



**College Student Affairs  
Comprehensive Examination –May 2011**

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**Part I**

**Please select two questions from the five questions given below. Please list the number of the question Please use and apply the case study below for all the questions. Please do not put your name on every page. You have four (4) hours to work on Part One. You will then get a one hour break before Part II begins.**

**Your answers should be well-thought out, clear, well organized, well-written and reflect a solid understanding of the material covered in the program. You must answer all the sections in the questions selected. Please read the questions carefully. You may find it helpful to draft a brief outline to use in organizing your answer. Since this is a graduate level comprehensive exam, you are expected to support your critical analysis by referring to theory, studies, models, and other scholarly work. We do not expect you to have full citations, but you should be able to cite the author, model, theorist, etc.**

**You will notice that attached to each question is a grading rubric. The grading rubric will show you the expectations of the faculty graders. Please review each rubric carefully. It will assist you in planning and executing your answer. The grading rubric will also be used by the faculty graders in assessing your answers. The department believes the addition of the rubric will provide you with even more clarity about expectations and how your answers will be graded.**

**The case study provided below applies to the questions and must be used when answering any of the questions.**

**Good luck!**

## Case Study

### **College Shootings Cause Gun Issue to Resurface (Adapted)**

Recent separate shootings at several universities including the University of Texas (UT) at Austin and Seton Hall University gripped the nation, as they resulted in the deaths of two college students, one of whom was an innocent bystander.

Nineteen-year-old Jessica Moore was fatally shot at an off-campus house near Seton Hall University early Saturday after a gunman opened fire on a party she was attending. The gunman — later identified as 25-year-old Nicholas Welch — refused to pay the cover charge, and when he was denied entry, he shot five individuals, including Moore. Welch was subsequently arrested and charged with murder, conspiracy and illegal weapons possession. He is being held on \$2 million bail.

Two days after the Seton Hall shooting, a gunman opened fire on campus at the University of Texas at Austin, sending the entire university into lockdown.

The shooter was spotted before classes wearing a dark suit and a ski mask, running through campus carrying an AK-47 assault rifle. Then, the individual — later identified as 19-year-old Colton Tooley — started shooting, firing randomly into both the air and the ground.

Fortunately, Tooley did not hit anyone, although police say he easily could have. Once SWAT teams spotted Tooley, they followed him up to the sixth floor of the university's main library. Once they got there, however, police found that Tooley had fatally shot himself.

The shooting sent the campus into lockdown for the entire day, as questions circulated as to whether another shooter was on the loose. Original police reports cited shootings occurring at different spots on campus, causing police to have to search for another potential gunman. It was later determined, however, that Tooley acted alone.

While the campus was searched, students were instructed via e-mail and text to stay off campus, and if they were already there, to lock their doors and stay put. According to witness reports, the shooter was spotted waving and smiling throughout the rampage. As of yet, no motives for the shooting have been established.

Both the murder at Seton Hall and the shooting at the UT have been stirring up nationwide controversy. Beyond parents and students questioning the security of college campuses, the events are bringing other issues, such as gun control, back to the forefront. Utah has passed a bill permitting public university students to carry guns and a Colorado

law leaves the decision up to each college. Texas lawmakers, for instance, are using the shooting to push new legislation that would allow Texas college students to carry concealed handguns for self-defense, provided that they pass an eight-hour training course.

The President of Crystal Lake University (CLU), a state school with an undergraduate population of 8,000 and a graduate population of 5,500 in Colorado, and his executive committee are deeply concerned about campus security and the perception others may have about the safety of campuses. These recent events have re-ignited debate at CLU regarding carrying concealed guns on campus. Since Colorado law permits each school to decide for itself, this issue is now the most talked about issue on campus with daily discussion on the campus radio station, debates in classes and in the Faculty Senate and growing protests. Several student groups have scheduled protests on campus this week. One group is a social action and pacifist group calling themselves Peace and Justice (PJ) . PJ is strongly against allowing any weapons on campus. They do not even want local police to come onto campus bearing arms. PJ is planning a candlelight vigil and believe the problems in Texas and NJ have nothing to do with the good safety record at CLU. The leader of PJ is Karen Somora, a graduate student in the Peace Studies program.

The second group calling themselves Safety First (SF) believes very strongly that students should be permitted to bring licensed guns on campus for self-protection as long as they are well trained. They have printed leaflets and distributed them on cars, in the student union, and in the residence halls admonishing the university's Board of Trustees to permit them to better protect themselves by carrying licensed guns. They are willing to sponsor training in the safe handling of guns and have arranged with a local shooting range to rent the range and retain a trainer for target practice and lessons. Their leader is a graduate business student named Brian Davidson.

In addition, the Faculty Senate is deeply divided on the issue. Those opposed to guns on campus are led by Dr. James McDougal, a professor in the Philosophy Department. They are concerned that having guns will lead to violence rather than more peaceful solutions. They noted that CLU has not had gun violence in over 20 years. Those in favor of carrying licensed guns are led by Dr. Walter Tara, an associate professor in the Chemistry Department. He and his group believe they have the right to defend themselves should a crisis erupt. Both have written pieces in the university and local papers and both have appeared on local and national television on the issue.

The President, his executive committee and the Board of Trustees will be meeting in two months for their regularly scheduled two day retreat and this issue has been placed on the agenda.

In preparation for the retreat the President has appointed the Dean of Students to chair a task force to help identify the issues and concerns, identify individuals and group representatives who should be invited to sit on the task force, seek the input of all stakeholders, and identify external consultants to serve as advisors to the task force. The Dean will then bring a preliminary recommendation and plan forward to the President and the Board of Trustees at the retreat.

**Answer two of the following five questions.**

**Human Factors**

1. Please address the following:
  - A. Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the issue of guns on campus, provide an example of each.
  - B. Use social cubism to analyze the conflict. Explain the theory of social cubism and why it would be helpful in this situation. Analyze the conflict using 2 of the six factors (Demographics, Economics, Political, Psychocultural, Religious, and Historical).
  - C. Analyze this conflict using human needs. Identify 3 primary parties/stakeholders and identify 1 position for each party/stakeholder. Identify the human needs of these parties/stakeholders

**GRADING RUBRIC FOR QUESTION 1**

You must:	% Of Total	In order to get full percentage:
Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the issue of guns on campus provide an example of each.	10%	Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the issue of guns on campus. Provide a detailed example of constructive conflict and a detailed example of destructive conflict 10%
Use Social Cubism to analyze the conflict. Explain the theory of Social Cubism. Use 2 of the 6 factors in the analysis.	35%	Provide a definition and explanation of social cubism. 10% Why would it be helpful in the analysis of this conflict? 5% Select 2 of the 6 factors and use them specifically in the analysis 20% (10% each)

Analyze this conflict using human needs. Identify three primary parties/stakeholders and identify one position for each party/stakeholder.	20%	Identify 3 primary parties/stakeholders based on the CLU gun issue and your knowledge of college student affairs. 10%  Identify at least one position for each party/stakeholder. 10%
Identify the human needs of each primary party.	30%	List three human needs for each primary party/stakeholder listed above. 15 points Provide an explanation for each party/stakeholder for each need. 15 points.
Support your critique by referring to the texts and other related sources.	5%	Refer to texts and other related sources as appropriate. You only need to cite the author, title, theorist, or model, not the entire citation.
Total	100	You must get 70 % out of 100% in order to pass.

**Mediation**

2. The Dean would like to see if mediation could be used with the two student groups.. They leaders have agreed to participate. If you were to be the mediator:
  - a. What would you say in your summary reflection for each of them? Be sure to incorporate some reframing.
  - b. What mediation model do you think would be best to use? Explain why.
  - c. Create a very brief scenario showing a dialogue between the mediator and one party that shows the mediation moving forward. Do not use the opening statement.

**GRADING RUBRIC FOR QUESTION 2**

You must:	% Of Total	In order to get full percentage:
Provide a summary reflection with reframing for each party.	40%	Create the mediator’s summary reflection for Kareen and the mediator’s summary reflection for Brian. Summary reflection incorporating facts and feelings. 20%. Reframing in each. 20%.
What mediation model would be best and why?	20%	Define and discuss the three models. Identify one of the three models as the best for this situation and explain why it is the best one to use.

Create a scenario showing progress	40%	Create a scenario between the mediator and either party that shows movement forward. Include a balance of dialogue from both. Do not use the opening statement.
Total	100%	You must get 70% out of 100% in order to pass.

**Facilitation**

3. The Dean is considering facilitation and you would be the facilitator.
  - a. Name all the relevant stakeholders who should attend and explain why.
  - b. Explain three ground rules from Schwarz that would be particularly relevant for this facilitation. Explain why you think they would be relevant in this case.
  - c. Describe how you would guide participants through 3 steps of the Schwarz 9 step model.

**GRADING RUBRIC FOR QUESTION 3**

You must:	% Of Total	In order to get full percentage:
Name all the relevant stakeholders who should attend the facilitation and explain why they should be included.	16%	List the relevant parties <ul style="list-style-type: none"> <li>• Name all relevant stakeholders. 8%</li> <li>• Explain why each is a stakeholder and should be included. 8%</li> </ul>
Explain three ground rules from Schwarz that would be relevant for this facilitation. Explain why they would be relevant in this case.	42%	Three ground rules. <ul style="list-style-type: none"> <li>• List three relevant Schwarz ground rules. 12%</li> <li>• Explain each of the three relevant Schwarz ground rules as you would explain them to the group. 24%</li> <li>• Explain why you think each one would be relevant to this case. 6%</li> </ul>
Describe how you would guide participants through 3 steps of the Schwarz 9 step model.	42%	Three steps. <ul style="list-style-type: none"> <li>• Identify three Schwarz steps that you would use. 12%</li> <li>• For each step, script how you would explain the step to the participants. 30%</li> </ul>
Total	100%	Passing Grade is 70% out of 100% in order to pass.

**Research Design**

4. As part of the Task Force’s exploration of the gun issue, you have been asked to design a research study. What would your study attempt to find out and why?

What method would you use? List your research questions or hypotheses. Describe the method or methods you would use, including participants, process and procedures.

**GRADING RUBRIC FOR QUESTION 4**

You must:	% Of Total	In order to get full percentage:
What is the goal of your study?	10%	What will your study find out? Indicate what you want to study and why. (10%)
Identify the research questions or hypotheses.	20%	Provide two research questions or hypotheses. Explain why each question or hypothesis would be important to furthering an understanding of the issue. (10% each)
Describe the methodology you would use.	70%	<p>Provide a detailed definition of qualitative methods, quantitative methods, or mixed methods . What would you use, qualitative methods, quantitative methods, or mixed methods? Why? (20%)</p> <p>Who would be your participants? How many participants would you need, and how would you get them? (20%)</p> <p>What would you do to get (collect) your data? This is your process and should be specific to the type of study you are conducting, qualitative or quantitative, or mixed methods. (20%)</p> <p>How would you analyze the data, meaning what would you do with the data after collection? Be specific about the analysis model. (10%)</p>
Total	100%	You must get 70% out of 100% in order to pass.

**Organizational Conflict**

5. The Dean of Students asked you to assess the situation from an organizational conflict perspective. Please include the following:

- A. Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you define and explain the various aspects of culture, including organizational culture and how do they relate to this case?

B. How would you conduct a needs assessment to collect sufficient information from all of the stakeholders? What information would you need and from what groups? Provide 3 steps you would take in conducting the assessment.

C. Be specific about how you would go about the process of working with this group, including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided to this organization. What are the first two steps you would recommend to enhance the morale of students and employees?

Please make sure you support your analysis by referring to the texts and other related sources. You are expected to mention sources although you are not expected to provide full citations.

**GRADING RUBRIC FOR QUESTION 5**

You must:	% Of Total	<b>In order to get full percentage:</b>
A. Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you define and explain the various aspects of culture, including organizational culture and how do they relate to this case?	25%	<ol style="list-style-type: none"> <li>1. Define and discuss organizational conflict (5%)</li> <li>2. Define and discuss systems and relate it to this case (5%)</li> <li>3. Define and explain culture. Define and explain organizational culture. Explain the role of culture in this case? (15%)</li> </ol>
How would you conduct a needs assessment to collect sufficient information from all of the stakeholders? What information would you need and from what groups? Provide 3 steps you would take in conducting the assessment.	30%	<ol style="list-style-type: none"> <li>1. How would you conduct a needs assessment including all of the stakeholders? What information will you need? Who will you get this information from, meaning what groups? (20%)</li> <li>2. What 3 specific steps would you take in the needs assessment? Why are these steps important and what would you do? (10%)</li> </ol>

<p>Be specific about how you would go about the process of working with this group, including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided to this organization. What are the first two steps you would recommend to enhance the morale of students and employees?</p>	<p>40%</p>	<ol style="list-style-type: none"> <li>1. Discuss what individuals or groups you wish to work with as part of an intervention strategy and why. (10%)</li> <li>2. Discuss what specific conflict resolution skills and services (ex. Training, Facilitation, etc) you would offer to the university and why. (15%)</li> <li>3. What recommendations would you make regarding the first 2 steps you think the university should take to address student and employee morale and why. (15%)</li> </ol>
<p>Support your critique by referring to the texts and other related sources.</p>	<p>5%</p>	<p>Refer to texts and other related sources as appropriate. You only need to cite the author, title, theorist, or model, not the entire citation.</p>
<p>Total</p>	<p>100%</p>	<p>Passing grade is 70%</p>