



**Master of Arts
Postsecondary Education: Student
Affairs**

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

**University of Northern Iowa
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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 “Schmiddy” 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

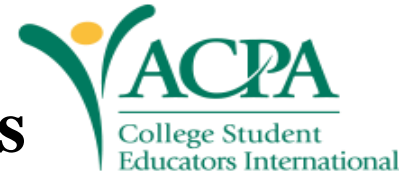
Mission

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, 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 can choose to complete an internship (150 hours) and may choose to complete up to three as a part of their course of study. Full-time employees and part-time students can use their current position for one internship during the course of the program.

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	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	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 in 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

All admitted full-time graduate students in the Postsecondary Education: Student Affairs program can hold a graduate assistantship (GA) while enrolled. Not only does a GA 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 cocurricular 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 "Schmiddy" Schmid, Cochair
- Nick Rafanello, Cochair
- 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:

- Matt Nuese (2024)
- 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 Office in Schindler on the sixth floor.

Portfolio Overview

Purposes of a Learning Portfolio

A learning 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

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

Artifacts for Your Portfolio

What are artifacts?

Your portfolio will provide evidence of your skills and professional growth throughout the Postsecondary Education: Student Affairs program using 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 page, so they can be seen by PSE faculty and by others you invite to see your work, such as potential employers.

Where do artifacts come from?

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

- Assignments you do for classes
- Reflections or other documents you create specifically for your portfolio

- Documents or links to materials or web resources you have created for an internship or other work experience
- Evaluations and other documents related to internships or other work experience

Substituting Artifacts for Those Listed as Needed for the Portfolio

Required and potential artifacts to upload to demonstrate for each competency are listed in the directions. Including alternate artifacts in sections of your portfolio is possible. Visit with your program advisor to discuss substitutions you might like to make as you develop your portfolio.

Questions about artifacts?

If you have questions about artifacts, please visit with your program advisor.

SOME TIPS FOR WRITING SUMMARIZING REFLECTIONS

You are asked to write a summarizing reflection for each competency area in your portfolio and make them a part of your website. In general, summarizing reflections will be around 500 words in length and describe what you have achieved related to the specific competency and how you gained those achievements, including both in-class and out-of-class experiences.

Part of reflecting is describing what the competency means for you. When you look at descriptions for the competencies, competencies potentially involve lots of behaviors and skills. One approach to writing your reflection would be to think about particular behaviors/skills you believe you have developed. In your reflection, you would provide some detail to describe what that skill means for you. For example, helping is a skill. But helping can mean a lot of things! So, when you think of yourself as a helper, you might think of your ability to listen between the lines or put yourself in others' shoes, or to empower others by encouraging them, or to recommend resources, or to serve as a mentor . . . the possibilities are almost endless, and there is not just one way to be a helper. What you are doing in your reflection is thinking about how you would describe you.

Next think about how and where you have developed the skills you possess. You certainly might refer to artifacts you have uploaded to illustrate a competency area, but you are not limited to those. When you think about how you developed your skills, you might point to clusters of experiences (e.g., internships as a whole), specific assignments or courses, specific experiences inside or outside the classroom (e.g., a particular experience with a student), and so on. As you start to think about it, you will see there are many things you could point to in your reflection. So again, there is no right way to reflect and no single way to write about how you developed your skills. The key is to get inside of your own experience and be articulate and thoughtful about it.

As you get into the reflection process, you will see there is far more you could write than you will have time and space to cover. It might be useful to begin with some brainstorming or listing or whatever prewriting approach works for you to gather your thoughts. Then decide what is most important to you to cover and include that in a draft. Finally, let the draft cool and come back to it later to see if it captures ideas you most wanted to convey.

Because there is no one way to reflect and each competency area includes so much, you could probably write forever and never feel quite finished writing any given summarizing reflection, which is a very normal thing, because as humans, we are never quite finished either! So, do not feel you have to finish the reflection for one competency before you can go on to the next. You might want to have multiple drafts working at one time, and in fact, writing for one competency might fuel your thoughts for how to approach your reflection for another competency.

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 assist you in building your website.

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. Final Competency Reflections Written at the End of Your Program:
 - a. Reflections should incorporate classroom experiences and projects, practical experiences in assistantships or internships, and growth you have demonstrated since entering the program.
 - b. Can be on one page or on separate pages.
 - c. A reflection should be included 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. A few projects of which you are very proud so employees could see your academic work. You could include a project or two for every competency reflection, if you wish; however, a minimum of three must be uploaded to your website.
5. Whatever else you want to include. Other options could be:
 - a. A page on each practical experience
 - b. A project you completed in your assistantship or internship you feel fully demonstrates what you can achieve in the future
 - c. Links to various websites or other items on which you have worked.
6. Creativity should be used when creating your website. Let this stand out as representative of who YOU are!

Portfolio Presentation Expectations

Total Maximum Time 20 Minutes (no less than 15 minutes)

Introduction (1–2 minutes)

- Open on front page that contains pictures from professional/experiential experiences or your headshot.
- Provide an overview of what is to follow: purpose of defense, key competencies of growth or impact on you, and what else you will cover as your accomplishments in the program.

Premier Accomplishments While in the Program (5–6 minutes)

- Discuss the rest of your website.
- Highlight 3–5 specific accomplishments not affiliated with the competencies.
- Provide rationale for how this is a key accomplishment for you.
- You may also cover an accomplishment not represented on your website.

Competencies (8–10 minutes)

- Name the three competencies.
- Provide a rationale for choosing the competency as you cover each one.
- Show us the areas on your website for each of these competencies.
- Discuss experiences you had during the graduate program and how the experiences impacted you or your growth in the competency.

Closing (1–2 minutes)

- Provide a closing statement that summarizes your experience and mastery of the professional competencies. The closing statement will tie things together like a conclusion in a paper.

Tips:

- Develop a script instead of going off the cuff.
- Avoid use of slang and jargon.
- Make sure to transition the listener as you navigate to the next component.
- Maintain posture, good eye contact, and vocal expressiveness.
- Material on the website represents what is stated.
- Although on Zoom, dress professionally and make sure the space in which you are presenting is organized (i.e., no pets, no work interruptions, no individuals walking into your space).

Portfolio Directions

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 11 folders. Each folder is described as follows:

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

1. Directions and Resources

- a. Folder 1 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 – Graduation Artifacts

2. Graduation Artifacts

- a. Items to include in this folder include the following:
 - i. Program Experience Synopsis – answer prompts given to you during the semester you graduate.
 - ii. Course-Based Competency Reflections

3. Personal and Ethical Foundations (PPF) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. 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 (i.e., 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. Write up an ethical situation you encountered in your full-time job, assistantship, or internship and discuss connections back to coursework.

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

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Include at least two artifacts, choosing from the following:
 - i. Chapter Group Presentation from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
 - ii. Site Visit Memo from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
 - iii. Functional Unit Presentation from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
 - iv. Association Brief from POSTSEC 6264 Values, Philosophy, and History of Student Affairs
 - v. History of Higher Education Assignment from POSTSEC 6264 Values, Philosophy, and History of Student Affairs

- vi. Final Professional Philosophy from POSTSEC 6289 – Capstone for Professional Preparation

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

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Include at least two artifacts. Required artifacts include:
 - i. Choose one of the two:
 - 1. The research paper you wrote for POSTSEC 6273 Research and Assessment in Student Affairs
 - 2. Your assessment project for POSTSEC 6273 Research and Assessment in Student Affairs
 - ii. Positionality Statement for POSTSEC 6273 Research and Assessment in Student Affairs
- c. Other possible artifacts:
 - i. Documents related to an assessment project you designed and implemented for an internship, assistantship, or other professional experience.
 - ii. 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.
 - iii. A research paper or project you wrote for a different elective course in the program, excluding internship.
 - iv. Research paper from POSTSEC 7372 College Effects

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

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Upload at least two of the following artifacts:
 - i. Case Brief from POSTSEC 6274 Higher Education Law
 - ii. Current Issue Team Class Activity from POSTSEC 6274 Higher Education Law
 - iii. Policy Analysis / Advocacy Memo from POSTSEC 6274 Higher Education Law
 - iv. Interview / Reflection Paper with Higher Education Leader from POSTSEC 6274 Higher Education Law
 - v. Final Project from POSTSEC 6274 Higher Education Law

7. Organizational and Human Resources (OHR) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. 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. 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

8. Leadership (LEAD) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Include at least two of the following:
 - i. Leadership Style Reflection Paper from POSTSEC 6220 Leading and Advising
 - ii. Individual Leadership Assessment from POSTSEC 6220 Leading and Advising
 - iii. Leadership Theory Presentation from POSTSEC 6220 Leading and Advising
- c. 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.

9. Social Justice and Inclusion (SJI) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. 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
- c. 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

10. Student Learning and Development (SLD) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Required as one artifact:
 - i. 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.
- c. Include at least one other artifact:
 - 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), and outcomes for

the situation as a whole (i.e., how and why what worked or did not work; what changes you might make in a similar situation in the future).

- iii. Use 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

11. Technology (TECH) Competency Folder

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. Add a Google sheet with a link to your website.
- c. 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.
- d. 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.

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

- a. Required: Final Program Competency Reflection detailing your growth in the program according to the NASPA / ACPA competency descriptions
- b. 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. Advising Approach Presentation from POSTSEC 6220 Leading and Advising
 - iv. Philosophy of Advising from POSTSEC 6220 Leading and Advising
 - v. Mental Health Issues Project from 6272 Professional Helping in College Student Affairs
- c. 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 Etiquette and Guidelines

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.

Whether in person or via Zoom, class is class and there are expectations that you will need to meet even if we are not face to face. Please review the list of guidelines prior to participating in Zoom sessions for the program to ensure our sessions together are as effective and productive as possible.

- Test your equipment before starting and give ample time to fix any issues that you may run into.
- Do not be late. If you are clicking the link when the session is scheduled to begin, you are already late.
- Have your camera on. No hiding, or lurking (i.e., using an avatar in place of your live image).
 - Cameras are expected to be on; however, we also realize you may have things that require your attention during class. Thus, turn your camera off, take care of what you need to, and come right back.
 - If you have concerns about having your camera on or valid reasons why you cannot have your camera on, please talk to your instructor directly.
- Wear clothes and dress appropriately (e.g. don't wear your bathrobe).
- Be selective about your background. A messy or inappropriate background will cause distraction to your fellow participants and host. If you select an alternate background, keep it simple and appropriate.
- Limit potential distractions: keep your family, roommates, and pets out of the room. Be sure your family or roommates are aware of your session and ask them not to interrupt. Be sure to close your office or room door to reduce potential distractions. I realize kids / pets / family may at times need your attention; however, they should not be a distraction. Should you experience an interruption, excuse yourself, take care of the issue, and return to the session.
- Be present and focused. Avoid distractions such as multitasking or looking at your phone. Although you may think others might not notice, they will.
- Be attentive. Actively listen and show you are engaged by smiling, nodding, and using other social and visual cues as you would if you were face to face.
- Be kind, courteous, and respectful.
- Interact. Although Zoom cannot replace in person interactions, it can be successful as long as everyone is willing to participate. Zoom sessions will not be effective unless you engage.
- Be prepared. Have your class materials, notes, and anything else you need ready in advance of the session beginning. Will you be presenting or sharing your screen? Be sure your desktop is tidy and screen ready to share.
- Treat class as if you were physically in a classroom, which means you are sitting at a table / desk and treating it like a professional space.

- Stay muted while not speaking. Being unmuted can cause an echo, feedback, and your mic can pick up on even the smallest of noises, particularly those closest to your mic (e.g. typing on your keys, rustling paper, etc.)
 - The exception to this is when you are in smaller breakout groups. In these situations it may be appropriate to stay unmuted (as long as you aren't making any extra noise or have any background noise) so that you can provide appropriate verbal feedback to demonstrate that you are listening and engaged.
- Try to sit still or refrain from moving around or fidgeting too much, which is a distraction to your fellow participants.
- No eating or smoking as they can be a distraction to your fellow participants.
 - There may be times where you need to eat, especially if you've had no break between sessions. In those cases ask if eating is okay and be sure to stay muted.
- Drinking coffee, water, or soda is mostly acceptable but refrain from slurping or having your mic on while drinking.
- Do not talk out of turn or interrupt. Use the raise hand feature to indicate you have a question, or use the chat tool if your instructor has said that is appropriate.
- Stay on topic. Although your instructor may allow time for small talk, keep focused while a specific topic is being discussed.
- Position your camera correctly and be in a well-lit area that is preferably not back-lit. The camera should be as close to eye level as possible with your head fully visible in the middle of the screen as opposed to showing only part of your face. This may require some creative positioning of your device (e.g., stacking books to bring your laptop to eye level).
- When speaking, look into the camera, instead of looking at yourself or at the participants, and speak clearly.
- Always be aware of your audio and video settings. Be sure you know when your camera and mic are on or off to ensure you are visible and muted/unmuted as necessary.
- Do not walk away from the camera/session without stating why (notify your instructor via chat or use the raise hand feature if it's an appropriate time in the session). If you do have to temporarily leave or speak to someone briefly off camera, do not forget to turn your video and/or mic off.
- Refrain from speaking ill of your instructor or classmates during the session, or in breakout rooms. Your mic will inevitably be on when you least want it, and your instructor may make a surprise visit in your breakout room.
- Follow any additional guidelines as required by your instructor.
- And last but not least, be flexible and gracious. Life happens and there will be times when your instructor, classmates, or yourself will experience disruptions during the class session. Ask forgiveness and be quick to forgive. We're all in this together.

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).