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American Public University System  
American Military University | American Public University

# SAHE510

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## Course Summary

**Course :** SAHE510 **Title :** Introduction to Student Affairs

**Length of Course :** 8 **Faculty :**

**Prerequisites :** EDUC511 **Credit Hours :** 3

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## Description

### Course Description:

Introduction to Student Affairs is an introductory course providing a comprehensive overview of the historical and philosophical foundation of student affairs in higher education. Organizational, management, and leadership theories relevant to college settings, the roles and functions associated with careers in student affairs and college counseling, and contemporary trends and challenges will be examined. Students analyze higher education policies and procedures, programs, and services that meet the needs of diverse students in various institutional settings, including community colleges, four-year universities, and those that offer programs via distance education (Prerequisite: EDUC511)

### Course Scope:

Introduction to Student Affairs is an introductory course providing a comprehensive overview of the historical and philosophical foundation of student affairs in higher education. Organizational, management, and leadership theories relevant to college settings, the roles and functions associated with careers in student affairs and college counseling, and contemporary trends and challenges will be examined. Students analyze higher education policies and procedures, programs, and services that meet the needs of diverse students in various institutional settings, including community colleges, four-year universities, and those that offer programs via distance education.

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## Objectives

After successfully completing this course, you will be able to:

1. Explain the CAS standards and the Professional Competency Areas for Student Affairs Professionals established by ACPA and NASPA
2. Analyze historical, philosophical, and social factors that shaped the development and evolution of the student affairs profession within higher education in the U.S.
3. Critique Student Affairs theories and how they are applied day-to-day in practice.
4. Deduce the role that Student Affairs, and its functional areas, play in student learning and development at various institutional types
5. Examine how functional areas in Student Affairs are designed to support the success of

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**underrepresented students**

6. Develop basic knowledge of the values, philosophy, and ethical principles of the Student Affairs profession.
7. Create your own philosophy of Student Affairs practice by reflecting on your values, philosophy, and ethical principles. (Values, Philosophy, and History)

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# Outline

## Week 1: History, Philosophy, and Values

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### Learning Outcomes

1. Explain the history and development of Student Affairs and its role in contributing to student learning and success
2. Review professional organizations, preparation standards and credentials relevant to Student Affairs professionals in higher education settings
3. Distinguish roles and settings of Student Affairs professionals
4. Examine the CAS Standards and the ACPA/NASPA Professional Competency Areas for Student Affairs Educators
5. Develop a personal Student Affairs philosophy as a Student Affairs practitioner

### Required Readings

**Text:** Schuh, Jones, & Torres

Chapter 1: Historical Overview of American Higher Education

Chapter 2: History of Student Affairs

Chapter 3: Philosophies and Values

Anderson, J. D. (2002). Race in American higher education: Historical Perspectives on Current Conditions. In W. A. Smith, P. G. Altbach, & K. Lomotey (Eds.), *The racial crisis in American higher education* (pp. 3-21). Albany: State University of New York Press.

Carpenter, J (2013). Thomas Jefferson and the ideology of democratic schooling. *Democracy & Education*, 21(2), pp. 1-11. Retrieved from:  
<https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1084&context=home>

Chan RY. Understanding the Purpose of Higher Education: An Analysis of the Economic and Social Benefits for Completing a College Degree. *Journal of Education Policy, Planning and Administration (JEPPA)*. 2016;6 (5) :1-40.

Selingo, J. (2015, February, 2). What is the purpose of higher education? *The Washington Post*. Retrieved from:  
[https://www.washingtonpost.com/news/grade-point/wp/2015/02/02/whats-the-purpose-of-college-a-job-or-an-education/?utm\\_term=.ed7a2d97d601](https://www.washingtonpost.com/news/grade-point/wp/2015/02/02/whats-the-purpose-of-college-a-job-or-an-education/?utm_term=.ed7a2d97d601)

Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

ACPA/NASPA Professional Competency Areas for Student Affairs Educators

[https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_FINAL.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf)

Forum # 1 due Wednesday by midnight and discussion responses to 2 colleagues by Sunday at 11:55 p.m. ET

Assignments

**Week 2: Professional Context**

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### Learning Outcomes

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- Analyze the influence of institutional identity, mission, and culture on higher education institutions

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- Weigh legal considerations specific to higher education and their implication on student affairs practice
- Evaluate the concept of diversity and to think critically about its importance and its impact on campus climate and the student experience
- Examine the interplay of diversity, campus climate, and the role that student affairs has to play in transforming the student experience

#### Required Readings

**Text:** Schuh, Jones, & Torres

Chapters 4-5; 7

Chapter 4: Institutional Identity and Campus Culture

Chapter 5: Campus Climate & Diversity

Chapter 7: Legal Foundations and Issues

Crowe, C. (2018, November 28). U. of Wisconsin chancellor reprimands La Crosse chancellor for bringing a porn star to campus. *The Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/article/U-of-Wisconsin-System/245187?cid=rclink>

- Quintana, C. (2018, November 29). A chancellor, a porn star, and \$5,000: Did a Wisconsin campus find the limit to free speech? *The Chronicle of Higher Education*. Retrieved from: [https://www.chronicle.com/article/A-Chancellor-a-Porn-Star-and/245210?cid=trend\\_right\\_a](https://www.chronicle.com/article/A-Chancellor-a-Porn-Star-and/245210?cid=trend_right_a)
- Flaherty, C. (2018, November 29). Free speech for some, not all? *Inside Higher Education*. Retrieved from: <https://www.insidehighered.com/news/2018/11/29/adult-film-stars-invite-campus-gets-wisconsin-chancellor-trouble-some-see-hypocrisy>
- Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>
- ACPA/NASPA Professional Competency Areas for Student Affairs Educators [https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_FINAL.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf)

Forum #2 Due Wednesday by midnight and responses to classmates due by Sunday at 11:55 p.m. ET.

Assignments

### Week3: Theories & Ethics

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#### Learning Outcomes

- Analyze ethical issues specific to higher education
- Discuss the multidimensionality of student learning and development
- Examine the influence that privilege and marginalization have on student developmental

**Text:** Schuh, Jones & Torres

4(3), 272-294.

Chapters 6, 8, & 12

Chapter 6: What is Ethical Professional Practice?

Chapter 8: Nature & Uses of Theory

Chapter 12: Critical Theories Perspectives

Solórzano, D.G., Villalpondo, O., & Oseguera, L., (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race theory analysis of their educational process. *Journal of Hispanic Higher Education*,

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### Required Readings Assignments

Forum # 3 Due Wednesday by midnight and discussion Responses to 2 Colleagues by Sunday at 11:55 p.m. ET

### Recommended Optional Reading

Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

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## ACPA/NASPA Professional Competency

### Areas for Student Affairs Educators

[https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_FINAL.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf)

### Week 4: Organization, Environmental Theories, Student Outcomes

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#### Learning Outcomes

- Examine the impact of culture, values, and community on various aspects of student development
- Analyze organizational and environmental theories relevant in higher education settings
- Summarize student success and retention theories and the factors promote and inhibit positive student outcomes
- Explore various student affairs models to maximize student engagement and success

**Text:** Schuh, Jones & Torres

Chapters 13-15

Chapter 13: Organization Theory and Change

Chapter 14: Environmental Theories

Chapter 15: Student Retention and Institutional Success

Required Readings  
Assignments

Forum # 4 Due Wednesday by Midnight  
and discussion responses to 2 colleagues  
by Sunday at 11:55 p.m. ET

Student Affairs Philosophy

Recommended Optional Reading

Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

ACPA/NASPA Professional Competency Areas for Student Affairs Educators

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### Week 5: Organizational Aspects of Professional Practice

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#### Learning Outcomes

- Examine various student affairs models to maximize student engagement and success
- Explain organizational structures in postsecondary institutions and student affairs
- Analyze the importance of relevant social media strategies when trying to reach students
- Summarize the significance of partnerships between academic and student affairs to achieving success with these strategies to promote student learning and success

#### Required Readings

Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

ACPA/NASPA Professional Competency Areas for Student Affairs Educators

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Bailey, T. L., & Brown, A. (2016). Online Student Services: Current Practices and Recommendations for Implementation. *Journal of Educational Technology Systems*, 44(4), 450–462.

Cabellon, E. T., & Junco, R. (2015). The digital age of student affairs. *New directions for student services*, 2015(151), 49-61. Retrieved from: <http://blog.reyjunco.com/wp->

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[content/uploads/2010/03/Cabellon\\_Junco\\_2015\\_NDSS\\_DASA.pdf](#)

Manning J., Kinzie, J. & Schuh, J.H. (2016). Framing student affairs practice. In Schuh, J. H., Jones, S. R.,

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Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 270-287). San Francisco, CA: Jossey-Bass, Inc.

Rokkum, J. & Junco, R. (2016). Left behind: How the profession of student affairs is unprepared to meet students where they (digitally) are. L. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 344-358). San Francisco, CA: Jossey-Bass, Inc.

Whitt, E. (2016). Academic and student affairs partnerships. L. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 359-374). San Francisco, CA: Jossey-Bass, Inc.

Wilson, M.E. (2016). Organizational structures and functions. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 288-307). San Francisco, CA: Jossey-Bass, Inc.

## Assignments

Forum # 5 Due Wednesday by midnight and discussion responses to 2 colleagues by Sunday at midnight

## Week 6: Essential Competencies: Multicultural Competence, Leadership, & Teaching Skills

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### Learning Outcomes

- Demonstrate the characteristics of professionalism in student affairs
- Develop appreciation for cultural competence as a value of a skilled student affairs professional and the importance of this quality to working in diverse of higher education environments
- Use impactful skills and approaches to teaching and helping students learn

### Required Readings

Council for the Advancement of Standards in Higher Education: <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

ACPA/NASPA Professional Competency Areas for Student Affairs Educators

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Arminio, J. & Ortiz, A.M. (2016). Professionalism. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 377-391). San Francisco, CA: Jossey-Bass, Inc.

Pope, R.L. & Mueller, J.A. (2016). Multicultural competence and change on campus. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 392-407). San Francisco, CA: Jossey-Bass, Inc.

Quaye, S.J. (2016). Teaching and facilitation. L. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 437-451). San Francisco, CA: Jossey-Bass, Inc.

## Assignments

Forum # 6 Due Wednesday by midnight and discussion responses to 2 colleagues by Sunday at midnight

## Week 7: Counseling Skills, Advising Student Organizations and Crisis Management

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### Learning Outcomes

- Select evidence-based strategies to assist individuals in higher education settings with personal/social

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**development**

- Use effective strategies to help student organizations operate successfully

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- Discuss roles student affairs professional in relation to the implementation of the an institution's crisis management plan

## Required Readings

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ACPA/NASPA Professional Competency Areas for Student Affairs Educators

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Dunkel, N.W. & Chrystal-Green, N.E. (2016). Advising student organizations. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 466-483). San Francisco, CA: Jossey-Bass, Inc.

Reynolds, A. (2016). Counseling and helping skills. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 452-465). San Francisco, CA: Jossey-Bass, Inc.

Shaw, M.D. & Roper, M.D. (2016). Crisis Management. L. In Schuh, J. H., Jones, S. R., Torres, V. (Eds.). Student services: A handbook for the profession (6th ed., pp. 484-498). San Francisco, CA: Jossey-Bass, Inc.

## Assignments

Forum # 7 Due Wednesday by midnight and discussion responses to 2 colleagues by Sunday at midnight

Exploration of Functional Areas at Different Institution Types - Presentation due week 7

## Week 8: Designing Programs & Future Directions

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### Learning Outcomes

- Explain high-impact practices, in combination with programs that engage cultural diversity, in ways that will increase student's competency for engaging difference
- Apply theory and research to practice
- Analyze types of professional development that can foster holistic, transformative learning and public action
- Critique the future of higher education and student affairs in particular

### Required Readings

**Text:** Schuh, Jones & Torres

Chapters 30-33

Chapter 30: Designing Programs for Engaging Difference

Chapter 31: Applying Theories and Research to Practice

Chapter 32: Evolving Roles and Competencies

Chapter 33: Shaping the Future

### Assignments

Forum # 8 Due Wednesday by midnight and discussion responses to 2 colleagues by Sunday at 11:55 pm

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**Theory-to-Practice Paper due week 8**

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## Evaluation

### Creating Your Student Affairs Philosophy:

Students will explore how formal and personal theories influence student affairs practices. During this course you will be introduced to many of the theories that exist in the field and have the opportunity to process what you have learned and formulate your own Student Affairs philosophy. Articulate the relationship you see existing between the student experience, learning and development, the campus environment, and the work of student affairs practitioners. **Consider this question as you reflect and frame your philosophy: “What would constitute a positive higher education experience for students and how would you, as a student affairs practitioner, help to produce that experience?”** Your personal and professional experiences should form the basis of your philosophy. This should reflect the way that your own personal theory has evolved during the first half of the course. **Your Student Affairs philosophy statement should be 5 pages in length, follow accurate American Psychological Association (APA) formatting, and reference course readings.**

### Due: Week 4

### Functional Areas and Institution Types Project

This assignment will give students the opportunity to increase their familiarity with Student Affairs functional areas as they exist at various institution types and to develop their practitioner thinking skills.

Students will select three different functional areas and investigate how each of these functional areas are organized and serve students at a community college, a four-year institution, and a distance education institution. Compare and contrast how these areas are organized across these three institution types and how they provide services to students at each of these different campuses. If the functional area does not exist at an institution, explain how these services are otherwise provided to students. If the services are not provided at all, then devise and recommend ways that these “services” could be provided to students. **The professor must approve the selected functional areas and institutions during week 2. Produce a 10-page paper and 20-minute presentation on your findings and recommendations**

### Functional areas from which to select three units are:

- Counseling and Psychological Services
- Residence Life
- Recreation
- Student Conduct
- Athletics
- Admissions
- Financial Aid
- Orientation
- Student Activities
- Student Government
- Health Services
- Campus Safety
- Disability Services
- Greek Life
- Multicultural Affairs
- Veteran Resources
- The LGBTQ Center
- Career Services
- Academic Advising
- The Women’s Center

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This paper will require students to research the institutions' websites and even email and/or call the

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departments' administrators for information so plan accordingly to complete this assignment in timely manner.

### **These headings should be covered in your presentation**

- Discussion of why you selected the three functional areas and the three sets of institution types (community colleges, four-year institutions, and distance education institutions) for each area for your project.
- Descriptions of each of the functional areas, the students they serve, their purpose, and how they contribute to the missions of these institutions and to student learning and success
- If an institution does not have a selected functional area then devise and recommend a way these "services" could be provided to students, either directly or indirectly
- **References, at least 10, should be listed on the final slide using accurate American Psychological Association (APA) formatting. Research references should be included throughout the presentation and should follow accurate American Psychological Association (APA) formatting. (Due: Week 7)**

### **Theory-to-Practice Paper:**

Students will select and describe a contemporary problem in Student Affairs practice. This problem will be addressed in this 10-page paper through theories covered in the course and additional resources using articles from recent higher education journals and Student Affairs research. While addressing this problem, follow these steps:

1. Describe the breadth and scope of the contemporary problem in Student Affairs practice
2. Address potential concerns in using a particular theory or group of theories in response to the identified problem. For example, is the theory more applicable to one group of students than another? Or, does the theory have any shaky assumptions about Student Affairs, higher education institutions, or student success?
3. Following the analysis of the selected theory or theories, recommend strategies that would be effective in addressing the issue. Connect these strategies directly to the analysis of the theory.
4. **Use a minimum of 8 peer-reviewed resources and follow accurate American Psychological Association (APA) formatting**

**You will need to have your proposal approved by the instructor by Week 4. This assignment is due by Sunday of Week 8.**

**Forum:** Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

### **Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

### **Grading:**

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<b>Name</b>	<b>Grade %</b>
Discussions	25.00 %

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W1: Purpose of Higher Education	3.13 %
W2: Case Study Dilemma	3.13 %
W3: Ethical Considerations and Theory	3.13 %
W4: Retention Organizational Theory and Environmental Theory	3.13 %
W5: Student Affairs Philosophy	3.13 %
W6: Cultural Competence	3.13 %
W7: Counseling Aspects of Student Affairs	3.13 %
W8: Purpose of Higher Education Reflection	3.13 %
<b>Assignments</b>	<b>75.00 %</b>
Student Affairs Philosophy	25.00 %
Functional Areas and Institutional Types Project	25.00 %
Theory to Practice Paper	25.00 %

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## Materials

**Book Title:** Student Services : A Handbook for the Profession, 6th ed. (Ebook available through the APUS Online Library)

**Author:** Schuh, J., Susan R. Jones, and Vasti Torres

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**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.\*

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## Course Guidelines

Professional competency areas for Student Affairs educators established by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) as well as the standards established by the Council for the Advancement of Standards in Higher Education (CAS).

### 2018 ACPA & NASPA Professional Competency Standards

#### 1. Personal and Ethical Foundations

- Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work;

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this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard

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of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus 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.

## **2. Values, Philosophy, and History**

- Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

### **3. Assessment, Evaluation, and Research**

- Focuses on the ability to design, conduct, critique, and use various assessment, evaluation, and research methodologies and the results obtained from them, to utilize assessment, evaluation, and research processes and their results to inform practices and to shape the political and ethical climate surrounding assessment, evaluation, and research AER processes and uses in higher education.

### **4. Law, Policy, and Governance**

- Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

### **5. Organizational and Human Resources**

- Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

### **6. Leadership**

- Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

### **7. Social Justice and Inclusion**

- While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

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## **8. Student Learning and Development**

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- Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

## 9. Technology

- Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.

## 10. Advising and Supporting

- Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

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# University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
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- [Appeals](#)
- [Disability Accommodations](#)

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