**Comprehensive Product of Learning**

**Student Affairs Administration Program**

**Appalachian State University**

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**Introduction**

As part of your degree requirements, you must complete a Comprehensive Product of Learning (CPL) subject to the approval of the Student Affairs Administration faculty. The purpose of this handbook is to provide you with the information needed to complete your CPL as part of the Student Affairs Administration program requirements at Appalachian State University. Students are an active participant in their own knowledge construction and the CPL will be providing the framework. You will begin the process of developing your portfolio today and it will continue throughout your graduate career. Built in timelines have been established to assist in the development of your portfolio and various assignments in classes will assist in the development. Your faculty advisor can be a valuable asset in your construction of this project.

**Mission statement for the Student Affairs Administration Program**

The graduate program of Student Affairs Administration (SAA) at Appalachian State University sets as its primary mission the development of knowledgeable and skilled professionals for positions of responsibility as practitioners in student affairs or in a related area in the helping professions. An emphasis is placed on mastering the concepts of human development and examining the implications of this knowledge base for the design of educationally appropriate practice. Students are engaged in active learning, which emphasizes academic work, and theory that is solidly supplemented by practical work experience within a college and/or university setting. Proceeding from a theoretical construct, classroom instruction integrates experiential learning into a practice, which promotes imaginative and creative ways of thinking. Students benefit from the close educational partnerships between the program faculty and practicing colleagues in the areas of student development and general administration. The applied aspects of the program are aimed at the holistic development of student learners as well as development of leadership, human relations and management competencies. Finally, students are encouraged and assisted in adopting for themselves a set of personal values and a sense of educational purposefulness, which will enable them to lead their institutions with intention and in accordance with the building of humane and inclusive communities.

**Purpose**

The purpose of the CPL is to help you integrate your experience as a graduate student into a cohesive body of knowledge. This body of knowledge will represent how you have made meaning of your experiences in the classroom, through GA positions, professional practice, internships, practicum and field experiences, and through other professional opportunities that you will have during your graduate experience. Additionally, the CPL process will help you develop a professional development strategy once you leave Appalachian State University. Throughout the CPL process, you are assessing your skills and making decisions about what opportunities will help develop your further as a professional. The CPL can serve as an important tool in this process.

# Learning Outcomes

The learning outcomes below were developed using the standards put forth by the Council for the Advancement of Standards (CAS) and ACPA/ NASPA in their Professional Competencies document. Under each learning outcome is a list of a variety of activities that will assist students in achieving that learning outcome. The activities are suggestions and not meant to be a comprehensive list of activities.

# Competencies Point System

Students are required to earn a minimum of 200 points in the CPL for successful completion of the SAA Master’s Degree. The range for points achieved on any individual element is between 5 and 20 points. Completion requires the achievement of at least 15 points in each of the competency areas, for 165 of the necessary 200 points. The remaining 35 points can be earned in any combination of competency areas. Students may use all 50 points in one area (to specialize) or may spread them out over the entire set of competencies.

# Values, Philosophy and History

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

* 1. Understand the student affairs’ profession history & current functions, including program development and implementation using professional standards for individual leadership as well as other resources.
  2. Understand best practices in typical student affairs functions with attention to designing, managing, and evaluation said programs, including technological applications.
  3. Articulate models of leadership, organizational management, program development, consultation and conflict resolution synthesizing theory with practice.
  4. Be familiar with the literature and research in Higher Education and Student Affairs.
  5. Develop a value statement that guides one’s life
  6. Understand the importance of wellness and balance
  7. Develop an internal locus of control and integrity
  8. Ability to connect history, philosophy, and values of the profession to one’s current professional practice

Join a state, regional or national organization – 5 pts

Volunteer at a state, regional or national conference – 10 pts Attend a state, regional or national conference – 5 pts

Obtain an elected position in a professional organization – 15 pts

Serve on a committee for a state, regional or national association – 10 pts Present at a conference on this competency – 10 pts

Attend a presentation at a conference on this competency – 5 pts

Write and submit an article for publication on this competency – 15 pts

Other opportunities are available. Check with your advisor

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**Student Developmental Theories/Student Learning**

1. Understand how learning and development takes place, what experiences facilitate growth, the conditions necessary for growth to occur, and how to create environments to assist students in the maturation process.
2. Critique and evaluate theories and understand the practical applications of theory to situations and environments within student development practice.
3. Understand the process of cognitive, moral, and psycho-­‐social growth that occurs throughout life with particular emphasis on development during the traditional college years (18-­‐24 year old age group).
4. Understand theories addressing students from underrepresented populations.
5. Ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice

Advise a student group – 10 pts

Attend a Student Affairs professional development workshop – 5 pts

Attend a workshop offered through Multicultural Student Development – 5 pts Lead an Alternative Service Break Group – 15 pts

Teach or co-teach a class (full semester) – 20 pts

Present at a conference on the competency – 10 pts

Attend a conference presentation on this competency – 5 pts

Participate in a service learning or community service project – 5 pts

Participate in Leadership Coaching through Student Engagement and Leadership – 10pts

Participate in Intersect, 15 pts

Participate in Sustained Dialogue, 10 pts

Attend Sustained Dialogue Moderator Training, 15 pts

Lead/co-lead Sustained Dialogue, 15 pts

# Other opportunities are available. Check with your advisor

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# Student Characteristics and Effects of College on Students

1. Understand the demographics and the characteristics, goals and needs of the current generation of college students in American higher education.
2. Appreciate the complexities and realities of the diverse student population.
3. Recognize the changing nature of higher education in America from a historical context and its impact on a multicultural society.
4. Be aware of the impact of college and university environments on student growth and development. Understand how the environmental impacts students, and how they, in turn, impact the environment.
5. Recognize the roles of student affairs professionals and their impact on student growth and development. Related to this, formalize a professional identity within the field.

Visit a college campus that is new to you (not as a class assignment) – 5 pts Teach or co-teach a class (full semester) – 20 pts

Attend a Student Affairs professional development workshop – 5 pts

Attend a workshop offered through Multicultural Student Development – 5 pts Advise a student group – 10 pts

Participate in a study abroad program – 20 pts

Present at a conference on this competency – 10 pts

Attend a conference presentation on this competency -5pts

Write and submit an article for publication on this competency – 15 pts

Attend a professional development workshop focusing on self-awareness – 5pts

Participate in Intersect, 15 pts

Participate in Sustained Dialogue, 10 pts

Attend Sustained Dialogue Moderator Training, 15 pts

Lead/co-lead Sustained Dialogue, 15 pts

Other opportunities are available. Check with your advisor

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**Individual and Group Interventions/Advising & Helping**

1. Knowledge of innate and learned helping abilities
2. Understand the concept of skilled helping versus being helpful.
3. Acknowledge appropriate boundaries and referral concerns in helping.
4. Knowledge of the process of helping.
5. Understand and application of the specific trained skills useful in helping.
6. Awareness and appreciation for the use of mentoring as a helping concept.
7. Knowledge of the principles of group dynamics, the stages of a group, and the techniques used to facilitate an effective group process.
8. Knowledge of educational interventions for groups, individuals and working with diverse student populations.
9. Ability to provide counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.
10. Group leadership styles, function, and roles (the art of group facilitation).
11. Knowledge of conflict management.

Advise a student group – 10 pts

Lead or co‐lead an Alternative Service Experience – 15 pts Lead or co‐lead an Outdoor Programs group-15 pts

Facilitate an experiential opportunity for students– 10 pts

Teach or co-teach a class (full semester) – 20 pts

Present at a conference on individual and group interventions – 10 pts Attend a conference session on individual and group interventions – 5 pts

Write and submit an article on this competency – 15 pts

Take a class or institute that focuses on group methods and/or human relations – 15 pts

Participate in Leadership Coaching through Student Engagement and Leadership – 10pts

Participate in Intersect, 15 pts

Participate in Sustained Dialogue, 10 pts

Attend Sustained Dialogue Moderator Training, 15 pts

Lead/co-lead Sustained Dialogue, 15 pts

Other opportunities are available. Check with your advisor

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# Organization and Administration of Student Affairs/Human & Organization Resources/Governance/Leadership

1. Understanding of common models of organization for student affairs units.
2. Appreciation for staffing, planning and budgeting within units studied.
3. Awareness of problem solving techniques and strategies common to student affairs operations.
4. Appreciate the function of student affairs operations within the larger university.
5. Knowledge of existing administrative models utilized in student affairs operations
6. Understand alternative models of administrative practice.
7. Ability to select, supervise, motivate, and formally evaluate staff, manage conflict, navigate through politics of organizational discourse.
8. Ability to effectively apply strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.
9. Ability to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.
10. Synthesize personal and professional goals for work in student affairs.
11. Preparation of initial professional development and career plan.
12. Recognize the roles of student affairs professionals and their impact on student growth and development and formalize a professional identity within the field.

Work with a director during the budget process – 5 pts Assume direct responsibility for a budget – 10 pts Serve on a search committee – 10 pts

Visit a college campus (not as a class assignment) – 5 pts Present a University 101 session– 10 pts

Attend a program at a conference on the organization and/or administration of student affairs – 5 pts

Present at a conference on the organization and administration of student affairs – 10 pts Write and submit an article on this competency – 15 pts

Interview a Chief Student Affairs Officer (not as a class assignment) – 10 pts

Other opportunities are available. Check with your advisor

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# Assessment, Evaluation, and Research

1. Develop an awareness and understanding of standard tools of assessment and program evaluation in student affairs practice.
2. Become a critical consumer of student affairs and higher education literature.
3. Understand the importance of assessment and program evaluation in student affairs and its impact on practice.
4. Identify the strengths and weaknesses of various approaches to assessment and program evaluation.
5. Ability to use, design, conduct, and critique qualitative and quantitative analyses.
6. Understand qualitative, quantitative and the mixed methods approach to research utilized in assessment and programs evaluation.
7. Understand qualitative, quantitative and the mixed methods approach to research utilized in assessment and program evaluation.
8. Become knowledgeable of a comprehensive model of student affairs assessment and program evaluation.

Work on an assessment, research, or program evaluation project with a faculty member or student affairs professional (not as a class assignment) – 15 pts

Write and submit an article for publication (not as a class assignment) – 15 pts Publish an article (not as a class assignment) – 15 pts

Attend a presentation at a conference on assessment, program evaluation or research – 5 pts

Present at a conference on assessment, program evaluation and/or research – 10 pts

Other opportunities are available. Check with your advisor

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**Ethics and Law/Ethical Professional Practice/Law, Policy and Governance**

1. Knowledge of primary ethical and legal issues arising from student development practice.
2. Knowledge of the general ethical and legal constructs of student development practice.
3. Ability to engage in ethical/legal decision making in practice
4. Understand the relationships and authority bases in Student Affairs practice.
5. Ability to understand and apply ethical standards to one’s work.
6. Knowledge of working relationships between practitioners and legal counsel.
7. Ability to apply policy development processes in various contexts and understand political/governance structures and their impact on one’s professional practice.
8. Understand topical ethical issues including, knowledge of future issues and trends.

Present at a conference on this competency – 10 pts

Attend a conference presentation on this competency – 5 pts Write and submit an article on this competency – 15 pts Complete a professional practice in this area-­‐ 20 pts

Obtain a certification in ethics, law or related area – 15 pts

Interview a Director of Student Conduct or University Attorney (not a class assignment) – 10 pts

Conduct an audit of a student conduct and/or an academic integrity code – 20 pts

Other opportunities are available. Check with your advisor

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# Supervised Practice

1. Increase knowledge and skills by participating in the activities of a specific student development area.
2. Involvement in direct service work with clientele appropriate to one’s program emphasis.
3. Familiarity with a variety of professional activities other than direct service.
4. Supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-­‐print media, professional literature, and research.
5. Refine one’s ability to analyze, evaluate, and cope with professional issues.
6. Improve performance in decision-­‐making and to demonstrate leadership potential.
7. Develop further one’s personal philosophy of college student development work.
8. Engage in periodic self-­‐evaluation and assess the need for additional training and growth.
9. Supervised experience in organization development.
10. Supervised experience in student affairs programming and management and student development application appropriate to the program emphasis.

Complete a professional practice – 20 pts Participate in a Practicum – 15 pts

Participate in other professional field experiences – 15 pts Teach or co‐teach a class (full semester) – 20 pts

Lead/ co‐lead an Alternative Service Experience – 15 pts

Lead/co‐lead an Outdoor Trip or experience – 15 pts

Other opportunities are available. Check with your advisor

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**Global and Multicultural Perspectives/Equity, Diversity & Inclusion**

1. Understand the global and multicultural perspectives of student affairs work.
2. Understand the historical and social foundations of higher education.
3. Recognize the changing nature of higher education in America from a historical context and its impact on a multicultural society.
4. Understand the concept of culture and its influence on the helping process. Recognize how cultural heritage and the impact of life conditions and circumstances impact individual growth and development.
5. Ability to create learning environments that are enriched with diverse views and people, creating an institutional ethos that accepts and celebrates differences among people helping to free them of any misconceptions and prejudices.
6. Recognize feelings, attitudes and beliefs concerning the culturally different.
7. Understand the historical context of culture and practices in Western society and the influences these beliefs have on the helping process.
8. Understand the connection between personal life experiences and the experiences of others in relation to developing world views.

Attend a workshop offered through Multicultural Student Development – 5 pts Advise a student group through Multicultural Student Development – 10 pts

Attend a Student Affairs professional development workshop focused on global and/or multicultural perspectives – 5 pts

Participate in a study abroad program – 20 pts

Present at a conference on this competency –10pts

Attend a conference presentation on this competency – 5 pts Write and submit an article on this competency – 15 pts

Participate in Intersect, 15 pts

Participate in Sustained Dialogue, 10 pts

Attend Sustained Dialogue Moderator Training, 15 pts

Lead/co-lead Sustained Dialogue, 15 pts

Other opportunities are available. Check with your advisor

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# Experiential Learning

1. Knowledge of the philosophy and history of experiential learning.
2. Understand the process of learning experientially, including models such as the Experiential Learning Cycle.
3. Understanding of the costs and benefits associated with utilizing experiential learning methods.
4. Understanding the key characteristics that make learning “experiential” and techniques for creating experiential lessons.
5. Practice designing and implementing experiential methods of teaching.

Lead/co-lead an Alternative Service Experience, 15 pts

Participate in a Service Learning opportunity, 5 pts

Participate in Intersect, 15 pts

Participate in Sustained Dialogue, 10 pts

Attend Sustained Dialogue Moderator Training, 15 pts

Lead/co-lead Sustained Dialogue, 15 pts

Participate in a program, trip, or workshop offered by Outdoor Programs – 5 pts

Complete the Outdoor Programs Instructor Development Program, including apprenticing at least one trip – 10 pts

Teach a full class period utilizing experiential techniques – 5 pts Lead or co-­‐lead an Outdoor Programs group – 15 pts

Present at a conference on experiential learning – 10 pts Attend a conference session on experiential learning – 5 pts Write and submit an article on this competency – 15 pts

Interview a professional in Outdoor Programs, 5 pts

Other opportunities are available. Check with your advisor

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# Student Health, Wellness and Personal Foundations

1. Understand common health and wellness issues facing college students, including the ability to recognize the symptoms of common acute health and wellness issues (e.g. depression, abuse, bulimia)
2. Familiarity with health and wellness services and initiatives offered by colleges and universities.
3. Ability to help students develop a holistically healthy and sustainable lifestyle, including proper nutrition, exercise, stress management, and socializing.
4. Ability to refer students with health and wellness needs to appropriate on-­‐campus or off-­‐ campus resources.
5. Ability to maintain emotional, physical, social, environmental, relational, spiritual and intellectual wellness.
6. Ability to 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.
7. Ability to live a holistically healthy and sustainable lifestyle while handling the stresses and time commitment of graduate school.

Participate in a program or workshop offered by the Wellness or Counseling Center – 5 pts Present a program or workshop for the Wellness or Counseling Center – 10 pts Participate in a group fitness class – 5 pts

Participate on an intramural sports team – 5 pts

Do a personal assessment of your current state of health and wellness, including exercise, nutrition, sleep, stress, mental health, etc. Create a list of goals for improvement – 5 pts

Create and follow through on a personal plan of healthy lifestyle habits for at least a full semester (i.e. regular exercise regimen, improved nutrition plan, quit smoking, etc.) – 10 pts

Present at a conference on a health or wellness issue – 10 pts Attend a conference session on a health or wellness issue – 5 pts Write and submit an article on this competency – 15 pts

Other opportunities are available. Check with your advisor

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# CPL

**Portfolio Conceptualization and Timelines**

The following items should be included in your CPL. Meetings with SAA faculty have been established to assist you with the development of your CRL over the two year period. All of the nine items listed below MUST be completed in order for you to satisfactorily complete your degree.

1. A professional resume as of admission to program. This resume should be kept up to date as the student progresses through the program.
2. Two page pre‐assessment of your skills as a student affairs practitioner.
3. At a minimum, you should include a reflective paper about your experiences in meeting the learning outcomes of each competency. Additionally, you should include materials from programs you presented, and materials from conferences attended/presented.
4. You will meet with your advisor prior to Fall Break of your first year to discuss your progress on the CPL and plans for your continued work.
5. You will meet with the Student Affairs Administration faculty in the spring semester of your first year to discuss your progress on the CPL and plans for your continued work. This will serve as your Candidacy meeting.
6. You will meet with your advisor prior to fall break of your second year to discuss your progress on the CPL and plans for your continued work.
7. You will meet with the Student Affairs Administration faculty during the late Fall or early Spring of your second year to present your CPL.
8. You will include an updated resume in your CPL as well as a two-­‐page post assessment of your skills as a student affairs practitioner.
9. Your CPL materials will be due NO LATER than 2 weeks prior to your presentation. Failure to turn your materials in NO LATER than 2 weeks prior to your presentation will result in you not presenting your CPL in December and you will not be able to start your internship until you have successfully passed your CPL. This can result in delaying the start of your internship until February and will delay your graduation to August.