

College Student Personnel Program Guide 2021 – 2022

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Guide available online at <http://www.bgsu.edu/content/dam/BGSU/education/higher-education-student-affairs/documents/resources/csp-program-guide.pdf>

This program guide is intended only as a reference and does not constitute a contract between the student and the University or the CSP Program. Official policy is established by the University and the Graduate College and is outlined in the *Graduate Catalog*. It is the student's responsibility to comply with all current University and Graduate College policies.

CSP Program Faculty and Staff 2020-2021

Full-Time Faculty

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Dr. Conor McLaughlin, Senior Lecturer	372-7382	conorpm@bgsu.edu
Dr. Maureen Wilson, Professor	372-7321	mewilso@bgsu.edu

Adjunct Faculty

Dr. Joshua Lawrie, Director, Housing & Administration, Office of Residence Life	372-2011	jlawrie@bgsu.edu
Dr. Jessica Turos, Associate Director, Institutional Effectiveness	372-2356	jmturos@bgsu.edu
Dr. Michael D. Coomes, Associate Professor Emeritus	372-7382	mcoomes@bgsu.edu
Dr. Jacob Clemens, Director, Marvin Center	372-9623	clemenj@bgsu.edu
Dr. Katherine N. Stygles, Director, Multicultural Affairs & LGBTQ+ Programs, Deputy Title IX Coordinator	372-3244	kstygle@bgsu.edu

Department Staff

Ms. Alyssa Fisher, Department Secretary	372-7382	afyock@bgsu.edu
Ms. Barbra Pansiri, HIED Assistant to the Chair	372-2488	pansirb@bgsu.edu
Mr. Matthew Angerson, CSP Assistant to the Chair	372-0381	mcanger@bgsu.edu

The Vision, Mission, and Core Values of BGSU

Vision:

With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery. As a public university, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic, and social vitality of our region, the state of Ohio, the nation, and the world.

Mission:

Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders, and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

Core Values:

- Intellectual and personal growth
- Creativity, innovation and entrepreneurship
- Diversity and belonging
- Collaboration with each other and our partners
- Excellence in all we do

College Student Personnel Mission Statement

The College Student Personnel program prepares practitioners for positions in student affairs through an integration of theory-based course work emphasizing student learning, growth, and development that is complemented by professional internships in college or university settings. Both aspects of this program enable students to become reflective practitioners who combine knowledge and skill with their personal and professional values as they serve their profession. The goal of the College Student Personnel Program is to focus the concern of its graduates on enhancing learning environments for students during their collegiate experiences.

The Ten Values of Our Community of Scholars

As a learning community, we advance these shared ideals to help create and affirm a culture that encourages personal development, academic and professional integrity, and social action.

We believe that:

Effective learning respects how the forces of the past have shaped our current context, which will help us envision future challenges and opportunities.

The cultural legacy of every person should be appreciated, for it contributes to the human fabric of a global community.

Human dignity is honored through collaboration in the pursuit of educational goals and in practices that show our fundamental respect for others.

The quest for knowledge should be a lifelong process as we seek to fulfill our potential for human development.

Scholars learn best when they are willing to teach and teach best when they are willing to learn.

Our effectiveness is enhanced when theory guides practice and practice informs theory.

Higher education is best served when different approaches to learning are embraced and high expectations of learning are held.

Leadership in a community of scholars respects individuals' own motivations, including the desire to set their own goals.

Human understanding is fostered through the sharing of reflective thought in an atmosphere of appreciation and deliberation.

Human progress is best achieved when we balance the pragmatism of what we can do with the wisdom of what we should do.

Internship and Job Sites

2020- 2021 CSP Students

Bowling Green State University

Academic Services	Sydney Green	Residence Life: Graduate Hall	Eric Juzkiw
Arts Village	Freyja Hofler	Director	Cole McKane
AIMS Program	Tine Sokun		Emily Musallam
Chapman Learning Community	Natalie Meredith		Emma Wilkin
College of EDHD Retention	Stephen Mathews		Christina Freeman
College of EDHD Recruitment	Gretchen Thomas	Residence Life: Generation Falcon	Matthew Talone
College of Health and Human Services	Marina Potter	Coordinator	Darwins Olcima
Academic Advising		Residence Life: Graduate Academic	Madeline Cuckow
CSP Assistant to the Chair	Matthew Angerson	Support Coordinator	
Diversity and Belonging: Title IX	Samuel Halligan	Residence Life: Graduate Learning	Jonathan McCullough
Graduate Enrollment	Mtansha Maguire	Coordinator	
Gymnastic Assistant Coach	Juliana Belar	Residence Life: SMART Program	Taaj Jones
Firelands: Pathway Program	Trent Allen	Rec and Well: Wellness Connection	Lauren Galloway
Honors College	Shontel Smith		Andrew McNutt
Life Design	Sam Sanger		Jessica Patton
	Hannah Sullivan	Student-Athlete Services	Tom Wrobel
Learning Commons	Sydney Sloan	Student Engagement: Fraternity	Oscar Celis
	Kyrsha Balderas	and Sorority Life	Bridget Summit
Marvin Center for Leadership	Beth Kropf		Daryl McCoy
Office of Dean of Students: Student	Wes Bolton	Student Engagement: Major Events	Madeline Kohn
Conduct	Kelsey Lane		Alexis Lange
Office of Multicultural Affairs	Shayauna Newsom	Student Engagement: Student	Kristen Funk
Parent, Family, and New Student	David Perez	Organization Development	
Connection	Tayana White	Thompson Scholars Program	Morgan Alexander-Coster
			Nick Malendowski
		TRIO Programs	JaNai' James

HESA Program Calendar

Fall 2021

Event Name	Date(s)
*Graduate Student Orientation (GSO)	August 23-25
HESA Picnic	August 25
First Day of Fall Classes (BGSU)	August 26
Labor Day (No Classes)	September 6
*HESA Convocation (Olscamp 101) (4-5:30)	September 10
Homecoming	September 16-19
*Social Justice and Inclusion Workshop (Olscamp) (9-4)	October 1
Fall Break (No Classes)	October 14-15
*Saddlemire Lectures (?)	TBD
OCPA Careers in Student Affairs Conference	October TBA
*New Professionals in Transition Conference (8-5)	November 5
ASHE: San Juan, Puerto Rico	November 4-6
Thanksgiving Break (No Classes)	November 24-26
Last Day of Class	December 10
*HESA End of Semester Celebration	December 10
Exam Week	December 13-17

Spring 2022

Event Name	Date(s)
First Day of Classes	January 10
*HIED I-Days	TBD
*CSP I-Days Session 1 (Virtual)	January 30-February 1
*CSP I-Days Session 2 (In-Person)	February 13-15
Spring Break (No Classes)	March 7-11
ACPA: St. Louis, Missouri	March 6-9
NASPA: Baltimore, Maryland	March 19-23
The Placement Exchange (TPE)	March TBA
*Paulsen Lectures (?)	TBD
Last Day of Classes	April 22
*HESA Banquet (Olscamp) (5:30-9:30)	April 22
Exam Week	April 25-29
*HESA Commencement Celebration (Olscamp) (4-6)	April 29
*BGSU/EDHD Commencement Ceremony	April 30

Events with this asterisk () are mandatory for all CSP and HIED students

History of the Department of Higher Education and Student Affairs

The College Student Personnel (CSP) program at Bowling Green State University was initiated in 1963 under the direction of the late **Dr. Frank C. Arnold** (Ph.D., Syracuse University), professor of psychology and director of the Counseling Center. A committee consisting of faculty members from the Departments of Psychology and Sociology assisted in giving this program leadership for the first five years. The typical size of the class from 1963 to 1969 was six to eight students. These first students usually worked in the residence halls in an administrative capacity.

In the fall of 1968, **Dr. Gerald L. Saddlemire** (Ph.D., Columbia University) was hired to serve as the first department chair effective June 1, 1969. Dr. Saddlemire expanded the curriculum and arranged for a number of internships for CSP graduate students. The size of the class increased to 17 in the 1970-71 academic year. Opportunities for salaried internships for the graduate students increased both on the Bowling Green campus and at other local colleges. Dr. Saddlemire served in the role of department chair until 1985 and continued teaching and advising students until his death at the age of 70 in 1991.

Dr. Harold Marquardt (Ph.D., Michigan State University) joined the faculty in September, 1970. He contributed significantly to the growth of the program until his untimely death in April of 1978.

Dr. Audrey Rentz (Ph.D., Michigan State University), came to campus in 1974 with a joint appointment in the Division of Student Affairs and the Department of College Student Personnel. In September, 1978 she became a full-time faculty member. In December, 1996, Dr. Rentz retired from BGSU but taught part-time in 1997. She passed away in 2010.

Dr. Carney Strange (Ph.D., University of Iowa) joined the department in 1978. He served as department chair from 1985 until 1993. Dr. Strange retired from BGSU in June 2013. The Dr. Carney Strange Scholarship was endowed upon his retirement. He now lives in Bloomington, Indiana.

Dr. Patricia King (Ph.D., University of Minnesota) was appointed to the faculty first as visiting assistant professor in 1982; she was tenured in 1986. She served as acting chair during the 1993-94 academic year and was named chair in 1994. Dr. King left the faculty after 19 years to serve as professor in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Dr. Leila Moore (Ed.D., University at Albany, SUNY) served on the faculty as a visiting associate professor during the 1985-87 academic year.

Dr. Michael Coomes (Ed.D., Indiana University) joined the CSP Department in 1986; he was awarded tenure in 1993. He assumed the position of chair in 1999, a position he held until 2010. Upon his retirement in 2015, a HESA scholarship was renamed in honor.

Dr. Carolyn Palmer (Ph.D., University of Illinois at Urbana-Champaign) joined the department in August of 1990 from her position as assistant director of housing for research at the University of Illinois at Urbana-Champaign. She was awarded tenure in 1996 and oversaw the Adult Learner Focus program before her retirement in 2011. Dr. Palmer support the Diversity Enhancement Fund and the Palmer Diversity Enhancement Scholarship.

Dr. Vivian Rogers (Ph.D., Kansas State University), as a visiting professor during the 1984-85 academic year, provided leadership for developing a new emphasis on the adult learner. She died in 2004).

Dr. Barbara Bauer came from Teachers College at Columbia University for one year, building upon Dr. Roger's work.

Dr. Fiona MacKinnon (Ph.D., Ohio State University) was appointed to the faculty as an assistant professor in the fall of 1988. She was awarded tenure in 1993. She became an associate dean of the College of Education and Human Development in 2003, and retired in 2008.

Dr. Robert DeBard (Ed.D., Indiana University) began teaching courses for the department in 1990 while serving as dean of Firelands College. He became a full-time associate professor in the department in 1996, retired in 2011, and moved to South Carolina.

Dr. Suzanne Crawford (Ed.D., Indiana University) dean of Continuing Education, International, and Summer Programs, first joined the University staff in 1974 and retired in 2001. **Dr. Edward Whipple** (Ph.D., Oregon State University, Vice President of Student Affairs at BGSU) began teaching in the department in 1996. In July 2011, Dr. Whipple left BGSU to work for the National Association of Student Personnel Administrators (NASPA) in Washington, DC. In 2016, he became vice president for campus life at Willamette University in Oregon. **Dr. John Saddlemire** (Ed.D., Pennsylvania State University) served as a visiting associate professor from 1997-2001. He left the CSP program in 2001 and served as vice president for student affairs at University of Connecticut. He is currently the VPSA at Bryant University. He is the son of Dr. Gerald Saddlemire.

In January of 1991, the name of the department was changed from College Student Personnel to Higher Education and Student Affairs (HESA) to reflect the incorporation of the Higher Education Administration doctoral program. In the fall of 1991, **Dr. Donald D. Gehring** (Ed.D., University of Georgia) joined the department faculty as professor and director of the Higher Education Doctoral Program. HESA then housed two distinct programs: (a) a two-year master's degree program in College Student Personnel and (b) a 63-hour post-master's doctoral program in Higher Education Administration. Dr. Gehring retired in December 2000 and now resides in Georgia.

In 1995, a departmental convocation was initiated to welcome new students and to affirm the CSP Program's academic values. This event has been held annually since that time.

From the fall of 1996 through the summer of 1997, **Dr. Mary Howard-Hamilton** (Ed.D., North Carolina State University) took a leave from the University of Florida to join the CSP faculty as a visiting associate professor. In the fall of 1998, **Dr. Fred A. Bonner II** (Ed.D., University of Arkansas) joined the CSP faculty as an Assistant Professor. Dr. Bonner left the faculty in 2000 to join the faculty of the University of Texas at San Antonio.

In 1998, the College of Education and Human Development restructured into five schools. The College Student Personnel and Higher Education Administration programs were combined with the Educational Foundations and Inquiry, Educational Administration and Supervision, and Leadership Studies programs to form the School of Leadership and Policy Studies. Dr. King served as the school's first director, and Drs. Gehring and Coomes also served in that capacity.

Fall 2001 saw the largest influx of new faculty in the program's history. **Dr. Michael Dannells** (Ph.D., University of Iowa) joined the faculty as a full professor after teaching for 15 years at Kansas State University. Dr. Dannells left the faculty in August 2008 and relocated to Oregon. **Dr. Ellen Broido** (Ph.D., Pennsylvania State University) joined the faculty after teaching at Portland State University. **Dr. Maureen E. Wilson** (Ph.D., Ohio State University) taught from 1998-2001 at Mississippi State University before joining the faculty at Bowling Green. Drs. Broido and Wilson were tenured and promoted in 2006. In 2010, Maureen became chair of the department and also served as director of graduate studies for the college from 2011-2014. She was promoted to professor in 2016.

Dr. Darin-Lazarus Stewart (Ph.D., Ohio State University) joined HESA in the fall of 2005 after serving as assistant professor at Ohio University. Ze was tenured and promoted in 2010. Dr. Stewart became the graduate coordinator for the HIED program in 2014 and was promoted to professor in 2016.

In the fall of 2006, Higher Education and Student Affairs was granted the approval by the College of Education and Human Development and the BGSU Board of Trustees to act as a free-standing department.

In June 2010, alumni returned to Bowling Green to help HESA mark its 40th anniversary with a banquet and professional development conference. That fall, Dr. Wilson became chair of HESA.

Dr. Kenneth Borland (Ed.D., Pennsylvania State University), **Dr. Nicholas Bowman** (Ph.D., University of Michigan), **Dr. Christina Lunceford** (Ph.D., Michigan State University) joined the HESA faculty in 2011. Dr. Borland, had served as senior vice president for academic affairs and provost at BGSU prior to joining HESA as a full-time faculty member. Dr. Bowman was working for the Center for Social Concerns at the University of Notre Dame before coming to BGSU. He left in 2015 to become director of the Center for Research on Undergraduate Education at the University of Iowa. Dr. Lunceford worked as the assistant director in the Center of Research on Educational Access and Leadership at California State University, Fullerton after completing her doctorate at Michigan State University. **Dr. Hyun Kyoung Ro** (Ph.D. Pennsylvania State University) joined the faculty in 2015.

Dr. Conor P. McLaughlin (Ph.D. University of San Diego) joined the HESA faculty in 2018 as a Senior Lecturer/Teaching Professor.

In 2019, Dr. Maureen Wilson stepped down as department chair after eight years of service. Dr. Christina Lunceford assumed the role of interim department chair.

In the summer of 2020, both **Dr. Hyun Kyoung Ro** and **Dr. Christina Lunceford** left the department for other opportunities. **Dr. Patrick Pauken** (Ph.D., Ohio State University) stepped in as the interim department chair and will continue in this role for 2021. **Dr. Katie Stygles** (Ph.D., Bowling Green State University) stepped into the role of Interim Coordinator for the College Student Personnel Program for the 2021-2021 academic year.

Faculty Research Interests

Dr. Kenneth Borland, Professor – leadership (executive and strategic, philosophy, planning, management, change); decision support (systematic scientific inquiry, institutional research, and assessment)

Dr. Ellen M. Broido, Associate Professor – students with disabilities; social justice allies; racial identity development; diversity education; LGBT issues in higher education; theory and methods of qualitative research

Dr. Conor McLaughlin, Senior Lecturer - how student affairs professionals who hold multiple dominant group identities can enact justice and equity on college campuses; studies the experiences of unemployed student affairs professionals

Dr. Maureen E. Wilson, Professor – professional socialization and identity, normative structures in student affairs, professional practice in student affairs; college students and their development; college teaching

College Student Personnel Program Curriculum

The College Student Personnel Program at BGSU is committed to the preparation of practitioners for positions in student affairs administration at the post-secondary level. The requirements of the 42-credit-hour degree program include a balance of classroom-based academic learning and field-based experiential learning. Students are challenged by professional responsibilities in their internship and they are exposed to several theoretical frameworks that provide a foundation for understanding many facets of the undergraduate learning experience.

An emphasis is placed 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 learning outcomes such as those listed below (specific courses that address each outcome are indicated in parentheses):

1. Describe the historical roots and philosophical assumptions underlying the formation of the student affairs profession (CSP 6010).
2. Describe the various student affairs functions and discuss current issues of significance to select functional areas (CSP 6010, CSP 6300).
3. Identify and demonstrate application of the basic tools of inquiry (e.g., statistics, research design, evaluation models) to student affairs issues, problems, and programs (EDFI 6410, EDFI 6420).
4. Explain some of the basic patterns and processes of human growth and development (e.g., psychosocial, life-span, cognitive development, personality and learning style); (CSP 6020, CSP 6200, CSP 6035).
5. Explain the dynamics of basic environmental dimensions (i.e., human aggregate, physical, organizational, and perceptual) associated with various campus micro- and macro-environments (CSP 6030).
6. Within the interactionist paradigm, discuss some of the key documented outcomes of college attendance and their relationship to various institutional characteristics (CSP 6040).
7. Demonstrate an appreciation for students of diverse backgrounds by identifying the special needs of given student subgroups, including minority, adult, women, and international students (CSP 6020, CSP 6035, CSP 6040).
8. Describe yourself in terms of a set of competencies that characterize your strengths as an emerging professional in student affairs (CSP 6890, CSP 6050).
9. Demonstrate an understanding of the relationship between theory and practice by designing student development interventions that draw from the contributions of several theories (CSP 6020, CSP 6030, CSP 6040).
10. List and explain several issues facing higher education and the potential role student affairs might play in their resolution (CSP 6010, CSP 6035, CSP 6050).

Although the goal of this master's program is to prepare generalist practitioners with a broad understanding of the role of student affairs in post-secondary education, it is recognized that each student's interests and skills will result in a more specific orientation toward select roles and functions.

Academic Advising

Upon admission to the program, each student is assigned an advisor from the program faculty. The advisor-advisee relationship is always an individual matter, and reflects personal styles and preferences. Students will have regular contact with their advisor through CSP 6890, e-mail, phone calls, and informal office visits. Appointments may be scheduled as needed to discuss academic, internship, career, and personal goals and concerns.

Students may change from their assigned advisor or seek the advice of any department faculty member on specific concerns. If students decide to change advisors, the current and new advisors and the department secretary and chair should be informed. Students are asked to stay with their assigned advisor through at least the first semester.

The Academic Curriculum

The following courses comprise the required academic core of the MA degree program. In combination with the required experiential core and appropriate electives, they constitute a master's curriculum of 42 credit hours.

A. REQUIRED Core CSP Academic Courses (18 credits)

In addition to the requirement of the Graduate College to maintain a minimum 3.0 grade point average, a student must earn a minimum 3.0 grade point average in the CSP core courses plus an A or B in at least five of the six CSP core courses. If necessary, a core course may be retaken to meet this requirement. The CSP core courses are CSP 6010, 6020, 6030, 6035, 6040, and 6050.

CSP 6010: Foundations and Functions of College Student Personnel (3)

History, philosophy, and goals of student affairs units in colleges and universities; emphasis on practitioner roles and responsibilities.

CSP 6020: Theory and Assessment of College Student Development (3)

Examination of theories describing patterns of growth and development during the college years; implications for the design of educational practice on the college campus.

CSP 6030: Theory and Assessment of Educational Environments (3)

Application of environmental theory to the assessment of human environments; special emphasis on the study of select campus environments and their influence on students.

CSP 6035: Multicultural Competence in Student Affairs (3)

Emphasizes development of awareness, knowledge, and skills necessary to be a multiculturally competent student affairs practitioner; emphasis on practitioner responsibilities, challenges, and opportunities for creating and sustaining multiculturally-affirming campus communities.

CSP 6040: Educational Outcomes of American Colleges and Universities (3)

Examination of the impact of post-secondary educational institutions on students; exploration of barriers to student development and role of student affairs in reducing these barriers and increasing the beneficial impact.

CSP 6050: Capstone Seminar in College Student Personnel (3)

Integration of the core curriculum and practitioner experiences of the master's degree program in CSP and to prepare students for their transitions to professional positions within student affairs upon graduation.

B. REQUIRED Graduate College Courses (6 Credits)

Both of the following courses serve as basic tools of inquiry for the master's program. Students are advised to complete both courses as early as possible during the program, especially those considering a thesis. Individuals with a prior undergraduate preparation in statistics may consider testing out of EDFI 6410 and/or EDFI 6020. See the "Credit by Examination" in the *Graduate Catalog* and contact the School of Educational Foundations, Leadership and Policy for more information.

EDFI 6410: Statistics in Education (3)

Statistics as tools in education and research, descriptive statistics, transformation of scores, sampling and probability, linear correlation and regression, introduction to statistical inference and basic tests of significance.

EDFI 6420: Research in Education (3)

Identification and evaluation of research problems, research designs, use of library resources, data gathering and writing research reports.

C. REQUIRED CSP Experiential Learning Courses (6 credits)

CSP 6890: Supervised Field Experience in College Student Personnel (6)

Student must be engaged in supervised experience in appropriate areas of college student personnel. Participation in regularly scheduled classes is required.

D. ELECTIVES (12 total credit hours)

Six of the 12 credits hours of elective must be in letter graded courses. The remaining 6 may be graded on S/U (e.g., practicum).

1. Program Electives

The following program courses may serve as electives in fulfilling the 42 semester hours required for completion of the master's degree (Consult the course catalog online for course descriptions.) The following courses are offered periodically by HESA.

CSP 6300: Issues in College Student Personnel (3)

CSP 6400: Organizational Leadership, Management and Administration in SA

CSP 6450: Legal Issues in Student Affairs (3)

CSP 6800: Social Justice Education and Training (3)

CSP 6800: Spiritual Dimensions of Student Development (3)

CSP 6800: Advanced Student Development Theory (3)

CSP 6840: Readings in Application of CSP Concepts and Procedures (3)
Independent study. Supervised study of selected problems and tailored readings. CSP 6840 is a graded elective that allows the student to address areas of interest in student affairs. An interested student must seek out a faculty supervisor, negotiate the objectives and outcomes of the independent study with that advisor and write brief statements verifying and evaluating the experience.

CSP 6900: Directed Research in College Student Personnel (1-4)

CSP 6950: International Study Tour (3)

CSP 6970: Practicum in College Student Personnel (1-4)
Supervised experiential learning within an appropriate student affairs area. Approval by a supervisor is necessary prior to registration. May be repeated upon approval of the student's advisor. Graded on S/U basis. (Note: the 1-4 means variable credit; a student may register for a 1, 2, 3, or 4 credit practicum during a semester. A maximum of two practica can be taken during any one semester with a maximum credit load of 6 between the two.) This course requires advanced planning for organizing learning goals and experiences, and for arrangement of adequate supervision. Students are encouraged to seek out areas of interest and create their own practicum opportunities, both on the BGSU campus and at area colleges.

SPECIAL NOTE: A maximum of 12 hours of experiential credit can be used to fulfill the 42 hours needed for the M.A. Since 6 hours of credit are earned for the internship through CSP 6890, a maximum of 6 hours of practicum credits (CSP 6970) can be applied toward graduation.

CSP 6990: Thesis Research (1-9)

HIED 7210: The Law and Higher Education

HIED 7340: College and University Teaching

HIED 7800: Equity & Justice in U.S. Higher Education

2. Non-HESA Electives

Graduate courses (5000 level or above) from other departments and programs also serve to fulfill elective interests and objectives. Such departments may include (but are not limited to):

Career and Technology Education (CTE)
Counseling (COUN)
Educational Administration and Leadership Studies (EDLS)
Educational Foundations, Leadership and Policy (EDFI)
Human Movement, Sports, and Leisure Studies (HMSLS)
Higher Education (HIED)
Organization Development (ORGD)
Psychology (PSYC)
School of Media and Communication (MC)
Sociology (SOC)

Courses may also be taken at other campuses in consultation with an advisor. (With departmental approval, up to nine semester hour credits may be transferred in to BGSU from other colleges or universities.) Graduate extension courses are offered at the Firelands Campus.

Suggested Curriculum Sequence

The following schedules serve as recommendations for sequencing the coursework in order to meet all academic and experiential learning requirements for an expected two-year program. Consult with your advisor as you plan for the availability and enrollment in specific courses. If you intend to do a thesis, we recommend that you complete EDFI 6410 and EDFI 6420 by the end of the summer following your first year. Students wishing to test out of EDFI 6410: Statistics in Education should consult with the EFLP faculty.

Classes highlighted in gray can "float" to any other gray space provided the number of credits remains constant.

Interns Beginning Summer or Fall 2021

Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	
CSP 6010	CSP 6030	Elective	CSP 6040	CSP 6050	
CSP 6020	CSP 6890 (2)		CSP 6890 (2)	Elective	
CSP 6890 (2)	EDFI 6420		Elective	Elective	
EDFI 6410	CSP 3035				
11	11	3	8	9	42

Interns who took 6 credits Summer 2020, will take 8 credits Fall 2020 and Spring 2021. First-year CSP students should have earned 22 credits by the end of Spring 2021. During the second year (summer–spring), they will take 20 credit hours).

CSP 6010, 6020, 6030, 6040, 6050, & 6890 must be taken in the assigned semester. Two electives (6 credits) must be graded.

Summer 2021 enrollment is optional; students not enrolling for summer are advised to take 11 hours in the Fall 2021 semester.

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 internship and through elective practica.

The Internship Experience

Admission to the CSP program is contingent upon securing a graduate internship. The graduate internship is the student's part-time position in an approved student affairs or academic affairs office. These positions are located on the Bowling Green campus and at a number of partnership institutions.

During the two years of the graduate internship, the student enrolls for CSP 6890 (fall and spring semester of the first year and fall semester of the second year). In all, six credits are earned for CSP 6890: Supervised Field Experience. End-of-semester evaluations are completed by the intern and the intern's supervisor regarding each semester's experience. CSP 6890 recognizes advanced

responsibilities the student may assume during the second year internship experience. For some students, the second year may involve a different internship experience. An approved full-time job in a college or university setting may be used to fulfill the internship requirement.

A. Standards and Expectations

Each semester the field supervisor will provide at least one written performance evaluation at the end of the semester, with copies provided to the intern and the CSP Program. The supervisor will discuss this written evaluation with the intern. This evaluation is submitted electronically.

Each intern is required to work a minimum of 20 hours per week during each semester. Hours include time spent in the office, student contact outside the office, and preparation time for special assignments. For students who are required to be “on call”, these “on call” hours should be included in the normal workload and should not exceed the equivalent of two weekends per month.

B. Considering an Internship Change

Each graduate student is extended a two-year internship commitment by the field supervisor provided that satisfactory progress is made toward fulfilling the responsibilities and duties of the position. A supervisor may terminate a student's internship contract only on the basis of a documented failure of that student to comply with the conditions or fulfill the responsibilities of the position.

Each student, on the other hand, is free to seek a different internship position for the second year if desired. Some may do so for reasons of dissatisfaction with their current internship 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 campus on which they serve. The choice is up to the student.

If the student elects to pursue a different internship position for the second year, the following procedure should be used:

1. The student first notifies both the current internship supervisor and the CSP Program of the desire to pursue a different internship experience for the second year.
2. The student applies directly to and arranges for an interview with the supervisor of the internship position desired. A list of available sites and supervisors can be obtained from the CSP Program.
3. A commitment of mutual agreement between the student and anticipated supervisor is submitted to and acknowledged by the CSP Program by early January to secure that position for the next academic year.

Any current or anticipated internship vacancy will then become part of the internship announcements offered to the pool of graduate applicants recruited and considered for admission to the program for the next academic year.

If the 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 strongly recommended); or (2) assume the risk of interviewing (with no guarantees) for another position with the pool of invited candidates. If a position is not secured through this latter process, the student must assume any expenses for the second year coursework and will have to complete additional practica to fulfill the experiential learning requirements for the master's degree.

As a program, we are open to and encourage students to seek a variety of experiences during their graduate work, and we endorse the above outlined procedure. We also strongly urge supervisors to consider having an experienced student at their internship site. These students have weathered the challenges of departmental core courses and at least a year in the field, and are ready to make a valuable contribution to their internship. Throughout this process, we ask that all parties involved respect the announced timetable and deadline dates. Students should be sure that their current supervisor is 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.

C. Evaluation of the Intern

Internship supervisors will submit an online evaluation at the end of each semester. The evaluation form is distributed with the CSP 6890 materials. 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's academic advisor no later than the last day of classes for the semester. These evaluations form part of the grade for students enrolled for credit in CSP 6890.

The Practicum Experience

A. Purpose

A practicum is a short-term applied experience (typically one semester in duration) beyond that offered in the student's assigned internship responsibilities. Academic credit is arranged through enrollment in CSP 6970: Practicum in CSP. Credit is granted when the student fulfills the negotiated learning contract to the satisfaction of the practicum supervisor and the student's academic advisor. Practicum experiences diversify the students' professional experiences by familiarizing them with different student affairs functional areas or by adding depth to their practical experiences while focusing on the issues, concerns, and demands within a particular area or office. Students should choose practicum experiences in reference to their own professional goals and to the specific activities that will assist them in reaching those goals.

Students are encouraged to consider enrolling for practicum experiences that will strengthen their base of professional experience in student affairs. A maximum of two such experiences may be taken during any given term. No more than 12 credit hours of experiential learning (practicum and supervised field experience combined) may be used to fulfill the 42 credit hour master's program.

Each hour of practicum credit requires 30 contact hours at the practicum site (about 2 hours per week). A three-credit practicum requires 90 hours or about 6 hours per week. This is in addition to the time spent completing regular internship responsibilities. Students may enroll for up to four hours of credit for any given practicum experience, and no more than six hours (total) of practicum credit for any single semester.

B. Arranging a Practicum

Follow these procedures to enroll in a practicum:

1. Consult the practicum guidelines and talk with your advisor about your interest and options as you explore practicum possibilities. Some practicum supervisors prefer that students are affiliated for more than one semester. It is possible to design your own practicum. Formulate ideas and contact the potential practicum supervisor to discuss the possibility of arranging such a practicum.
2. Contact the potential practicum supervisor to discuss your interest in the practicum experience offered.

3. Once you learn all the details of the practicum from the supervisor, make a definite decision about the practicum. Let the supervisor know your decision either way. If it doesn't work out, try another practicum area. If you and the supervisor agree on your involvement in the practicum, proceed to the next step.
4. Complete the Practicum Approval Form (available on HESA website "Resources" page), obtain your supervisor's signature, and return the form to your academic advisor in the CSP Program for approval of credit.
5. Once approval is secured, the HESA secretary will enroll you in the course.
6. Evaluation procedures for the practicum experience are described in the practicum guidelines. Academic credit cannot be granted without documenting that the contract was fulfilled, including all required paperwork.
7. The practicum experience is graded S/U.
8. To avoid becoming over-extended, it is usually best to enroll in just one practicum in a given semester.

C. The Practicum Contract

The purpose of the practicum contract is to state in writing the agreements made between the practicum student and the supervisor regarding their joint expectations for practicum activities. At minimum, the contract should address these four concerns: (1) the student's goals in taking the practicum and professional competencies to be developed; (2) the specific activities that will be undertaken to fulfill these goals; (3) the product or products that will be created during the practicum; and (4) the hours when the student will be working on the practicum assignment.

These four areas are addressed on the practicum approval form.

1. **Goals.** Goals are defined as the outcomes the student hopes to achieve as a result of investing time and energy in the practicum setting. In other words, they constitute the reasons the student is taking the practicum, and document what is to be gained from the experience. The goals should advance the student's achievement of program learning outcomes, including professional competencies. Examples of goal statements are listed below:
 - a. To develop competencies in advising and helping
 - b. To enhance understanding of the application of student development theory to practice
2. **Activities.** The practicum activities are a listing of the particular planned tasks intended to meet the practicum goal(s). It is preferable that a separate list of activities be developed for each goal. Some practicum experiences, especially those taken for three (3) or four (4) credit hours, will have more than one goal. Examples of activities are:
 - a. Conduct hearings for students accused of violating campus policies
 - b. Advise three subcommittees for Dance Marathon
3. **Products to be completed.** The purpose of the product component is to encourage the creation of a tangible outcome of the learning experience. Products include:
 - a. Journal or reflective paper including summary of practicum experiences; assessment of objectives, goals, projects completed; discussion and reflection of professional

competencies developed; evaluation of the practicum; and suggestions for future practicum students.

- b. Copy of the supervisor's evaluation of the practicum student. The student and supervisor should discuss this evaluation.
- c. Copy of the practicum approval form.
- d. Projects or other "products" related to the practicum (specify these in the initial proposal and then include in final submission).
- e. Additional optional products (e.g., publicity brochures, workshop materials, reports, assessment tools, audio or videotaped workshops) should be negotiated between the student, the supervisor, and the advisor using the following criteria:
 - i. The product should enhance the student's knowledge or skills of the practice of student affairs in the practicum site
 - ii. The product selected should be consistent with and demonstrate completion of the practicum goals
 - iii. The product should be useful to the practicum supervisor and their agency. The product should illustrate advancement of professional competencies and may be appropriate for inclusion in the professional competency portfolio.

Please see the "practicum binder" at <http://cspbinder.blogspot.com/> to browse past practicum experiences by professional competency, semester, institution, and number of credit hours.

Practicum experiences have been completed at BGSU and a wide variety of colleges and universities. Functional areas have included academic advising, student activities, campus ministry, career services, admissions, alumni and development, student conduct, residence life, orientation, and many, many more. Many opportunities have been designed specifically to work with diverse student populations.

D. Evaluation of the Practicum

Evaluation is an ongoing process of judgment making, and these judgments often improve with practice. There are two evaluations: (1) supervisor's evaluation of the practicum student, and (2) student's evaluation of the practicum (described in prior section). Toward this end, the practicum evaluation should describe both the process and the products of the experience. The student's evaluation should include not only the final outcomes of the experience, but also self-reflection about what was learned personally and professionally.

The final evaluation is summative in nature and provides a mechanism for supervisors to give direct and formal feedback to students about their performance in the practicum setting. It is also an opportunity for students to summarize and evaluate their performance. This procedure helps to document that the terms of the contract have been fulfilled; without this information, the student's academic advisor does not have a firm basis for assigning course credit. The following procedure is recommended for fulfilling these purposes:

1. Evaluation with Supervisor
 - a. Near the end of the semester (or near the end of student's negotiated time working in the practicum setting), the student and supervisor should meet for purposes of conducting a formal evaluation. The student should initiate the meeting, but the supervisor should take responsibility here if the student neglects to do so. The evaluation should be based on what was negotiated at the beginning of the term.

- b. The supervisor is to share with the student a written evaluation of the student's work performance. An evaluation form will be forwarded to each supervisor from the CSP office near the end of each academic term.
 - c. The student's negotiated product should be shared with the supervisor at or before the final evaluation meeting.
 - d. In the final meeting, the student should provide an evaluation of the experience to the supervisor. This evaluation should include suggestions for other students interested in undertaking a comparable practicum at this site.
2. Evaluation with Department
- a. Everything outlined on the practicum approval form must be submitted by stated deadlines.
 - b. Failure to submit these materials may result in a grade of "U" (unsatisfactory) for the experience.
 - c. Submit all materials together in one packet.
 - d. The practicum approval form follows.

CSP 6970/ HIED 7970 – Practicum Approval Form

Department of Higher Education and Student Affairs

Form available online at <https://www.bgsu.edu/education-and-human-development/department-of-higher-education-and-student-affairs/resources.html>

Call Number (assigned after final approval):		Date	
Name:		# of Credits Requested	
BGSU ID Number:		# of Hours Student Will Work	
Semester to be Registered:		30 hours/semester for each credit hour (3 credits is about 6 hours per week)	
Practicum Supervisor:			
Supervisor's Title:			
Supervisor's Email:			
Goals (what you wish to accomplish, including professional competencies you wish to develop):			
Activities (tasks undertaken to accomplish goals):			
PRODUCTS TO BE COMPLETED			
<ol style="list-style-type: none"> 1. Journal or reflective paper including summary of practicum experiences; assessment of objectives, goals, projects completed; discussion of professional competencies developed; and suggestions for future practicum students 2. Copy of the supervisor's evaluation 3. Copy of the practicum approval form 4. Projects or other "products" related to the practicum (specify these in the initial proposal and then include in the final submission) 5. Other: 			
Other Comments:			
		Primary Competency Areas	
Student Signature and Date		Advising and Supporting	Personal and Ethical Foundations
Supervisor Signature and Date		Assessment, Evaluation, and Research	Social Justice and Inclusion
Advisor Signature and Date		Law, Policy, and Governance	Student Learning and Development
		Leadership	Technology
		Organizational and Human Resource	Values, Philosophy, and History

Capstone Seminar (The Culminating Experience)

The culminating experience for all students is completion of CSP 6050: Capstone Seminar. The major assignments in that course are the (1) personal statement of mission, (2) knowledge evaluation and professional development plan, (3) professional competencies assessment, and (4) electronic portfolio.

CSP 6050 and the electronic portfolio are designed to help the student document the skills, knowledge, and experiences that are the foundation of professionalism. It provides the opportunity for the student to write a comprehensive evaluation of her or his professional skills based on her or his accumulated record of experiences.

Additional guidelines for completing the portfolio and related assignments will be provided in CSP 6890 and CSP 6050.

Completing a Thesis

A student who has prior research experience may choose to complete a thesis in addition to the Capstone Seminar. Six hours of thesis research credit may be taken toward the required 42 semester hours. Students should initiate conversations with their advisor during the first semester of the program and must decide on this option by the end of the first year. Completing a thesis is very likely to add an additional semester to a student's CSP experience. For those students who choose to complete a thesis, it becomes an additional requirement for graduation (i.e., your degree will not be conferred until after the successful defense and submission of your thesis. *Students who wish to gain additional research experience in other ways are encouraged to collaborate with a faculty member or do independent research for credit (CSP 6900) rather than a full thesis.*

The following sequence reflects the usual steps taken in completing a thesis:

A. Select a thesis advisor

This person may or may not be your regularly assigned advisor. The best way to choose is to prepare a brief prospectus of the general idea you want to research and then share it with any of the faculty members in the program with whom you would like to work or who may have particular expertise in your topic of interest. A final decision about thesis advising is a mutual one between the student and the eventual advisor.

B. Select a thesis committee

At minimum, a thesis committee must be comprised of two faculty members in CSP who hold graduate faculty status. This is usually satisfied by the selection of a thesis advisor and one additional member of the program faculty. Members of other departments (e.g., EFLP) are sometimes included for their statistical or subject matter expertise. Occasionally, a member of the campus student affairs staff might be included as an unofficial third participant (a "reader") to offer the input of a practitioner. Final composition of the thesis committee should be done in consultation with the thesis advisor.

C. Submit a thesis proposal

This is a formal, written proposal that addresses three aspects of the thesis: (1) What is/are the research question(s) you propose to address (statement of the problem)? (2) What is known about that question already (a brief review of the related literature)? and (3) How do you propose to address this question (your methodology)? This written proposal is submitted to your thesis committee for review prior to the proposal meeting, at which time you will actually present your idea for final approval. Most students complete this step by the middle of the fall term of the second year (assuming a May or August graduation). A list of Graduate College

Thesis Guidelines and deadlines should be obtained from the Graduate College website at this time.

D. Collect and analyze your data

Support for expenses involved in the collection of data for your thesis can be requested through the College Student Personnel Program. The application must be submitted before the expenses are actually incurred. Additionally, approval of the study by the Human Subjects Review Board (HSRB) must be granted before consideration for funding is given. In addition to your committee members, further assistance in the analysis of your data can be acquired through the Statistical Consulting Center on campus.

E. Defend your thesis

The thesis defense is a meeting (officially open to anyone to attend) where you present your complete thesis, usually focusing on two key aspects: (1) What did you find with respect to the research question(s) you addressed? and (2) What conclusions can be drawn and what do these data mean for practitioners and researchers in the field? Your committee members will then have the opportunity to question you about any aspect of your thesis and to offer suggestions for revision and improvement.

F. Submit a final copy of your thesis

The format of the final copy must conform to the required specifications of the Graduate College. Deadlines and guidelines are available from the Graduate college website at <https://www.bgsu.edu/graduate.html>.

Stipend and Scholarship Policy

Internships provide an academic year salary (stipend) plus a tuition scholarship for up to 30-42 credit hours needed for the degree, provided the student maintains the internship, remains in good academic standing, and makes adequate progress toward the degree. Scholarships will not cover the non-resident fee (out-of-state tuition) after the first year. Additional scholarships may be available and are announce widely. Procedures to become an Ohio resident are described here: <http://www.bgsu.edu/registration-records/records-services/state-subsidy-tuition-surcharge-purposes.html>

Beginning 2018-2019, the BGSU internship stipend (salary) is \$10,000 minimum for the academic-year contract. Positions that begin earlier than the standard contract period pay more (e.g., residence life). Stipends at our partnership institutions range from \$8,500 to \$18,978. Live-in positions, both at BGSU and at our partner institutions, provide room and a meal plan. Other benefits vary by position (e.g., professional development funds, tuition support).

If the student resigns or is removed from the internship, or takes on additional paid duties without prior approval of the HESA chair, the stipend and scholarship will end.

Scholarships for the first year (summer, fall, spring) cover *up to* 22 credit hours and *up to* 20 credits for the second year (summer, fall, spring). The department chair will inform each student of their specific allocation and must approve variations to this allocation advance. Enrollment in credits beyond the approved allocation are at the student's expense.

Appendix A

Statement of Ethical Principles and Standards

American College Personnel Association

ACPA Ethics Code 1 Final Version, Approved 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. For an extended discussion of these aspects of ethical thinking, see Appendix B.

ETHICAL STANDARDS

Four ethical standards related to primary constituencies with whom student affairs professionals work, colleagues, students, educational institutions, and society – are specified.

1.0 **Professional Responsibility and Competence.** Student affairs professionals are responsible for promoting and facilitating student learning about students and their world, enhancing the quality and understanding of student life, advocating for student welfare and concerns, and advancing the profession and its ideals. They possess the knowledge, skills, emotional stability, and maturity to discharge responsibilities as administrators, advisors, consultants, counselors, programmers, researchers, and teachers. High levels of professional competence are expected in the performance of their duties and responsibilities. Student affairs professionals are responsible for the consequences of their actions or inaction.

As ACPA members, student affairs professionals will:

- 1.1 Conduct their professional activities in accordance with sound theoretical principles and adopt a personal value system congruent with the basic tenets of the profession.
- 1.2 Contribute to the development of the profession (e.g., recruiting students to the profession, serving professional organizations, advocating the use of ethical thinking through educational and professional development activities, improving professional practices, and conducting and reporting research).
- 1.3 Maintain and enhance professional effectiveness by continually improving skills and acquiring new knowledge.
- 1.4 Monitor their personal and professional functioning and effectiveness and seek assistance from appropriate professionals as needed.
- 1.5 Maintain current, accurate knowledge of all regulations related to privacy of student records and electronic transmission of records and update knowledge of privacy legislation on a regular basis.
- 1.6 Represent their professional credentials, competencies, and limitations accurately and correct any misrepresentations of these qualifications by others.
- 1.7 Establish fees for professional services after consideration of the ability of the recipient to pay. They will provide some services, including professional development activities for colleagues, for little or no remuneration.
- 1.8 Adhere to ethical practices in securing positions: [a] represent education and experiences accurately; [b] respond to offers promptly; [c] interview for positions only when serious about accepting an offer; [d] accept only those positions they intend to assume; [e] advise current employer and all institutions at which applications are pending immediately when they sign a contract; [f] inform their employers before leaving a position within a reasonable amount of time as outlined by the institution and/or supervisor; and [g] commit to position upon acceptance.
- 1.9 Provide an honest, accurate, and respectful reference. If it is not deemed possible to provide a positive reference, contact the 'searching employee' to inform them of such. It is not appropriate to provide a positive reference to move an individual beyond a department or institution.

2.0 **Student Learning and Development.** Student development is an essential purpose of higher education. Support of this process is a major responsibility of the student affairs profession. Development is complex and includes cognitive, physical, moral, social, emotional, career, spiritual, personal, and intellectual dimensions. Professionals must be sensitive to and knowledgeable about the variety of backgrounds, cultures, experiences, abilities, personal characteristics and viewpoints evident in the student population and be able to incorporate appropriate theoretical perspectives to identify learning opportunities and to reduce barriers to development. Multicultural competence is a fundamental element of ethical practice.

As ACPA members, student affairs professionals will:

- 2.1 Treat students with respect as persons who possess dignity, worth, and the ability to be self-directed.
- 2.2 Avoid dual relationships with students where one individual serves in multiple roles that create conflicting responsibilities, role confusion, and unclear expectations (e.g., counselor/employer, supervisor/best friend, or faculty/sexual partner) that may involve incompatible roles and conflicting responsibilities.
- 2.3 Abstain from all forms of harassment, including but not limited to verbal and written communication, physical actions and electronic transmissions.
- 2.4 Abstain from sexual intimacy with clients or with students for whom they have supervisory, evaluative, or instructional responsibility.
- 2.5 Inform students of the conditions under which they may receive assistance.
- 2.6 Inform students of the nature and/or limits of confidentiality. They will share information about the students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.
- 2.7 Refer students to appropriate specialists before entering or continuing a helping relationship when the professional's expertise or level of comfort is exceeded. If the referral is declined, professional staff is not obliged to continue the relationship nor should they do so if there is not direct benefit to the student.
- 2.8 Inform students about the purpose of assessment and research; make explicit the planned use of results prior to assessment requesting participation in either.
- 2.9 Comply with the institutional guidelines on electronic transmission of information.
- 2.10 Provide appropriate contextual information to students prior to and following the use of any evaluation procedures to place results in proper perspective with other factors relevant to the assessment process (e.g., socioeconomic, gender, identity, ethnic, cultural, and gender related).
- 2.11 Discuss with students issues, attitudes, and behaviors that have ethical implications.
- 2.12 Develop multicultural knowledge, skills, competence, and use appropriate elements of these capacities in their work with students.
- 2.13 Faculty should inform prospective graduate students of program expectations, predominant theoretical orientations, and skills needed for successful program completion, as well as positions received by recent graduates.
- 2.14 Assure that required experiences involving self-disclosure are communicated to prospective graduate students. When the preparation program offers experiences that emphasize self-disclosure or other relatively intimate or personal involvement (e.g., group or individual counseling or growth groups), professionals must not have current or anticipated administrative, supervisory, or evaluative authority over participants.
- 2.15 Provide graduate students with a broad knowledge base consisting of theory, research, and practice.
- 2.16 Educate graduate students about ethical standards, responsibilities and codes of the profession. Uphold these standards within all preparation programs.

- 2.17 Assess all relevant competencies and interpersonal functioning of students throughout the preparation program, communicate these assessments to students, and take appropriate corrective actions including dismissal when warranted.
- 2.18 Assure that field supervisors are qualified to provide supervision to graduate students and are informed of their ethical responsibilities in this role.
- 2.19 Support professional preparation program efforts by providing assistantships, practical field placements, and consultation to students and faculty.
- 2.20 Gain approval of research plans involving human subjects from the institutional committee with oversight responsibility prior to the initiation of the study. In the absence of such a committee, they will seek to create procedures to protect the rights and ensure the safety of research participants.
- 2.21 Conduct and report research studies accurately. Researchers will not engage in fraudulent research nor will they distort or misrepresent their data or deliberately bias their results.
- 2.22 Cite previous works on a topic when writing or when speaking to professional audiences.
- 2.23 Comply with laws and standards common in the helping professions related to citation and attribution of information accessed electronically where public domain status may be ambiguous.
- 2.24 Acknowledge major contributions to research projects and professional writings through joint authorships with the principal contributor listed first. They will acknowledge minor technical or professional contributions in notes or introductory statements.
- 2.25 Co-authorship should reflect a joint collaboration. When involvement was ancillary it is inappropriate to pressure others for joint authorship listing on publications.
- 2.26 Share original research data with qualified others upon request.
- 2.27 Communicate the results of any research judged to be of value to other professionals and not withhold results reflecting unfavorably on specific institutions, programs, services, or prevailing opinion.
- 2.28 Submit manuscripts for consideration to only one journal at a time. They will not seek to publish previously published or accepted-for-publication materials in other media or publications without first informing all editors and/or publishers concerned. They will make appropriate references in the text and receive permission to use copyrights.

3.0 **Responsibility to the Institution.** Institutions of higher education provide the context for student affairs practice. Institutional mission, goals, policies, organizational structure, and culture, combined with individual judgment and professional standards, define and delimit the nature and extent of practice. Student affairs professionals share responsibility with other members of the academic community for fulfilling the institutional mission. Responsibility to promote the development of students and to support the institution's policies and interests require that professionals balance competing demands.

As ACPA members, student affairs professionals will:

- 3.1 Contribute to their institution by supporting its mission, goals, policies, and abiding by its procedures.
- 3.2 Seek resolution when they and their institution encounter substantial disagreements concerning professional or personal values. Resolution may require sustained efforts to modify institutional policies and practices or result in voluntary termination of employment.

- 3.3 Recognize that conflicts among students, colleagues, or the institution should be resolved without diminishing respect for or appropriate obligations to any party involved.
- 3.4 Assure that information provided about the institution is factual and accurate.
- 3.5 Inform appropriate officials of conditions that may be disruptive or damaging to their institution.
- 3.6 Inform supervisors of conditions or practices that may restrict institutional or professional effectiveness.
- 3.7 Refrain from attitudes or actions that impinge on colleagues' dignity, moral code, privacy, worth, professional functioning, and/or personal growth.
- 3.8 Abstain from sexual intimacies with colleagues or with staff for whom they have supervisory, evaluative, or instructional responsibility.
- 3.9 Assure that participation by staff in planned activities that emphasize self-disclosure or other relatively intimate or personal involvement is voluntary and that the leader(s) of such activities do not have administrative, supervisory, or evaluative authority over participants.
- 3.10 Evaluate job performance of subordinates regularly and recommend appropriate actions to enhance professional development and improve performance.
- 3.12 Define job responsibilities, decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria with subordinates and supervisors.
- 3.13 Provide fair and honest assessments and feedback for colleagues' job performance and provide opportunities for professional growth as appropriate.
- 3.14 Seek evaluations of their job performance and/or services they provide.
- 3.15 Disseminate information that accurately describes the responsibilities of position vacancies, required qualifications, and the institution.
- 3.16 Adhere to ethical practices when facilitating or participating in a selection process by [a] representing the department and institution honestly and accurately [b] periodically notify applicants of their status; [c] adhere to established guidelines, protocol, and standards for the selection process; and [d] provide accurate information about the resources available to applicants once employed.
- 3.17 Provide training to student affairs search and screening committee members.
- 3.18 Refrain from using their positions to seek unjustified personal gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded in such positions.
- 3.19 Recognize their fiduciary responsibility to the institution. They will ensure that funds for which they have oversight are expended following established procedures and in ways that optimize value, are accounted for properly, and contribute to the accomplishment of the institution's mission. They also will assure equipment, facilities, personnel, and other resources are used to promote the welfare of the institution and students.
- 3.20 Restrict their private interests, obligations, and transactions in ways to minimize conflicts of interest or the appearance of conflicts of interest. They will identify their personal views and actions as private citizens from those expressed or undertaken as institutional representatives.
- 3.21 Evaluate programs, services, and organizational structure regularly and systematically to assure conformity to published standards and guidelines. Evaluations should be conducted

using rigorous evaluation methods and principles, and the results should be made available to appropriate institutional personnel.

- 3.22 Acknowledge contributions by others to program development, program implementation, evaluations, and reports.
- 3.23 Maintain current knowledge about changes in technology and legislation that are significant for the range of institutional responsibilities in their professional domain (e.g., knowledge of privacy and security issues, use of the internet, and free speech/hate speech).

4.0 **Responsibility to Society.** Student affairs professionals, both as citizens and practitioners, have a responsibility to contribute to the improvement of the communities in which they live and work and to act as advocates for social justice for members of those communities. They respect individuality and individual differences. They recognize that our communities are enhanced by social and individual diversity manifested by characteristics such as age, culture, class, ethnicity, gender, ability, gender identity, race, religion, and sexual orientation. Student affairs professionals work to protect human rights and promote respect for human diversity in higher education.

As ACPA members, student affairs professionals will:

- 4.1 Assist students in becoming productive, ethical, and responsible citizens.
- 4.2 Demonstrate concern for the welfare of all students and work for constructive change on behalf of students.
- 4.3 Not discriminate on the basis of age, culture, ethnicity, gender, ability, gender identity, race, class, religion, or sexual orientation. They will actively work to change discriminatory practices.
- 4.4 Demonstrate regard for social codes and moral expectations of the communities in which they live and work. At the same time, they will be aware of situations in which concepts of social justice may conflict with local moral standards and norms and may choose to point out these conflicts in ways that respect the rights and values of all who are involved. They will recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn the integrity of the profession, their own reputations, and that of the employing institution.
- 4.5 Report to the appropriate authority any condition that is likely to harm their clients and/or others.

Suggestions for Resolving Ethical Misconduct

USE OF THIS STATEMENT

- Initiate a private conversation. Because unethical conduct often is due to a lack of awareness or understanding of ethical standards as described in the preceding document, a private conversation between the target of inappropriate action(s) and the individual being inappropriate is an important initial line of action. This conference, if pursued in a spirit of collegiality and sincerity, often may resolve the ethical concern and promote future ethical conduct.
- Pursue institutional resources. If a private conference does not resolve the problem institutional resources may be pursued. It is recommended individuals work with mentors, supervisors, faculty, colleagues, or peers to research campus based resources.
- Request consultation from ACPA Ethics Committee. If an individual is unsure whether a particular behavior, activity, or practice falls under the provisions of this statement, the Ethics Committee may be contacted in writing. A detailed written description (omitting data identifying the person(s)

involved), describing the potentially unethical behavior, activity, or practice and the circumstances surrounding the situation should be submitted to a member of the ACPA Ethics Committee. Members of the Committee will provide the individual with a summary of opinions regarding the ethical appropriateness of the conduct or practice in question, as well as some suggestions as to what action(s) could be taken. Because these opinions are based on limited information, no specific situation or action will be judged “unethical.” Responses rendered by the Committee are advisory only and are not an official statement on behalf of ACPA. Please contact the ACPA Executive Director for more information.

ETHICAL FOUNDATIONS OF THIS DOCUMENT

The principles that provide the foundation for this document are:

- **Act to benefit others.** Service to humanity is the basic tenet underlying student affairs practice. Hence, the student affairs profession exists to: [a] promote cognitive, social, physical, intellectual, and spiritual development of students; [b] bring an institution-wide awareness of the interconnectedness of learning and development throughout the institution in academic, service, and management functions; [c] contribute to the effective functioning of the institution; and [d] provide programs and services consistent with this principle.
- **Promote justice.** Student affairs professionals are committed to assuring fundamental fairness for all persons within the academic community. The values of impartiality, equity, and reciprocity are basic. When there are greater needs than resources available or when the interests of constituencies conflict, justice requires honest consideration of all claims and requests and equitable (not necessarily equal) distribution of goods and services. A crucial aspect of promoting justice is demonstrating respect for human differences and opposing intolerance of these differences. Important human differences include, but are not limited to, characteristics such as ability, age, class, culture, ethnicity, gender, gender identity, race, religion, or sexual orientation.
- **Respect autonomy.** Student affairs professionals respect and promote autonomy and privacy. This includes the rights of persons whose cultural traditions elevate the importance of the family over the importance of the individual to make choices based on the desires of their families if they wish. Students’ freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of others or the accomplishment of the institution’s mission.
- **Be faithful.** Student affairs professionals make all efforts to be accurate in their presentation of facts, honor agreements, and trustworthy in the performance of their duties.
- **Do no harm.** Student affairs professionals do not engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, student affairs professionals are especially vigilant to assure that the institutional policies do not: [a] hinder students’ opportunities to benefit from the learning experiences available in the environment; [b] threaten individuals’ self-worth, dignity, or safety; or [c] discriminate unjustly or illegally. Student affairs professionals are expected to understand that students from non-dominant cultures and groups that differ from the majority may feel harmed by attitudes and processes that are considered harmless by members of the dominant (i.e. majority) group.
- **Virtues:** Habitual behavior. The virtues that student affairs educators should work to develop are based on widely accepted ideas about the characteristics of people in helping professions who are consistently ethical in their choices and behavior. Virtues differ from principles in that they are related to specific contexts and demonstrate personal characteristics that people in that context, in this case the student affairs profession, value. Virtues balance principles in that they are somewhat flexible and reflect the means by which a person acts on values. The four virtues associated with this profession are prudence, integrity, respectfulness, and benevolence.
 - **Self-regarding virtues.** Prudence and integrity are virtues related to the behavior of a person in a particular situation. Prudence signifies thoughtfulness and unwillingness to jump to

conclusions. Integrity signifies consistency and wholeness; a lack of dramatic behavioral differences from one situation to another.

- **Other-regarding virtues.** Respectfulness and benevolence are virtues that describe a person's treatment of others. Respectful persons are prudent - they take time to think about appropriate responses to others in unfamiliar situations. Respectfulness is also connected to benevolence, the consistent habit of taking other people's well-being into consideration.
- **Context: Finding patterns of meaning and developing ethical perspectives**

Because our campuses are comprised of people from all over the world, have official connections with institutions in many countries, and also serve people who are Americans with significant allegiance to non-dominant cultures, it is important to take context into account when addressing ethical concerns. There are three frames of reference that should be considered: culture, temporality, and phenomenology.

- **Culture.** Every culture has its own ideas about values, virtues, social and family roles, and acceptable behavior. Cultures may be grounded in ethnicity, faith, gender, generation, sexual orientation, physical ability, or geographic area to name a few. Every campus also has a range of cultures based on work status or location as well as a dominant culture of its own. Ethical dilemmas often arise among or between people from different cultures. Ethical decision-making suggests that the values of relevant cultures be examined when dilemmas arise and overt conversations about conflicting values take place, if necessary.
- **Temporality.** This term suggests that an awareness of time-related issues be present. These include the duration of the problem, the urgency of its resolution, the time of the academic year, the duration of the relationships among the people involved, and the "spirit of the times" or Zeitgeist.
- **Phenomenology.** All persons have both cultural roots and individual attributes that shape their perspectives. Phenomenology refers to the personal and individual points of view of the persons involved in the situation. Both justice and prudence require that decision-makers do not assume anything about a person's perspective based on cultural background until that perspective is understood in both its individual and its cultural contexts.

Retrieved from: http://www.acpa.nche.edu/sites/default/files/Ethical_Principles_Standards.pdf

References for additional information

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Appendix B

Professional Competency Areas for Student Affairs Practitioners

A Joint Publication of ACPA and NASPA

Advising and Supporting

The Advising and Supporting competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Thought developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues. (p. 36)

Assessment, Evaluation, and Research

The assessment, evaluation, and research competency area (AER) focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education. (p. 20)

Law, Policy, and Governance

The Law, Policy, and Governance competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice. (p. 22)

Leadership

The Leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members. This section is organized by the leadership learning concepts of Education, construct knowledge and articulation; Training, skill identification and enhancement; Development, personal reflection and growth; and Engagement, active participation and application. (p. 27)

Organizational and Human Resources

The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources. (p. 24)

Personal and Ethical Foundations

The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship. (p. 16)

Social Justice and Inclusion

For the purpose of the Social Justice and Inclusion competency area, social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities. (p. 30)

Student Learning and Development

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice. (p. 32)

Technology

The Technology competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities. (p. 33)

Values, Philosophy, and History

The Values, Philosophy, and History competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values. (p. 18)

ACPA & NASPA. (2015). *Professional competency areas for student affairs educators*. Washington, DC: Authors: Retrieved from http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf



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