

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

Seattle University  
College of Education

Student Development Administration

**Student Handbook**  
**2019-2020**  
**Orientation Version**

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Student Development Administration  
Program Information

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## THE COLLEGE OF EDUCATION

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

### STUDENT DEVELOPMENT ADMINISTRATION PROGRAM OVERVIEW

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

Student development administrators work with college students, primarily outside of the formal classroom environment, to assist and support them in making the most of their college experiences. Creative administrators are needed in all types of post-secondary institutions: community colleges, four-year liberal arts colleges, comprehensive universities and large research-oriented universities. In addition, there are a growing number of professionals who serve pre-college or college students in non-profit organizations, college access programs, and in the corporate section (e.g. university recruiting). A basic premise of student development administration in each of these settings is that programs and policies should be developed so that they will have a positive influence on student growth. Student development administrators are involved in educating the whole person, and work to enhance all aspects of each student's growth.

The Student Development Administration Program includes four major themes woven into the student development course work. Each theme is addressed as a component within the student development courses and each raises key issues in preparing professional administrators. These themes are:

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

Throughout the degree program, students' learning and professional development is assessed through the framework of the **SDA Student Learning Outcomes:**

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

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

## **THIS HANDBOOK AND RELATED DOCUMENTS**

There are multiple layers of rules, policies and regulations (university, College of Education, and Student Development administration, etc.). It is your responsibility as a student to review, keep up to date (they are subject to revision) and adhere to them.

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

**College of Education Policies:** Students should download and review all policies found in the "Policies and Procedures" sections of the College of Education web site (<https://www.seattleu.edu/education/student-resources-and-services/policies--forms/>). As of August 2019, the policies available on this site include:

- SU Professional Conduct: Policy and Appeal Procedures
- SU Academic Integrity Policy and Procedures
- Professional Conduct in Field Experiences:
- Sexual Misconduct & Title IX
- Nondiscrimination
- Student Records Access: Federal Educational Records and Privacy Act (FERPA)
- SU Academic Grievance (Challenging a Course Grade) Policy and Procedures
- SU Academic Probation and Dismissal Appeal Policy and Procedures

Please consult the school web site for the latest version.

**University Policies:** Students should obtain and keep a copy of the **Graduate Bulletin of Information** for the year they first enroll. It contains the specific policies which apply to their program of studies.

Lastly, students are required to adhere to all university rules, policies, and regulations, including the student handbook and student code of conduct. Students should consult the university (<http://www.seattleu.edu/policies/>) and Dean of Students webpage for the most updated information (<http://www.seattleu.edu/deanofstudents/policies/>).

## SDA WEB SITE

A wealth of information can be found on the SDA web site, [www.seattleu.edu/coe/sda](http://www.seattleu.edu/coe/sda). As of August 2019 this includes:

- Graduate Assistantship Information
- Master of Arts and Master of Education Programs
- Course Descriptions
- Internship Information
- Internship Forms (including the Work Plan, Applications and Approval Form, and Supervisor Checklists); these forms will be available winter quarter 2020 in SDA internship DropBox File
- Faculty Biographies
- SDA Advisory Board
- There is also a link to the SUSDA (SDA student organization) blog

Suggestions for improving the website are always welcome.

## FULL TIME STUDY

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

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

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

The M.A. program is 51 credit hours and allows three credits of electives. It is best suited for those students who want to complete a piece of practitioner-scholarship (Graduate Project) in preparation for doctoral-level study immediately after the master's program. A graduate project is not a master's thesis; rather you will identify a site supervisor (usually mid or senior level student affairs administrator) to conduct a practitioner-based research project to address an issue in the field that advances diversity and social justice. SDAD 5990 requires very independent work, so this degree is best suited for students who do not need extensive structure for major projects. In order to complete the MA degree, you must secure a full time tenured/tenure track SDA faculty sponsor (currently Nguyen). You will need to decide your degree option before the end of your first year in the program. You are encouraged to speak with your adviser early on in the SDA program to discern which degree program is the best fit for you. **Note: The M.A. track is not available for AY19-20.**

The M.Ed. program is also 51 credits, but includes six credits of electives. It is best suited for students who: 1) want to take as many formal courses as they can as part of their program; or 2) do not want to do a graduate project or who work best in more structured educational environments.

## **YOUR PROGRAM OF STUDIES AND ADVISING**

You are required to strictly follow the appropriate program of studies as listed on the following pages to receive your degree. If you and your adviser agree that there should be some deviation from the official program of study, this must be approved via inclusion on your “Program of Study” form and/or petition (see your adviser). You are responsible for the requirements printed in the edition of the *Graduate Bulletin of Information* that is in force at the time you first enroll. For example, the 2019-2020 bulletin is in force for students first matriculating from Summer 2019 through Spring 2020.

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

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

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

|           |   |           |
|-----------|---|-----------|
| EDUC 5000 | Introduction to Research and Graduate Study         | 3 Credits |
| EDUC 5130 | Adult Learning**                                    | 3 Credits |
| EDUC 5150 | Multicultural Perspectives                          | 3 Credits |
| EDUC 5200 | Social Justice in Professional Practice             | 3 Credits |
| SDAD XXX  | Leadership in Elective^                             | 3 Credits |
| SDAD 5590 | The American Community College                      | 3 Credits |
| SDAD 5640 | SDA Internship I                                    | 2 Credits |
| SDAD 5650 | SDA Internship II                                   | 2 Credits |
| SDAD 5660 | SDA Internship III                                  | 2 Credits |
| SDAD 5750 | Best Practices in Student Services                  | 3 Credits |
| SDAD 5760 | Leadership & Governance in Post-Secondary Education | 3 Credits |
| SDAD 5300 | Foundations of the Student Affairs Profession       | 3 Credits |
| SDAD 5400 | Student Development Theory, Research, and Practice  | 3 Credits |
| SDAD 5900 | Student Development Capstone Seminar                | 3 Credits |
| SDAD 5800 | Higher Education Law                                | 3 Credits |
| COUN 5XXX | a COUN course for which you are qualified***        | 3 Credits |

|               |                  |           |
|---------------|------------------|-----------|
| SDAD 5990**** | Graduate Project | 3 Credits |
|---------------|------------------|-----------|

|                   |   |           |
|-------------------|---|-----------|
| <i>Electives:</i> | See your adviser for recommended electives. | 3 Credits |
|-------------------|---|-----------|

*Portfolio*

|               |                   |
|---------------|-------------------|
| <b>Total:</b> | <b>51 Credits</b> |
|---------------|-------------------|

\*Academic programs are subject to change. Consult the *Graduate Bulletin of Information* from the year you were admitted for the exact program which applies to you. In addition, courses can be in-person, online or hybrid. Please look at the schedule of classes closely to determine which format your course will be taught in.

\*\* EDUC 5110 (Child Development) and EDUC 5120 (Adolescent Psychology) are acceptable for some students in other Education programs, but Student Development Students must take EDUC 5130 (Adult Learning). The other two courses are available as electives. Beginning Winter 2015, all AEDT courses will be hybrid or online courses only.

\*\*\*Some COUN courses require prerequisites.

\*\*\*\*Required for M.A. students only.

^ A graduate-level course with leadership content may be used for this requirement; Your advisor must approve this course. You must submit a PEP form to complete this process. Please work with them to determine a course that best aligns with your professional goals.

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

|           |   |           |
|-----------|---|-----------|
| EDUC 5000 | Introduction to Research and Graduate Study         | 3 Credits |
| EDUC 5130 | Adult Learning**                                    | 3 Credits |
| EDUC 5150 | Multicultural Perspectives                          | 3 Credits |
| EDUC 5200 | Social Justice in Professional Practice             | 3 Credits |
| SDAD XXX  | Leadership in Elective^                             | 3 Credits |
| SDAD 5590 | The American Community College                      | 3 Credits |
| SDAD 5640 | SDA Internship I                                    | 2 Credits |
| SDAD 5650 | SDA Internship II                                   | 2 Credits |
| SDAD 5660 | SDA Internship III                                  | 2 Credits |
| SDAD 5750 | Best Practices in Student Services                  | 3 Credits |
| SDAD 5760 | Leadership & Governance in Post-Secondary Education | 3 Credits |
| SDAD 5300 | Foundations of the Student Affairs Profession       | 3 Credits |
| SDAD 5400 | Student Development Theory, Research, and Practice  | 3 Credits |
| SDAD 5900 | Student Development Capstone Seminar                | 3 Credits |
| SDAD 5800 | Higher Education Law                                | 3 Credits |
| COUN 5XXX | a COUN course for which you are qualified***        | 3 Credits |

*Electives:* See your adviser for recommended electives. 6 Credits

*Portfolio***Total: 51 Credits**

\*Academic programs are subject to change. Consult the *Graduate Bulletin of Information* from the year you were admitted for the exact program which applies to you. In addition, courses can be in-person, online or hybrid. Please look at the schedule of classes closely to determine which format your course will be taught in.

\*\* EDUC 5110 (Child Development) and EDUC 5120 (Adolescent Psychology) are acceptable for some students in other Education programs, but Student Development Students must take EDUC 5130 (Adult Learning). The other two courses are available as electives. Beginning Winter 2015, all AEDT courses will be hybrid or online courses only.

\*\*\*Some COUN courses require prerequisites.

^ A graduate-level course with leadership content may be used for this requirement; Your advisor must approve this course. You must submit a PEP form to complete this process. Please work with them to determine a course that best aligns with your professional goals.

## COURSE DESCRIPTIONS and SCHEDULE

Please refer to the tentative course schedule for 2019-20. This will be updated quarterly and provided during the group advising session.

### Required Courses:

**EDUC 5000 Introduction to Research and Graduate Study:** Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course.

### EDUC 5130 Adult Learning:

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

**EDUC 5150 Multicultural Perspectives:** An introductory course designed to clarify some of the major issues and concepts associated with living in a culturally diverse society. Consideration of the ways in which race, ethnicity, exceptionality, gender, social class, sexual orientation, and religion intersect and influence ethical beliefs and behaviors. Change strategies to promote respect and equal opportunity for all cultural groups will be explored.

**EDUC 5200 Social Justice in Professional Practice:** Provides orientation to theoretical, personal, social and professional components of social justice issues through exploration of literature, investigation of social justice issue, and development of personal philosophical statement.

**SDAD 5590 The American Community College:** History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.

### SDAD 5640 SDA Internship I

### SDAD 5650 SDA Internship II

### SDAD 5660 SDA Internship III

Exposure to practice of student development through an on-site internship in a student development office (three, two-credit internships are required in the sequence). You must complete 6 credits of internship in order to graduate.

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

**SDAD 5750 Best Practices in Student Services\*:** Highlights outstanding student services practices through analysis of model programs and on-site discussions with successful practitioners. Students will observe how student service programs adapt to the missions of their institutions and to the characteristics of their student populations. This course is offered during the summer term.

**SDAD 5760 Leadership and Governance of Post-Secondary Education:** Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions.

**SDAD 5300 Foundations of the Student Affairs Profession\*:** Critically analyzes the history, sociology, and philosophy of the student affairs profession. Examines the purpose and function of the profession through a discussion of how student affairs is practiced at various institutional types among a wide diversity of students. This course is typically offered in the fall quarter only, and is highly recommended that you complete your first year. You must complete this course in order to be eligible for an internship class.

**SDAD 5400 Student Development Theory, Research and Practice\*:** Critical examination of current student development theories and research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis, and the impact of college environments on students. This course is typically offered in the fall and winter quarters, and is highly recommended that you complete your first year. You must complete this course in order to be eligible for an internship class.

**SDAD 5900 Student Development Capstone Seminar\*:** Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into the profession or change in work setting, integration of ethical considerations, and professional standards. This course is generally offered fall (national job search) and winter (local job search).

**SDAD 5800 Higher Education Law:** Overview of legal issues related to post-secondary institutions based on federal and state case law, statutes, WACs and RCWs. This course is typically offered every other summer. This course will typically be offered 3 times every two years (one year: fall and winter; following year: fall or winter only).

**SDAD 5840 Comparative Educational and Social Policy\*:** This education abroad course focuses on the educational and social policies of another country. Students will sharpen their abilities to critique how institutional structures vary across cultures and what the benefits and deficits of alternative approaches might be.

**SDAD 5850 Higher Education Finance\*:** An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skills in diagnosing current problems and issues. This course is generally offered during a summer term.

**SDAD 5990 Student Development Graduate Project\*:** Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Required for MA degree option. Prerequisite: Permission of adviser.

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

**COUN 5100 Fundamental Counseling Skills\*:** Focus in basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four, one-hour lab sessions. This course is open to SDA students during the Spring quarter only.

**COUN 5120 Lifespan Career Development:** Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from pre-school through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors.

\*Please note that these courses are only offered at certain times a year and have prerequisites/restrictions

### **Frequently Taken Electives**

The following courses have frequently been taken by SDA students.

**AEDT 5630 Instructional Methods for Adult Learners:** Provides an overview of established training principles and practices. Learning style theory applied in the adult setting. Evaluation tools for determining the success of instruction to adults.

**MBA 5100 Leadership Skills and Team Development:** The course focuses on self-assessment, tools for developing leadership skills, and concepts of practice in group dynamics. A retreat component and service project emphasize individual growth and team building. In-class activities may require active participation and include case analyses, mini-lectures, and group work.

**MBA 5100 is a 4-credit course. Students who choose to take it as an elective or as a substitution for EDAD 5710 will likely need 52 credits to graduate, not 51.**

**MGMT 5710 Adventure-based Leadership Seminar:** A leadership development program that utilizes both indoor and outdoor experimental activities to develop and practice the fundamentals of effective team building and leadership. Building trust, setting and evaluating goals, group problem solving and effective interpersonal communications are among the attributes and skills addressed in the course. Prerequisite: MBA 5100.

**SDAD 5840 Comparative Educational and Social Policy:** This education abroad course focuses on the educational and social policies of another country. Students will sharpen their abilities to critique how institutional structures vary across cultures and what the benefits and deficits of alternative approaches might be.

**SDAD 5850 Higher Education Finance:** An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skills in diagnosing current problems and issues.

**SDAD 5910 Special Topics (1-3, Variable):** Will be offered on differing topics based on student and faculty interest.

**SDAD 5960 Independent Study:** Individualized reading and reporting on specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser and instructor.

#### **Please note:**

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

Some courses (EX AEDT, MBA, etc.) have a different fee structure and may have additional costs than an SDA course.

## PREREQUISITE COURSES

Generally, EDUC 5000 is one of the first courses taken in the program, since it will help orient you to research methods that you will find necessary in your other courses.

Generally, students in the SDA program should take COUN 5100 as their required Counseling course. A section reserved for SDA students in the Spring term only—enrollment in other terms is limited. Other Counseling courses may be taken as electives. COUN 5110 is not recommended for SDA students.

SDAD 5300 and SDAD 5400 are prerequisites for your internships.

## ATTENDANCE POLICY

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

## PROFESSIONAL ASSOCIATIONS

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

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

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

- Jesuit Association of Student Personnel Administrators (JASPA)
- National Association for Campus Activities (NACA)
- Association of Promotional and Campus Activities (APCA)
- Association of College Unions International (ACUI)
- Association of College and University Housing Officers- International (ACUHO-I)

- NAFSA: Association of International Educators
- AACC: American Association of Community Colleges

Seattle University retains institutional memberships with NASPA, ACPA, JASPA, NACA, ACUI, ACUHO-I, and NAFSA.

## EMERGENCY CONTACT INFORMATION

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

## COMPUTER LITERACY AND SU EMAIL

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

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

There are several computer lab facilities available for student use on campus. For more information about lab hours and equipment, call Information Services at 296-5550.

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

## SUONLINE

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

## LEMIEUX LIBRARY

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

## SUSDA-LIST

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

## INTERNSHIPS IN POST-SECONDARY EDUCATION

Students are required to take three two-credit internships (for a total of 300 hours of professional internship practice), which are available in a variety of offices and institutions in the Puget Sound area and beyond. Each two-credit internship is for a minimum of **100** hours. Internships can be designed and completed in configurations of 100 hours (for example, one 100 hour and one 200 hour). Every effort is made to expose students to settings new to them and to match placements with the students' interests. Internships are available at Seattle University, as well as numerous partner institutions and organizations throughout the region. The internships reinforce the SDA Learning Outcomes.

You are required to meet with Erin Swezey, the internship program coordinator, well in advance of your intended internships for possible sites. During fall and winter quarters there are internship information sessions for SDA students. The annual SDA Internship Networking Fair takes place in February. Over 60 representatives from colleges, universities, and affiliate educational organizations in the Puget Sound Region will attend. All internship forms are available in the SDA Internship Drop Box February 2020.

Additionally, students can complete out-of-region internship during the summer term as approved by internship instructor, Erin Swezey. These summer internships include NODA, ACUHO-I, and "Create your own" as approved by the internship faculty instructor.

Students who have current full-time working experience in a student affairs professional position may be able to waive this degree requirement and substitute either professional practice independent study (ies) or regular graduate courses to make up the six credits of internships courses. See your faculty adviser *and* the SDA Internship Instructor, if you wish to explore this possibility. A written proposal for substitution is required in order to be considered for approval. This proposal will include explanation of current professional roles and responsibilities, professional career intentions and goals post degree completion, as well as students' intention for course substitution if internship credits are waived and thus three credits replaced for degree completion. In some cases, students will be asked to provide a letter from current supervisor describing professional roles and responsibilities to support substitution proposal for internship requirement. Students must complete one year of full time professional experience to be considered for this internship waiver/substitution.

## GRADUATE ASSISTANTSHIPS

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

For further information on the graduate assistantship program, contact the Divisional Liaison, Dr. James Willette, Dean of Students (206-296-6066), who coordinates selection.

## PORTFOLIO

The completion of an e-portfolio is required of all SDA students, and includes an oral presentation held during the Spring term of each academic year.

### Portfolio

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

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

Some of the portfolio materials may be completed in SDAD 5900: Capstone Seminar. There is a **required presentation** where students orally present their portfolio to a committee which is held once a year (Spring Quarter).

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

Students will be required to submit portfolio materials as determined by program deadlines. Any late, incomplete, or missing submissions will result in an automatic “not pass”. A student may petition the program for one more attempt to complete their portfolio after receiving a “not pass,” and may be subject to a delayed presentation date depending on the timing of the petition.

## SDA Student Learning Outcomes

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

10. Establishing and enhancing professional identity.

## **ADDITIONAL POLICIES AND PROCEDURES**

### **EMPLOYEE AND STUDENT DESIGNATIONS**

Students may also be hired as employees of the university in part or full time roles. It is important to distinguish between your role as a student versus your role as an employee. For example, if you are asked to be a student representative for the SDA program in your role as an employee, you are required to check in with the SDA program (e.g. Program Director or advisor) to make sure the role is appropriate in representing the program.

### **ACADEMIC DISMISSAL**

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

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

### **ACADEMIC HONESTY**

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

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

### **ACADEMIC PROBATION**

For the reason of substandard academic performance (cumulative GPA or quarter GPA falls below a 3.0/B or if a student receives an "F" grade), it is appropriate to place a student on academic probation. When such circumstances happen, the normal procedure is that the student will be informed by their faculty adviser. The notification will inform the student of the reason the academic probation is being proposed and the conditions of the probation. This action (academic probation) is currently under SU policy (75-14, 75-3, 81-2, 81-3, and 81-4) and will be subject to the SU Academic Probation Policy when it is approved.

### **CONFLICT OF INTEREST/ETHICAL VIOLATIONS**

Most of our students hold part or full-time employment during the program. It is important to distinguish between your role as a student vs. employee so there are no conflicts of interest, especially in

instances that may provide you with financial or other gain based on your employment. For example, if you are employed as an academic advisor and have special override privileges to be used in your role as an employee, you may not use your role as an employee to enhance your position as a student (or in this case unfairly enroll yourself or a classmate into a course that is restricted or has a separate enrollment process as many College of Education and SDAD courses do). If you have questions about instances of conflict of interest, please direct them to your advisor or program director. If conflict of interest issues arise, they will be investigated by the appropriate university administrators. An ethical violation can lead to probation or dismissal from the program.

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

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

This action is not subject to appeal or review.

**PROFESSIONAL STANDARDS DISMISSAL**

There are circumstances when the faculty, in their professional judgment, determine that for professional standards reasons (behavior or ethics) it is appropriate to consider putting a student on professional standards probation. For the purpose of this policy, clear violations of university code of conduct will be referred to the Dean of Students. Violations of professional standards will be managed by the Program Faculty. In some situations, the Dean of Students and Program Faculty will collaborate in situations whereby University Code of Conduct and Professional Standards intersect.

When such circumstances related to professional standards happen, the normal procedure is that the student's Faculty Adviser contacts the student to discuss the professional standards issue(s) which are of concern to the program. After discussion with the student, the Faculty Adviser makes the final decision on whether to recommend the student for professional standards probation. If the recommendation is to place the student on probation, the Faculty Adviser will inform the student in writing of the program's decision, the reasons for putting the student on professional standards probation, the conditions (such as an assistance plan), and inform the student of the option the student has to request a review of the program's action under SU Fair Process Policy. If the situation has not improved after the probation has been completed, the student may be dismissed from the program.

A program, except in the case where it is judged by the faculty adviser to be an emergency, should not dismiss a student from a program for a professional standards reason(s) without prior warning to the student and without prior consultation with the program faculty involved in the student's academic performance and Department Chair. If the student is dismissed for a professional standards reason(s) as a result of the Faculty Adviser's professional decision that it is an emergency, the Faculty Adviser will inform the student in writing of the program's decision to dismiss the student for a professional standards reason(s), the reasons for putting the student on professional standards probation, the conditions (such as an assistance plan), and inform the student of the option the student has to request a review of the program's action under SU Fair Process Policy.

## **PROFESSIONAL STANDARDS PROBATION**

There are circumstances when the faculty, in their professional judgment, determine that for professional standards reasons (behavior or ethics) it is appropriate to consider putting a student on professional standards probation. When such circumstances happen, the normal procedure is that the student's Faculty Adviser contacts the student to discuss the professional standards issue(s) which are of concern to the program. After discussion with the student, the Faculty Adviser, in consultation with the program faculty, makes the final decision on whether to recommend the student for professional standards probation. If the recommendation is to place the student on probation, the Faculty Adviser informs the student in writing of the program's decision to recommend the student for probation, the reasons for recommending probation, the conditions (such as an assistance plan) of the probation, the date by which the probation becomes effective, and inform the student of the option the student has to request a review of the program recommendation under SU Fair Process Policy.

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

This action (probation) is subject either to the SU Academic Probation Policy when it is approved (for academic probation) or to the currently approved SU Fair Process Policy (for professional standards probation).

## **WITHDRAWING A STUDENT FROM AN INTERNSHIP SITE**

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

This action is not subject to appeal or review.

A site supervisor, except in the case where it is judged by the site supervisor or the director of the internship to be an emergency, should not remove a student from an internship site without prior warning to the student and without prior consultation with the SU supervisor. An SU supervisor, except in the case where it is judged by the SU supervisor or the Faculty Adviser to be an emergency, should not remove a student from an internship site without prior warning to the student and without prior consultation with the site supervisor.

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



Appendix A

Learning Outcomes Mapping Chart

| Learning Outcomes   | COURSEWORK                                     |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  | SUSDA                       |            |                 | Portfolio |           |
|---|--|---|--------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|--|---|---|---|--|--------------------------------|--|-----------------------------|------------|-----------------|-----------|-----------|
|   | EDUC 500: Introduction to Educational Research | EDUC 520: Social Justice in Professional Practice | EDUC 513: Adult Learning | EDAD 570: Leadership in Education I | EDAD 571: Leadership in Education II | EDUC 515: Multicultural Perspectives | SDAD 559: American Community College | SDAD 564-566: internship in Student Development Administration I-III | SDAD 575: Best Practices in Student Services | SDAD 576: Leadership and Governance of Post-Secondary Education | SDAD 577: Foundations of the Student Affairs Profession | SDAD 578: Student Development Theory, Research and Practice | SDAD 579: Student Development Capstone Seminar | SDAD 580: Higher Education Law | SDAD 595: Student Development Graduate Project | COUN 5XX: Counseling Course | 1. Retreat | 2. <i>Magis</i> |           | 3. Social |
| <b>1. Understanding the foundation and emerging nature of the Student Affairs profession and higher education</b>                                   |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. History, philosophy, values  |  | X   |                          |                                     |                                      | X                                    |                                      | X  | X  | X   | X   | X   |  | X                              |  |                             |            |                 |           | X         |
| b. Jesuit context   |  | X   |                          |                                     | X                                    |                                      |                                      | X  | X  | X   |   | X   |  | X                              |  | X                           | X          | X               |           | X         |
| c. Theory   |  |   | X                        | X                                   |                                      |                                      | X                                    |  |  | X   | X   | X   |  | X                              |  |                             |            |                 |           | X         |
| <b>2. Understanding students and student issues</b>   |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Advising and helping   |  |   |                          |                                     |                                      | X                                    | X                                    |  | X  | X   | X   |   |  |                                | X  |                             |            |                 |           |           |
| b. Programming  |  |   | X                        |                                     |                                      |                                      | X                                    |  |  | X   | X   |   |  |                                |  |                             |            | X               |           |           |
| c. Identity theories  |  |   | X                        |                                     |                                      |                                      | X                                    |  |  | X   | X   | X   |  |                                |  |                             |            |                 |           | X         |
| d. identifying types of student population  |  |   | X                        |                                     | X                                    | X                                    | X                                    | X  |  | X   | X   | X   |  | X                              |  |                             |            |                 |           | X         |
| <b>3. Exhibiting professional integrity and ethical leadership in professional practice</b>   |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Standards of professional organizations  | X  |   |                          |                                     |                                      |                                      |                                      | X  | X  | X   | X   |   | X  | X                              | X  | X                           |            |                 |           |           |
| b. Personal values  |  | X   |                          | X                                   | X                                    | X                                    |                                      | X  |  | X   | X   | X   |  | X                              |  | X                           |            | X               |           | X         |
| <b>4. Understanding and fostering diversity, justice and a sustainable world informed by a global perspective and the Jesuit Catholic tradition</b> |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Social justice   |  | X   |                          |                                     | X                                    | X                                    |                                      |  |  | X   | X   | X   | X  | X                              |  |                             |            |                 |           | X         |
| b. Cultural competence  |  | X   |                          |                                     | X                                    | X                                    | X                                    |  |  |   | X   | X   |  | X                              | X  | X                           | X          |                 |           | X         |
| c. Identity theories  |  |   | X                        |                                     |                                      |                                      | X                                    |  |  | X   | X   | X   |  |                                |  |                             |            |                 |           | X         |
| d. Inclusive learning environments  |  | X   | X                        |                                     | X                                    | X                                    | X                                    | X  | X  | X   | X   | X   |  | X                              |  |                             |            |                 |           | X         |
| <b>5. Adapting student services to specific environments and cultures</b>   |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Mission  |  |   |                          |                                     |                                      | X                                    | X                                    | X  | X  | X   |   | X   |  | X                              |  | X                           |            |                 |           | X         |
| b. campus culture/climate   |  |   |                          |                                     |                                      | X                                    | X                                    | X  | X  | X   |   | X   |  | X                              |  |                             |            |                 |           | X         |

| Learning Outcomes  | COURSEWORK                                     |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             | SUSDA      |                 |           | Portfolio |
|--|--|---|--------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|--|---|---|---|--|--------------------------------|--|-----------------------------|------------|-----------------|-----------|-----------|
|  | EDUC 500: Introduction to Educational Research | EDUC 520: Social Justice in Professional Practice | EDUC 513: Adult Learning | EDAD 570: Leadership in Education I | EDAD 571: Leadership in Education II | EDUC 515: Multicultural Perspectives | SDAD 559: American Community College | SDAD 564-566: internship in Student Development Administration I-III | SDAD 575: Best Practices in Student Services | SDAD 576: Leadership and Governance of Post-Secondary Education | SDAD 577: Foundations of the Student Affairs Profession | SDAD 578: Student Development Theory, Research and Practice | SDAD 579: Student Development Capstone Seminar | SDAD 580: Higher Education Law | SDAD 595: Student Development Graduate Project | COUN 5XX: Counseling Course | 1. Retreat | 2. <i>Magis</i> | 3. Social |           |
| <b>6. Developing and demonstrating skills in leadership and collaboration</b>            |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Skills  |  | X   | X                        | X                                   | X                                    | X                                    | X                                    | X  | X  | X   |   | X   | X  |                                | X  |                             |            |                 |           |           |
| b. Knowledge of strengths and weaknesses   |  |   |                          | X                                   | X                                    |                                      |                                      | X  |  | X   | X   | X   |  | X                              |  | X                           |            |                 |           | X         |
| c. Styles  |  |   |                          | X                                   | X                                    |                                      |                                      | X  |  | X   | X   |   |  | X                              |  |                             |            |                 |           | X         |
| d. Team dynamics   |  | X   | X                        | X                                   | X                                    | X                                    | X                                    | X  | X  | X   | X   | X   |  |                                | X  | X                           |            |                 |           | X         |
| e. Wellness-take care of yourself, balance   |  |   |                          | X                                   | X                                    |                                      |                                      | X  |  | X   |   | X   |  |                                | X  |                             |            | X               |           |           |
| <b>7. Utilizing assessment, evaluation, technology, and research to improve practice</b> |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Conduct   | X  |   | X                        |                                     |                                      |                                      | X                                    |  |  |   | X   | X   |  | X                              |  |                             |            |                 |           |           |
| b. Critique  | X  |   | X                        |                                     |                                      |                                      | X                                    |  |  | X   | X   | X   |  | X                              |  |                             |            |                 |           |           |
| c. Interpret/understand  | X  |   | X                        |                                     |                                      |                                      | X                                    |  |  | X   | X   | X   |  | X                              |  |                             |            |                 |           | X         |
| <b>8. Communicating effectively, in speech and in writing</b>                            |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Public speaking, presentations, facilitation  |  | X   | X                        | X                                   |                                      | X                                    | X                                    | X  | X  |   | X   | X   | X  |                                |  |                             |            |                 |           | X         |
| b. Critical thinking   | X  | X   | X                        | X                                   | X                                    | X                                    | X                                    | X  | X  | X   | X   | X   | X  | X                              | X  |                             | X          |                 |           | X         |
| c. Professional writing standards (APA, resume, cover letters, interviewing)             | X  |   |                          | X                                   |                                      |                                      | X                                    |  |  | X   | X   | X   |  | X                              |  |                             | X          |                 |           | X         |
| d. Use of Power Point/Prezi, Word, websites, social media and other technology           |  | X   | X                        | X                                   | X                                    | X                                    | X                                    | X  | X  |   | X   | X   | X  |                                | X  | X                           |            |                 |           | X         |

COURSEWORK

SUSDA

Learning Outcomes

|  | EDUC 500: Introduction to Educational Research | EDUC 520: Social Justice in Professional Practice | EDUC 513: Adult Learning | EDAD 570: Leadership in Education I | EDAD 571: Leadership in Education II | EDUC 515: Multicultural Perspectives | SDAD 559: American Community College | SDAD 564-566: internship in Student Development Administration I-III | SDAD 575: Best Practices in Student Services | SDAD 576: Leadership and Governance of Post-Secondary Education | SDAD 577: Foundations of the Student Affairs Profession | SDAD 578: Student Development Theory, Research and Practice | SDAD 579: Student Development Capstone Seminar | SDAD 580: Higher Education Law | SDAD 595: Student Development Graduate Project | COUN 5XX: Counseling Course | 1. Retreat | 2. <i>Magis</i> | 3. Social | Portfolio |
|--|--|---|--------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|--|---|---|---|--|--------------------------------|--|-----------------------------|------------|-----------------|-----------|-----------|
| <b>9. Understanding issues surrounding law, policy, finance and governance</b> |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Organizational structures   |  |   |                          | X                                   | X                                    |                                      | X                                    | X  | X  | X   | X   | X   |  | X                              | X  |                             |            |                 |           |           |
| b. institutional types (public, liberal arts, private)                         |  |   |                          |                                     |                                      |                                      | X                                    | X  | X  | X   | X   | X   | X  | X                              |  |                             |            |                 |           |           |
| c. Case law  |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  | X                              |  |                             |            |                 |           |           |
| d. Crisis management   |  |   |                          |                                     |                                      |                                      |                                      |  |  | X   | X   |   | X  | X                              |  |                             |            |                 |           | X         |
| e. Budget management   |  |   |                          |                                     |                                      |                                      |                                      | X  | X  |   |   |   |  |                                |  |                             |            |                 |           |           |
| <b>10. Establishing and enhancing professional identity</b>                    |  |   |                          |                                     |                                      |                                      |                                      |  |  |   |   |   |  |                                |  |                             |            |                 |           |           |
| a. Reflection  |  | X   |                          | X                                   | X                                    |                                      |                                      | X  |  |   | X   | X   | X  |                                | X  |                             | X          | X               |           | X         |
| b. Professional philosophy   |  | X   |                          | X                                   |                                      |                                      |                                      |  |  |   | X   |   | X  |                                |  |                             | X          | X               |           | X         |
| c. Networking and relationships  |  | X   | X                        |                                     |                                      |                                      | X                                    | X  | X  |   |   | X   | X  |                                | X  | X                           | X          | X               | X         | X         |
| d. Lifelong learning   |  |   | X                        | X                                   |                                      |                                      |                                      |  |  |   | X   | X   | X  |                                |  |                             | X          | X               |           | X         |
| e. NASPA/ACPA involvement  |  |   |                          |                                     |                                      |                                      |                                      |  | X  |   | X   | X   | X  |                                | X  |                             |            | X               |           | X         |