3)
- POSTSEC 6291 Internship or Elective (3)

Summer (Optional)

- Internship/elective/core course

Fall of Second Year - 9 credits

- POSTSEC 6268 Social Justice and Inclusion (3)
- POSTSEC 6273 Research and Assessment in Student Affairs (3)
- POSTSEC 6291 Internship or Elective (3)

Spring of Second Year - 9 credits

- POSTSEC 6289 Capstone for Professional Preparation (3)
- POSTSEC 6274 Higher Education Law (3)
- POSTSEC 6291 Internship or Elective (3)

A program of study (nonthesis) with the minimum of 36 credits allows for a combination of three elective courses and internships.

Electives could include a variety of courses determined by need each semester or taken from another department.

SPRING START FULL-TIME STUDENT PATH

**University of Northern Iowa
Postsecondary Education: Student Affairs
Program Path for Full-Time Students
36 Credit Hours Total**

Spring of First Year - 9 credits

- POSTSEC 6265 Organization and Personal Foundations of Student Affairs (3)
- POSTSEC 6275 Professional Helping in College Student Affairs (3)
- POSTSEC 6291 Internship or Elective (3)

Summer (Optional)

- Internship/elective/core course

Fall of First Year - 9 credits

- POSTSEC 6264 Values, Philosophies, and History of Student Affairs (3)
- POSTSEC 6220 Leading and Advising (3)
- POSTSEC 6270 College Student Development (3)

Spring of Second Year - 9 credits

- POSTSEC 6289 Capstone for Professional Preparation (3)
- POSTSEC 6274 Higher Education Law (3)
- POSTSEC 6291 Internship or Elective (3)

Fall of Second Year - 9 credits

- POSTSEC 6268 Social Justice and Inclusion (3)
- POSTSEC 6273 Research and Assessment in Student Affairs (3)
- POSTSEC 6291 Internship or Elective (3)

A program of study (nonthesis) with the minimum of 36 credits allows for a combination of three elective courses and internships.

Electives could include a variety of courses determined by need each semester or taken from another department.

FALL START PART-TIME STUDENT PATH

**University of Northern Iowa
Postsecondary Education: Student Affairs
Program Path for Full-Time Students
36 Credit Hours Total**

Fall of First Year - 6 credits

- POSTSEC 6264 Values, Philosophies, and History of Student Affairs (3)
- POSTSEC 6270 College Student Development (3)

Spring of First Year - 6 credits

- POSTSEC 6265 Organization and Personal Foundations of Student Affairs (3)
- POSTSEC 6275 Professional Helping in College Student Affairs (3)

Summer – 3 credits

- Elective (3)

Fall of Second Year - 6 credits

- POSTSEC 6268 Social Justice and Inclusion (3)
- POSTSEC 6273 Research and Assessment in Student Affairs (3)

Spring of Second Year - 6 credits

- POSTSEC 6289 Capstone for Professional Preparation (3)
- POSTSEC 6274 Higher Education Law (3)

Summer – 3 credits

- POSTSEC 6291 Internship (3)

Fall of Third Year - 6 credits

- POSTSEC 6220 Leading and Advising (3)
- Elective (3)

A program of study (nonthesis) with the minimum of 36 credits allows for a combination of three elective courses and internships.

Electives could include a variety of courses determined by need each semester or taken from another department.

SPRING START-TIME STUDENT PATH

University of Northern Iowa
Postsecondary Education: Student Affairs
Program Path for Full-Time Students
36 Credit Hours Total

Spring of First Year - 6 credits

- POSTSEC 6265 Organization and Personal Foundations of Student Affairs (3)
- POSTSEC 6275 Professional Helping in College Student Affairs (3)

Summer – 6 credits

- POSTSEC 6291 Internship (3)
- Elective (3)

Fall of First Year - 6 credits

- POSTSEC 6264 Values, Philosophies, and History of Student Affairs (3)
- POSTSEC 6270 College Student Development (3)

Spring of Second Year - 6 credits

- POSTSEC 6289 Capstone for Professional Preparation (3)
- POSTSEC 6274 Higher Education Law (3)

Summer – 3 credits

- Elective (3)

Fall of Second Year - 9 credits

- POSTSEC 6268 Social Justice and Inclusion (3)
- POSTSEC 6273 Research and Assessment in Student Affairs (3)
- POSTSEC 6220 Leading and Advising (3)

A program of study (nonthesis) with the minimum of 36 credits allows for a combination of three elective courses and internships.

Electives could include a variety of courses determined by need each semester or taken from another department.

Internships

Graduate students in the Postsecondary Education: Student Affairs program are required to complete a minimum of two internships (150 hours each) and may choose to complete up to three as a part of their course of study.

Students are encouraged to explore internships in functional areas and institutions of their choice. Past placements have included, but are not limited to:

Allen College	Admissions
Hawkeye Community College	Admissions Office
Hawkeye Community College	Ag Department
Hawkeye Community College	Athletic Department
Hawkeye Community College	Career Services
Hawkeye Community College	Disability Services
Hawkeye Community College	Hawkeye Foundation
Hawkeye Community College	International Students / Study Abroad
Hawkeye Community College	Student Life / High School Relations
Kirkwood Community College	Career Services
Kirkwood Community College	Dean of Students
Kirkwood Community College	Study Abroad
UNI	Admissions
UNI	Alumni Association
UNI	Athletic Department - Compliance
UNI	Career Services
UNI	Chief Diversity Officer
UNI	Dean of Students / Student Conduct
UNI	Dean of Students / Students of Concern
UNI	Department of Residence
UNI	Financial Aid
UNI	International Students and Scholars
UNI	LGBT Center
UNI	Military & Veteran Services
UNI	Orientation Programs - Student Success and Retention
UNI	Recreation Services
UNI	Registrar
UNI	Student Disability Services
UNI	Student Life
UNI	Student Success & Retention
UNI	Student Wellness Services
UNI	Summer Start and peer Mentor Programs - Student Success and Retention
University of Iowa	Career Services
Wartburg	Pathways Center
Wartburg	Admissions

You will also find the forms necessary for completing an internship within the Student Affairs program below:

- [Internship Registration](#)
- [Internship Expectations](#)
- [Internship Learning Goals](#)
- [Internship Evaluation](#)

NOTE: Please fill out the above forms completely, then print to PDF to save a copy of the completed forms.

Assistantships & I-Day

As an admitted full-time graduate student to the Postsecondary Education: Student Affairs program, you are highly encouraged to hold a graduate assistantship while enrolled. Not only does the opportunity provide financial support, but it also offers valuable work experience in the student affairs field. The UNI Student Life Division has partnered with the PSE:SA program to create and facilitate an application and interview process to assist newly-admitted PSE:SA graduate students. Admitted students will receive information about registering for I-Day in their acceptance letters.

Eligibility Requirements for Assistantships:

- Must possess a bachelor's degree from an accredited institution
- Must be admitted to graduate program of study at the University of Northern Iowa
- Maintain a UNI cumulative graduate GPA of at least 3.00. A newly admitted graduate student must have at least a 2.75 GPA for undergraduate or previous graduate work at a 3.0 GPA of at least 6 graded credit hours
- Must be enrolled in at least 9 graduate-level credit hours

Faculty/Staff

Last Name	First Name	Role	Contact Information
Schmid	Dr. David "Schmidy"	Associate Professor Program Coordinator	david.schmid@uni.edu
Price-Williams	Dr. Shelley	Assistant Professor	Shelley.price-williams@uni.edu

PSE Partnership Committee

Description

The committee's mission is to seek out opportunities to develop and coordinate mutually beneficial programs, activities and co-curricular experiences that enrich both units as approved by the Vice President for Student Life and the PSE program chair. The committee will be appointed by the Vice President for Student Life, in consultation with the PSE program chair, and will be comprised of staff members from departments across the division and PSE student representative(s). The chair of the committee shall serve as the division's liaison to the Postsecondary Education: Student Affairs graduate program, and all members will serve until they are replaced.

History

The Postsecondary Education Partnership Committee is a standing committee of the Division of Student Affairs that supports collaboration between the Division and the Postsecondary Education: Student Affairs graduate program. The collaboration began when Dr. Terry Hogan, Vice President for Student Affairs, invited Dr. Michael Waggoner, professor and program chair of the Postsecondary Education: Student Affairs graduate program, to discuss the potential for mutual support which led to its formation.

Membership

Current membership includes:

- David "Schmidy" Schmid, Co-Chair
- Nick Rafanello, Co-Chair
- Megan Perry
- Jenny Connolly
- Sarah Goblirsch
- Kayla Bedard
- Colleen Sullivan
- Jennifer Sullivan
- Connie Hansen
- Shelley Price-Williams
- Janel Alleyne

PSE Ideal Award

Innovative
Dedicated
Educational
Alumni
Leader

Description:

Awarded annually to an alumnus of the UNI Postsecondary Education: Student Affairs program who has demonstrated exemplary achievement in the field of student affairs.

Past UNI IDEAL Award Winners:

- Leah Rozeboom (2023)
- Jenny Connolly (2022)
- Sarah Goblirsch (2021)
- Wilfred M. Johnson (2020)
- Kim Matteson (2019)
- Kristi Van Gorder (2018)
- Jon Buse (2017)



Award Criteria:

Nominators may focus on the nominee's work as it aligns with the ACPA / NASPA Competencies that can be found here: https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Comp...

Nominations should include:

- Nominator's Name, Address, Email, Phone
- Nominee's Name, Job Title, Address, Email, Phone
- Nominations should not exceed three word-processed pages.

Nominations should be e-mailed to David "Schmidy" Schmid at david.schmid@uni.edu with the subject heading as "UNI PSE IDEAL Award Nomination"

All nominations are due by April 1st with the award being presented no later than May 1st of each calendar year.

The PSE IDEAL Award is listed on the wall outside the Educational Leadership and Postsecondary Education Office in Schindler.

Learning Portfolio

One of the requirements for students in the Master's Degree in Postsecondary Education: Student Affairs since the beginning of the program is completion of a learning portfolio to be begun the 1st semester and completed the last semester. The learning portfolio will be completed in an electronic format.

Additional information on the portfolio will be given during your first portfolio class.

What is the portfolio?

A portfolio is an ongoing, cumulative record of your perspectives and philosophies, achievements, and examples of your work, both inside and outside of class. Your portfolio will be organized around competencies expected of professionals in the field of student affairs. You will be working to develop these competencies through the courses, assignments, and experiences that are part of this master's degree program.

What is the oral portfolio assignment?

A key goal of the Postsecondary Education master's degree program is to develop graduates who are reflective practitioners in the student affairs profession. Reflective practitioners are those who are capable of examining and acting upon their own skills and values; articulating their professional and personal goals, and identifying strategies for ongoing professional and personal development.

The required final oral presentation for the Postsecondary Education: Student Affairs master's degree program is intended to help you do the following:

- Reflect upon the quality and quantity of your growth over the course of your studies in the program.
- Articulate what you have learned, both inside and outside the classroom, that has prepared you for a future as a student affairs professional.
- Connect what you have learned with your professional goals

For your presentation:

- You will be working through your prepared website and demonstrating its capabilities.
- Select three main competencies to discuss and highlight.
- Limit your presentation to 15–20 minutes. You will be timed and asked to stop if you go over the limit.

One or more of your professors will attend your presentation. You are also welcome to invite colleagues and friends to attend. At the end of your presentation, there will be a question and answer period, with all in attendance invited to share in the conversation.

Your presentation will be taped to assist with assessment of the program. This is so that in addition to the value of your oral presentation as a summation and celebration of your most important learning from the Postsecondary Education program, the presentation will also provide faculty in the program with information that will assist them in the ongoing development of a strong master's degree program for future students

What are the reasons for creating a portfolio?

A portfolio provides opportunities for you to do the following:

- Reflect upon and record your learning from your postsecondary education program.
- Articulate your perspectives and learning.
- Document the quality and quantity of your growth and development as a professional.

- Demonstrate what you have learned from a variety of sources related to student affairs.
- Demonstrate learning inside and outside the classroom.
- Furnish documents useful in your professional career, including job searches and positions on college and community committees and boards.

A professional portfolio will be helpful to you in job searches, applications for scholarships or awards, and interviews for positions on committees and boards. You can select items from your learning portfolio to create a professional portfolio that is relevant to a specific situation.

What are the benefits of creating a portfolio?

There are many reasons for developing a professional portfolio. A portfolio:

- Provides evidence of your capabilities and competencies.
- Helps you articulate your skills and competencies.
- Assists in identifying opportunities for professional development.
- Demonstrates readiness for a position.
- Provides a basis for assessing future potential.
- Can be used for job interviews and preparation for job interviews.
- Can be used when seeking positions with civic organizations.
- Increases self-confidence.
- Can provide support for academic recognition or professional recognition.

A professional portfolio will be helpful to you in job searches, applications for scholarships or awards, and interviews for positions on committees and boards. You can select items from your learning portfolio to create a professional portfolio that is relevant to a specific situation.

What goes into the portfolio?

Your learning portfolio will provide evidence of your skills and professional growth throughout the Postsecondary Education: Student Affairs program through the use of what are called *artifacts*. Artifacts are written or scanned documents, video or audio files, links to web pages, or other ways of illustrating your competencies. Artifacts are uploaded to your portfolio google drive, so they can be seen by Postsecondary Education faculty and by others that you invite to see your work, such as potential employers.

Some artifacts come directly from class assignments; others are ones that you create from your experiences inside and/or outside of your coursework. Artifacts include the following:

- Assignments that you do for classes.
- Reflections or other documents that you create specifically for your portfolio.
- Documents or links to materials or web resources you have created for a practicum, internship, or other work experience.
- Evaluations and other documents related to practicums, internships, or other work experience.
- End-of-semester reflections on your growth and learning.

You will begin to upload materials to your portfolio in your 1st semester in the program and continue to add to the materials as you move from semester to semester.

How are reflections incorporated into the portfolio?

You will complete several different types of reflection as you work through the creation of your learning portfolio.

- **Some artifacts** are accompanied by reflections. For example, if one of your artifacts is a certificate for completing a workshop or program, you would include a reflection explaining what you gained from that experience.
- **End-of-semester reflections** provide you with the opportunity to think about the most important things you learned during the semester and the implications of that learning for your career and/or your ongoing professional development. The goal of the end-of-semester reflections is to help you pull together significant ideas from each semester while they are still fresh in your mind and to capture them in ways that will allow you to act on them later.
- During your last semester in the program, you will write a reflection for each of the **student affairs competency areas**. These summarizing reflections will focus on the learning you have gained related to each of the competencies and how you how that learning occurred, including experience both inside and outside of class.
- In the final semester of your program, you will also prepare an **oral presentation** that will be presented to program faculty and friends, family, or colleagues that you choose to invite. That presentation will help you reflect upon your growth over the course of the Student Affairs program and connect what you have learned with your professional goals.

What guidance do students receive for creating their portfolio?

You will be enrolled in portfolio class during your first and last semesters in the program. In addition, you will be able to work with your advisor as you have any questions.

Website and Portfolio Directions

Website:

The website is meant to be a reflection of your learning in the program, but also a site you will be able to send to future employers to demonstrate your work and who you are. This is a chance to demonstrate your achievement in the technology competency as well.

Possible formats include using Google Sites or WIX. However, you may choose to use any program or site builder you deem fit to achieve this task.

Requirements to be included in the website:

1. Front page with pictures - should be you engaging with students, colleagues, or in classes. Can also be a professional headshot
2. Current resume
3. Reflections on all competencies.
 - a. Reflections should incorporate classroom experiences and projects, practical experiences in assistantships or internships, and growth you have demonstrated since entering the program.
 - b. These can be on one page or on separate pages.
 - c. There should be a reflection for each competency:
 - i. Personal and Ethical Foundations (PPF)
 - ii. Values, Philosophy, and History (VPH)
 - iii. Assessment, Evaluation, and Research (AER)
 - iv. Law, Policy, and Governance (LPG)
 - v. Organizational and Human Resource (OHR)
 - vi. Leadership (LEAD)
 - vii. Social Justice and Inclusion (SJI)
 - viii. Student Learning and Development (SLD)
 - ix. Technology (TECH)
 - x. Advising and Supporting (A/S)
4. Whatever else you want to include. Other options could be:
 - a. A page on each practical experience
 - b. Uploading certain projects of which you were very proud so employers could see your academic work
 - c. A project you completed in your assistantship or internship you feel fully demonstrates what you can achieve in the future
 - d. Links to various websites or other items on which you have worked.
5. Creativity should be used with this project. Let this stand out as representative of who YOU are!

Portfolio:

The portfolio is a Google Drive where you will place artifacts for assessment of your overall learning in this program. There is a folder shared with you for you including Folder 1 - Directions. You will need to create, number, and label the other 12 folders. Each folder is described as follows:

NOTE: Please use the shared portfolio folder because it has already been shared with program faculty members.

1. Directions and Resources

- a. This folder includes directions for your Portfolio and Website in addition to any links provided as resources.
- b. Included in the folder:
 - i. Portfolio Directions (this sheet!)
 - ii. Portfolio Overview
 - iii. Links
 - iv. Description of what is needed in the next folder - Additional Information

2. Additional Information. Items to include in this folder include the following:

- a. PSE Program Evaluation (i.e., 1–2 pages on your evaluation of the program and future recommendations)
- b. List of Courses Taken
- c. End-of-Semester Reflections: one for every semester / summer in which you were enrolled in hours
- d. A link to your website

3. Experiences and Evaluations

- a. Include supervisor evaluations from your assistantships and internships
- b. Include learning contracts from your internship as applicable

4. Personal and Ethical Foundations (PPF) Competency Folder

- a. Include at least two artifacts, selecting from the following:
 - i. Using Kitchener’s theory from POSTSEC 6270 College Student Development, reflect on an ethical decision/situation from an internship, assistantship, or work experience.
 - ii. Complete CITI training (IRB certification) and upload a scanned copy of your certificate. Reflect on the most important ideas you gained from completing the certification and how the knowledge will affect your professional life. Completed in POSTSEC 6273 Research and Assessment in Student Affairs
 - iii. Professional Competencies: Assessment and Goal Setting from POSTSEC 6264 Values, Philosophy, and History of Student Affairs

5. Values, Philosophy, and History (VPH) Competency Folder

- a. Include at least two artifacts, choosing from the following:
 - i. Research paper from POSTSEC 7372 College Effects
 - ii. Site visit memo from POSTSEC 6264 Values, Philosophy, and History of Student Affairs

- iii. History of a College or University from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
- iv. The final philosophy statement you wrote for POSTSEC 6264 Values, Philosophy, and History of Student Affairs
- v. Final Professional Philosophy from POSTSEC 6289 Capstone for Professional Preparation

6. Assessment, Evaluation, and Research (AER) Competency Folder

- a. Include at least three artifacts. Required artifacts include:
 - i. The research paper you wrote for POSTSEC 6273 Research and Assessment in Student Affairs
 - ii. Your assessment project for POSTSEC 6273 Research and Assessment in Student Affairs
 - iii. Research Paradigm Reflection from POSTSEC 6273 Research and Assessment in Student Affairs
- b. Other possible artifacts:
 - i. Documents related to an assessment project you designed and implemented for an internship, assistantship or other professional experience.
 - ii. Your Professional Competencies assignment from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
 - iii. Research you conducted for an internship, assistantship or other professional experience. If you cannot include the research project itself, write a project description including research topic and purpose, strategies you used to conduct your research, summary of the findings, and what you learned about conducting research in general.
 - iv. A research paper you wrote for a different class as part of the student affairs program.

7. Law, Policy, and Governance (LPG) Competency Folder

- a. Upload at least two of the following artifacts:
 - i. Legal Case Brief from POSTSEC 6274 Higher Education Law
 - ii. Campus Policy Analysis / Advocacy memo from POSTSEC 6274 Higher Education Law
 - iii. Interview and Reflection Paper with Higher Education Leader from POSTSEC 6274 Higher Education Law
 - iv. Final Legal Research Paper from POSTSEC 6274 Higher Education Law
 - v. Final Legal Research Poster from POSTSEC 6274 Higher Education Law

8. Organizational and Human Resources (OHR) Competency Folder

- a. Include at least two of the following:
 - i. Budget interview from POSTSEC 6265 Organization and Personal Foundations of Student Affairs
 - ii. Program Proposal from POSTSEC 6265 Organization and Personal Foundations of Student Affairs
 - iii. Supervisor Quality Assessment from POSTSEC 6265 Organization and Personal Foundations of Student Affairs

- iv. Organization Assessment and Restructure Project from POSTSEC 6265 Organization and Personal Foundations of Student Affairs
- v. Functional Unit Presentation from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
- vi. Association Brief from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
- vii. Documentation and analysis of what you learned from experience related to participation in a search committee or a supervisory position in a residence hall or student affairs office

9. Leadership (LEAD) Competency Folder

- a. Include at least two of the following:
 - i. Leadership Style Reflection Paper from POSTSEC 6220 Leading and Advising
 - ii. Team-Building/Icebreaker Leadership Exercise and Reflection from POSTSEC 6220 Leading and Advising
- b. Optional additional artifacts:
 - i. Description of a personal leadership experience along with your reflection on skills you used and what you learned from that leadership experience.
 - ii. Description of your experience as part of a team, including your reflections on what you contributed and what you learned about teams and teambuilding from that experience.

10. Social Justice and Inclusion (SJI) Competency Folder

- a. Include at least two of the following:
 - i. Self-Reflection Incorporating On-Line Quizzes from POSTSEC 6269 Social Justice and Inclusion
 - ii. Interaction Logs and Reflection from POSTSEC 6269 Social Justice and Inclusion
 - iii. Education Group Project from POSTSEC 6269 Social Justice and Inclusion
 - iv. Minority Experience Project Write-Up from POSTSEC 6269 Social Justice and Inclusion
 - v. Final Reflection Paper from POSTSEC 6269 Social Justice and Inclusion
- b. Optional additional artifacts:
 - i. Reflection on a course or extended workshop related to this competency area.
 - ii. An internship, assistantship or other professional experience that provided you with experience related to equity/diversity/inclusion
 - iii. A research project you completed on a related topic
 - iv. Proof of proficiency in a second language other than English
 - v. Select any multicultural development theory, apply it to your experience, and discuss what you learned from an internship / assistantship / work experience

11. Student Learning and Development (SLD) Competency Folder

- a. Include at least two artifacts:
 - i. Required as one artifact: Review what you wrote for the Theory Application Journal you completed for POSTSEC 6270 College Student Development. Select five theories you believe you will most likely use in your work and upload your journal entries for these

theories. Then provide a one- or two-page reflection that explains why you chose these particular theories.

- b. Other materials you could include:
 - i. Upload and reflect on one or more documents from your courses that illustrate your knowledge of and/or use of college student development theory.
 - ii. Upload a document that offers your reflection on how you have made use of a particular theory or theories in general in an internship or other experiential setting. Your document should include a description of the situation/context, your learning outcomes for the student(s), outcomes for the situation as a whole (how and why what worked or did not work; what changes you might make in a similar situation in the future).
 - iii. Utilize Kolb's Theory of Experiential Learning, as learned in POSTSEC 6270 College Student Development, to connect your learning in the PSE program with Kolb's theory. In addition, evaluate how the program approach fits with different type of learners described in Kolb's theory.
 - iv. Include your Campus Ecology Project from POSTSEC 6265 Organization and Personal Foundations of Student Affairs

12. Technology (TECH) Competency Folder

- a. Upload the following required item:
 - i. Discuss your creation of the website for this project. Describe creative elements that went into its creation, why you chose to do it in this manner, and how this demonstrates the Technology competency.
- b. Include in your portfolio at least one additional example of your ability to use technology well:
 - i. Provide the link to a web page or section of a web page you created. Then describe the purpose and audience for the web page, technology you used to create the web page, and steps you took in creating the page and/or guidelines you used in its creation. If you have evidence of how the page has been received (e.g., usage data, comments from users, etc.), feel free to include that as well.
 - ii. Think of a time during an assistantship, internship, or other work experience when you made use of technology to assist a student or group of students (e.g., a software program or website, a web-based resource). Describe the situation, technology-based resource you used, what you did to use the resource effectively, and what you learned from the experience.
 - iii. Upload an example of your use of Excel, SPSS, or other database related software. The example could come from a class project or from assistantship, internship, or other work experience. Then describe the situation/context for use of this technology and reflect on what you learned from using it.
 - iv. Select a technology application (i.e., video, website, data system) used in an office or program where you have worked as part of an assistantship, internship, or other work experience. Discuss how technology was used, student experiences with technology, and policies or procedures in the office/program that did or did not encourage, support, and/or result in successful use of the technology. Include what you learned about use of technology you can apply in the future.

13. Advising and Supporting (A/S) Competency Folder

- a. Include at least two of the following:
 - i. Shadow a Conversation Assignment from POSTSEC 6220 Leading and Advising
 - ii. Advising Research Paper from POSTSEC 6220 Leading and Advising
 - iii. Philosophy of Advising and Helping from 6272 Professional Helping in College Student Affairs
- b. Optional additional artifact:
 - i. A case example from an internship, assistantship, or professional position. In your case example provide the following:
 1. Setting/context and a description of the situation, how you responded
 2. Immediate and/or short-term and/or long-term results of your intervention
 3. What the situation taught you about helping/advising

POLICIES

Zoom Policy

The Postsecondary Education: Student Affairs program is a program with all classes held synchronously via Zoom. Value is derived from the interactions that occur among faculty and students during class periods.

More information will be coming about Zoom expectations from your professors in class.

Programmatic Probation and Suspension

General

In accordance with the University's "Departmental Programmatic Probation and Dismissal Policy Procedures" (described in the Graduate College document grad.uni.edu/nonacademic-discipline and in the University Catalog), the department may ask a student to withdraw from the program for nonacademic reasons. These reasons include, but are not limited to: (a) deficiencies in the student's ability to demonstrate professional conduct, and (b) deficiencies in professional conduct include conduct, which demonstrates a lack of professional integrity. Because students are often entrusted with individuals' or organizations' confidential or other sensitive information, it is imperative that they demonstrate the integrity and emotional maturity and stability necessary to form professional relationships with students, colleagues, or external agencies/organizations. Students who do not demonstrate the ability to form such relationships will be considered deficient in their professional conduct and ability, even if their academic record is satisfactory. In this case, students who fail to demonstrate professional conduct and/or ability will be placed under programmatic probation.

The University's "Departmental nonacademic probation and dismissal procedures for programmatic requirements other than GPA" will be followed in the event faculty should have any concerns about a student's nonacademic conduct or abilities. The following paragraph provides more specific information about the implementation of those policies and procedures in the Postsecondary Education: Student Affairs program, but does not replace or supersede anything published in the University catalog.

In the event that a faculty member or another graduate student should have concerns about a student's nonacademic conduct or continued matriculation in the program, the faculty member or student should notify the Graduate Coordinator. The Graduate Coordinator will notify the student in writing about the concerns raised about him/her and invite him/her to meet with the Graduate Coordinator to discuss the concerns. The student will be given a reasonable amount of time (e.g., a minimum of 10 school days) in which to respond to the notification and to meet with the Graduate Coordinator. If warranted by the situation, the Graduate Coordinator will attempt to work out remedial steps aimed at helping the student meet expected levels of professional conduct. In some instances, the Graduate Coordinator may ask the Department Head to convene an ad hoc Graduate Retention Committee and appoint three tenured or tenure-track faculty members to serve on this committee, which is charged with reviewing students' nonacademic conduct and making recommendations to the Graduate Coordinator about students' continuation in the program, to convene and consider the student's

case. In such a case, the student will be notified in writing about the purpose of the meeting and invited to attend and to provide information. The committee may meet with the faculty member(s), student(s), and/or other professionals directly involved with the student's situation in its deliberations. As stated in the University's "Departmental Nonacademic Probation and Dismissal Policy Procedures," the student may request a review of the department's actions by the Graduate College if he/she believes "there has been unfairness or some procedural irregularity concerning probation or dismissal." If a student is suspended or terminated on these grounds, the system will indicate programmatic suspension or dismissal.

Guidelines for Thesis/Dissertation Defense

There are actually two stages to passing the defense: one is the oral defense of the project, and the other is the written document. If a student does not initially pass the oral portion of the defense, he/she may be given up to two more chances to successfully defend the project at the discretion of the thesis committee. However, no student will be allowed more than three chances. If a student does not pass the oral defense on the third try, he/she will not be allowed to graduate with the thesis portion and simply graduate with the Master of Arts. Committee members will generally also request minor or major changes to the written document. These changes should be made in consultation with the thesis supervisor. Again, care should be taken to complete all changes requested before the document is given back to the committee member(s), as the thesis committee may also refuse to pass a document that does not meet their requirements after two additional rounds of revision (beyond the document as originally presented to the thesis committee members).