NEW YORK STATE

OF

COLLEGE STUDENT PERSONNEL ASSOCIATION
During the editorial review, it is sometimes necessary to make changes that

1. Prepare the manuscripts in accordance with the APA Publication Manual. All positions and headings should read the guidelines of the manuscript. Also, ensure that the submission of thoughtful essays, arguments, and research articles. Focus on creative programs to improve student services. Manuscripts may focus on creative programs to improve student services. Manuscripts may focus on

THE CSPA JOURNAL WELCOMES MANUSCRIPTS BASED ON RESEARCH DOING WITH

GUIDELINES FOR MANUSCRIPT SUBMISSION

CSPA JOURNAL
Factors Contributing to Low Retention of Native American Students in Higher Education

Richard J. Herdeman
Middle College
Buffalo, NY

Heath Kenmare-Police
Cortland Community College
Hackettstown, NJ

Thomas A. Guarino
SUNY College at Buffalo

Sexual Orientation on Campus: An Examination of Views About Entry into the Class

Masters Degree Programs: An Investigative Study of Selected Student Personnel Administration

Copyright 1994 College Student Personnel Association of New York State
masters degree programs
student personnel administration
an investigative study of selected...
Do your graduate schools satisfy with their masters?

What type of internships/practicums are offered?

Would you like different internships?

If you were to revise your training programs, what changes would you like to see?

Trends/concerns in higher education and society?

Which types of courses are being taught in your training programs?

What do you see need for student personal training?

Program Directors were asked the following questions:

What career for mid-management?

Would a specialized degree be a viable alternative as an academic/educational approach to enhance your curriculum?

How would you like to see different in the training program? What would you like to see different in the training program?

What do you think should be offered and taught in student development, communication, research, and evaluation?

What do you think should be emphasized within new approaches to training programs?

What changes would you suggest for restructuring or reengineering?

What changes would you suggest for restructuring or reengineering?

What changes would you suggest for restructuring or reengineering?

How effective were your graduate training and personal development objectives for your entry into student development?

How effective was your graduate training and personal development objectives for your entry into student development?

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:

Program Directors were asked the following questions:
Findings of the Study

This study, representing 2,4 institutions, were interviewed and participated in an annual conference in Boston and over 200 students/Professors campuses, with 11 program directors were interviewed at the ACA during the spring of 1995. Visits were made to (17)
Professionals in this study opposing many of the courses as outlined previously by the
their curriculum or enhancing their program development at
University, those interested in particular were other expanding
Boston College, Boston College, Boston College, and Boston College.
needed at the University, the University of Vermont, the
enhancement/development has been considered and is being
Professional's needed in their program.
interestingly noted many of the courses are elaborated by the now
enhance the curriculum offerings at the masters level, and
Program Directors and faculty also indicated a need to

- reduction in seminar class size
- budget development
- management/business areas
- Organizational skills and studies
- The areas that need enhancement were:
  - seminars approach
  - requirements
  - balance between theoretical and practical
  - diversity and background of instructors

Our program seems to be:
Student Personnel Administration Students, the strongest aspects of
If noteworthy that while integrating the Buffalo State
Program content:
Seminar/workshops – 1-2 hour courses to cover
13.1. consultant/conference
- Sexuality, Drugs, Sexual Religions, AIDS, Family
- Revised counseling and student development
- Community services – classes, modules
- Cultural awareness

1970 disappoints of homophobia, consistent with those who are more accepting.

In terms of homophobia, attitudes toward homophobia, the heterosexual perspective.

Gay/lesbian/homosexual student stereotypes.

Gay/lesbian/homosexual students' experiences differ from the perspective of issues that gay/lesbian/homosexual students face, and a greater amount of research.

In terms of AIDS education, limited research discusses bisexual/homosexual, and AIDS education.

Among the national papers, three general categories:

The literature concerning college students (1996).

Review of Literature

Students professors can better meet the needs of gay/lesbian/homosexual students.

Recommendations will be made as to how student affairs professionals can better meet the needs of gay/lesbian/homosexual students.

From the perspective of those students, the needs of gay/lesbian/homosexual students.

Much of the research at the University of Delaware, and Rose student population.

The findings of the "Yes and Amen," by "Yes and Amen." This evidence of the percentage of students who are gay/lesbian/homosexual.

These statistics are consistent with the findings presented by the national health statistics.

The study shows that 90% of heterosexual students express extraneous bias.

One study conducted by D'Aquila and Rose (1990) provides evidence that college first year students express extraneous bias.

Introduction

Hackettstown, New Jersey

Converse College

Hackettstown, New Jersey

Heather Kendehe-Bose

SEXUAL ORIENTATION ON CAMPUS

AN EXAMINATION OF VIEWS ABOUT ENTRENG THE CLOSET.
The topic has been concluded.

Homo phobia (D'Angelli 1989) focuses on how the portrayal of homosexuality in the media has contributed to the stigma and prejudice faced by the LGBTQ+ community. The media has often portrayed homosexuals as evil, weak, and inferior, contributing to the discrimination and discrimination faced by this group.

In a study by Proctor (1989), students were asked to rate the attractiveness of various photographs of people. The results showed that the attractiveness ratings were lower for photographs of gay men than for photographs of straight men.

In conclusion, the media has played a significant role in perpetuating negative stereotypes and discrimination against the LGBTQ+ community. It is important that media representation is more diverse and accurate to promote acceptance and understanding. ""
Method

AIDS received considerable attention during the study period. AIDS as a disease contracted and spread by homosexuals has become a well-known and feared disease.

The study was conducted by a team of researchers from the College of Saint Rose, Albany, NY, and the College of Saint Mary, New York. The study was conducted on a group of college students, both gay and heterosexual, and included interviews with a sample of students from both groups.

The study was conducted to answer the following questions:

1. How does the perception of AIDS as a gay disease differ between gay and heterosexual students?
2. How does the perception of AIDS as a gay disease differ between gay and heterosexual students in terms of risk perception?
3. How does the perception of AIDS as a gay disease differ between gay and heterosexual students in terms of risk behavior?

The study found that:

1. The perception of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.
2. The risk perception of AIDS as a gay disease was higher among gay students than among heterosexual students.
3. The risk behavior of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.

The study also found that:

1. The perception of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.
2. The risk perception of AIDS as a gay disease was higher among gay students than among heterosexual students.
3. The risk behavior of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.

The study also found that:

1. The perception of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.
2. The risk perception of AIDS as a gay disease was higher among gay students than among heterosexual students.
3. The risk behavior of AIDS as a gay disease was more prevalent among gay students than among heterosexual students.
Gay/Lesbian/bisexual issues, according to this assessment of issues faced by Gay/Lesbian/bisexual students.

Many of these issues concern with a 1986 assessment

of issues faced by Gay/Lesbian/bisexual students. According to this assessment, the issues facing a sample of gay/lesbian/bisexual students include:

- Homophobia, such as "partner," significant other,""homophobia," and "heterosexual." These terms were used by gay/lesbian/bisexual students to describe their experiences.
- The lack of educational programming on campuses to provide the support and resources for gay/lesbian/bisexual students.
- Lack of support from administration, students, and others.

The research conducted by the study found that the issues faced by gay/lesbian/bisexual students are often not acknowledged by the administration or the students themselves. This lack of awareness leads to a lack of support for these students.

The findings of this study conclude that gay/lesbian/bisexual students face significant challenges on campuses. The study highlights the need for increased awareness and support for these students.
Research suggests that educational programming offered to members of communities as well as parents and other family members may lead to isolation of gay/lesbian/bisexual students. In order to lessen the homophobia on college campuses, these students are often forced to come out, thereby increasing their risk of dropping out of school. Students who work with these students, including residential assistants, counselors, and peer educators, need to be aware of the experiences of all students and adapt their professional role to reflect this awareness. The experiences of gay/lesbian/bisexual students, as described by authors such as A. Travis (1999), show that students who are aware of the issues face less stress and are more likely to remain in school.

Implications and Recommendations

The implications of this study are significant. First, it highlights the importance of recognizing and addressing the concerns of gay/lesbian/bisexual students. Second, it emphasizes the need for more research in this area. Third, it suggests that policies and programs should be developed to support the needs of these students. Finally, it calls for the involvement of all members of the community, including administrators, faculty, and students, in creating an inclusive and supportive environment.

Discussion

The findings of this study have important implications for policy makers and educators. They suggest that more attention should be given to the needs of gay/lesbian/bisexual students. This includes the development of supportive policies and programs, as well as the provision of resources and training for educators and staff. These efforts are crucial in ensuring that gay/lesbian/bisexual students receive the support and resources they need to succeed in college.
References
Twenty Five Years Later

Kent State Revisited

Buffalo, New York

Meadville College

Richard J. Herdman, P.D.
Early on Sunday morning, May 3, the National Guard entered the campus gates of Kent State University. It was a move that would have far-reaching consequences, both on and off the campus.

The local authorities, including the police department, decided to order the National Guard to the campus to protect the town and university from the anarchists who threatened to upset the campus. The decision was made after the National Guard was called in to prevent the campus from being damaged by the police.

On the campus, the students were divided in their opinions. Some students supported the police, while others were against it. The conflict between the two groups escalated quickly, leading to a series of incidents that would change the course of history.

The police were on the scene early in the morning, setting up barricades and preparing for a possible confrontation. The students, on the other hand, were planning their next move, ready to defend their campus against any attacks.

The local authorities, including the police department, decided to order the National Guard to the campus to protect the town and university from the anarchists who threatened to upset the campus. The decision was made after the National Guard was called in to prevent the campus from being damaged by the police.

On the campus, the students were divided in their opinions. Some students supported the police, while others were against it. The conflict between the two groups escalated quickly, leading to a series of incidents that would change the course of history.

The police were on the scene early in the morning, setting up barricades and preparing for a possible confrontation. The students, on the other hand, were planning their next move, ready to defend their campus against any attacks.

The local authorities, including the police department, decided to order the National Guard to the campus to protect the town and university from the anarchists who threatened to upset the campus. The decision was made after the National Guard was called in to prevent the campus from being damaged by the police.

On the campus, the students were divided in their opinions. Some students supported the police, while others were against it. The conflict between the two groups escalated quickly, leading to a series of incidents that would change the course of history.

The police were on the scene early in the morning, setting up barricades and preparing for a possible confrontation. The students, on the other hand, were planning their next move, ready to defend their campus against any attacks.
On the hill next to the architecture building, the guards began to make their way across the campus. The guards were charging hundreds of additional rioters with tear gas and rubber bullets. The rioters were throwing stones and bricks at the guards, and the guards were using tear gas and smoke grenades to disperse the crowd. The situation was chaotic and dangerous.

In the居委会 district, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the鑼子區, the police were trying to keep the peace, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 教育区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 金融区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 鴨子区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 畜牧区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 工业区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 交通区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 商贸区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 日用品区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 水果区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 蔬菜区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 医药区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 通信区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.

In the 文化区, the police were trying to maintain order, but the crowd was too large and too violent. The police were using tear gas and rubber bullets to disperse the crowd, but the rioters were just throwing more stones and bricks back at them. The situation was escalating rapidly.
whether in the political, economic or social realm.

what happened at Kent State was a consequence of economic pressures of lack of financial support for the student community, leading to a sense of hopelessness and despair.

whilst more than 50 years ago, there was a moment of transformation that occurred.

We were determined to fight for our rights, to challenge the status quo, and to create a more just and equitable society. This moment, while painful, was a turning point in our history. It taught us the power of collective action and the importance of standing up for what we believe in.
 leadership of the executive officer is imperative as will all levels including the chief executive officer. Communication is essential, especially in times of crisis, and the need to have access to the highest levels of decision making to ensure the integrity of the academic community.

This was a clear example of the importance of communication within a governmental institution, which overwhelmed reason and clarity.

The historical and cultural context of Native American education is one that has evolved over time. Historically, Native American students have faced significant challenges in accessing higher education. This is particularly true for those who have not been exposed to higher education in their early years. The challenge is to provide opportunities for Native American students to thrive in higher education settings.

Institutional goals and objectives for Native American students at the University of Cornell include:

1. **Cultural Reaffirmation:** To affirm and celebrate Native American cultures and histories.
2. **Academic Success:** To provide educational opportunities that lead to academic success.
3. **Community Engagement:** To foster community engagement and collaboration.
4. **Career Development:** To support students in their career development.

The University of Cornell recognizes the unique challenges faced by Native American students and is committed to providing a supportive environment that promotes their success.

According to Wilai and Testa (1993), a nutritious and supportive environment is crucial for Native American students. The institution provides a range of services to support Native American students, including cultural centers, academic support services, and community engagement programs.

In conclusion, the University of Cornell is dedicated to empowering Native American students to achieve their educational goals and contribute to society. The institution’s commitment to Native American education is reflected in its comprehensive approach to student support and cultural affirmation.

---

1. According to Wilai and Testa (1993), a nutritious and supportive environment is crucial for Native American students. The institution provides a range of services to support Native American students, including cultural centers, academic support services, and community engagement programs.
Teaching Styles

Learning styles of Native American students that will help them to succeed in higher education have been identified. These styles include cultural, intellectual, and emotional components. Native American students tend to value practical learning experiences that are hands-on and involve participation in decision-making processes. They also benefit from environments that encourage creative expression and critical thinking.

Teaching Methodologies

In order to meet the needs of Native American students, educators should develop teaching methodologies that incorporate cultural and language-based learning. This can be achieved through the use of traditional storytelling, hands-on learning activities, and collaborative problem-solving. Faculty members should also be trained to recognize and address cultural differences and biases that may affect the educational experience of Native American students.

Support for Faculty

Faculty support is crucial in creating an inclusive and welcoming learning environment for Native American students. This can be achieved through professional development workshops, mentoring programs, and peer support networks. Additionally, faculty members should be encouraged to engage in ongoing professional development to stay informed about best practices in teaching and learning.

Conclusion

In conclusion, it is essential to recognize and address the unique challenges faced by Native American students in higher education. By implementing culturally responsive teaching methods, providing ongoing support for faculty, and creating inclusive learning environments, we can help ensure that all students have the opportunity to succeed.
The need for curriculum reform to reflect multiculturalism is urgent.

Stronger college intentions in high school students

Curriculum

American student self-esteem and self-confidence.

In their culture's multicultural curriculum will persist and will take root in the student's mind, leading to greater information on the many different programs and possible programs include college/course day events which

Post-secondary institutions are encouraged to develop Native American studies as part of their programs, becoming part of the curriculum. Native American studies are considered a part of the curriculum and are included in the academic programs of the institution.

The SUNY College at Buffalo requires that every student take at least one course in Native American studies as part of their general college program. This is consistent with the recommendations for the development of a multicultural education program in the National Center for Educational Program for American Indian Education.
Everyday interactions help students adjust to college life and allow them to discuss ideas, problems, issues, and concerns in a relaxed environment. Support groups for Native American students provide a setting for Native American students to exchange and share traditional knowledge (Stewart, 1992). Support groups include Native American cultural groups, Native American student organizations, and student organizations for Native American students.

Support groups and student organizations can also help students assimilate. Those who participate in support groups gain a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of belonging, which also allows the students to develop their cultural identity. Support groups provide a setting for Native American students to share their experiences while maintaining their cultural identity. Support groups also provide a setting for Native American students to share their experiences and learn about the culture and traditions of their people.

Institutional support is also critical. Support groups can provide a setting for Native American students to learn about the culture and traditions of their people. Support groups can also help Native American students develop a sense of belonging, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge.

Institutional support is also critical. Support groups can provide a setting for Native American students to learn about the culture and traditions of their people. Support groups can also help Native American students develop a sense of belonging, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge.

Support for Native American students is also critical. Support groups can provide a setting for Native American students to learn about the culture and traditions of their people. Support groups can also help Native American students develop a sense of belonging, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge.

Support for Native American students is also critical. Support groups can provide a setting for Native American students to learn about the culture and traditions of their people. Support groups can also help Native American students develop a sense of belonging, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge. Support groups help Native American students develop a sense of identity, which can improve self-esteem and traditional knowledge.