

College Student Personnel Program Internship Manual For Interns and Supervisors



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Table of Contents

Letter from the CSP Program Director, Dr. Cheryl Joy Daly	2
The Internship Experience	4
ACPA/NASPA ten Professional competency areas	5
The Internship Experience	6
Responsibilities of the CSP Supervisor	
ACPA/NASPA ten Professional competency areas	
SUPERVISORY RELATIONSHIPS	6
Supervisor's Relationship with the Intern	
Supervisor's Relationship with the Instructor/Faculty Advisor	
Evaluation of the Intern	8
Professionalism	8
Internship Hours	8
Time Off and University Breaks	9
Office Space	9
Evaluation Forms	
Evaluation of the Graduate Intern by the Supervisor	10
Report on the Internship Experience by the Graduate Student Intern	12
CSP 684: Internship I – Individual Contract Development Plan	14
CSP 864: Internship Work Schedule Form	15
The College Student Personnel Program History	16
Recruitment, Retention, and Professional Career Starts	16
The Academic Curriculum	17
CSP Program and Learning Goals	18



Letter from CSP Program Director

August 29, 2013

Dear Internship Supervisor,

Thank you very much for selecting a College Student Personnel student as a your intern. I am so pleased that our students are able to work with organizations such as yours, where they can contribute their skills while observing and learning from knowledgeable and dedicated professionals. The internship courses are one of the requirements for the master's degree in College Student Personnel (CSP) at Western Carolina University. All students are required to complete at least 300 supervised internship hours in an areas of student affairs and/or academic affairs student support services, at an approved internship site. The primary purpose of these internships is to enhance the student's learning through "hands on" experience with the opportunities and demands of work in the student services field in higher education.

During the student's last semester of the program, they are required to document how they have developed their professional competencies in the Capstone Seminar (CSP 695: Seminar in College Student Personnel. This is based on the *Professional Competency Areas for Student Affairs Practitioners* published by ACPA and NASPA. The ten competencies are print in this manual. I encourage you to review the list, to give you some idea of how you can help interns develop their skills through their internships. It is my hope that you build these conversations into your supervision with of them. I also encourage you to get to know your supervisee's academic advisor (program director) and partner with internship faculty member to help our interns learn, develop, and grow. Work performance, praises, and concerns about your supervisee's performance should initially be raised with the student' intern instructor. To make that relationship as effective as possible, please feel free to set up a meeting with the instructor to discuss your supervisee's progress.

I also ask that you consider the intern as a student, as well as a temporary staff member with responsibility for functions within your organization. Credit is not allowed for simply observing regular employees. While students are encouraged to be as independently responsible as your circumstances permit, adequate supervision is essential so that the student's performance can be evaluated.

When you agree to sponsor an intern, the responsibility of the job supervisor is to:

1. Read and sign the student's Learning Contract before the project begins. The contract details the goals and objectives of the project, explains how the project involves responsibility within the organization, and demonstrates relevance of the project to studies at Western.
2. Complete an evaluation form at the closure of the student's experience.

3. Verify the number of working hours by signing the student's time sheet. To receive credit, students must complete a minimum of 150 working hours/per semester (3 credits).
4. Enable student interns to develop and practice skills used by professionals in the field.

If there is anything I can do to strengthen your connection to the program or to enhance our students' experience, please do not hesitate to contact me at 828 227---2115 or cdaly@wcu.edu.

Best wishes for a productive and enriching academic year, and thanks so much for all you do!

Sincerely Yours

A handwritten signature in black ink that reads "Cheryl Joy Daly". The signature is written in a cursive, flowing style.

Cheryl Joy Daly
Assistant Professor and CSP Program Director

THE INTERNSHIP EXPERIENCE

RESPONSIBILITIES OF CSP STUDENT SUPERVISORS

In order to best fulfill their educational role with CSP students, we ask all supervisors to adhere to the following guidelines. These guidelines also serve to clarify the role we envision for CSP supervisors. If you have questions or suggestions about these guidelines, please call them to our attention directly.

1. Develop a learning contract with the graduate intern that includes: (a) provision for instruction from you, the field supervisor, on carrying out the duties of the professional internship; (b) development of a statement of the educational goals and objectives the intern can expect to achieve through the professional internship; and (c) a written internship description of duties.

2. Recognize that the graduate intern is a full-time student as well as a staff member. We encourage you to show a reasonable amount of flexibility in assigning or adjusting the graduate intern's workload to accommodate academic obligations. Please talk with them about their academics and help them integrate their in-class and out-of-class experiences.

3. Hold one-on-one supervisory meetings with your intern for a minimum of 30-60 minutes per week. These meetings provide a good opportunity for you to provide both positive feedback as well as constructive criticism about the intern's performance. This time may be greater at the beginning of the term, and may gradually decrease as the semester progresses. Initially, sessions may cover such topics as orientation to the work place, start-up work on outlined activities, and review of the student's plans for the development of competencies. As the field experience progresses, this time should be spent reviewing the student's progress in achieving these competencies, consultation about the intern's progression of projects undertaken, discussion of professional concerns as they affect the workings of the cooperating institution, or other relevant topics. The time is designed to provide the student with feedback on her/his performance and for the practicing professional to share her/his insights and experience with the student.

4. Provide a written performance evaluation at the end of each semester. Make an appointment to discuss this written evaluation with the intern, and forward a copy both to the intern and to the intern's academic advisor in the CSP program. Supervisors may use their own evaluation form, an evaluative letter, or the form provided by the program.

6. Keep a copy of the *ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners* on file. Students, faculty and internship supervisors are encouraged to consult these competency areas as they apply to their specific settings and situations and to demonstrate high levels of professional and ethical conduct in their educational responsibilities.

7. Consider providing a copy of your current resume to your graduate intern. This will help the intern see your career path and help them consider their own.

ACPA/NASPA TEN PROFESSIONAL COMPETENCY AREAS:

Advising and Helping: This competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

Assessment, Evaluation, and Research: This competency area focuses on the ability to use, design, conduct, and critique qualitative and quantitative analyses; to manage organizations using **assessment, evaluation, and research** processes and the results obtained from them.

Equity, Diversity, and Inclusion: This competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Ethical Professional Practice: This competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

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

Human and Organizational Resources: This competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.

Law, Policy, and Governance: This competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.

Leadership: This competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

Personal Foundations: This competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self---directed and self---reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

Student Learning and Development: This 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 practice, as well as understanding teaching and training theory and practice

SUPERVISORY RELATIONSHIPS

Supervisor's Relationship with the Intern

Your relationship with the intern is critical to the success of the CSP program and its students. The following list of suggestions for developing an effective relationship was developed from the experience of field supervisors working with CSP interns in many settings.

Demonstrate respect for the intern as a person and as a professional in training.

Accept the intern both as a student and as a colleague.

Establish and maintain informal, friendly working relations with the intern.

Encourage the intern to express his/her own opinions and to feel free to come to you to discuss professional questions and issues, including the "whys and wherefores" of his or her responsibilities.

Suggest new ideas without dominating the intern's thoughts and actions.

Encourage the intern to make independent decisions, based on defensible standards, rather than making decisions for him/her.

Observe your intern at work and record observations without disturbing his/her emotional balance and poise.

During those periods when your intern becomes discouraged or when his/her performance is not up to standard, be aware of the intern's need for support and encouragement as well as the need for constructive criticism.

Evaluate your intern's early work skillfully enough to encourage him/her and still suggest ways for improvement.

Encourage your intern to develop new ideas and put them into practice.

Encourage your intern to use a wide variety of procedures and strategies.

In addition to the formal evaluation process, develop a system of continuous evaluation, sharing your observations and judgments with your intern at appropriate times and conferences. Ask students what issues they are addressing in the reflections for the month and respond accordingly.

Discuss your expectations regarding the intern's relationships with higher---level administration, with other staff, and with students. Give him/her an understanding of the proper channels of communication and ways of interacting.

Make a place for the intern in the professional and social life of the staff.

Support the job search efforts of the intern and encourage the intern to share with you any questions or concerns about interviewing, resume preparation, etc.

Supervisor's Relationship with the Instructor/Faculty Advisor

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

The faculty and the internship supervisor act as a team in the best interests of the student's development. Telephone, e-mail, and in-person visits are encouraged for sharing progress reports on the successes and trouble spots encountered by the interns. The relationship between the supervisor and the faculty advisor is typically informal. The supervisor should feel free to call the instructor or the faculty advisor whenever there is any question about the functioning and effectiveness of the student in the internship setting. If the supervisor senses or is told by the intern that classes are overwhelming or that the student can't seem to find a balance between classes and work, then the supervisor should call the instructor or the faculty advisor. Likewise, if the intern is not showing up for classes or complaining about overload at the internship site, the Instructor or faculty advisor should contact the supervisor. The Instructor/faculty advisor and the supervisor should both be well informed of the student's progress.

CSP Program Director, Faculty Advisor, and Instructor

Dr. Cheryl Joy Daly

Assistant Professor & Program Director

Department of Human Services Western

Carolina University

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EVALUATION OF THE INTERN

The student working at an internship site is formally evaluated at the end of each semester. Supervisors may use the form provided by the program (included), an evaluation letter, or their own evaluation forms. A copy of the evaluation of the student's general performance should be signed by the supervisor and the student, and forwarded to the student's academic advisor no later than 5:00 p.m. of the Friday prior to finals week at Western Carolina University. These evaluations form part of the grade for students enrolled for credit in CSP 683/864/685. Students also evaluate their competencies regularly through participation in class activities. Supervisors are encouraged to provide feedback to students on the development of their competencies in these areas.

In the event that a student's performance is considered by the supervisor to be unsatisfactory, the supervisor should consult with the student about his or her performance by the seventh week of the semester. The supervisor is also strongly encouraged to inform and consult with the course instructor or the student's academic advisor about such problems. Correspondence documenting the concerns should be shared directly with the student and his or her course instructor or faculty advisor.

The criteria used to evaluate interns may vary according to the student's status in the CSP program (i.e., first semester, second semester, second year) and level of experience. The expectations of first---year students should be different than those held for second---year students. Students in the first semester/year are not only adjusting to a new position and a new institution, but adjusting to graduate school as well. They are trying to find a healthy balance between graduate school and work during the first semester/year.

PROFESSIONALISM

We expect our students to behave in a professional and responsible manner. This includes adhering to the dress code of the organization. The supervisor should share this policy and/or expectation with the student before or during the first day on site. If your intern does not meet your expectations in any of these areas, please provide specific feedback outlining areas for improvement. Remember, this is a transition period for the students. Your feedback will help them develop successful workplace habits for the future. If you do not see improvement, please contact the Internship instructor or the Program director. As stated earlier, we expect you to treat your intern as you would an employee. If the intern's performance is below standard, and he/she is not responding to corrective feedback, we may have to consider dismissing the intern.

INTERNSHIP HOURS

1. A total of 150 hours per semester is required of the graduate intern. Hours include time spent in the office, student contact outside of the office, and preparation time for special assignments.
2. If the internship is one in which the intern performs "on---call" responsibilities, this time is generally not included in the 150 hours. However, "on call" hours should not exceed the equivalent of two weekends per month.
3. Should there be a need for time to orient the graduate intern to his or her duties prior to the official starting date of the internship, institutions are asked to indicate to the students in advance how much time is needed, whether room and board are provided, etc. Please be reminded that internship demands should be kept to a minimum if you have students who are attending summer session or a summer internship program at another institution before they begin their internship. These students may be enrolled in a highly intensive summer program and should be afforded adequate time to manage the academic challenges of the summer term.

TIME OFF AND BREAKS

We expect you to treat your intern like an employee, so students should follow established policies to address necessary personal time off, emergencies, and sickness. Although we do not expect students to make up hours due to illness, the student should arrange with the supervisor to make---up any other missed hours. You should discuss your organization's policy/expectations regarding calling in sick, etc... when you complete the *Work Schedule Form* with your intern. **Also please note, students are not expected to work on official University holidays or times designated as term breaks for students (e.g. advisement day, Fall/Spring breaks).**

OFFICE SPACE

Field sites are expected to provide the graduate intern with a desk, computer with Internet access, access to a telephone, and other resources necessary to carry out the duties of the internship. Graduate interns should have ready access to an office that permits the private with staff or students as necessary.

Evaluation of the Graduate Intern by the Supervisor

Due _____

Graduate Intern _____ Supervisor _____

Internship Site _____ Date _____

1. Briefly describe the primary assignments and responsibilities the graduate intern has carried out this semester.

2. Rate the intern you supervise on the criteria below according to his or her level of accomplishment or ability demonstrated in the internship this semester:

4=exceptionally high level; a superior performance; exceeded expectations

3=high level; good; consistent with expectations

2=moderate level; adequate; met some but not all of expectations

1=low level; definite improvement needed; did not meet expectations

_____ A. Degree to which the intern has met the overall objectives and the internship responsibilities

_____ B. Ability to assume active responsibility within the office or department

_____ C. Development of practitioner skills and competencies

_____ D. Ability to work effectively with people

_____ E. Reliability and maintenance of appointments and commitments

_____ F. Ability to balance time and energy demands of graduate coursework and internship responsibilities

_____ g. Ability to function effectively independent of close supervision.

3. In what area(s) does your intern show particular promise or unusual talent?

In what area(s) would you recommend your intern attempt to strengthen his or her competencies?

4. Are there any other comments with respect to your evaluation you would like to share with us about the intern?

5. On the following scale, how would you rate your overall level of satisfaction with your intern's performance this semester? (1= terrible, 2=unhappy, 3=mostly dissatisfied, 4=mixed, 5=mostly satisfied, 6=pleased, 7=delighted)

Your response_____

*If you prefer to use a letter or another evaluation form to evaluate an intern's progress, you may submit that in lieu of this form.

Report on the Internship Experience by the Graduate Student Intern

Due: _____

Your Name _____ Date _____

Your Supervisor _____

1. What were the three competencies you used most in the context of your internship this semester?

1st _____ What is your artifact for this competency?

2nd _____ What is your artifact for this competency?

3rd _____ What is your artifact for this competency?

2. What competencies did you improve upon most this semester?

1st _____ What is your artifact for this competency?

2nd _____ What is your artifact for this competency?

3rd _____ What is your artifact for this competency?

3. Describe the quality of your interactions this semester with your supervisor, staff, and students.

4. What have been the positive features and strengths of your internship experience this semester?

5. Have there been any drawbacks or limitations to your internship experience this semester?

6. How successful have you been in balancing the time and energy demands of graduate coursework and internship responsibilities?

7. How helpful have weekly meetings with your supervisor been to you? Any comments or suggestions?

8. On the following scale, how would you rate your overall level of satisfaction with your internship experience this semester? (1=terrible, 2=unhappy, 3=mostly dissatisfied, 4=mixed, 5=mostly satisfied, 6=pleased, 7=delighted)

Your response _____

CSP 684: Internship I – Individual Contract Development Plan

The individual development plan is developed in class with the intern instructor. The student intern will share his/her individual development plan with site supervisor.

INTERN:

SUPERVISOR:

ORGANIZATION:

	Objective	Learning Strategies	Evidence	Target Date
Knowledge Objective #1				
Knowledge Objective #2				
Skill Objective #1			.	
Skill Objective #2				
Professional Objective # 1				
Professional Objective # 2				

Intern's Signature _____ Date _____

Supervisor's Review _____ Date Reviewed _____

Instructor's Signature _____ Date _____

CSP 864: Internship Work Schedule Form**STUDENT INFORMATION**

Student Name	
Student E---Mail Address	
Student Phone Number	
Emergency Contact (Name)	
Emergency Contact Relationship	

INTERNSHIP SITE INFORMATION

Internship Site	
Internship Site Address	

SUPERVISOR ON---SITE INFORMATION

Internship Site Supervisor Name	
Internship Site Supervisor Title	
Internship Site Supervisor E---Mail Address	
Internship Site Supervisor Phone Number	
Internship Site Supervisor Mailing Address	

STUDENT ON---SITE INFORMATION

Student on site Phone Number	
Student on site Fax Number	

GENERAL STUDENT WORK SCHEDULE

Days and times (total 10/15 weeks or 15/10 weeks) that will be spent on site (e.g. "8:30 am – 5:30 PM).

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

☐ I have discussed with my supervisor the procedures I should follow in the event that I am sick or will be late.

☐ I have provided my supervisor and my instructor with a copy of this form so she/he has my contact information.

Student's signature

Date

THE COLLEGE STUDENT PERSONNEL PROGRAM HISTORY

The M.Ed in College Student Personnel program at Western has been in existence as a residential program since 2003. Dr. Robert Caruso, Vice Chancellor for Student Students, was the first coordinator for the program. The 48---credit hour program was designed in accordance with the guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). Within those 48 credit hours, 39 credits are in core courses which include 6 that are linked to internships and 3 credits in research methods. The remaining 9 units of credit are in a range of complementary electives. Provisions are made for students to elect to complete the program as part of a two---year full---time cohort or as a member of a part---time cohort that completes the program within three---four years. The curriculum is designed to integrate theory and practice, blending courses in student development theory, organizational behavior, student affairs administration, counseling, and higher education with hands---on experience in student affairs and academic affairs offices at Western or at neighboring regional institutions. The sequence of courses in the CSP program has remained relatively consistent over the past seven years. In 2008, two core courses was dropped from the required curriculum – Two Year Community College and Community College Admin, which now serve as elective courses. These courses were replaced by a foundations course, CSP 615: History of Higher Education, and by CSP: 625: Teaching and Learning Environments, which focuses on the collaborative learning relationships between student affairs and academic affairs to promote student success (such collaborations are a critical emerging issue within the field of student affairs).

By Fall 2006, enrollment grew with the help of graduate assistantships, funded through the Graduate School and the Student Affairs budgets. Data from the banner system shows, enrollment increases it did not keep pace with the number of students graduating from the program. A full---time tenure---track faculty member, Dr. Cheryl Daly, was hired in Fall 2007 to coordinate and teach in the program. Dr. Daly implemented a new recruitment and retention plan, which soon yield the largest number of graduates in the program's history (May 2011)

RECRUITMENT, RETENTION, AND PROFESSIONAL CAREER STARTS

Building on recent enrollment growth, the program will continue to recruit aggressively full---time and part---time students. There are no undergraduate programs in college student personnel administration, although many institutions across the county have started offering College Student Personnel certificate programs. Individuals who enter the field of college student affairs typically come from a variety of undergraduate majors, and there are several undergraduate programs of study at Western Carolina University that directly relate to program career objectives.

Part of the WCU's mission is to provide services for the region. There are only two graduate programs offering a masters degree in College Student Personnel Program within a 150 miles radius of Western Carolina University: Appalachian State University, and the University of Tennessee, Knoxville. The CSP program plays an important role in Western's commitment to service and workforce development in the region. Our graduate interns and graduate assistants provide a variety of educational programs, academic support, and retention services to undergraduate students at Western and in the nearby community colleges and 4---year institutions. These efforts include: enrollment management, housing and dinning services as assistant hall directors, student activities advisors, environmental sustainability programmers and research, leadership development and civic engagement, counseling, advising and wellness related programs and other student services.

CSP students have been successful in receiving highly competitive summer internships from major national associations, such as National Orientation Directors Association (NODA) and Association of

College and University Housing Officers (ACUHO). Entry---level employment opportunities for individuals in student affairs are abundant, particularly if one is geographically mobile. Positions in residence life, student activities, Greek affairs, career planning and placement, admissions, financial aid, community affairs, disability support services, registration and records, and intercultural services can be found on almost all campuses in the country.

Graduates of the program have been highly successful in obtaining employment at leading colleges and universities in the region and across the U.S. In fact, the employment placement rate for CSP program graduates has been 95%; Most CSP program graduates have been able to find full---time professional employment in a college or university setting with the first three months of graduation.

THE ACADEMIC CURRICULUM

The program leading to the M.Ed. in College Student Personnel requires 48 semester hours of graduate study. Courses incorporate content that is appropriate for working in student services in a variety of two and four---year higher education settings. The program consists of 39 core credit hours and 9 guided electives credit hours.

A Sample Course Schedule for Full-Time Students

First Year

Fall

CSP 605	Introduction to College Student Personnel	Credits: 3
CSP 530	College Student Subculture and Characteristics	Credits: 3
EDRS 602	Methods of Research	Credits: 3
COUN 600	Individual /Group Helping Skills	Credits: 3

Spring

CSP 621	Theories College Student Development	Credits: 3
CSP 611	Organization and Administration in CSP	Credits: 3
CSP 615	History of Higher Education	Credits: 3
CSP 683	Internship I	Credits: 3

Second Year

Fall

CSP 625	Teaching and Learning Environment learning	Credits: 3
EDHE 650	Program Development and Evaluation	Credits: 3
CSP 684:	Internship II	Credits 3
CSP 693:	Special Topics in Student Services (Elective 1)	Credits: 3

Spring

CSP 695:	Seminar in College Student Personnel	Credits: 3
CSP 630:	Legal Issues in College Student Personnel	Credits: 3
	Elective 2	Credits: 3
	Elective 3	Credits: 3

48 Credit Hours

CSP PROGRAM AND LEARNING GOALS

The College Student Personnel program at Western Carolina University is based on the premise that competent practitioners must be committed to the growth and development of all students and must possess the skills to create environments in which such growth and development can occur. As such, the program has established a number of cognitive, affective, and behavioral goals which are addressed through classes, internships, graduate assistantships, and individual and group interactions between faculty and students.

COGNITIVE GOALS

1. Students will understand existing models and philosophies of student affairs practice.
2. Students will understand the historical and philosophical roots of the student affairs profession.
3. Students will understand the goals and activities involved in the various student affairs functional areas.
4. Students will become familiar with the characteristics, needs, and values of college students from diverse backgrounds and appreciate the importance of diversity to their work in student affairs.
5. Students will understand factors involved in the growth and development of students.
6. Students will become familiar with principles of organizational development and administration as they apply to higher education and student affairs.
7. Students will understand standards of professional practice as described in the Council for the Advancement of Standards in Higher Education.
8. Students will understand basic counseling theories and techniques as they apply in student affairs settings.
9. Students will understand the basic principles of enrollment management and their role in both recruitment and retention of students.
10. Students will understand principles of group dynamics as they apply to student affairs.
11. Students will understand the historical development of higher education as well as the current role, functions, and structure, and issues facing higher education.
12. Students will be familiar with aspects and outcomes of the college environment and their impact on students.
13. Students will understand the basic differences between academic and student affairs cultures which impinge on their work in higher education.
14. Students will understand legal and ethical issues facing the student affairs profession.
15. Students will understand basic research principles.
16. Students will understand basic budget principles and resource management issues in student affairs work.
17. Students will understand basic teaching methodologies, which they may use in their work as student affairs professionals.

AFFECTIVE GOALS

1. Students will respect the worth and dignity of all people and value differences.
2. Students will be sensitive to their impact on others.
3. Students will be sensitive to their professional and ethical responsibilities as student affairs practitioners.
4. Students will understand learning and professional development as continuing processes throughout their careers.

BEHAVIORAL GOALS

1. Students will be able to apply principles of organizational development and administrative practice in their work settings.
2. Students will demonstrate the ability to work effectively with students in one-on-one situations and in groups.
3. Students will be able to demonstrate effective helping skills – listening, responding, and referral.
4. Students will demonstrate the ability to use and integrate various theoretical approaches in analyzing current problems and issues in student affairs.
5. Students will be able to design effective programs and interventions, which draw upon and integrate various student affairs theory bases.
6. Students will demonstrate the ability to analyze, synthesize and integrate student affairs literature.
7. Students will demonstrate effective writing skills.
8. Students will demonstrate effective skills in oral presentation.