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Overview of HESA

Program Description:
The Master of Arts in Higher Education and Student Affairs (HESA) combines a rigorous academic curriculum which includes practicum experiences in various areas of student life, arranged in collaboration with the USF Division of Student Life.

Important objectives of the HESA program are to train professionals who will:
1. Understand issues of access and equity in higher education and the unique experiences and problems facing underrepresented groups, and
2. Think critically about the complexities involved in transforming organizations and programs in order to achieve equitable outcomes for all students.

The program emphasizes:
- Equity and access in higher education and social justice;
- Practical experience needed to succeed in student affairs as part of the curriculum;
- Optional paid internship opportunities with mentorship and financial assistance offered by the USF Division of Student Life.

HESA Program Curriculum
Requirements include 24 credits of coursework, 3 credits of internship and a 3 credit Masters Capstone, broken down as follows:

**HESA Core | 21 credits**
- O&L 744 Academic and Student Affairs (3 credits)
- O&L 614 Introduction to Organization and Leadership (3 credits)
- O&L 741 American Institutions of Higher Education (3 credits)
- O&L 663 Race, Diversity and Higher Education (3 credits)
- O&L 662 Campus Environments and Cultures (3 credits)
- O&L 656 Student Development in College (3 credits)
- O&L 626 Sociocultural Foundations (3 credits)

**Research Methods | 3 credits**
- O&L 657 Assessment & Evaluation in Higher Education (3 credits)

**Practicum | 3 credits**
- O&L 645 Practicum in HESA I (1 credit)
- O&L 646 Practicum in HESA II (1 credit)
- O&L 647 Practicum in HESA III (1 credit)

**Masters Capstone | 3 credits**
- O&L 667 Capstone Seminar

This Handbook...
This handbook is a practical guide to help you navigate and understand the Practicum component of the HESA program. Please consult it throughout your time in HESA, and do not hesitate to reach out to HESA Faculty and Staff should you have questions or need support.
All HESA students will complete 300 practica hours over the course of their time in the program. The HESA practicum is intended to provide students with diverse supervised learning experiences in professional settings to advance pertinent skills and refine competencies desirable to post-graduate employers. These experiences should provide for the integration and practical application of theory and methods gained through HESA coursework as well as prepare HESA students for post-graduation employment opportunities. Significantly, the practicum component also is designed to provide the space to reflect on one’s own practice as a future Student Affairs practitioner.

Each Master of Arts student in the HESA program will also culminate his or her academic experience with a Capstone Project focused on current issues in higher education and in the practice of Student Affairs. Because the practicum provides hands-on opportunities to explore a variety of special topics and current issues important in higher education, students are encouraged to draw on this experience for the Capstone Projects.

The following is an overview of how the main experiences of the program complement each other to culminate in the Capstone Project. These experiences all complement one another to ultimately build toward the Capstone Project. Through coursework theory is learned and applied to practice in both practicum and internship. Practicum is the opportunity to explore special and specific topics in Student Affairs and allow for a more advanced awareness of which current issue students may want to select for their Capstone Project.

The Practicum is comprised of two components: a Practicum Placement in a Division of Student Life department on campus and enrollment in a 1-unit course that provides a structured space to reflect on the work students are doing at their Placements.
Description of the Practicum: Practicum Placement

Overview:
Students completing the emphasis in Higher Education and Student Affairs (HESA) must complete three units of practicum experiences during their program. The HESA curriculum includes three 100-hour practicum experiences in one of the Division of Student Life departments on campus. Facilitated by the Department of Leadership Studies faculty each semester, a variety of assignments will be available in in one of the Division of Student Life departments on campus. Students will be expected to interview or meet formally with prospective supervisors prior to submitting preferences for placement. While most supervisors have a special project or assignment determined for practicum students, there may be opportunities to customize the experience or projects with the approval of the supervisor.

Examples of practicum duties may include: institutional research, document development/review, committee work, departmental meetings, staff development, special projects, event coordination and/or student advising. Practica are not designed to provide departments with clerical assistance as a primary duty of the experience though some clerical duties associated with the practica may be required.

Development & Training:
As a part of the 100-hour requirement, students are encouraged to engage in multiple training and development activities. While some supervisors may encourage more professional development and/or training opportunities, a minimum of three (3) hours per practicum is required. The Practicum Program Facilitator will provide the schedule of training opportunities on the first class meeting date. In the case that a student cannot attend one of the opportunities, attendance at conferences or other professional organization opportunities may qualify case-by-case basis as discussed with the Practicum Program Facilitator.

Other Placements:
Other placements, either in another USF office or in a Student Affairs office on another campus, may be considered if there is a clear collaborative function with Student Affairs and/or the office is in the Student Affairs Division on another campus. For off-site placements, students must complete the Off-Site Practicum Request form available in this handbook. Students are eligible to begin placement in their second semester of study in the HESA program. Students are eligible for placement during the fall, spring, and summer terms.

Learning Outcomes:
Students are expected to draft learning outcomes for each practicum placement. We recommend meeting with one’s supervisor to develop at least three outcomes together to guide your work for the semester. This will ensure the student gains ACPA/NASPA competencies/best practices document through their hours. Drafting these learning outcomes with your supervisor will allow you to be in clear communication about the particular competencies and skills you are interested in developing in your practicum, as well as allow your supervisor to think about how the students’ work can fit into the priorities and needs of their office. See page x for more details on developing learning outcomes.

A Note on Internships:
Students holding internships in departments on campus may complete one practicum in that same office during the same semester if the supervisor can demonstrate that the activities in the practicum differ significantly from those of the internship. For all practicum assignments, distinctions should be made between those functions performed by a practicum intern and those that are normally performed by undergraduate/graduate/contract hires. No student may complete more than two practica in the same office and the second practica in the same office must differ substantially from the first.
Description of the Practicum: Practicum Course

Each student will take each of the following courses, concurrent with each semester of Practicum Placement:

• O&L 645 Practicum in Higher Education and Student Affairs I
• O&L 646 Practicum in Higher Education and Student Affairs II
• O&L 647 Practicum in Higher Education and Student Affairs III

Each of the practicum courses will feature some similar components, but they each also differ in content and focus. O&L 645 focuses on Development as a Student Affairs Practitioner. O&L 646 focuses on Important Topics in Student Affairs Practice. O&L 647 focuses on Career Preparation in Student Affairs.

There are some features consistent across all 3 practicum classes:

Cohort Meetings:
One critical component to a successful practicum is an opportunity to reflect on experiences on-site with a student peer group. Each semester, the students completing a practicum assignment will be required to attend a total of three cohort meetings led by the Practicum Program Facilitator. During each meeting, critical reflection and group discussion will drive new understanding of topics relating to professional development, supervision, communication, and time social justice. Participation in cohort meetings is mandatory and will impact the overall grade in the course.

Coaching Sessions:
Each semester, the instructor of the practicum course will provide 1-on-1 coaching meetings with each student. Coaching Sessions provide the opportunity to discuss your work at your practicum site individually with the instructor, and serve as a point of connection between cohort meetings. In addition to the 1-on-1 meeting, the instructor will also be available for consultation via office hours, e-mail, Skype, and/or phone. This resource offers an additional opportunity for reflection, as well as a safe space to ask questions and seek advice.

Shadowing:
As a part of the 100-hour requirement, students are required to shadow their supervisor or the department head for eight (8) hours and complete a reflection form at the end. Shadowing can take place over the course of one day or can be split over two (4) hour shifts. Job shadowing offers students a chance to observe the daily experiences and situations faced by mid to senior level professionals in student affairs. During this day it is critical that students have time to observe meetings, informal interactions, and other experiences as well as ask any questions they may have. Supervisors are encouraged to allow the student to observe all meetings, include the student in decision-making and problem solving, and provide opportunities for the student to ask questions.

Written Assignments:
Each practicum class will require written assignments, in a variety of forms and on various topics. Writing is a critically important part of the reflective process, and also provides an important method of feedback from the instructor. Writing assignments for each class will be different, but have been designed specifically to help students analyze and reflect on their practicum experiences as well as engage in critical questions in higher education.

This course is based on the philosophy of praxis: the unity of action and reflection. Concrete experience as training in the field of student services are critical to your development as a future student affairs professional, and the development of a reflective practice is also critical in that process. The practicum course has been designed to provide practical experiential learning at your practicum sites, as well as a space for collective reflection, discussion and learning.
# Preliminary Practicum Report

Higher Education Student Affairs  
Master of Arts Practicum  
School of Education  
University of San Francisco

<table>
<thead>
<tr>
<th>Semester of Practicum:</th>
<th>□ Fall 20____</th>
<th>□ Spring 20____</th>
<th>□ Summer 20____</th>
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</thead>
</table>

Title of Practicum:

Schedule for Completion of Practicum:

Student Name:

Phone Number:

E-mail Address:

Sponsoring Office:

Supervisor:

Phone Number:

E-mail Address:

**Description of Practicum:**
Learning Outcome

*Develop three learning outcomes that the participant will gain through completion of the practicum. These outcomes must be measured and assessed for the Final Practicum Report.*

1. Learning Outcome:

2. Learning Outcome:

3. Learning Outcome:

Goals and Objectives for Supervisor-Supervisee Relationship:
# Off-Site Practicum Request

Higher Education Student Affairs  
Master of Arts Practicum School of Education  
University of San Francisco

<table>
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<tr>
<th>Semester of Practicum:</th>
<th>□ Fall 20_</th>
<th>□ Spring 20_</th>
<th>□ Summer 20_____</th>
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<tbody>
<tr>
<td>Proposed Title of Practicum:</td>
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Proposed Schedule for Completion of Practicum:

<table>
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<th>Student Name:</th>
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<tbody>
<tr>
<td>Phone Number:</td>
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<tr>
<td>E-mail Address:</td>
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</tbody>
</table>

| Sponsoring College/University: |
| Sponsoring Office: |
| Supervisor: |
| Phone Number: |
| E-mail Address: |

**Description of Proposed Practicum:**

![UNIVERSITY OF SAN FRANCISCO]

*CHANGE THE WORLD FROM HERE*
**Learning Outcome**

Develop three learning outcomes that the participant will gain through completion of the practicum. These outcomes must be measured and assessed for the Final Practicum Report.

1. Learning Outcome:

2. Learning Outcome:

3. Learning Outcome:

**Goals and Objectives for Supervisor-Supervisee Relationship:**

**Prospective Supervisor Statement of Agreement**

I, _______________________________ (supervisor’s name), _______________________________ (title), at _______________________________ (institution), agree to serve as a site supervisor for the 100-hour practicum of _______________________________ (student’s name). I am aware that I will be expected to meet for one-hour weekly with the student and allow for at least eight hours of shadowing. I understand that if this request is approved, I will be required to sign the Relationship Statement Contract in agreement with the standards required of all practicum participants.

Signed: _______________________________ (name) _______________________________ (date)

HESA leadership has the right not to accept practicum proposals and may require some practicum to be on campus if we deemed more beneficial to student learning.
Practicum Relationship Agreement
Higher Education Student Affairs (HESA) Program
School of Education
University of San Francisco

Practica are formal assignments with mutual benefit to both student and supervisor. In order to foster a positive practicum experience, the following standards have been adopted. Students and supervisors must read these expectations carefully and sign to acknowledge agreement.

Supervisors will:
1. Develop three measurable learning outcomes for the student’s practicum experience. These may be developed in partnership with the student if appropriate.
2. Provide weekly, face-to-face meetings with the Department Head or his/her designee.
3. Provide a total of one hundred hours of field-related experience to the student to include at least 8 hours of job shadowing experience for the student (ex. work with committees, supervision of others, staff meetings, consultation, etc.).
4. Provide the student with meaningful work qualifying either on-going service provision or a special project. The student should not be involved in ongoing clerical support functions, unless connected to their project.
5. Complete a brief Practicum Evaluation Report at the end of each practicum experience per the form provided in this handbook.
6. Ensure that supervised experiences are conducted under established ethical practices meeting the educational needs of the student.

Students will:
1. Complete the Preliminary Practicum Report in conjunction with the supervisor to determine schedules, goals and learning objectives.
2. Arrive to all shifts on time, complete all projects by deadlines, and maintain a professional and positive work ethic.
3. Complete a Final Practicum Report at the end of each practicum experience per the form provided in this handbook.
4. Complete three journal entries to be submitted via Blackboard and in hard copy with the Final Practicum Report at completion of the practicum.
5. Participate in three HESA Practicum Cohort Meetings and program assessment initiatives.
6. Ensure that ethical standards are maintained in the best interest of the sponsoring department, HESA program, and student community.

HESA Faculty and Staff will:
1. Organize and facilitate three practicum cohort meetings to foster peer-based discussion, critical thinking, and professional development activities.
2. Provide one coaching session to the student to provide additional support during the practicum.
3. Be available via phone and/or email for conflict mediation and/or program support to both the student and the site supervisor.
4. Clearly communicate expectations and requirements for successful practicum completion to both the student and the site supervisor.

I agree to all of the above expectations and intend to maintain my portion of the relationship agreement with integrity and commitment. If for any reason I am unable to fulfill any of the above expectations, I will immediately notify Dr. Christopher Thomas and Dr. Genevieve Negrón-Gonzales.

Supervisor Name: _______________________________ Date: _________________

Student Name: _______________________________ Date: _________________

Practicum Program Facilitator: ___________________ Date: _______________
Job Shadowing Worksheet
HESA Practicum Program

Shadowing can take place over the course of one day or can be split over two four hour shifts. During this day it is critical that students have time to observe meetings, informal interactions, and other experiences as well as ask any questions they may have. It is also encouraged that the professional set aside 30-60 minutes for reflection with the student at the end of the shadowing experience as part of the eight hour requirement. The goal of this component is to learn first-hand what it means to manage a unit in Student Affairs. Please complete the following form to log what the student experienced throughout the requirement.

Basic Information
Professional Staff Member Shadowed: ________________________________
Practica Student Name: _______________________________________________
Date(s) of Shadowing Experience: _______________________________________
Start/End Time(s): ______________________________________ Total Hours Completed: _______

Describe the interactions/experiences the student observed or participated in throughout the day (check all that apply, comment where appropriate):
___ Meeting with intra-departmental staff
___ Meeting with extra-departmental staff
___ Meeting with community member
___ Meeting with student or student group
___ Committee Meeting
___ Community Special Event
___ University Special Event
___ Business Lunch
___ Problem Solving
___ Research
___ Counseling/Advising
___ Interaction with Professional Organization
___ E-mail Correspondence
___ Webinar
___ Training/Development Opportunity
___ Event Planning
___ Document/Publication Development
___ Budget Management
___ Problem Solving
___ Crisis/Emergency Response
___ Other (describe above)

Confirmation of Requirement Completion (to be signed by professional)

I, ____________________, verify that _________________________________, practicum student, has completed _______ hours shadowing me in daily professional activities.

Signed: ________________________________ Date: ____________________________
Student, reflect and respond to these questions (in no more than 2,000 words) on a separate piece of paper and attach to this form (to be completed and submitted by student to Instructor):

1. Describe a typical day for the professional you shadowed. What types of activities, incidents, and interactions did you experience? What types of skills and knowledge did the professional utilize to complete his/her tasks?

2. How does the role that the professional holds on campus contribute to the University of San Francisco Mission and/or Jesuit values?

3. What new skills/knowledge do you hope to learn in the future to be able to be an effective student affairs professional as a result of your shadowing experiences?
Final Practicum Report - Student
Higher Education Student Affairs
Master of Arts Practicum
School of Education
University of San Francisco

Please submit this form upon completion of your practicum assignment along with your shadowing reflection form.

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<tr>
<th>Semester of Practicum:</th>
<th>□ Fall 20___</th>
<th>□ Spring 20___</th>
<th>□ Summer 20___</th>
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</table>

Title of Practicum:

Dates of Practicum:

Were all 100 hours completed within the above dates? □ yes □ no, explain:

Student Name:

Phone Number:

E-mail Address:

Sponsoring Office:

Supervisor:

Phone Number:

E-mail Address:

Description of Practicum:
**Learning Outcome Results**

Please list the learning outcomes developed prior to beginning the practicum. Describe the tools used to measure the outcome as well as any relevant data.

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<tr>
<th>Learning Outcome #1:</th>
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<tbody>
<tr>
<td>Measures:</td>
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<td>Results:</td>
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<tr>
<th>Learning Outcome #2:</th>
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<tr>
<td>Measures:</td>
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<td>Results:</td>
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<tr>
<th>Learning Outcome #3:</th>
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<tr>
<td>Measures:</td>
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<tr>
<td>Results:</td>
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</tbody>
</table>

As a result of these three outcomes, my priority for future practica and/or professional development is:
Feedback on this particular practicum (ie: how was your supervisor, project, etc.?):

Critical reflection on the design of the HESA Practicum Program as a whole:

Any other feedback or concerns you want to address?
Final Practicum Evaluation - Supervisor

Higher Education Student Affairs  
Master of Arts Practicum  
School of Education  
University of San Francisco

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<tr>
<th>Semester of Practicum:</th>
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<th>□ Spring 20___</th>
<th>□ Summer 20___</th>
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</table>

Title of Practicum:

Dates of Practicum:

Were all 100 hours completed within the above dates?  □yes  □no, explain:

Student Name:

Sponsoring Office:

Supervisor:

Phone Number:  Email Address:

Please evaluate the student in each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory Performance</th>
<th>Outstanding Performance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence to complete the duties assigned</td>
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<tr>
<td>Work Ethic</td>
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<td>Professionalism</td>
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<tr>
<td>Organization/Adherence to Deadlines</td>
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<tr>
<td>Overall Performance</td>
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**Please submit this form no later than May 4, 2012 to hddoshay@usfca.edu**
The following is a list of competencies Student Affairs professionals should develop as critical components of Student Affairs Practice. We encourage HESA students to read through this summary, reflect on your areas of strength and weaknesses, and prioritize your development in the areas you need support and training. These have been adapted from the NASPA Board of Directors and the ACPA Governing Board approved document: Professional Competency Areas for Student Affairs Practitioners.

For a complete description, visit: http://www.naspa.org/programs/profdev/default.cfm

### Advising and Helping

One should be able to:

- exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying);
- establish rapport with students, groups, colleagues, and others;
- facilitate reflection to make meaning from experience;
- strategically and simultaneously pursue multiple objectives in conversations with students;
- facilitate problem-solving;
- facilitate individual decision making and goal setting;
- challenge and encourage students and colleagues effectively;
- know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance;
- identify situations to implement appropriate crisis management and intervention responses;
- maintain an appropriate degree of confidentiality that follows applicable legal requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others;
- recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds);
- actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).

### Assessment, Evaluation & Research

One should be able to:

- differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each;
- effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature;
- facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods;
- assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings;
- assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability;
- explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities;
- explain to students and colleagues the relationship of AER processes to learning outcomes and goals;
- identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy;
- align program and learning outcomes with organization goals and values; and think critically about the role of assessment evaluation and potential outcomes from a social justice perspective.
### Equity, Diversity & Inclusion
One should be able to:
- identify the contributions of similar and diverse people within and to the institutional environment;
- integrate cultural knowledge to diverse issues on campus;
- assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others;
- facilitate dialogue effectively among disparate audiences;
- interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences;
- recognize the intersectionality of identities within an individual;
- recognize social systems and their influence on people of diverse backgrounds;
- articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals;
- interpret the debates and controversies regarding the discourse on “diversity” in higher education;
- understand the impact of race on higher education and the unique experiences facing historically underrepresented groups.
- analyze the issues that affect the educational experiences of college students, from both a unique and common-group experiential perspective;
- design culturally relevant and inclusive programs, services, policies, and practices;
- demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment; and analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning.

### Ethical Professional Practice
One should be able to:
- articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles;
- describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context;
- explain how one's behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes;
- identify ethical issues in the course of one's job;
- utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors);
- assist students in ethical decision making and make referrals to more experienced professionals when appropriate;
- demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices;
- appropriately address institutional actions that are not consistent with ethical standards; and demonstrate an ethical commitment to just and sustainable practices.

### History, Philosophy, & Values
One should be able to:
- describe the foundational philosophies, disciplines, and values on which the profession is built;
- articulate the historical contexts of institutional types and functional areas within higher education and student affairs;
- describe the various philosophies that define the profession;
- demonstrate responsible campus citizenship;
- demonstrate empathy and compassion for student needs;
- describe the roles of both faculty and student affairs educators in the academy;
• explain the importance of service to the academy and to student affairs professional associations;
• articulate the principles of professional practice;
• articulate the history of the inclusion and exclusion of people with a variety of identities in higher education;
• explain the role and responsibilities of the student affairs professional associations;
• explain the purpose and use of publications that incorporate the philosophy and values of the profession;
• explain the public role and societal benefits of student affairs and of higher education generally;
• articulate an understanding of the ongoing nature of history and one's role in shaping it;
• model the principles of the profession and communicate the expectation of the same from colleagues and supervisees; and explain how the values of the profession contribute to sustainable practices.

<table>
<thead>
<tr>
<th>Human &amp; Organizational Resources</th>
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<tr>
<td>One should be able to:</td>
</tr>
<tr>
<td>• describe appropriate hiring techniques and institutional hiring policies, procedures, and processes;</td>
</tr>
<tr>
<td>• demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques;</td>
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<tr>
<td>• explain how job descriptions are designed and support overall staffing patterns in one's work setting;</td>
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<tr>
<td>• design a professional development plan in one's current position that assesses strengths and weaknesses in current position, and establishes action items for fostering growth;</td>
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<tr>
<td>• explain the application of introductory motivational techniques with students, staff, and others;</td>
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<tr>
<td>• describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings;</td>
</tr>
<tr>
<td>• effectively and appropriately use facilities management procedures;</td>
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<tr>
<td>• articulate basic accounting techniques for budgeting, monitoring, and processing expenditures;</td>
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<tr>
<td>• demonstrate effective stewardship and use of resources (i.e., financial, human, material);</td>
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<tr>
<td>• use technological resources with respect to maximizing the efficiency and effectiveness of one's work;</td>
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<tr>
<td>• develop and disseminate agendas for meetings;</td>
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<tr>
<td>• communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings;</td>
</tr>
<tr>
<td>• recognize how networks in organizations play a role in how work gets done;</td>
</tr>
<tr>
<td>• explain the basic tenets of personal or organizational risk and liability as they relate to one's work.</td>
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<tr>
<th>Personal Foundations</th>
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<tbody>
<tr>
<td>One should be able to:</td>
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<tr>
<td>• identify key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities);</td>
</tr>
<tr>
<td>• identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations;</td>
</tr>
<tr>
<td>• describe the importance of one's professional and personal life to self, and recognize the intersection of each;</td>
</tr>
<tr>
<td>• articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it affects one's work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs;</td>
</tr>
<tr>
<td>• recognize and articulate healthy habits for better living;</td>
</tr>
<tr>
<td>• articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements;</td>
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<tr>
<td>• identify and describe personal and professional responsibilities inherent to excellence; articulate meaningful goals for one's work;</td>
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<tr>
<td>• identify positive and negative effects on psychological wellness and, as appropriate, seek assistance from available resources; and recognize the importance of reflection in personal and professional development.</td>
</tr>
<tr>
<td><strong>Student Learning &amp; Development</strong></td>
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<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>One should be able to:</td>
</tr>
<tr>
<td>• articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development;</td>
</tr>
<tr>
<td>• articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years;</td>
</tr>
<tr>
<td>• identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental);</td>
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<tr>
<td>• identify the limitations in applying existing theories and models to varying student demographic groups;</td>
</tr>
<tr>
<td>• articulate one's own developmental journey and identify one's own informal theories of student development and learning (also called &quot;theories-in-use&quot;) and how they can be informed by formal theories to enhance work with students;</td>
</tr>
<tr>
<td>• generate ways in which various learning theories and models can inform training and teaching practice;</td>
</tr>
<tr>
<td>• identify and construct learning outcomes for both daily practice as well as teaching and training activities;</td>
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<tr>
<td>• think critically about the implications of theories in practice on educational disparities;</td>
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<tr>
<td>• become aware of the ways in which institutional environments and experiences facilitate and stifle development and learning among diverse groups of postsecondary learners;</td>
</tr>
<tr>
<td>• and think critically about how issues of race (and racism), gender (and sexism) and sexuality (and heterosexism) are represented/addressed/omitted in student development theories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Law, Policy, &amp; Governance</strong></th>
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</thead>
<tbody>
<tr>
<td>One should be able to:</td>
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<tr>
<td>• explain the differences between public and private higher education with respect to the legal system and what they may mean for students/faculty/staff at both types of institutions;</td>
</tr>
<tr>
<td>• describe the legal theories that define the student–institution relationship and how they affect professional practice;</td>
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<tr>
<td>• describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses;</td>
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<tr>
<td>• explain the risk management and liability reduction strategies;</td>
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<tr>
<td>• explain when to consult with one's supervisor and campus legal counsel about those matters that may have legal ramifications;</td>
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<tr>
<td>• act in accordance with federal and state/province laws and institutional policies regarding nondiscrimination;</td>
</tr>
<tr>
<td>• describe how policy is developed in one's department and institution, as well as the local, state/province, and federal levels of government;</td>
</tr>
<tr>
<td>• identify the major policy makers who influence one's professional practice at the institutional, local, state/province, and federal levels of government;</td>
</tr>
<tr>
<td>• identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels;</td>
</tr>
<tr>
<td>• describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality;</td>
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<tr>
<td>• describe the governance systems at one's institution, including the governance structures for faculty, staff, and students;</td>
</tr>
<tr>
<td>• describe the system used to govern a state/province system of higher education, including community college, for-profit, and private higher education; and</td>
</tr>
<tr>
<td>• describe the federal and state/province role in higher education.</td>
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</tbody>
</table>
Developing Learning Outcomes

What are learning outcomes?
In the case of the HESA Practicum, learning outcomes are statements that specify what students will know, be able to do or be able to demonstrate when they have completed the 100-hour practicum. Outcomes are usually expressed as knowledge, skills, attitudes or values.

What are the characteristics of good learning outcomes?
They specify an action by the student that must be observable, measurable and able to be demonstrated. Try the SMART goals acronym to help test for a good learning outcome.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Realistic</th>
<th>Timely</th>
</tr>
</thead>
</table>

Consider: what are the most important things I should know, be able to do or demonstrate after completing my practicum? Then, make a list of these and try to write them as learning outcome statements (at least 3) using the examples and hints provided below. Relate them to your own professional and/or academic goals as a Master’s level student in the HESA Program. After writing any learning outcome, edit and review:

- consider the types of verbs used, proofread to see if statements are clear;
- aim for outcomes that assess student learning as opposed to practicum satisfaction;
- brainstorm the ways in which you might measure these outcomes and track your progress (at the end of the practicum you will need to demonstrate to what level you achieved each of these);
- make sure outcomes are specific to the department, programs, and projects; and
- share them with a colleague for a new perspective.

Remember: Your outcomes need not cover every area of responsibility or detail of your project. Select just 3 measurable and high priority outcomes that you hope to achieve through the practicum.

The Formula for a Strong Learning Outcome:
As a result of this practicum experience, {student name} will {be able to/ know how to} + {action verb} + {object}

Sample action verbs appropriate for many learning outcomes include:

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Describe</th>
<th>Recognize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemble</td>
<td>Discuss</td>
<td>Review</td>
</tr>
<tr>
<td>Apply</td>
<td>Distinguish</td>
<td>Report</td>
</tr>
<tr>
<td>Assess</td>
<td>Examine</td>
<td>Revise</td>
</tr>
<tr>
<td>Argue</td>
<td>Explain</td>
<td>Translate</td>
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<tr>
<td>Articulate</td>
<td>Formulate</td>
<td>Utilize</td>
</tr>
<tr>
<td>Categorize</td>
<td>Identify</td>
<td>Solve</td>
</tr>
<tr>
<td>Compare</td>
<td>List</td>
<td>Write</td>
</tr>
<tr>
<td>Compile</td>
<td>Illustrate</td>
<td></td>
</tr>
<tr>
<td>Compute</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>Indicate</td>
<td></td>
</tr>
<tr>
<td>Critique</td>
<td>Order</td>
<td></td>
</tr>
<tr>
<td>Defend</td>
<td>Interpret</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>Operate</td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Organize</td>
<td></td>
</tr>
<tr>
<td>Develop</td>
<td>Plan</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Prepare</td>
<td></td>
</tr>
<tr>
<td>Differentiate</td>
<td>Propose</td>
<td></td>
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</tbody>
</table>
Certain verbs are unclear and call for covert, internal behavior which cannot be observed or measured. These types of verbs should be avoided: appreciate, become aware of, become familiar with, know, learn, and understand

**EXAMPLES**

<table>
<thead>
<tr>
<th>Poorly-Articulated Learning Goals (general and difficult to measure)</th>
<th>Poorly-Articulated Learning Goals (specific and easy to measure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>…will learn problem-solving skills and conflict resolution.</td>
<td>…will be able to assist roommates in resolving conflicts by helping them negotiate</td>
</tr>
<tr>
<td>…will appreciate current social justice issues</td>
<td>…will be able to explain how social justice issues are critical to student affairs practitioners and programs.</td>
</tr>
<tr>
<td>…will understand budgets and financial reports</td>
<td>…will know how to manage a budget and compute financial reports in line with departmental requirements</td>
</tr>
</tbody>
</table>

Other helpful online resources:


http://www.learningoutcomeassessment.org/documents/ABStudentAffairs.pdf
Student Affairs Online Resources

Note: This list is not comprehensive nor is it a review of the best sites, but it includes many professional and peer websites to explore to support your professional journey:

**Blogs**

- The Student Affairs Collaborative  
  [http://thesabloggers.org](http://thesabloggers.org)
- The Chronicle of Higher Education Blog  

**Professional Organizations**

- ACPA  
  [http://www2.mycpa.org](http://www2.mycpa.org)
- NASPA  
  [http://naspa.org](http://naspa.org)
- Council for the Advancement of Standards in Higher Education  
  [http://www.cas.edu](http://www.cas.edu)

**University Resources**

- HESA Site  
  [http://usfca.edu/studentlife/student_affairs_masters/](http://usfca.edu/studentlife/student_affairs_masters/)
- USF Professional Development Site  
  [http://usfca.edu/HR/Professional_Development](http://usfca.edu/HR/Professional_Development)
Glossary of Student Affairs Terms

Accreditation A voluntary process conducted by peers through non-governmental agencies for purposes of improving educational quality and assuring the public that programs and services meet established standards. In higher education, accreditation is divided into two types - institutional and specialized. Although both are designed to assure fundamental levels of quality, the former focuses on the institution as a whole while the latter focuses on academic pre-professional or specialty professional programs such as law, business, psychology, and education; or services such as counseling centers within the institution. The University of San Francisco is accredited by WASC, the Western Association of Schools and Colleges.

Assessment Any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness, and has the purpose of improving student learning and development (Palomba, C.A. & Banta, T.W., 1999; Upcraft, M.L., & Schuh, J.H., 1996).

Attrition The loss of students through means other than graduation.

Best Practice A level of professional conduct or practice identified as being necessary for college and university personnel to exhibit in their daily work for the host program or service to be judged satisfactory, sufficient and of acceptable quality. CAS Standards and Guidelines or NASPA/ACPA standards represent best practice.

CAS: The Council for the Advancement of Standards in Higher Education A consortium of professional associations concerned with the development and promulgation of professional standards and guidelines for student support programs and services in institutions of higher learning.

CAS Standards and Guidelines Published criteria and related statements designed to provide college and university support service providers with established measures against which to evaluate programs and services. A standard uses the auxiliary verbs “must” and “shall,” while a guideline uses the verbs “should” and “may.” Standards are essentials, guidelines are not.

Compliance Adherence to a standard of practice or preparation.

Guideline A statement that clarifies or amplifies professional standards. Although not required for acceptable practice, a guideline is designed to provide professionals with suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. Guidelines may be thought of as providing guidance in ways to exceed fundamental requirements, to approach excellence, or to function at a more optimal level.

Learning Outcomes Change occurring in students as a direct result of their interaction with an educational institution and its programs and services.

Personal Development Closely related to student development, this term refers to the processes associated with human maturation, especially those concerned with evolving psychosocial, morale, relational, and self-concept changes that influence an individual’s quality of life.

Program Refers to one of two types: (a) organizational, a departmental level administrative unit or sub-unit; (b) activity, an institutional support service such as an invited lecture, a workshop, a social event, or a series of organized presentations over time (e.g., a “lunch and learn” program).

Professional Development Refers to the programs, workshops, conferences, and other training related activities offered by institutions, professional associations, and corporate agencies for purposes of increasing effectiveness in accomplishing work responsibilities of staff members.
**Standard** A statement framed within the context of a professional arena designed to provide practitioners with criteria against which to judge the quality of the programs and services offered. A standard reflects an essential level of practice that, when met, represents quality performance.

**Student Learning and Development** Refers to the outcomes students realize when exposed to new experiences, concepts, information, and ideas; the knowledge and understanding gleaned from interactions with higher education learning environments. Learning means acquiring knowledge and applying it to life, appreciating human differences, and approaching an integrated sense of self.

This list was adapted from The Council for the Advancement of Standards in Higher Education to fit the needs of the HESA Practicum at the University of San Francisco.
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