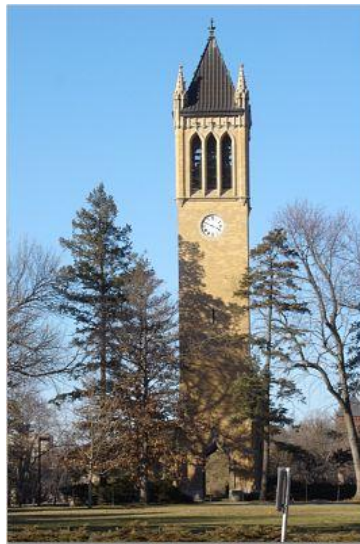


Educational Leadership and Policy Studies

Higher Education Program

Supervisor's Manual



The Graduate Assistant Experience in Higher Education

2011-2012

Educational Leadership and Policy Studies Iowa State University

Higher Education Program Supervisor's Manual

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Dear Graduate Student Assistant Supervisors:

Please accept my sincere thanks for your service as a supervisor for a master student from the Department of Educational Leadership and Policy Studies (ELPS). You provide a very important aspect of the academic and hands-on experience for the next generation of student affairs professionals. Our joint efforts provide our students with not only the knowledge of theory and research, but also practical experience in a field setting. This kind of balanced education is invaluable, and will help to position our students as highly-competitive candidates once they are ready to emerge onto the job market. We are pleased and proud that we place 100% of our graduates in colleges and universities throughout the nation.

We thank you for your willingness to work with our students and to put them on a path toward being exemplary leaders in student affairs!

Sincerely,

Daniel Robinson, Ph.D

Dear Graduate Assistantship Supervisors:

On behalf of the Master's Program in Higher Education-Student Affairs, I want to first thank you for the continuing support that you give to our program and our students. As you may know, the master's program in student affairs at Iowa State is nationally ranked and our graduates are in demand for positions across the country. The fact that our students obtain meaningful practical experience contributes to our success. Practical experience is a vital component of our program – so critical that we require students in our program to hold an assistantship for the duration of their master's program. Our students learn as much through their assistantships as they do in the classroom and we greatly appreciate your efforts in supervising their work and contributing to their out-of-class learning.

This manual provides information that will be helpful to you as you work with students in the master's program. Our goal is to share the academic program's expectations for graduate assistants and assistantship supervisors as well as to provide information about the academic program itself. We do this in the spirit of enhancing communication between the program and the units in which our students work. We see the education of our students as a collaborative process in which faculty and practitioners work together to ensure that our graduate students become the best professionals they can be by the time they graduate.

I encourage you to review this material and to contact me if I can answer any questions or assist you in any way. Best wishes for a successful year.

Robert D. Reason, Ph. D.
Associate Professor, Educational Leadership and Policy Studies
Coordinator, Master's Program in Higher Education – Student Affairs

I. THE GRADUATE ASSISTANTSHIP EXPERIENCE

One of the requirements for the master's degree in Higher Education at Iowa State University is the completion of a supervised assistantship experience in a student affairs (or related) area at an approved assistantship site. The primary purpose of this assistantship is to enhance the student's learning through "hands on" experience with the opportunities and demands of work in this field and to accomplish the goals and objectives of the assistantship office. Our program philosophy stems from three assumptions: 1) that experience understood is the best teacher; 2) that professionals in the field offer invaluable perspectives to prospective practitioners on understanding and being successful in this profession; and 3) that graduate students in the Higher Education program are best served when explicit connections are made between course-based and experiential learning. These goals require good working relationships characterized by open communication between the Graduate Assistantship supervisors and the Higher Education program and its faculty. As a program, we are committed to making this relationship as strong and productive as possible, and are eager to work with you to provide excellent learning environments for students.

A. Responsibilities of Graduate Assistantship Supervisors

So that Graduate Assistantship supervisors can best fulfill their educational role with Higher Education students, we ask all supervisors to adhere to the following guidelines. These guidelines also serve to clarify the role we envision for Graduate Assistantship supervisors. If you have questions or suggestions about these guidelines, please call them to our attention directly.

1. Develop a learning contract with the graduate assistant that includes: (a) provision for instruction from you, the field supervisor, on carrying out the duties of the professional assistantship; (b) a statement of the educational goals and objectives the graduate assistant can expect to achieve through the professional assistantship; and (c) a written assistantship description of duties. Students will be asked to provide a written statement of their assistantship goals and responsibilities to their academic advisor.
2. Find ways to recognize that the graduate assistant is a full-time student as well as a staff member. For example, we encourage you to show a reasonable amount of flexibility in assigning or adjusting the graduate assistant's workload to accommodate academic obligations.
3. It is recommended that you hold one-on-one supervisory meetings with your graduate assistant for a minimum of 30-60 minutes per week. These meetings provide a good opportunity for you to provide positive feedback as well as suggest areas for improvement related to the graduate assistant's performance. This time may be greater at the beginning of the term, and may gradually decrease as the semester progresses. Initially, sessions may cover such topics as orientation to the work place, start-up work on outlined activities, and review of the student's plans for the development of competencies. As the field experience progresses, this time should be spent reviewing the student's progress in achieving these competencies, consultation about the graduate assistant's progression of projects undertaken, discussion of professional concerns as they affect the workings of the office, or other relevant topics. The time is designed to provide the student with feedback on her/his performance and for the practicing professional to share her/his insights and experience with the student.
4. Provide a written performance evaluation at the end of each semester. Make an appointment to discuss this written evaluation with the graduate assistant, and forward a copy to the graduate assistant, student affairs (or other administrative unit) department head, and to the Higher Education-Student Affairs master's program coordinator. Supervisors may use their own evaluation form, an evaluative letter, or the form provided by the program.

5. If possible, offer a two-year experience for the graduate assistant — assuming, of course, that the graduate assistant performs his or her duties adequately and there is continued funding available. If the assistantship will only be for one year because of funding or other extenuating circumstances, make sure the GA is aware of this. Recognize, however, that some students may wish to exercise their option to seek a different professional assistantship opportunity for the second year of study.
6. Keep a copy of the ACPA - College Student Educators International Statement of Ethical and Professional Standards on file. Students, faculty, and assistantship supervisors are encouraged to consult these Standards as they apply to their specific settings and situations, to adhere to these Standards, and to demonstrate high levels of professional and ethical conduct in their educational responsibilities. However, many ethically problematic situations are not directly addressed in these Standards. We encourage you to consult with your colleagues, the Higher Education faculty, or others in such situations. (The ACPA Ethical Standards are included in the Appendix.)

Hours

1. A total of 20 hours of work per week is required of most graduate assistants. If the required hours of your assistantship differ, students should be informed of this when they interview and prior to signing a contract. This standard will be adhered to whenever possible; realizing that some assistantship hours may vary during crisis or emergency situations. Hours include time spent in the office, student contact outside of the office, and preparation and implementation time for special assignments.
2. If the assistantship is one in which the graduate assistant performs "on-call" responsibilities, this time is generally not included in the 20 hours per week. However, "on call" hours should not exceed the equivalent of two weekends per month.
3. Should there be a need for time to orient the graduate assistant to his or her duties prior to the official starting date of the assistantship, supervisors are asked to indicate to the students in advance how much time is needed, whether room and board are provided, etc. Please be reminded that assistantship demands prior to the beginning of the assistantship should be kept to a minimum, particularly if students are not being compensated for their time.

Office Space

Assistantship sites are expected, whenever possible, to provide the graduate assistant with a desk, access to a telephone, adequate clerical support to carry out the duties of the assistantship; and a computer and access to e-mail. Graduate assistants should have ready access to an office or conference room that permits the graduate assistant to meet privately with staff or students.

B. Evaluation of the Graduate Assistant

The student working at an assistantship site should be evaluated at the end of each semester. Supervisors may use the form provided by the program (attached), an evaluation letter, or their own evaluation forms. A copy of the evaluation of the student's general performance should be signed by the supervisor and the student, and forwarded to the student affairs (or other administrative unit) departmental office and to the Higher Education-Student Affairs master's program coordinator no later than the last day of classes for the semester. These evaluations form part of the overall evaluation of students conducted by program faculty. Supervisors are encouraged to provide feedback to students on the development of their competencies in specific areas that are part of the graduate assistant's job description.

In the event that a student's performance is considered by the supervisor to be unsatisfactory, the supervisor should consult with the student about his or her performance immediately. The supervisor is also strongly encouraged to inform and consult with their immediate supervisor and with the Higher Education-Student Affairs master's program coordinator about such problems. Correspondence documenting the concerns should be shared directly with the student and the master's program coordinator.

Criteria Used to Evaluate Students

The criteria used to evaluate graduate assistants may vary according to the student's status in the Higher Education program (first semester, second semester, second year) and level of experience. The expectations of first year students should be different than those held for second year students. Students in the first semester are not only adjusting to a new position and a new institution, but adjusting to graduate school as well. They are trying to find a healthy balance between graduate school and work during the first semester. As a supervisor you may still be trying to match the strengths of the first semester graduate assistant with the responsibilities of the job. Second year students should be able to work more autonomously and take on greater responsibility in their assistantships. They should be better able to connect theory with practice and to better understand the institutional context than first year students.

C. Assistantship Changes

Each graduate student is extended a one-year assistantship commitment by the assistantship supervisor providing that satisfactory progress is made toward fulfilling the responsibilities and duties of the position. A supervisor may terminate a student's assistantship contract only on the basis of a documented failure of that student to comply with the conditions or fulfill the responsibilities of the position. Please discuss concerns about a graduate assistant's performance with the master's program coordinator.

Each student is free to seek a different assistantship position for the second year if desired. Some may do so for reasons of dissatisfaction with their current assistantship experience or, as in most cases, out of a desire for a greater variety of experiences, either in terms of the tasks they perform or the type of office in which they serve. Graduate Assistants should be encouraged to maintain an assistantship in a given office whenever possible.

If the student elects to pursue a different assistantship position for the second year, we ask that the following procedure be used:

1. The student first notifies both the current assistantship supervisor and the Higher Education-Student Affairs Master's Program Coordinator of his or her desire to pursue a different assistantship experience for the second year. This must take place by December 1.
2. The student applies directly to and arranges for an interview with the supervisor of the assistantship position desired. A list of available sites and supervisors can be obtained from the Higher Education-Student Affairs Program Coordinator after Dec. 8.
3. A commitment of mutual agreement between the student and anticipated supervisor is submitted to and acknowledged by the Higher Education Program by mid-January to secure that position for the next academic year.

After mid-January, any current or anticipated assistantship vacancy will become part of the assistantship announcements offered to the pool of graduate applicants recruited and considered for admission to the program for the next academic year.

If a current student does not secure a written commitment for a position by the deadline date, the choices are to: (1) stay with the current position (a choice we strongly recommend!); or (2) wait until after the pool of invited prospective students has interviewed to determine if a position will be offered. If a position is not secured prior to the beginning of the next Fall semester, the student cannot reenroll in the master's program.

We strongly urge supervisors to consider having an experienced student at their assistantship site for his or her second year. These students have weathered the challenges of the program's core courses and at least a year in the field, and are ready to make a valuable contribution to your organization.

As a program, we encourage students to seek a variety of experiences during their graduate work, and we believe that the procedure outlined above is fair to all parties. Throughout this process, we ask that all parties involved respect the announced timetable and deadline dates. Students should be sure that their current supervisors are apprised of their situations and plans. Supervisors should acknowledge that students have to make a decision by the deadline date in order to realistically plan for the second year.

II. A SUPERVISOR'S RELATIONSHIP WITH THE GRADUATE ASSISTANT AND THE FACULTY

A. A Supervisor's Relationship with the Graduate Assistant

Developing an Effective Relationship: Pointers from Other Assistantship Supervisors

The following list was developed from the experience of assistantship supervisors working with Higher Education graduate assistants in many settings.

- a. Demonstrate respect for the graduate assistant as a person and as a professional in training.
- b. Accept the graduate assistant both as a student and as a colleague.
- c. Establish and maintain informal, friendly working relations with the graduate assistant.
- d. Encourage the graduate assistant to express his/her own opinions and to feel free to come to you to discuss professional questions and issues, including the "whys and wherefores" of his or her responsibilities.
- e. Suggest new ideas without dominating the graduate assistant's thoughts and actions.
- f. Encourage the graduate assistant to make independent decisions, based on defensible standards, rather than making decisions for him/her.
- g. Observe your graduate assistant at work and record observations without disturbing his/her emotional balance and poise.
- h. During those periods when your graduate assistant becomes discouraged or when his/her performance is not up to standard, be aware of the graduate assistant's need for support and encouragement as well as the need for constructive criticism.
- i. Evaluate your graduate assistant's early work skillfully enough to encourage him/her and still suggest ways for improvement.
- j. Encourage your graduate assistant to develop new ideas and put them into practice.
- k. Encourage your graduate assistant to use a wide variety of procedures and strategies.
- l. In addition to the formal evaluation process, develop a system of continuous evaluation, sharing your observations and judgments with your graduate assistant at appropriate times and conferences. Ask students what issues they are addressing and respond accordingly.
- m. Discuss your expectations regarding the graduate assistant's relationships with higher level administration, with other staff, and with students. Give him/her an understanding of the proper channels of communication and ways of interacting.
- n. Make a place for the graduate assistant in the professional and social life of the staff.
- o. Support the job search efforts of the graduate assistant and encourage the graduate assistant to share with you any questions or concerns about interviewing, resume preparation, etc.

B. A Supervisor's Relationship with the Faculty

The supervisor and the faculty work as co-facilitators of the graduate student's educational experience. The supervisor facilitates the reflective experience in the experiential curriculum and guides the student's skills, knowledge, and attitudes as she or he develops professionally as a practitioner. The faculty, on the other hand, guide students' understanding of the theoretical knowledge base in ways that enhance the student's professional development. The supervisor helps the graduate assistant link theory to practice through individual meetings where the student reflects on the challenges and successes of work in the assistantship site. The faculty also help the graduate assistant link theory to practice through classroom experience, Program of Study meetings, and the development of the learning portfolio.

The faculty and the assistantship supervisor act as a team in the best interests of the student's development. Telephone, e-mail, and in-person visits are encouraged for sharing progress reports on the successes and trouble spots encountered by the graduate assistants. Students are assigned advisors upon their arrival on campus. Students should provide their supervisor with the name of their advisor. The relationship between the supervisor and the faculty is typically informal. The supervisor should feel free to call the master's program coordinator or the student's advisor (i.e., major professor) whenever there is any question about the functioning and effectiveness of the student in the assistantship setting. If the supervisor senses or is told by the graduate assistant that classes are overwhelming or that the student can't seem to find a balance between classes and work, then the supervisor should call the master's program coordinator or the student's major professor. Likewise, if the graduate assistant is not showing up for classes or complaining about overload at the assistantship site, the faculty member should contact the supervisor. The faculty and the supervisor should both be well informed of the student's progress.

Faculty Eligible To Serve As Major Professors For Student Affairs Master's Students

NAME	TITLE	OFFICE	PHONE	E-MAIL
Croom, Natasha	Assistant Professor	N247E Lagomarcino	294- 4916	ncroom@iastate.edu
Ebbers, Larry	University Professor	N226 Lagomarcino	294- 8067	lebbers@iastate.edu
Evans, Nancy	Professor	N247D Lagomarcino	294- 7113	nevans@iastate.edu
Reason, Robert	Associate Professor	N239A Lagomarcino	294- 6216	rreason@iastate.edu
Hagedorn, Linda	Professor and Interim Department Chair	N243A Lagomarcino	294- 6393	lindah@iastate.edu
Laanan, Frankie Santos	Associate Professor	N225A Lagomarcino	294- 7292	laanan@iastate.edu
Lickliger, Barbara	Professor	N247C Lagomarcino	294- 1276	blicklid@iastate.edu
Osei-Kofi, Nana	Assistant Professor	N225B Lagomarcino	294- 5529	oseikofi@iastate.edu

Rivera, Marissa	Lecturer	N227 Lagomarcino	294- 3817	mriviera@iastate.edu
Robinson, Daniel	University Professor and Interim Department Chair	N247Fa Lagomarcino	294- 8182	dcr@iastate.edu
Starobin, Soko	Assistant Professor	N221A Lagomarcino	294- 9121	starobin@iastate.edu

III. Practitioner Professional Skills Model

Critical Reflection in the Assistantship

As the assistantship supervisor, you play a key role in helping graduate assistants accomplish the following:

- think about issues that enhance their skills as reflective practitioners in the experiential component of the graduate program;
- become familiar with the professionalism of critical reflection in student affairs; and
- appreciate their unique personal and professional qualities as reflective practitioners.

You enhance the assistantship experience as you help graduate assistants develop competence in **reflection-in-action** (thinking while doing) and **reflection-on-action** (thinking after doing). Critical reflection leads students to self-awareness as a professional and enables them to develop the strengths and capabilities required to meet the demands of their professional commitments.

The experiential learning associated with the assistantship, past life experiences, and the theoretical knowledge learned in the classroom provide the basis for critical reflection. We need to teach students that the focus of reflection is on **process** as well as **content**, **skills** as well as **knowledge**, and **questions** as well as **answers**, so that they will develop the reflective skills necessary for successful practice in student affairs.

You not only provide the support that our graduate students need in their roles as graduate assistants and reflective practitioners, but you also model for them the reflective professional in action.

We appreciate your contribution to the learning experience of our graduate students!

Suggested reading:

Schoen, D. A. (1983). *The reflective practitioner*. New York: Basic Books

Schoen, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass

Reflective Practice

The reflective practitioner who is sensitive to educational needs in the pluralistic society makes explicit the **philosophy and assumptions** that undergird his/her practice in student affairs. Reflectivity in practice suggests the following:

- a **thorough understanding and continually updated knowledge** of theory, research, and practice related to student development, learning, and teaching are central to the ability to ask good questions about the complex situations we encounter as practitioners;
- an understanding at the deepest level that **decisions are neither simple nor linear**, and that we need great sophistication and wisdom to understand the implications of all we do;
- an ability to bring **multiple aspects** of prior experience, educational background, and professional judgment to bear in all situations we encounter in practice;
- an understanding that our **professionalism** is based on the ability to act and react using our special knowledge as the foundation for interactions with constituents in the university setting;
- a flair for "standing back" and **processing** actions and thoughts both during (reflection-in-action and knowing-in-practice) and after (reflection-on-action) any professional action or decision; and
- a sensitivity to the **art as well as the science** of practice.

Reference:

Schoen, D. A. (1983). *The reflective practitioner*. New York: Basic Books.

B. Desired Learning Outcomes of the Student Affairs Master's Program

The Higher Education Program at ISU places an emphasis on mastering the concepts of human development and examining the implications of this knowledge base for the design of educational practice in general and the implementation of student services in particular. As a result of participating in the academic and experiential coursework, graduates are expected to demonstrate the learning outcomes listed below.

These outcomes apply to both the M.S. and M.Ed. programs in Higher Education - Student Affairs specialization.

Students will BE:

Experienced practitioners and educational leaders. Opportunities to foster this outcome and assess progress include:

- Assistantship experiences for in-depth development of professional skills, knowledge, and application.
- Practicum experiences (at least one) to supply breadth of experiences and exposure to other administrative areas.
- HEGSO, GSS, or other leadership experiences.
- Feedback from assistantship and practicum supervisors (e.g., practicum evaluation).

Knowledgeable student affairs scholars. Opportunities to foster this outcome and assess progress include:

- Coursework focusing on current and future trends in the profession and professional development opportunities.
- Writing in professional journals and newsletters.
- Presentations at professional conferences.
- (See below for knowledge domains.)

Reflective and critical thinkers. Opportunities to foster this outcome and assess progress include:

- Assignments that emphasize development and expression of considered judgments, such as debates, dialogs, and challenge papers.
- Assignments that emphasize critique and evaluation of material over summary and memorization.
- Self-reflective assignments, such as reflection papers, assessment of type, discussion of different work styles.

- Individuals who are sensitive and aware of themselves and others. Opportunities to foster this outcome and assess progress include:
- Class environments in which full ranges of viewpoints are welcomed and questions are encouraged.
- Course assignments or projects in which students are exposed to various perspectives and experiences.
- Modeling of interpersonal and intrapersonal sensitivity and respect, to include addressing instances of intolerance or insensitivity.

Students will BE ABLE TO:

Apply theory to practice. Opportunities to foster this outcome and assess progress include:

- Learning strategies such as case studies, in-basket experiences, and application discussions.
- Assignments requiring students to relating conceptual topics to students' current and prior experiences.
- Practicum, capstone, and topical seminars to link experiences with academics.

Demonstrate effective oral communication. Opportunities to foster this outcome and assess progress include:

- Assignments that involve formal oral presentation of ideas and material, small group discussions and task assignments, and unrehearsed oral expressions.
- Conference attendance and presentations - alone or in conjunction with peers, faculty members, or supervisors.

Effectively communicate in writing. Opportunities to foster this outcome and assess progress include:

- Writing assignments that include scholarly writing as well as professional writing (memos, etc.).
- Assistantship and practicum site writing tasks with supervisor feedback.

Create, design, and implement programs and interventions. Opportunities to foster this outcome and assess progress include:

- Self-directed, relatively unstructured learning assignments such as theory-to-practice projects, reports on campus visits, and pilot research or assessment projects.
- Project-oriented, bounded tasks undertaken for practicum experiences.

IV. THE EXPERIENTIAL CURRICULUM

The experiential curriculum complements the academic curriculum. Whereas the academic courses rely upon classroom techniques as the primary means for learning, the experiential curriculum uses field experience as its principal methodology. Field experience is gained through the required assistantships and through required and elective practica.

Graduate Assistantships

To enroll in the Higher Education program, students are required to hold a graduate assistantship. Students must hold an assistantship each year they are in the master's program. For some students, the second year may involve a different assistantship experience.

Practica

In addition to their assistantships, students are required to complete a practicum for which they receive academic credit. At least 3 credit hours of practicum are required, although students often choose to enroll in additional practicum hours. We encourage students who have not worked professionally in the student affairs field to consider additional practica, particularly summer internship experiences at other institutions. Students register for HgEd 591: Supervised Practice and work with their major professor. Requirements include a practicum contract and evaluations completed by the site supervisor and by the student.

V. THE ACADEMIC CURRICULUM

Master's of Education in Higher Education - Emphases within the Student Affairs Program

The higher education-student affairs master's program introduces students to the discipline of higher education, and within this context, to the field of student affairs. The primary focus of the program is student development and the role of student affairs in creating socially just environments in which students have equitable opportunities to grow and succeed. Within the student affairs coursework, we emphasize application of theory to the practice of student affairs. Furthermore, the program provides master's students with practical experience in student affairs settings through required supervised assistantships and practica to enhance their learning through hands-on experience in the field. Master's students may select from three emphases within the Higher Education-Student Affairs program: Leadership and Learning, Social Justice, or Generalist.

Leadership and Learning Emphasis

Students pursuing the leadership and learning emphasis in student affairs will explore learning and leadership theories and have the opportunity to apply them to various situations such as classrooms, meetings, and team projects. This emphasis is particularly useful for student affairs professionals who are responsible for leading groups of people, those in supervisory roles, those who aspire to academic advising or academic support roles and those who wish to enhance their skills in helping students learn and become leaders.

Social Justice Emphasis

Students pursuing an emphasis in social justice in student affairs will have the opportunity to engage in the in-depth study of social justice within higher education. Students will gain a comprehensive understanding of the dynamics of privilege and the multiple forms of oppression at the individual, group, institutional, and systemic levels, and acquire the knowledge and skills to become transformational leaders within student affairs settings in higher education.

Student Affairs Generalist Emphasis

Students pursuing the generalist student affairs emphasis will have the opportunity to develop a broad understanding of the field of student affairs within higher education. This emphasis includes an introduction to administrative and counseling skills needed to enhance student development within a wide array of student affairs settings and functional areas.

M. Ed. Learning Portfolio

The culminating experience of the M.Ed. program in Higher Education-Student Affairs is a learning portfolio. The learning portfolio is an analysis of the student's experiences in the master's program through presentation of (1) a reflective paper, and (2) artifacts. Artifacts represent the student's work in a variety of settings: the classroom, assistantships, practicum settings, professional organizations, and local leadership. The portfolio will be organized with reference to the Master's Program Learner Outcomes (Student Affairs Emphasis). Portfolios will be created in consultation with the student's major professor, and the final portfolio will be shared with the student's POS committee at the Final Orals meeting. While the portfolio may be discussed during the Capstone class, it is **NOT** an assignment of the class. Rather, students register for 3 credits of HgEd 590A, Independent Study. It is the student's responsibility to complete this culminating project under the direction of his or her major professor.

Students will review the learner outcomes and prepare a reflective paper (between 25-30 pages, double-spaced, APA format) discussing their learning with respect to at least **five** of the individual learner outcomes and with reference to representative artifacts. The five learner outcomes selected must represent all three of the outcome categories (e.g., one from KNOW, two from BE, and two from DO). Following an introductory section that states the purpose of the paper and its organization, the paper will introduce each selected learner outcome and describe the student's learning in this area with reference to applicable artifacts contained in the portfolio. Although the artifacts will accompany the paper, students should not assume that readers will read the referenced artifacts. Within the paper, students should summarize all referenced artifacts and clearly make a case linking each activity (represented by the artifact) with the selected learning outcome. The paper should end with an overall summary of the student's learning as well as his or her conclusions regarding learning opportunities available through the master's program. The analytic paper portion of the portfolio will likely not be used during the student's job search. However, this paper will serve as the basis for the Final Oral.

As documentation of their learning, students will assemble representative artifacts that demonstrate development of their professional knowledge base, dispositions, and accomplishments. Materials may be displayed in a manner of the student's choosing (e.g., notebook, folders, CDs). The artifacts should be organized in a logical fashion and in a manner that emphasizes attractive display and easy location of individual artifacts. This aspect of the portfolio assignment can be used as a valuable

reference for interactions with prospective employers, and students are encouraged to assemble documents in a way that will complement their conference placement and job search activities.

Artifacts may include (but are not limited to):

- Papers submitted for class assignments (appropriately revised to reflect your best work).
- Outlines of programs or presentations (e.g., class, conference, assistantship, practicum).
- Performance evaluations.
- Photographs or graphics.
- Assessment materials developed (e.g., surveys, focus group materials).
- Website or electronic media developed.
- Papers submitted for publication.
- Newsletter or journal articles.
- Copies of awards or citations.

VI. RECRUITING AND SELECTING Higher Education – Student Affairs Master’s Students

The Higher Education –Student Affairs master’s program seeks to attract individuals who have a strong academic record at the postsecondary level, who have extensive co-curricular involvement at the undergraduate level or full-time work experience at the collegiate level, and have career goals that match the focus of the Higher Education-Student Affairs program. Diverse experiences with regard to institutional type, major, geographic region, and human experiences are highly valued in the selection process. The admissions committee evaluates each file on the criteria noted above. The application deadline is January 1, although late applications are accepted if there is space available in the program. Application materials are available upon request from Judy Weiland, ELPS Record Analyst, in N247 Lagomarcino Hall. Please encourage talented students to apply.

Each year the Higher Education-Student Affairs program receives around 200 requests for information. In 2009-10 we reviewed 80 completed applications. We admitted a class of 25 students, of whom 18 (72%) are women and 7 (28%) are men. Nine (36%) of the entering class are persons of color. The average undergraduate GPA of the class was 3.42. Sixteen (64%) attended colleges outside of Iowa.

An invitation to participate in the Interview Days program is extended to about 40 applicants who are judged to be admissible by the admissions committee. Additional qualified candidates are placed on a Waiting List should assistantships be available following Interview Days.

The admitted students who accept the invitation to come to Interview Days are provided with descriptions of available assistantships and are given the opportunity to sign up for interviews in advance. The Interview Days Committee solicits names of candidates in which assistantship sites are interested and arranges interviews for the candidates. Following Interview Days, candidates and assistantship sites are asked to list their preferences and the Program Coordinator, in consultation with supervisors, matches candidates with sites. Candidates have until April 15, a date set by the National Council of Graduate Schools, to accept or reject an offer.

Appendix A

Statement of Ethical Principles and Standards

This statement was approved by the ACPA Executive Committee in March, 2006

PREAMBLE

ACPA - College Student Educators International is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and, thus, to the service of society. ACPA members are committed to contributing to the comprehensive education of students, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member understands the provisions of this statement.

This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT

The principal purpose of this statement is to assist student affairs professionals (individuals who are administrators, staff, faculty, and adjunct faculty in the field of student affairs) in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available. Suggestions to assist with addressing ethical concerns are included in the Appendix at the end of this document.

ETHICAL FOUNDATIONS

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, a number of perspectives may be used in conjunction with the four standards identified in this document to assist in making decisions and determining appropriate courses of action. These standards are: 1) Professional Responsibility and Competence; 2) Student Learning and Development; 3) Responsibility to the Institution; and 4) Responsibility to Society.

Ethical principles should guide the behaviors of professionals in everyday practice. Principles are assumed to be constant and, therefore, provide consistent guidelines for decision-making. In addition, student affairs professionals should strive to develop the virtues, or habits of behavior, that are characteristic of people in helping professions. Contextual issues must also be taken into account. Such issues include, but are not limited to, culture, temporality (issues bound by time), and phenomenology (individual perspective) and community norms. Because of the complexity of ethical conversation and dialogue, the skill of simultaneously confronting differences in perspective and respecting the rights of persons to hold different perspectives becomes essential.