

# GRADUATE PROGRAMS IN STUDENT AFFAIRS

STUDENT HANDBOOK  
2009 - 20010

THE UNIVERSITY OF IOWA  
Department of Counseling, Rehabilitation and Student Development  
College of Education

M.A. in Student Development in Postsecondary Education  
(A CACREP-Accredited Graduate Program)

Graduate Programs in Student Affairs  
N338 Lindquist Center  
(319)335-5275  
<http://www.education.uiowa.edu/sdp>  
Updated August 1, 2009

*Every effort is made to keep this handbook up to date; however, the faculty retains the right to make changes as needed. Further information regarding University policies that pertain to graduate students can be found at the Graduate College Website (<http://www.grad.uiowa.edu/pubs/manualrulesregs.asp>)*

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# INTRODUCTION

Welcome to The University of Iowa's Graduate Programs in Student Affairs (GPSA). The GPSA faculty and the students enrolled in the masters and doctoral levels of these programs come from a variety of backgrounds and work experiences. Still, with all of our diversity, we share a commitment not only to the values and standards of the student affairs profession, but to those of the GPSA learning community as well. This handbook is one expression of that community and is intended to serve as an introduction, a guide, and a resource for all students in our graduate programs.

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## VALUES, ASSUMPTIONS, AND BELIEFS OF THE PROGRAM

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- *We believe the purpose of student affairs work is to facilitate learning.*
- *We believe student affairs work is involved in, and contributes to, the moral and ethical life of the institution.*
- *We value the use of systematic inquiry for understanding, informing, and improving student affairs practice.*
- *We value the "whole student", not only as an intellectual, but also as a social, moral, and emotional being.*
- *We value self-understanding and encourage opportunities for self-reflection and understanding.*
- *We value reflective and intentional student affairs practice.*
- *We believe effective student affairs professionals are good stewards of institutional values and their own individual gifts.*
- *We value diverse experiences, perspectives, and learning processes.*
- *We value professionalism and assume our students are committed to the development of their professional identity.*
- *We value the learning community: faculty, students, GSDA, adjunct faculty, practitioner partners, and neighboring institutions.*
- *We value the acquisition and use of helping skills as a means of making effective change with students.*
- *We value active learning through practica, internships, assistantships and volunteer activities which allow experimentation, involvement, reflection, and feedback.*
- *We hold high expectations of students' performance in and out of the classroom.*

Adopted by the Graduate Programs in Student Affairs Faculty January 1998 and reaffirmed annually.

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## PROFESSIONAL AND ETHICAL EXPECTATIONS AND BEHAVIOR

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All students in the Graduate Programs in Student Affairs are expected to comply with professional and ethical standards in all of their activities – in their classes and research, as advisees, toward their peers, and as graduate assistants. As such, they will honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid plagiarism, conduct themselves with all ethical standards in research, and be honest in their interactions with faculty and students. Examples of misconduct include, but are not limited to, cheating on examinations, signing another person's name on a form, misrepresenting the truth about yourself or others, submitting the same paper for two or more classes, and submitting another student's paper one's own. As a professional in training, we expect students will behave ethically in and out of the classroom. Students should be familiar with the ACPA Statement of Ethical Principles and the NASPA Standards for Professional Practices. These documents also are discussed in classes.

Students are responsible for purchasing and following the APA style manual in writing papers, articles, and research reports. Not knowing how to give credit and cite sources is not an acceptable reason for plagiarism or failure of attribution. Plagiarism and other misconduct are viewed seriously by the faculty and can result in disciplinary action by the Department, College, and University.

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## ANNUAL REVIEW OF STUDENTS

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Every MA student admitted to our graduate program is expected to read carefully and sign the "Review & Retention Policy" which is distributed during orientation. This policy details the terms under which the program faculty evaluate students on the following three areas: academic performance, professional behaviors, and ethical behaviors.

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### GRADUATE PROGRAMS IN STUDENT AFFAIRS FACULTY

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**Debora Liddell**, associate professor and program coordinator, joined the Iowa faculty in 1993. Her research in the area of moral voice of college students began with the development of the Measure of Moral Orientation, a widely-used instrument. Deb received her doctorate from Auburn University in Educational Leadership. Deb is active with ACPA – most recently as the elected Chair of the Commission on Professional Preparation. Since its inception, she has served as Contributing Editor for The Journal for College and Character and writes its *New Scholars, New Scholarship* column. Deb is a past president of the Iowa Student Personnel Association. Her honors include two prestigious awards from ACPA: *Annuity Coeptis Award for Senior Professionals*, and *Outstanding Assessment Research Award* for a research project with Dr. Tracy Davis. In addition, Deb was awarded the Audrey Qualls *Commitment to Diversity Award* from the College of Education, and *Distinguished Service Award* from the Iowa Student Personnel Association. At UI, Deb chaired the College of Education Diversity Committee and spent several years as a Faculty Senator. She is an active volunteer in the Iowa City community. Prior to earning her doctorate she worked for eight years in various student affairs positions at Iowa State University, Hood College, and Auburn University. She received her M.A. in college student personnel from Iowa State University, and her BA in journalism from Georgia State University. Her current research and teaching interests include learning and moral development. E-mail: [debora-liddell@uiowa.edu](mailto:debora-liddell@uiowa.edu).

**Ernest T. Pascarella** is the Mary Louise Petersen Professor of Higher Education and holds faculty appointments in the Higher Education Program as well as the Graduate Programs in Student Affairs program. He also is Co-Director of UI's Center for Research on Undergraduate Education (CRUE), a research center established in 2005. Prior to coming to The University of Iowa he was professor of higher education at the University of Illinois at Chicago. Ernie's research and writing focus on the impact of college on students and student persistence in college. His many publications include the 2005 book *How College Affects Students* (Vol. 2). He is one of most frequently cited scholars of higher education in our field. He has received recognition for his research and scholarship from ACPA, NASPA, the Association for the Study of Higher Education, the American Educational Research Association, and the Association for Institutional Research, and he is a member of the Iowa Academy of Education. Ernie directs a grant from the Wabash Center of Inquiry in the Liberal Arts for a national study of the influences of liberal arts education. In the program he teaches research process and design, as well as seminars on college impact and college student research. E-mail [ernest-pascarella@uiowa.edu](mailto:ernest-pascarella@uiowa.edu).

**Sherry K. Watt**, associate professor, joined the GPSA faculty as an assistant professor in August 2000. Sherry was assistant professor at Radford University before then. Prior to becoming a faculty member, she worked as a residence life director and a career counselor at the University of North Carolina at Greensboro, North Carolina State University and Shaw University. She earned a bachelor's degree in Communication Studies from University of North Carolina at Greensboro and masters and doctoral degrees in Counselor Education with an emphasis in student affairs from North Carolina State University. In addition to her academic degrees, she holds a counseling license in the state of North Carolina. Sherry's research focuses on the identity development of college students, and she is currently investigating participant reactions to difficult dialogues. Sherry is also a Courage and Renewal Facilitator with the Center for Courage & Renewal, developed by Parker J. Palmer. As a member of this distinguished group, Sherry designs and leads workshops for social justice educators who facilitate difficult dialogues dealing with racism, sexism, heterosexism, etc. She has received several awards in recognition of her teaching and scholarship, including Radford University Chi Sigma Iota Outstanding Teacher Award, and Iowa's 2006 Collegiate Teaching Award. Sherry was selected an Annuity Coeptis award recipient and an Emerging Scholar, both by the American College Personnel

Association (ACPA). She was awarded the 2006 College of Education Audrey Qualls Commitment to Diversity Award. Sherry's teaching interests include environmental assessment, multiculturalism, psychosocial and identity theory, and spirituality in student affairs practice. E-mail: [sherry-watt@uiowa.edu](mailto:sherry-watt@uiowa.edu).

**Elizabeth J. Whitt**, professor, joined the Graduate Programs in Student Affairs faculty in August 1997 and holds a secondary appointment in Educational Policy and Leadership Studies. Elizabeth serves as the Director of Student Success Initiatives in the Office of the Provost at UI and is Co-Director of the University's Center for Research on Undergraduate Education (CRUE). She received her M.A. in College Student Personnel Administration from Michigan State University and a Ph.D. in Higher Education and Sociology from Indiana University. Prior to becoming a faculty member, she held student affairs positions at Michigan State, University of Nebraska-Lincoln, and Doane College (NE). Liz is Associate Editor for the Jossey-Bass *New Directions in Student Services* sourcebook series, and has served on the editorial boards of the *Journal of College Student Development*, the *NASPA Journal*, and the *Review of Higher Education*. Her research and teaching interests include institutional conditions for college student success, effective practices in student affairs administration, and qualitative research methods. She has received several awards in recognition of her contributions to research and scholarship, including the Early Career Scholar Award from the Association for the Study of Higher Education (ASHE), the Robert H. Shaffer Distinguished Alumna/Alumnus Award from Indiana University, the Annuet Coeptis Senior Professional Award from the American College Personnel Association (ACPA) and ACPA's Outstanding Contribution to Knowledge Award (2007). She is an ACPA Senior Scholar Diplomate (2008) an ACPA Diamond Honoree (2005), and a member of the Iowa Academy of Education (2005). E-mail: [elizabeth-whitt@uiowa.edu](mailto:elizabeth-whitt@uiowa.edu)

***Affiliated and Visiting Faculty: Adjunct and visiting faculty affiliated with our program are called upon to support our work by occasionally co-teaching a course, guest-lecturing in courses, supervising practica and internships, and serving on committees to support student research and comprehensive exams.***

**Becki Elkins Nesheim**, is Visiting Assistant Professor in our M.A. program, and Director of Institutional Research at Cornell College. Becki holds a B.S. in Journalism (Public Relations) from the University of Kansas, an M.S. in Higher Education from Iowa State University, and a Ph.D. in Student Affairs Administration and Research from the University of Iowa. Prior to beginning her doctoral work at UI, she was the Coordinator of Gender Issues Education Services at Texas A&M University. Her student affairs experience includes residence life, women's centers, and LGBT student services. Becki's interests include assessment of college student learning, higher education administration, student and academic affairs partnerships, crisis management, and qualitative research. She is co-chair of the ACPA Commission for Assessment and Evaluation; co-editor of "Supporting Graduate and Professional Students: The Role of Student Affairs", a *New Directions for Student Services* monograph; and has published articles in *The Journal of College Student Development* and *The Journal of Lesbian Studies*. Becki will serve as faculty advisor to our M.A. students during 2008-2010, and will teach the Administration of Student Services course. Email: [belkins@cornellcollege.edu](mailto:belkins@cornellcollege.edu)

**Valerie Garr**, adjunct instructor in the SDP M.A. program and Director of Diversity Resources Coordination at The University of Iowa College of Nursing. Valerie has been employed at the University of Iowa in several capacities including Assistant Director-Director of Diversity Relations & Outreach in the Office of Admissions (2003-2008), Program Associate for Opportunity at Iowa (1997-2003); Academic Planning Counselor (1995-1997); and Financial Aid Counselor (1989-1995). Valerie received her BA in Journalism and Mass Communication in 1987 and her MA in Student Development in Postsecondary Education in 1995, both from the University of Iowa. In addition to doing admissions recruitment, Val also conducts diversity training that includes Orientation Student Advisors, students/faculty and staff, school districts, businesses, and community leaders. She is active on numerous university committees and teaches The College Transition course. She has taught Diversity Tools to Mind your Business and Culturally Different in Diverse Settings. She has also served on the Iowa City Human Rights Commission. Valerie is a member of National Association of Student Personnel Administrators, National Association for Multicultural Education, National Association of Student Financial Aid Administrators, National Association of College Admissions

Counselors, Iowa Association of College Admissions Counselors, and Iowa Association of Student Personnel Administrators. E-mail: [valerie-garr@uiowa.edu](mailto:valerie-garr@uiowa.edu)

**David Grady**, adjunct assistant professor in the graduate program and Director of University Life Centers at The University of Iowa. From 1992-1998, David was the Director of the Office of Campus Programs and Student Activities, now the Office of Student Life. David has worked as a Student Development Specialist, Research Associate, and Ombudsman at The University of Texas at Austin, an Intern at The Texas Higher Education Coordinating Board, and Assistant Director of Student Life at The University of Alabama. He received his undergraduate degree in Banking & Finance from Mississippi State University, his master's degree in Education, Administration, Planning and Social Policy from Harvard University, and his Ph.D. in Higher Education Administration from The University of Texas at Austin. He is a member of the graduate faculty at The University of Iowa, eligible to sit on dissertation and comprehensive exam committees. E-mail: [david-grady@uiowa.edu](mailto:david-grady@uiowa.edu)

**Sarah Hansen**, adjunct instructor in the SDP master's program and Associate Director of the Student Health Service at the University of Iowa. In addition, she is an adjunct instructor in the department of Health and Sport Studies and serves on the executive committees of the [Stepping Up Project](#), Integrated Health Advisory Group and the Student Athlete Assistance Program Core Committee. Sarah served on the UI's Higher Learning Commission Accreditation editorial advisory board and is a member of the University's Assessment Council, through the Provost's Office. She recently chaired a Student Success Team committee on barriers to student success. Sarah has previously been employed as a Health Educator with Health Iowa and as the Assistant Director of Student Health promotion at Indiana State University. Sarah holds an MA in Education with an emphasis in Substance Abuse Counseling from the University of Iowa and has completed credits toward a Ph.D. in Instructional Design and Technology, emphasis in Learning and Cognition, also at Iowa. She has held leadership roles in the American College Health Association and with the Journal of American College Health. She is a frequent co-instructor of our Practicum Seminar. Email: [sarah-hansen@uiowa.edu](mailto:sarah-hansen@uiowa.edu)

**Johnnie Sims**, adjunct assistant professor in the SDP master's program and the Director of [New Dimensions in Learning](#), a TRIO Student Support Services Program. Johnnie's degrees include a B.A. from Alabama State University (history), M.S. from Indiana University (College Student Personnel Administration), and Ph.D. from the University of Iowa (Student Development). Her areas of expertise include consultation with an emphasis on first generation and low income students, diversity and student learning and retention. Her interest areas include: student learning, cultural competence, and student development education. Johnnie is a member of the graduate faculty and is eligible to sit on dissertation and comprehensive exam committees. E-mail: [johnnie-sims@uiowa.edu](mailto:johnnie-sims@uiowa.edu)

**Von Stange**, adjunct assistant professor in the SDP master's program and the Director of University Housing at The University of Iowa. Prior to coming to Iowa Von was the Director of University Housing at The University of South Dakota (USD) from 1994 – 2004. He also served USD as Associate Director of Residential Life for Resident Education, and University Judicial Coordinator. Von received his B.S. in Psychology from the University of South Dakota, M.Ed. in Higher Education from Texas Tech University and Ed.D. in Education Administration/Adult and Higher Education from the University of South Dakota. Von currently serves as associate editor of [The Journal of College and University Student Housing](#) and has served as past president of UMR-ACUHO, a regional housing association. Von is a frequent co-instructor of our Practicum Seminar and will teach Introduction to Student Services in 2009. E-mail: [von-stange@uiowa.edu](mailto:von-stange@uiowa.edu)

# The Master's Program

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## M.A. IN STUDENT DEVELOPMENT IN POSTSECONDARY EDUCATION

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The SDP Masters program integrates theory and practice and is designed to be completed in two years of full-time study. The M.A. program provides preparation for a wide variety of entry- to mid-level college positions, including – but not limited to -- admissions and orientation, student activities, academic advising, new student programs, career planning and placement, residence life, and international student services. The MA in SDP can, with sufficient professional experience, serve as a foundation for advanced leadership positions such as dean of students and student services department head.

### Your Relationship With Your Faculty Advisor

The advising relationship is an important one. Upon admission to the program you are assigned a faculty advisor. This person will meet with you at least each semester to discuss your progress in the program, your academic choices, your practicum and internship assignments, and to help support you during your job search following graduation. The faculty advisor chairs your comprehensive exam committee and is one of the three readers for that exam. Occasionally, a student may find that a change of advisor would facilitate their experience. You may transfer to a different advisor if you feel a change would be in your best interest. A conversation with all parties involved is appropriate in this case.

### M.A. Requirements (48 semester hours)

The curriculum requirements for the M.A. in Student Development in Postsecondary Education encompass courses in college student learning and development, helping skills, multiculturalism, student affairs administration, and higher education foundations. We also expect substantial supervised experiential work. Students may choose to complete a thesis project, though very few do so.

| Program Requirements – 24 semester hours   |   |     |
|--|---|-----|
| 7C:330                                     | Introduction to Student Services                                  | 3sh |
| 7C:331                                     | College Students and their Environments                           | 3sh |
| 7C:332                                     | College Student Psychosocial & Identity Development               | 3sh |
| 7C:334                                     | College Student Learning, Cognitive & Moral Development           | 3sh |
| 7C:335                                     | Administration of Student Services                                | 3sh |
| 7C:333                                     | Practicum in Student Services (may be repeated for up to 9 hrs)** | 3sh |
| 7C:363                                     | Capstone Seminar I in Student Services                            | 3sh |
| 7C:363                                     | Capstone Seminar II in Student Services                           | 3sh |
| Department Requirements – 9 semester hours |   |     |
| 7C:278                                     | Microcounseling   | 3sh |
| 7C:203                                     | Career Guidance & Job Placement                                   | 3sh |
| 7C:250                                     | Multiculturalism in the Helping Professions                       | 3sh |
| Related Coursework – 6 semester hours      |   |     |
| 7B:206                                     | Research Process & Design   | 3sh |
| 7B:100                                     | Issues & Policies in Higher Education                             | 3sh |
| Or 7B:220                                  | History & Philosophy of Postsecondary Education                   | 3sh |
| Or 7B:218                                  | Law and Higher Education  | 3sh |

|  |   |          |
|--|---|----------|
| Or 7B:142  | Sociology of Higher Education                                 | 3sh      |
| Or 7B:216  | Finance in Higher Education                                   | 3sh      |
| <b>Possible Electives, Pending Advisor Approval – 9 semester hours</b> |   |          |
| 7C:336   | Impact of College on Students                                 | 3sh      |
| 7C:380   | Practicum in College Teaching (considered practicum credit)** | 3sh      |
| 7C:333   | Advanced Practicum in Student Services**                      | variable |
| 7B:154   | Education, Race, Ethnicity                                    | 3sh      |
| 7P:385   | Teaching & Learning in Higher Education                       | 3sh      |

\*\*A maximum of 9 semester hours for practicum (333 or 380) is allowed.

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### M.A. COURSE DESCRIPTIONS

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The courses described below are required of the M.A. program. It may be appropriate for Ph.D. students to enroll in these courses as well. In addition, at least three credit hours of practicum (7C:333) and 600 clock hours of supervised internship (included within Capstone in Student Services I and II) are required. Internship hours usually are achieved in a 20-hour-per-week assistantship during the second year of the SDP M.A. program. The internship hours required might be reduced if the student has previous experience in student affairs administration; decisions to waive this requirement are made on a case-by-case basis and are subject to faculty approval. The total number of experiential credit hours may not exceed 9 semester hours; this would include credit for 7C:333 and 7C:380 (college teaching).

Discuss course options with your adviser to be sure your selections are appropriate for your timely progress toward degree requirements. It is important that you meet with your advisor prior to the *early*-registration period, as some courses fill, and timely registration is necessary.

#### **7C:203 Career Guidance and Job Placement (3 sh)**

This course prepares counselors and student affairs professionals to help people learn about, decide upon, and enter, work roles. Topics covered include career development concepts and theories, work environments, career guidance goals and objectives, exemplary methods and materials, and assessment procedures.

#### **7B:206 Research Process & Design (3 sh)**

This course introduces research in education by surveying topics such as research designs, critiquing and choosing appropriate measures, selecting qualitative and quantitative methods, and evaluating journal articles.

#### **7C:278 Microcounseling (3 sh)**

This course covers the foundation skills of listening, responding, empathy, and focus, as well as the advanced skills of meaning, confrontation, reframing directives, and action skills. Course format includes lecture, video instruction, and small group practice sessions. Prerequisite for 7C:333 Practicum in Student Services.

#### **7C:250 Multiculturalism in the Helping Professions (3 sh)**

This course serves three purposes: (1) to increase self-awareness regarding diversity; (2) to expose students to literature related to multiculturalism in helping professions; and (3) to demonstrate application of theory and content to specific professional situations and settings. Prerequisite for 7C:363 Capstone in Student Services I and II, including internship.

#### **7C:330 Introduction to Student Services (3 sh)**

This course deals with the development of the student affairs profession and focuses on major literature in the field, legal and ethical issues, institutional mission and cultures, and the roles of student service functions. Prerequisite for 7C:335 Administration in Student Services.

#### **7C:331 College Students & Their Environments (3 sh)**

This course addresses characteristics of college students and issues they face; students' institutional, social, cultural environments; impact of environments on student learning, development.

### **7C:332 College Student Psychosocial and Identity Development (3 sh)**

This course provides an in-depth exploration of theories of college student development, with a focus on identity development. The literature on development of racial and gender identities, and sexual orientation also is reviewed.

**7C:333 Practicum in Student Services (credit hours arranged [SDP M.A. students must take at least 3 sh and may take up to 9 sh])**

This seminar is taken concurrently with the student's practicum in an approved student affairs agency. May be repeated if the student desires a second or third practicum experience. Prerequisite: 7C:278; limited to students in the program. Placements must be approved by the faculty.

### **7C:334 College Student Learning, Cognitive & Moral Development (3 sh)**

This course is designed to provide an in-depth exploration of theories of college student learning, cognitive development, and moral development. The course also includes an overview of the impact and outcomes of college experiences.

### **7C:335 Administration of Student Services (3 sh)**

This course introduces issues and material in organizational theory and structures, leadership styles, budgeting, and other administrative issues. Prerequisite: 7C:330 or equivalent.

### **7C:363 Capstone Seminar in Student Services (6 sh over two semesters)**

This seminar is taken with the student's 600-clock-hour internship in an approved student affairs setting. Topics include group advising, needs assessments, program development and evaluation, and current issues in student affairs practice. Prerequisites: 7C:333 and 7C:250.

Descriptions of other courses can be found on the University of Iowa website.

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## **M.A. COMPREHENSIVE EXAMINATIONS**

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The requirements for master's degrees will include a final examination consisting of a written part and an oral part. Such an examination will not duplicate course examinations. M.A. students must complete six hours of written comprehensive examinations – usually in their last semester. These exams are offered during the fall and spring of each year, and are not taken until the student has completed or enrolled in all degree requirements. Summer comprehensive exams are not available. Students take two three-hour examinations (one each in the Department Core (CRSD) and the Program (SDP)). Students may choose to form study groups; ask your classmates. Students should obtain material from the Department office and/or look at the Department web page to guide them in preparing for M.A. comprehensive exams. A meeting of all students taking comps in the next semester may be required. Check with your advisor.

Students should meet with their advisor during the semester prior to that in which the comps will be taken to make sure all deadlines and requirements are met. It is up to the student to acquire two faculty readers, in addition to the advisor. Early in the designated semester, with their advisor, students should complete the Comprehensive Examination Request Form (available from N310 LC). The Comprehensive Examination Committee, identified by the student on the Comp Exam Request Form, will evaluate written exam answers on the basis of accuracy, thoroughness, depth, and organization. Statements, conclusions, and citations should be accurate. Answers should cover a broad range of relevant information. Ideas, concepts, and assumptions should reflect efforts to synthesize information. The logic and flow of ideas should be orderly.

The exam – in its totality – will be evaluated by the Comprehensive Examination Committee as satisfactory or unsatisfactory. If the committee unanimously evaluates the written part as satisfactory, it may recommend a waiver of the oral part. In the event of one or more unsatisfactory votes, the committee must conduct an oral part of the exam. In the event of two unsatisfactory votes on the oral exam, the committee must judge the exam as unsatisfactory. The report of the final examination is due in the Graduate College by the deadline date established by the Graduate College. Further questions about the exam should be directed to your advisor.

# Important Information for Everyone

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## ACADEMIC PROGRESS

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We follow closely the Graduate College policies regarding grades and progress toward degree. As such, students should be aware that any grade below a "C-" is considered a failing grade and will not count toward your degree. Students should also be mindful of the threshold for academic probation status. These and other academic policies are detailed in the Graduate College Manual.

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## GRADUATE ASSISTANTSHIPS

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Graduate Assistantships at The University of Iowa are designed to provide students with work experience and means to finance their education while providing the University with the benefit of an innovative work force. While practically all of our students are placed in Graduate Assistantships, there is no guarantee of funding or placement from year to year.

GA responsibilities often include student services, counseling, or administrative duties. Individual faculty members occasionally receive funds for research assistants, grants, and the Iowa Testing Program awards a limited number of assistantships in the College of Education each year. A small number of teaching assistantships is available through the Department of Counseling, Rehabilitation, and Student Development.

In March 2002 we received confirmation from UI Human Resources that the SDP MA students are exempt from the collective bargaining agreement between The Board of Regents, State of Iowa, and the United Electrical, Radio, and Machine Workers of America, Local 896 (COGS). Article I, Section 2, of the Agreement between COGS and the Board of Regents excludes from the COGS bargaining unit "Research Assistants (FR19 or FL19) whose appointments are . . . (b) primarily intended as learning experiences which contribute to the students' progress toward their graduate or professional program of study." (p. 1). Student Development in Postsecondary Education MA students are Graduate Assistants whose assistantships are necessary for their professional development. What this means in practice is that as of the incoming class of Fall 2002, SDP MA students do not come within the salary or benefits requirements of the COGS contract. Some UI assistantship sites have continued to treat SDP MA students as though they were part of the COGS agreement and some do not. In all cases, however, the GPSA faculty work with the sites to ensure our students are treated properly. In January of each year, potential assistantship sites are contacted about the availability of GA positions for the following academic year. Current GPSA students and students admitted to the GPSA programs receive information about positions that have been advertised.

We expect that students holding graduate assistantships will make reasonable academic progress toward their degree. For those holding a quarter-time assistantship, we expect enrollment of at least 6 semester hours. For those holding half-time appointments, we expect enrollment of at least 9 semester hours. Practically all students enroll in 12 semester hours each semester, graduating in two years.

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## STUDENT INVOLVEMENT & GOVERNANCE

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### **Graduate Programs in Student Affairs**

Graduate Student Development Association (GSDA) – GSDA was founded in 1976 as a means to promote the professional and personal development of students in the College Student Personnel Program (now called the Student Development Program). GSDA serves as a coordinating body to attend to the needs of SDP students and provides programs for professional improvement; develops or enhances professional competencies; creates a sense of community among students, faculty, and staff who are interested in student development; and aids in the communication of ideas and information among its members. In past years, GSDA promoted the availability of assistantships on campus; organized trips to national and state conventions; and coordinated educational and social events, such as speakers, receptions, awards, and student networks. GSDA members have presented programs at regional and national conferences.

### **College of Education**

Graduate Student Executive Council – The College has invited a group of experienced graduate students to form our Graduate Student Executive Council which has been active in offering sessions both informational and social that are intended to support graduate student endeavors. They have also provided valuable input to college administration on many issues including orientation for new students entering the college. To be a part of this group as a departmental representative, contact DEO Dennis Maki in N338 LC.

College Diversity Committee – The purpose of the College of Education Diversity Committee is to initiate and support activities and projects that will lead to increased knowledge and awareness of diversity of persons and perspectives. The group meets once a month. Contact our DEO, Dennis Maki, for more information about getting involved with the Diversity Committee.

### **Graduate College**

Graduate Student Senate (GSS) – The Graduate Student Senate exists to promote the welfare of graduate students at the University, to develop and disseminate ideas for the improvement of graduate education, and to contribute to the formation of general university policy. Through GSS, graduate students are involved in academic planning by nominating or appointing graduate students to academic Graduate College and University-wide committees. Representation is by academic department. Senators participate in the planning and execution of the senate activities for the term of one year. All graduate students are welcome to attend the monthly meetings and are eligible for membership on Senate committees.

### **Iowa Student Personnel Association**

ISPA Graduate Representative – Our state association, ISPA, has allocated three positions on its Executive Board to accommodate a representative from each of the Regent institutions where there is a graduate program (Iowa, Northern Iowa, Iowa State). If you are interested in serving as our program rep, please let the faculty know in the spring.

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## CAMPUS RESOURCES AND SERVICES

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### **Computer Resources**

Electronic technology is an important aspect of graduate education at The University of Iowa. Several Instructional Technology Centers (ITC labs) are located across campus, including in N188 Lindquist Center. Students may log onto lab computers using their HawkID. The ITCs support a wide variety of software, and students receive a free printing allowance on campus. Free personal student email accounts also are available, using your HawkID. Email accounts are required as they facilitate easy and quick communication among students and faculty within the program and department; you should use your UIOWA.EDU address for all transactions with the program. We expect students to access their University email regularly, and respond in a timely manner to correspondence with faculty.

ITS may offer free short courses and workshops throughout the year to acquaint students with software programs and to provide thesis and dissertation support.

Students should note of the following websites:

<http://www.uiowa.edu>

<http://www.education.uiowa.edu/sdp>

<http://www.its.uiowa.edu>

<http://www.uiowa.edu/homepage/directories>

<http://hawkid.uiowa.edu>

<http://isis.uiowa.edu>

<http://www.lib.uiowa.edu>

UI Homepage

Graduate Programs in Student Affairs Homepage

Information Technology Services Homepage

University Phonebook

HawkID Information

ISIS – Student Information Portal

University Libraries

### Libraries

Most education holdings relevant to Graduate Programs in Student Affairs can be found in either the Psychology Library or in the Main Library. ERIC Documents are located on microfiche in the Main Library in the department of Media Services or available online at <http://www.eric.ed.gov/>. Check for electronic availability of ERIC documents before checking Media Services for microfiche. Arrangements also can be made for students and faculty to use the extensive resources of the library of the American College Testing Program (ACT). The Psychology Library has computers that are ITC enabled, which means that you may print there at \$.05/sheet. For more information, visit: <http://itc.uiowa.edu>.

### Writing Resources

Writing is an important skill to master in graduate school, and the departmental faculty have allocated a half-time position to support this activity for any student, faculty member, or professional in the CRSD Department who desires assistance with academic or professional writing. **Marjorie Carlson Davis** staffs our departmental Writing Center. With an MA in English, she has taught college writing for over 15 years, and is a successful freelance writer. There is no charge for her consultation services, but you should email her at [marjorie-davis@uiowa.edu](mailto:marjorie-davis@uiowa.edu) or call her at 335-6044 to learn more about setting up an appointment.

### Departmental Resources

- Reta Litton and Ginny Travis – our wonderful departmental secretaries (N338 Lindquist)
- GPSA Bulletin Board – in the hallway outside the CRSD Office
- Mailbox for SDP students in N338

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## PROFESSIONAL ASSOCIATIONS

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### Why Join a Professional Association?

Joining professional associations is useful for enhancing and/or developing administrative and professional skills needed for work in the field of student services. Benefits of association membership include assistance in building professional networks and alliances, gaining new perspectives and insight into the field, influencing the direction the profession takes, and identifying emerging issues. Most organizations offer membership to students at reduced rates. Check with your faculty or with the association web site for membership information.

### ACPA- American College Personnel Association (<http://www.myacpa.org>)

ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community. Areas of emphasis include, among many others, assessment, student development and learning, administration, counseling, multicultural affairs, student life, and professional preparation programs.

### NASPA - Student Affairs Administrators in Higher Education (<http://www.naspa.org>)

NASPA provides professional development, promotes exemplary practices, and is a leader in policy development. NASPA helps senior student affairs officers, administrators, student affairs professionals, faculty, and other educators enhance student learning and development. NASPA promotes high expectations; advocates for students; encourages diversity; and excels in research and publication.

**ISPA - Iowa Student Personnel Association ([www.ispamembers.com](http://www.ispamembers.com))**

ISPA was founded to establish and nurture a statewide community of student personnel professionals, educators, and graduate students.

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**IMPORTANT DATES**

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|--------------------|---|------------------|
| Oct 12 -14, 2009   | ISPA Conference   | Cedar Rapids, IA |
| Nov 7-10, 2009     | NASPA IV-East Regional Conference                               | Lombard, IL      |
| Nov 5-7, 2009      | Association for the Study of Higher Education – ASHE Conference | Vancouver, BC    |
| Mar 6-10, 2010     | NASPA Annual Conference   | Chicago, IL      |
| Mar 20-24, 2010    | ACPA Annual Convention  | Boston, MA       |
| Apr 30-May 4, 2010 | American Educational Research Association – AERA Annual Meeting | Denver, CO       |
| June 4-6, 2010     | GPSA 50th Reunion   | Iowa City, IA    |

**Partial List of Student Affairs Professional Associations & Their Websites**

|         |   |
|---------|---|
| AACC    | American Association of Community Colleges            |
| AAHE    | American Association for Higher Education             |
| ACUI    | Association of College Unions-International           |
| ACUHO-I | Association of College/University Housing Officers    |
| AERA    | American Educational Research Association             |
| AFA     | Association of Fraternity Advisers                    |
| ASHE    | Association for the Study of Higher Education         |
| ICCSSA  | Iowa Community College Student Service Administrators |
| NACA    | National Association of Campus Activities             |
| NACAC   | National Association of College Admission Counselors  |
| NACADA  | National Academic Advisers Association                |
| NAFSA   | National Association of Foreign Student Advisers      |
| NCAA    | National Collegiate Athletic Association              |
| NODA    | National Orientation Directors Association            |

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## DID YOU KNOW?

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- ❖ All students must use the "uiowa.edu" email address assigned to you upon enrollment. If you prefer to use a different address, you can set up an email alias.
- ❖ Program faculty conduct a lot of business and classroom routine by email; they expect you to check your email regularly and respond in a timely manner.
- ❖ Faculty may differ in terms of how much time they spend on campus and how they use their office hours. Before you drop in on a faculty member, consider sending them an email to make sure they will be available.
- ❖ Iowa City is a great place to go wireless! The ped mall and many area parks are hot zones. An extensive map of campus hotzones can be found at: <http://helpdesk.its.uiowa.edu/wireless/hotspots>. You might also check out *cFree* at <http://www.cfreeswireless.org> for information on community and park hot zones.
- ❖ You may receive individual mail in our department. You should check occasionally in N338 (dept. office). The office is closed over lunch from 12:00pm-1:00pm. Mail must be business related, not personal.
- ❖ In a hurry for a copy? You may use a photocopy machine in the Curriculum Lab (basement of Lindquist Center). Other places for photocopies are Zephyrs. If you have a lot, consider Office Max (4¢). Most campus facilities will run 10¢ per copy.
- ❖ A map of campus computer labs can be found at: <http://itc.uiowa.edu/Locations.aspx>.
- ❖ Most program texts can be purchased at the University Bookstore in the Old Capital Mall, or at the following internet sites: [www.textbooks.com](http://www.textbooks.com), [www.buy.com](http://www.buy.com), [www.amazon.com](http://www.amazon.com)
- ❖ Looking for a great late-night study site? Try the Main Library, the Iowa Memorial Union, Java House, or the Village Inn Restaurant. A map of library locations can be found at: <http://www.lib.uiowa.edu/locations/floorplans/liblocation.pdf>.
- ❖ It is departmental policy for faculty NOT to print extensive student papers on the departmental printer. It's best to check with an instructor when submitting something electronically to them.
- ❖ We have a weekly e-Newsletter that comes out every Monday morning. As a member of the GPSA community, you will receive it. If you want to post a notice to the community list, please send it to the program assistant ([michael-schluckebier@uiowa.edu](mailto:michael-schluckebier@uiowa.edu)) by Friday afternoon of the previous week. Do not use the community list for personal notices.
- ❖ There is a GPSA Facebook group for students, faculty, alumni, and friends.
- ❖ The majority of our student community participates in the annual meetings of the Iowa Student Personnel Association (ISPA) in October, and the American College Personnel Association (ACPA) in the spring. Some doctoral students also participate in AERA or ASHE. Most expenses are incurred by the students, so budget for these important meetings early in the year.