Eugene T. Moore
School of Education

Masters of Education Degree in Counselor Education
Program of Study

Student Affairs

FIELD EXPERIENCE HANDBOOK

Department of Leadership, Counselor Education,
Human and Organizational Development
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(Revised July 2014)
General Field Experience Guidelines

This manual provides information about field experiences in the counselor education program at Clemson University. Field experiences consist of practicum and internship and are an important part of all programs of study in the counselor education program. The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides students with experience in all aspects of professional functioning applicable to their program track. Please read the following information carefully.

It is highly recommended that students discuss field experience and site placement with their advisors almost immediately upon entering the program. These discussions will assist students in clarifying their professional interests, solidifying their program of study, and seeking out appropriate sites for practicum and internship. A list of approved sites is available through your advisor. Enrollment in field experience courses requires an application process with specific deadlines. The application form is located on page 8 in the field experience manual.

Students must have personal professional liability insurance in place before beginning any practicum or internship experience. Such insurance is available at student rates from various insurance carriers. Students are encouraged to shop around for their policies. Please contact your advisor if you have question about professional liability insurance.

Throughout this document, the following terminology is used when referring to field experiences:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td>Counselor Education faculty member who is the student’s assigned academic advisor upon entering the program.</td>
</tr>
<tr>
<td>Field Experience Coordinator</td>
<td>Provides information to sites and students related to placement and nature of field experience.</td>
</tr>
<tr>
<td>Site</td>
<td>This is the physical location of the field experience placement. This site must be approved by the program coordinator.</td>
</tr>
<tr>
<td>University Faculty Supervisor</td>
<td>The faculty member who is the instructor for the practicum or internship courses and will meet with students either individually or within a group setting.</td>
</tr>
<tr>
<td>Site Supervisor</td>
<td>This is the faculty or staff member at the field experience site who oversees the administrative details of the student’s experience. This person is the liaison to the university supervisor. Site supervisors are required to have a minimum of two (2) years of related experience and a master’s degree in counselor education or a related educational field.</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Time spent in field-related activities. It is our hope that students have direct interaction with students but a good site also provides students with leadership, administrative, and learning experiences.</td>
</tr>
</tbody>
</table>
Each student is required to take one practicum (100 hours) and two internships (150 hours each). For those full time students with graduate assistantships, the practicum is typically taken their first spring semester of graduate school, with internship being the last year. Graduate assistantships cannot be used for practicum/internship requirements (academic credit), and while we encourage and support students participation in ACUHO-I, NODA and other external experiences, they cannot be used for practicum/internship requirements (academic credit).

For those full time working professionals attending school part time to increase their marketability, we encourage these students to seek opportunities outside their work environment; however, we are aware that is not always possible. As such, we do allow flexibility for them to fulfill the practicum and internship requirements. Each student should work with their advisor. If students do complete their practicum/internships in their existing offices, students should engage in projects that normally would not be part of their typical job function. For the practicum and internships, special focus and attention should be paid to ensuring that, if at all possible, the students are reporting to someone different than their work supervisor. Students should speak with their advisors to determine all details of their practicum/internships.

**Student Responsibilities Prior to Enrollment in Field Experience**

Students are responsible for four key requirements prior to beginning field experience: (1) meeting with his or her advisor; (2) completing and submitting the field experience application (pg. 8) by the stated deadlines (Nov 1 for spring and summer enrollment; March 1 for fall enrollment) (3) completing the Site Supervisor Information Sheet and the Learning Contract (pp. 9-10) (Due First Day of Class), and (4) Provide proof of liability insurance (Due First Day of Class).

As you are finalizing your plans for field experience and completing paperwork, please pay attention to the following guidelines. To meet requirements for each semester of field experience, students should discuss the program’s hour requirements with their prospective sites prior to the start of their field experience. Students who may have questions about a particular site or who have difficulty accumulating their hours once the semester has begun should discuss their concerns immediately to their university supervisor. Students must be cognizant that the required hours remain the same during the summer semester. Therefore, students must be able to present a plan to their advisor of how he or she can guarantee completing the field experience requirements.

The actual length of time on site is determined by the duration of the university’s semester schedule. Students cannot start working at their sites before the start of the semester.

**Practicum**

This introductory experience is designed to help students develop requisite student affairs practitioner skills and knowledge in the applied setting. Students begin this experience as volunteers or “apprentices” rather than experienced practitioners. Students are expected to learn the role of a student affairs professional in the particular setting, including the activities and services provided, as well as procedures and policies.

Students complete EDC 8340 for a minimum of 100 hours in an appropriate setting approved by the program coordinator. The course instructor, student’s advisor, and site supervisor determine

(Revised July 2014)
appropriate practicum activities. Activities could include observing/shadowing, attending staff meetings, tutoring, advising, administering tests, interviewing professional staff members, studying materials and procedure manuals, and other support functions. Within the 100 hour requirement, students must accrue the majority of hours working directly with the identified clientele, i.e. undergraduate students, parents, donors.

**Internship**

Internship provides students with experience in all aspects of professional functioning applicable to their program track. Students perform all the activities that a regularly employed staff member in a particular setting would be expected to perform. Internship requires students to complete two (2) EDC 8440 field experiences (150 hours each) for a minimum cumulative total of 300 clock hours of supervised experience in a professional role. The majority of hours must be in direct service work with clientele, i.e. undergraduate students, parents, donors. Students may not use their graduate assistantships as their field experience sites, nor can they count hours clocked at their assistantships toward their field experience total.

**Insurance**

Prior to beginning the field experience, all students must show proof of liability insurance. Student liability insurance is offered at a reduced student costs from both ACPA and NASPA. Please note that this insurance begins the month purchased and runs for one year. As many students enroll in practicum in spring and internship the following summer and fall, we encourage you to purchase the insurance in January right before the first practicum class. If you are not able to complete all three requirements within the one year, then you will have to repurchase for a second year. Having said that, the department believes that all SA practitioners should get into the habit of purchasing liability insurance. As such, you might want to purchase the second year on your own as you begin your professional career.

**Requirements for Field Experiences** For all field experience sites, students need to establish clear goals and learning outcomes for this experience. All field experiences are expected to provide:

- Written outcomes and expectations for the field experience (learning outcomes, performance expectations, job description, learning contract etc.) to be established no later than the end of the first week of supervision
- Weekly supervision/feedback meeting
- Access to computer with email, Internet, Microsoft capabilities
- Final written feedback and individual student meeting to review performance and progress in accomplishing learning outcomes. This appraisal meeting should focus on how the student and field experience site did or did not achieve/meet the goals of the learning contract
- Flexibility for all students to attend all academic and departmental program requirements
- A direct supervisor with a minimum of a master’s degree in Student Affairs or related academic area. They must also have a minimum of two years full-time higher education experience
- Full-time staff studying part-time in the CU Student Affairs program are not allowed to serve as field experience supervisors.

**Documentation Required for Practicum (EDC 8340) and Internship (EDC 8440)**

(Revised July 2014)
All students enrolled in Practicum and Internship are required to submit, at the completion of each course, the following documents from EACH field experience (8340 & 8440):

- Application for Practicum/Internship
- Site Supervisor Information Sheet
- Learning Contract
- Professional Growth Paper (EDC 8340 & 8440-1); Synthesis Paper (EDC 8440-2)
- Final Evaluation of Student by Site Supervisor
- Final Evaluation of Site by Student
- Documentation of Professional Liability Insurance

All forms must include all required signatures and dates. Thank you for your careful attention to these requirements.

### Grading Rubrics

**Grading Rubric for Student Affairs Practicum Field Experiences**

ED C 8340 (Student Affairs Practicum)

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of course requirements outlined in course syllabus</td>
<td><strong>Inability to complete the minimum requirements as outlined in course syllabus</strong></td>
</tr>
<tr>
<td>Completion of a minimum of <strong>100 clock hours</strong></td>
<td>Clock less than a total of 100 hours in field experience</td>
</tr>
<tr>
<td>Attend all class meetings with the university faculty or supervisee of university faculty</td>
<td>Inability to attend the minimum number of hours required for group and individual supervision.</td>
</tr>
<tr>
<td>Demonstration of exemplary ethical and professional behaviors.</td>
<td>Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>■ violation of professional standards of ethical codes;</td>
</tr>
<tr>
<td></td>
<td>■ inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;</td>
</tr>
<tr>
<td></td>
<td>■ behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;</td>
</tr>
<tr>
<td></td>
<td>■ interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and</td>
</tr>
<tr>
<td></td>
<td>■ inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.</td>
</tr>
</tbody>
</table>

(Revised July 2014)
| Completion and submission of relevant documentation required of student and site personnel. | Missing any of the face-to-face classes |
| Complete self-assessment using the ACPA/NASPA Competencies | Missing Individual Student/Faculty Meetings |
| Documentation of Professional Liability Insurance |  |

(Revised July 2014)
Grading Rubric for Student Affairs Internship Field Experiences

ED C 8440 (Student Affairs Internship)

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of course requirements outlined in course syllabus.</td>
<td>Inability to complete the minimum requirements as outlined in course syllabus</td>
</tr>
<tr>
<td>Completion of a minimum of 150 clock hours (150 hours each in Internship I and Internship II)</td>
<td>Clock less than a total of 150 hours in field experience</td>
</tr>
<tr>
<td>Attendance all class meetings with the university faculty or supervisee of university faculty.</td>
<td>Inability to attend the minimum number of hours required for group and individual supervision.</td>
</tr>
<tr>
<td>Completion and submission of relevant documentation required of student and site personnel.</td>
<td>Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following:</td>
</tr>
<tr>
<td>Demonstration of exemplary ethical and professional behaviors.</td>
<td>- violation of professional standards of ethical codes;</td>
</tr>
<tr>
<td></td>
<td>- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;</td>
</tr>
<tr>
<td></td>
<td>- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;</td>
</tr>
<tr>
<td></td>
<td>- interpersonal behaviors and interpersonal functioning that impairs one’s professional functioning; and</td>
</tr>
<tr>
<td></td>
<td>- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.</td>
</tr>
<tr>
<td>Documentation of Professional Liability Insurance</td>
<td>Missing any of the face-to-face classes</td>
</tr>
<tr>
<td></td>
<td>Missing Individual Student/Faculty Meetings</td>
</tr>
</tbody>
</table>

(Revised July 2014)
Clemson University
Student Affairs
Application for Practicum and Internship

Student Name ________________________________________________ Date _____________________
CU Student ID Number __________________________________ CU e-mail____________________________
Address ___________________________________________________ Phone___________________________
City & Zip ____________________________________________ Advisor______________________________

Applying for course (please circle)
ED C 8340 Practicum (Prereq: 8030 or 8040)
ED C 8440 I Internship (Prereq: 8340)
ED C 8440 II Internship (Prereq: 8340 & 8440 I)

Circle semester applying for: FALL SPRING SUMMER and Year: ____________
Professional Liability Insurance Provider: _____________ No. of credit hours ___3hrs ___6hrs

<table>
<thead>
<tr>
<th>Student Affairs</th>
<th>Courses</th>
<th>When Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 8030___</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>EDC 8040___</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>EDC 8100___</td>
<td>________</td>
<td></td>
</tr>
</tbody>
</table>

Why are you pursuing this site: _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Advisory Signature (Required): _____________________________________________________

Contact Information for Site Supervisor:

Name: ______________________ Email: _________________________________
Office: _________________ Phone: _________________________________

APPLICATION DUE : Forms are due to:
Tony Cawthon, SA Field Experience Coordinator,
March 1st for Fall; November 1st for Spring/Summer

(Revised July 2014)
Site Supervisor Information Sheet

Student Name ________________________________________________________________

Name of Supervisor ____________________________________________________________

Supervisor Title ________________________________________________________________

Supervisor Department __________________________________________________________

Official Name of Site (do not abbreviate) __________________________________________

Site Address ____________________________________________________________________

Phone # of Site Supervisor _______________________________________________________

Site Supervisor e-mail __________________________________________________________

Student Affairs/Higher Education (or related field) Master’s/Doctorate Degree__________

Briefly outline Site Supervisor’s professional experience related to Student Affairs/Higher Ed

________________________________________________________________________________

________________________________________________________________________________

Years of Pertinent Experience* ____________________________________________________

* Note a minimum of 2 years’ experience is required.

Agreed upon semester for Field Experience _________________________________________

(Revised July 2014)
Learning Contract/Prospectus

On an attached page, create a Learning Contract. Your contract must include the header above and the following sections:

Name: __________________________________________________________

Address: ________________________________________________________________________

Home Phone: ______________ Work Phone: __________________

E-mail: _________________________________

Site Placement: _______________________________________________________

Site Supervisor: ___________________ Title: _________________________

Site Address: ______________________________________________________________________

Site Phone: __________________ Supervisor E-mail: ____________________

Provide a description of the following:

1. Description and overview of site

2. Expectations for completing this practicum/internship experience

3. Responsibilities you will have for this practicum/internship experience

4. Learning objectives for this practicum/internship experience. As part of these learning objectives, you need to address the ACPA/NASPA Competencies being addressed.

5. How learning will be assessed

6. Other pertinent information as you deem important

Signatures:

________________________________________________________________________
Student Signature Date

________________________________________________________________________
On-Site Supervisor Signature Date

________________________________________________________________________
University Faculty Signature Date

(Revised July 2014)
### Student Affairs Field Experience
#### Practicum/Internship Final Student Evaluation

**Student’s Name:** ________________________________ **Date:** ________________

**Practicum/Internship Site:** ________________________________ **Semester:** ________________

**Site Supervisor’s Name:** ________________________________

Circle Course:   
- EDC 8340
- EDC 8440

<table>
<thead>
<tr>
<th></th>
<th>1-Unsatisfactory</th>
<th>2-Satisfactory</th>
<th>3-Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEADERSHIP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Conduct, Demeanor, and Attitude</td>
<td>Often is publicly critical of the project or the work of others. Often has a positive attitude about others and tasks.</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and tasks.</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about others and tasks.</td>
</tr>
<tr>
<td>Relationships/cooperation with supervisor</td>
<td>The student refuses to work collaboratively.</td>
<td>The student works collaboratively when asked.</td>
<td>The student works collaboratively without being asked.</td>
</tr>
<tr>
<td>Relationships/cooperation with office staff</td>
<td>The student refuses to work collaboratively.</td>
<td>The student works collaboratively when asked.</td>
<td>The student works collaboratively without being asked.</td>
</tr>
<tr>
<td>Awareness of and adherence to institutional and office policies</td>
<td>Student ignores institutional and office policies.</td>
<td>Students occasionally adheres to institutional and office policies.</td>
<td>Student consistently adheres to institutional and office policies.</td>
</tr>
<tr>
<td>Timeliness in completing work</td>
<td>Student fails to use time wisely. Rarely gets things done in timely manner and others work and deadlines are impacted by student’s procrastination.</td>
<td>Student uses time wisely and uses times well throughout the field experiences but may procrastination on one item. Others works and deadlines are not impacted by this student’s procrastination.</td>
<td>Student is self-directed. Routinely uses time well during the field experience to ensure things get done; others do not have to chance deadlines because of this student’s procrastination.</td>
</tr>
</tbody>
</table>

(Revised July 2014)
<table>
<thead>
<tr>
<th>Field Experience Manual 13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Autonomy, initiative, and proactive performance</th>
<th>Shows no autonomy, initiative and proactive performance in work</th>
<th>Shows adequate degree of autonomy, initiative, and proactive performance in work</th>
<th>Shows a high degree of autonomy, initiative and proactive performance in work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of professional feedback and constructive criticism</td>
<td>Student reacts negatively to feedback with no intention to incorporate the feedback.</td>
<td>Student occasionally gives feedback and receives feedback positively. Student occasionally incorporates that feedback.</td>
<td>Student consistently gives feedback and receives feedback positively. Student is aware of others comments and consistently incorporates that feedback.</td>
</tr>
<tr>
<td>Navigation of challenging professional situations</td>
<td>Student displays a low navigation skills required for professional practice.</td>
<td>Student displays adequate navigation skills required for professional practice.</td>
<td>Student displays a high navigation skills required for professional practice.</td>
</tr>
<tr>
<td>Adaption to work setting</td>
<td>Student so no flexibility in changes to work and projects assigned.</td>
<td>Student shows some flexibility in changes to work and projects assigned.</td>
<td>Student show high flexibility in changes to work and projects assigned.</td>
</tr>
</tbody>
</table>

**PERSONAL FOUNDATIONS**

<table>
<thead>
<tr>
<th>Verbal/Communication Skills</th>
<th>Student displays minimal skills.</th>
<th>Student displays adequate skills.</th>
<th>Student displays outstanding skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written communication skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Collaborative skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Student Development theoretical application skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Technological skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Assessment skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Budget skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
<tr>
<td>Administrative skills</td>
<td>Student displays minimal skills.</td>
<td>Student displays adequate skills.</td>
<td>Student displays outstanding skills.</td>
</tr>
</tbody>
</table>

(Revised July 2014)
<table>
<thead>
<tr>
<th>Ethical Behavior</th>
<th>Student performs in unethically.</th>
<th>Student sometimes perform in an ethical manner.</th>
<th>Student always performs in an ethical manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EQUITY, DIVERSITY AND INCLUSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness and understanding of diverse educational environments and diversity in many forms</td>
<td>Student uses disparaging language when working with diverse groups.</td>
<td>Student usually uses appropriate language and respects the opinions of diverse groups.</td>
<td>Student uses appropriate language and respects the opinions of diverse groups.</td>
</tr>
<tr>
<td>Awareness and understanding of different constituents’ needs, wants, and expectations</td>
<td>Student never is aware and understands different constituent’s needs, wants, and expectation.</td>
<td>Student often is aware and understands different constituent’s needs, wants, and expectation.</td>
<td>Student consistently is aware and understands different constituent’s needs, wants, and expectation.</td>
</tr>
<tr>
<td>Awareness and understanding the holistic nature of higher education and the student affairs practitioner’s role in facilitating this condition</td>
<td>Student never is aware and understands the holistic nature of higher education and the student affairs practitioner’s role in facilitating this condition</td>
<td>Student often is aware and understands the holistic nature of higher education and the student affairs practitioner’s role in facilitating this condition</td>
<td>Student consistently is aware and understands the holistic nature of higher education and the student affairs practitioner’s role in facilitating this condition</td>
</tr>
</tbody>
</table>

- Did the student complete the requisite number of field experience hours (100 for Practicum; 150 for Internship) at the site? **YES** **NO**
  - If the student did not fulfill the requisite number of hours, please briefly indicate why.

- Did the student fulfill all of the mutually agreed upon tasks, roles, and responsibilities denoted in the Learning Contract? **YES** **NO**
  - If the student did not fulfill tasks, roles, and responsibilities, please briefly indicate why.

(Revised July 2014)
• How well is the student suited for employment/work in this type of environment?

• How would you articulate (a) strengths and (b) areas for improvement regarding this student to a potential employer?

• Please provide any additional comments here.
Student Evaluation of Site and Site Supervisor

Student Name:
Site:
Site Supervisor:
Course:  
  EDC 8340  
  EDC 8440
Semester:  
  Fall________  
  Spring_______  
  Summer_______
(Write in year)

1. Would you recommend this SITE?  YES  NO
   
   If you selected yes, please explain why you selected yes. Share any suggestions, affirmations, or
   best practices from this site.

2. Would you recommend this site SUPERVISOR?  YES  NO

3. If you answered “no” to either of the above questions, please explain why you would not recommend
   this site or site supervisor.

(Revised July 2014)
## Ethical Standards and Guidelines and Competencies Website

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Website Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College Personal Association (ACPA)</td>
<td><a href="http://www.myacpa.org/">http://www.myacpa.org/</a></td>
</tr>
<tr>
<td>National Association of Student Personnel Administrators (NASPA)</td>
<td><a href="http://www.naspa.org/">http://www.naspa.org/</a></td>
</tr>
</tbody>
</table>
**ACPA and NASPA Professional Competency Areas**

<table>
<thead>
<tr>
<th><strong>Advising and Helping</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advising and Helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.</td>
</tr>
</tbody>
</table>

**Basic**
- Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- Establish rapport with students, groups, colleagues, and others.
- Facilitate reflection to make meaning from experience.
- Understand and use appropriate nonverbal communication.
- Strategically and simultaneously pursue multiple objectives in conversations with students.
- Facilitate problem-solving.
- Facilitate individual decision making and goal setting.
- Challenge and encourage students and colleagues effectively.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Identify when and with whom to implement appropriate crisis management and intervention responses.
- Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
- Recognize the strengths and limitations of one’s own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds).
- Actively seek out opportunities to expand one’s own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).

**Intermediate**
- Perceive and analyze unspoken dynamics in a group setting.
- Facilitate or coach group decision making, goal setting, and process.
- Conduct individual professional development needs assessment and group assessment of organizational needs.
- Identify patterns of behavior that signal mental health concerns.

(Revised July 2014)
| Manage conflict. |
| Mediate differences between or among individuals and groups. |
| Appropriately mentor students and staff. |
| Demonstrate culturally appropriate advising, helping, coaching, and counseling strategies. |
| Initiate crises intervention responses and processes. |

| Develop and implement successful prevention and outreach programs on campus, including effective mental health publicity and marketing. |
| Utilize technology (e.g., websites, social networking, video clips, podcasts) to address students’ mental health issues. |
| Provide advocacy services to survivors of interpersonal violence. |
| Develop and distribute accurate and helpful mental health information for students, faculty, and staff. |
| Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations). |
| Consult with mental health professionals as appropriate. |
| Engage in research and publication of mental health issues. |

**Advanced**

| Provide effective counseling services to individuals and groups. |
| Assess responses to counseling interventions. |
| Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills. |
| Exercise institutional crisis intervention skills, and coordinate crisis intervention and response processes. |
| Collaborate with other campus departments and organizations as well as surrounding community agencies and other institutions of higher education to address mental health concerns in a comprehensive, collaborative way. |
| Provide mental health consultation to faculty, staff, and campus behavioral assessment teams. |
| Provide effective posttraumatic response to campus events and situations, collaborating with other appropriate campus departments. |
| Develop liaisons with community mental health providers to ensure seamless and coordinated care (e.g., with hospitalizations, transfer of care). |

(Revised July 2014)
The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

### Basic
- Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.
- Effectively articulate, interpret, and use results of AER reports and studies, including professional literature.
- Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.
- Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.
- Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
- Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
- Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy.
- Align program and learning outcomes with organization goals and values.

### Intermediate
- Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.
- Effectively manage, align, and guide implementation of results of AER reports and studies.
- Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional levels.
- Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s).
- Construct basic surveys and other instruments with consultation.

(Revised July 2014)
Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.

Create the climate at the department level that AER are central to the department’s work and ensure that training and skill development in these areas is valued, budgeted for, and fully embedded in day-to-day procedures.

Apply the concepts and procedures of qualitative research, evaluation, and assessment, including creating appropriate sampling designs and interview protocols with consultation, participating in analysis teams, contributing to audit trails, participating as peer de-briefer, and using other techniques to ensure the trustworthiness of qualitative designs.

Participate in design and analysis of quantitative AER studies, including understanding statistical reporting that may include complex statistical methods such as multivariate techniques; and articulating the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability.

Manage the implementation of institutional and professional standards for ethical AER activities.

Prioritize program and learning outcomes with organization goals and values.

Advanced

Effectively lead the conceptualization and design of ongoing, systematic, high-quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel.

Effectively use assessment and evaluation results in determining the institution’s, the division’s, or the unit’s accomplishment of its missions and goals, reallocation of resources, and advocacy for more resources.

Lead a comprehensive communication process to the campus community of the relationship of institutional AER processes to learning outcomes and goals at the student, department, division, and institution level.

Lead the writing of assessment and evaluation reports and other research studies and activities that include translation of data analyses into goals and action.

Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning.

Lead, supervise, and/or collaborate with others to design and analyze qualitative studies and evaluation, assessment, and other research activities, including assessing transferability and trustworthiness in a sophisticated way.

Lead, supervise, and/or collaborate with others to design and analyze quantitative studies, data collection schemes, and other AER activities, including writing and disseminating statistical reporting for audiences at varying levels of statistical expertise in a way that informs practice.

Create the expectation in the institution, division, or unit that AER is central to professional practice and ensure that training and skill development happens across the organization.

Ensure institutional, divisional, or unit compliance with professional standards concerning ethical AER activities.

Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.

(Revised July 2014)
Equity, Diversity and Inclusion

The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

<table>
<thead>
<tr>
<th>Basic</th>
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<tbody>
<tr>
<td>____ Identify the contributions of similar and diverse people within and to the institutional environment.</td>
</tr>
<tr>
<td>____ Integrate cultural knowledge with specific and relevant diverse issues on campus.</td>
</tr>
<tr>
<td>____ Assess and address one’s own awareness of EDI, and articulate one’s own differences and similarities with others.</td>
</tr>
<tr>
<td>____ Demonstrate personal skills associated with EDI by participating in activities that challenge one’s beliefs.</td>
</tr>
<tr>
<td>____ Facilitate dialogue effectively among disparate audiences.</td>
</tr>
<tr>
<td>____ Interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.</td>
</tr>
<tr>
<td>____ Recognize the intersectionality of diverse identities possessed by an individual.</td>
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<tr>
<td>____ Recognize social systems and their influence on people of diverse backgrounds.</td>
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<tr>
<td>____ Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.</td>
</tr>
<tr>
<td>____ Use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment.</td>
</tr>
<tr>
<td>____ Design culturally relevant and inclusive programs, services, policies, and practices.</td>
</tr>
<tr>
<td>____ Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.</td>
</tr>
<tr>
<td>____ Analyze the interconnectedness of societies worldwide and how these global perspectives impact institutional learning.</td>
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<thead>
<tr>
<th>Intermediate</th>
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<tbody>
<tr>
<td>____ Engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory.</td>
</tr>
<tr>
<td>____ Integrate cultural knowledge with specific and relevant cultural issues on campus.</td>
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<tr>
<td>____ Develop effective multicultural training that expands the cultural knowledge of one’s staff.</td>
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<tr>
<td>____ Identify systemic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them.</td>
</tr>
</tbody>
</table>

(Revised July 2014)
Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession.

Supervise, challenge, and educate other professionals around issues of diversity and inclusion.

Facilitate others’ learning and practice of social justice concepts.

Provide opportunities for self-reflection and self-evaluation on issues of EDI.

Provide opportunities for diverse interactions with professionals in higher education who focus on this work.

**Advanced**

Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people’s diverse abilities, beliefs, and characteristics.

Assess the effectiveness of the institution in addressing issues associated with EDI and in overcoming any barriers that exist.

Ensure that elements of EDI are demonstrated throughout institutional mission, goals, and programs.

Create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution and ensure that competence in these areas is fully integrated into departmental practices throughout the campus.

Provide consultation to other units, divisions, or institutions on strategies to increase support and opportunities for underrepresented groups.

Provide leadership in fostering an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed.

Demonstrate effectiveness in responding to acts of hatred or intolerance that impact the institution.

Ensure individuals throughout the institution are treated respectfully, justly, fairly, and impartially.

(Revised July 2014)
Ethical Professional Practice

The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

### Basic

- Articulate one’s personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one’s working context.
- Explain how one’s behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes.
- Identify ethical issues in the course of one’s job.
- Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors and/or colleagues, consultation with an association’s Ethics Committee).
- Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.
- Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.
- Appropriately address institutional actions that are not consistent with ethical standards.
- Demonstrate an ethical commitment to just and sustainable practices, code of ethics and ethical statements of professional student affairs associations.
- Identify and seek to resolve areas of incongruence between personal, institutional, and professional ethical standards.
- Address and resolve lapses in ethical behavior among colleagues and students.
- Recognize the legal influences on the ethical statements of different functional areas and professions within student affairs (e.g., medical professionals, counselors).
- Identify and articulate the influence of various cultures in the interpretation of ethical standards.
- Articulate and implement a personal protocol for ethical decision making.

### Intermediate

(Revised July 2014)
| Explain how one’s professional practice also aligns with one’s personal code of ethics and ethical statements of professional student affairs associations. |
| Identify and seek to resolve areas of incongruence between personal, institutional, and professional ethical standards. |
| Address and resolve lapses in ethical behavior among colleagues and students. |
| Recognize the legal influences on the ethical statements of different functional areas and professions within student affairs (e.g., medical professionals, counselors). |
| Identify and articulate the influence of various cultures in the interpretation of ethical standards. |
| Articulate and implement a personal protocol for ethical decision making. |

**Advanced**

| Engage in effective consultation and provide advice regarding ethical issues with colleagues and students. |
| Ensure those working in the unit or division adhere to identified ethical guidelines and appropriately resolve disparities. |
| Actively engage in conversation with staff about the ethical statements of professional associations. |
| Actively support the ethical development of other professionals as well as developing and supporting an ethical organizational culture within the workplace. |

(Revised July 2014)
History, Philosophy and Values

The History, Philosophy, and Values competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history, philosophy, and values.

Basic
- Describe the foundational philosophies, disciplines, and values on which the profession is built.
- Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
- Describe the various philosophies that define the profession.
- Demonstrate responsible campus citizenship.
- Demonstrate empathy and compassion for student needs.
- Describe the roles of both faculty and student affairs educators in the academy.
- Explain the importance of service to the academy and to student affairs professional associations.
- Articulate the principles of professional practice.
- Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
- Explain the role and responsibilities of the student affairs professional associations.
- Explain the purpose and use of publications that incorporate the philosophy and values of the profession.
- Explain the public role and societal benefits of student affairs and of higher education generally.
- Articulate an understanding of the ongoing nature of history and one’s role in shaping it.
- Model the principles of the profession and communicate the expectation of the same from colleagues and supervisees.
- Explain how the values of the profession contribute to sustainable practices.

Intermediate
- Explain how today’s practice is informed by historical context.
- Explore new philosophical contexts and approaches.
- Participate in opportunities to identify and incorporate emerging values of the profession into one’s professional practice.
- Actively engage in service to the academy and to student affairs professional associations.

(Revised July 2014)
Articulate the similarities and differences of varying international student affairs philosophies.
Teach the principles of the profession to staff.
Explain to staff the public responsibilities of a student affairs professional and the resulting benefits to society.
Articulate how historical lessons will inform one’s future practice.
Critically examine the history of the profession for contemporary meaning.

Advanced
Participate in developing new philosophical approaches and responsive values of the profession.
Partner with faculty for teaching and research regarding the profession.
Expand personal and professional opportunities for civic and global engagement.
Actively engage in service and leadership in the academy and in student affairs professional associations.
Model, encourage, and promote community by reinforcing the longstanding values of the profession.
Contribute to the research and scholarship of the profession.
Actively apply historical lessons to one’s future practice.
Engage staff in critically examining history for contemporary meaning.
Demonstrate visionary and forward thinking in the work of the student affairs profession.
Identify other countries’ history and development of student affairs practice.
**Human and Organizational Resources**

The Human and Organizational Resources competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.

**Basic**

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<table>
<thead>
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<tr>
<td>____</td>
<td>Describe appropriate hiring techniques and institutional hiring policies, procedures, and processes.</td>
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<td>____</td>
<td>Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.</td>
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<td>____</td>
<td>Explain how job descriptions are designed and support overall staffing patterns in one’s work setting.</td>
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<td>____</td>
<td>Design a professional development plan in one’s current professional position that assesses one’s strengths and weaknesses in one’s current position, and establishes action items for fostering an appropriate level of growth.</td>
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<td>____</td>
<td>Explain the application of introductory motivational techniques with students, staff, and others.</td>
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<td>____</td>
<td>Describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings.</td>
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<td>____</td>
<td>Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.</td>
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<td>____</td>
<td>Articulate basic accounting techniques for budgeting, monitoring, and processing expenditures.</td>
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<td>____</td>
<td>Demonstrate effective stewardship and use of resources (i.e., financial, human, material)</td>
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<td>____</td>
<td>Use technological resources with respect to maximizing the efficiency and effectiveness of one’s work.</td>
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<td>____</td>
<td>Describe environmentally sensitive issues and explain how one’s work can incorporate elements of sustainability.</td>
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<td>____</td>
<td>Develop and disseminate agendas for meetings.</td>
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<td>____</td>
<td>Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.</td>
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<td>____</td>
<td>Recognize how networks in organizations play a role in how work gets done.</td>
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<tr>
<td>____</td>
<td>Understand the role alliances play in the completion of goals and work assignments.</td>
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<tr>
<td>____</td>
<td>Describe campus protocols for responding to significant incidents and campus crises.</td>
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<tr>
<td>____</td>
<td>Explain the basic tenets of personal or organizational risk and liability as they relate to one’s work.</td>
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</table>

(Revised July 2014)
### Intermediate

- Implement appropriate and effective recruitment strategies, interview protocols and decisions regarding selection of staff.
- Demonstrate applications of appropriate advanced techniques (i.e., coaching, performance accountability) for supervising unacceptable, marginal, and exceptional staff performance.
- Identify the pros and cons of various staffing patterns, supporting job descriptions and work process configurations related to one’s work setting.
- Assist and/or direct individuals to develop professional development plans that are appropriate for individual growth while also serving the current and future needs of the unit where one is employed.
- Apply a range of strategies available for motivating others.
- Resolve conflict within the unit and between members of the unit and others.
- Effectively develop and manage facilities, policies, procedures, processes, human resources, and materials.
- Implement advanced accounting techniques that include forecasting, efficient use of fiscal resources, and interpretation of financial reports.
- Identify and allocate the technological needs of the unit; maintain a level of technical knowledge that allows one to effectively use existing technologies as well as to incorporate new emerging technologies as they may benefit one’s work.
- Construct unit’s operation to function in an environmentally aware fashion.
- Describe how various fundraising strategies are facilitated by student affairs professionals.
- Effectively manage and lead meetings through the use of agenda management strategies.
- Communicate with others using effective verbal and nonverbal speaking strategies appropriate to the situation in one-on-one as well as small- and large-group settings.
- Determine if the message (verbal and written) communicated is congruent with the desired outcome for the intended recipient or audience.
- Create and present materials for formal presentations in the work setting and for professional associations.
- Develop appropriate alliances with others as a means to efficiently and effectively complete work assignments; recognize how the formation of alliances can either enhance or detract from one’s professional credibility or the use of teams.
- Explain the interaction and integration of campus crisis intervention systems (National Incident Management System, behavioral intervention teams, critical incident response teams).
- Engage in policy and procedure development, implementation, and decision making that minimize risk to self, students, other constituents, and the institution.

### Advanced

- Develop recruitment and hiring strategies that encourage individuals from underrepresented groups to apply for positions.
- Effectively intervene with employees in regard to morale, behavioral expectations, and conflict and performance issues.
- Evaluate the effectiveness of current staffing patterns and supporting job

(Revised July 2014)
descriptions in regard to a unit’s ability to effectively meet institutional, divisional, and unit mission and goals.

_____ Anticipate how future needs of students, the unit, or the division may impact staffing levels or structures and make proactive adjustments to meet those needs.

_____ Develop or lead professional development initiatives that regularly assess the strength and weakness of professionals in the division and provide them with purposeful opportunities to advance their skills and knowledge.

_____ Implement strategies for motivating individuals and groups that are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale.

_____ Manage conflict at a level of complexity where multiple entities are often at odds with each other and lead groups to effective and fair resolutions.

_____ Assess facilities and resources (people, space, materials) in regard to institutional or divisional long-range planning and budget processes.

_____ Develop long-range budgets that creatively and ethically apply fiscal resources to the needs and priorities of the unit, division, or organization.

_____ Teach resource stewardship to others.

_____ Discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff, and other constituents).

_____ Champion sustainability efforts within the unit and across the organization, and facilitate institutional support for broadening sustainability efforts.

_____ Effectively implement fundraising initiatives that support divisional and institutional goals.

_____ Align evidence-based decision-making strategies and planning with resource allocation and reallocation.

_____ Assess the relationship between agenda management and the group dynamics that occur in meetings and how this relationship influences the realization of goals, the accomplishments of tasks, and any impacts on participants.

_____ Effectively speak on behalf of the institution with internal and external constituents (i.e., parents, prospective students, external organizations).

_____ Assess the level of complexity of networks established and use this information to determine the strengths of these networks and how these networks may benefit or detract from the mission and goals of the institution or the division.

_____ Assess the costs and benefits of current established political alliances, in particular, their relationships to fostering collaboration and organizational transparency.

_____ Participate in developing, implementing, and assessing the effectiveness of the campus crisis management program.

_____ Effectively assess the level of individual and institutional risk and liability associated with programs and services offered; ensure that professionals are trained to deliver programs and services at the lowest level of risk possible.
<table>
<thead>
<tr>
<th>Law, Policy and Governance</th>
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<tbody>
<tr>
<td>The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice.</td>
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</table>

**Basic**
- Explain the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions.
- Describe the evolving legal theories that define the student–institution relationship and how they affect professional practice.
- Describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses.
- Explain the concepts of risk management and liability reduction strategies.
- Explain when to consult with one’s immediate supervisor and campus legal counsel about those matters that may have legal ramifications.
- Act in accordance with federal and state/province laws and institutional policies regarding nondiscrimination.
- Describe how policy is developed in one’s department and institution, as well as the local, state/province, and federal levels of government.
- Identify the major policy makers who influence one’s professional practice at the institutional, local, state/province, and federal levels of government.
- Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels.
- Describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.
- Describe the governance systems at one’s institution, including the governance structures for faculty, staff, and students.
- Describe the system used to govern or coordinate one’s state/province system of higher education, including community college, for-profit, and private higher education.
- Describe the federal and state/province role in higher education.

**Intermediate**
- Explain the legal theories connected with torts and negligence and how they affect professional practice.
- Explain the legal theories connected with contract law and how they affect professional practice.
- Incorporate best practices of the profession when managing institutional and personal tort liability.

(Revised July 2014)
Identify emerging trends in the law and understand how they affect current case precedent.

Appropriately consult with students or represent the student voice in departmental, divisional, and institutional policy development efforts.

Use data appropriately to guide the analysis and creation of policy.

Implement policies developed by one’s department and institution, as well as the local, state/province, and federal levels of government.

Implement best practices of the profession to advance one’s institution with respect to access, affordability, accountability, and quality.

Explain the operating parameters established by the internal governance system of one’s institution as it relates to one’s professional practice.

Explain the parameters established by the external governing bodies to which one’s institution reports as it relates to one’s professional practice.

**Advanced**

Develop institutional policies and practices that are consistent with federal and state/province law.

Develop institutional policies and practices that effectively manage institutional and personal tort liability.

Develop institutional policies and practices consistent with contract law.

Develop institutional policies and practices consistent with civil rights, desegregation, and affirmative action law.

Develop institutional policies and practices consistent with emerging trends in higher education law.

Develop policies in one’s department and institution; and influence policy making at the local, state/province, and federal levels of government when appropriate.

Ensure departmental programs and facilities are compliant with any applicable environmental policies or mandates from governing bodies.

Participate effectively in the governance system of one’s institution when appropriate.

Provide appropriate and ethical influence with the governing bodies to which one’s institution reports.

(Revised July 2014)
The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

### Basic

- Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader.
- Identify one’s strengths and weaknesses as a leader and seek opportunities to develop one’s leadership skills.
- Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
- Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice.
- Use technology to support the leadership process (e.g., seeking feedback, sharing decisions, posting data that support decisions, using group-support website tools).
- Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one’s work.
- Articulate the vision and mission of the primary work unit, the division, and the institution.
- Explain the values and processes that lead to organizational improvement.
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.
- Explain the advantages and disadvantages of different types of decision making processes (e.g., consensus, majority vote, and decision by authority).
- Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
- Identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.
- Explain the impact of decisions on diverse groups of people, other units, and sustainable practices.
- Articulate the logic used in making decisions to all interested parties.
- Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.
- Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.

(Revised July 2014)
Intermediate
____ Compare, critique, and apply appropriate leadership models to various situations in organizational life.
____ Recognize the interdependence of members within organizational units.
____ Plan and organize a unit’s resources in the support of unit, divisional, or institutional goals and objectives.
____ Identify potential obstacles or points of resistance when designing a change process.
____ Advocate for change within the division that would remove barriers to student and staff success.
____ Facilitate consensus processes where wide support is needed.
____ Intentionally include diverse others and their perspectives to inform decision making and reconcile diverse viewpoints.
____ Share data used to inform key decisions in transparent and accessible ways using appropriate technology.
____ Seek entrepreneurial perspectives when planning for change.
____ Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders.
____ Serve as a mentor for students, new professionals, or those new to the organizational unit.
____ Create environments that encourage students to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities (residence hall, campus, local, state, or national)
____ Willingly engage in campus governance in a manner that exemplifies responsible campus citizenry.

Advanced
____ Lead, motivate, influence, inspire, and enable others to contribute toward the effectiveness and success of the organization.
____ Display authenticity and congruence between one’s true self and one’s positional roles.
____ Promote, facilitate, and assess the effectiveness of collaborative initiatives and team-building efforts, using technology as appropriate to support such work.
____ Develop and promote a shared vision that drives unit, divisional, and institutional short- and long-term planning and the ongoing organizing of work.
____ Facilitate ongoing development, implementation and assessment of goal attainment at the unit and/or institutional level that is congruent with institutional mission and strategic plans.
____ Implement divisional strategies that account for ongoing changes in the cultural landscape, political landscape, global perspectives, and sustainability issues.
____ Take responsibility for unit and divisional decisions.
____ Establish systems to provide leadership opportunities for employees in such entities as committees, task forces, internships, and cross-functional roles.
____ Create a culture that advocates the appropriate and effective use of feedback systems (e.g., 360 feedback processes) for improving individual leadership and team performance.
____ Establish and sustain systems of mentoring to ensure students and professionals receive the support needed.
____ Convene appropriate personnel to identify and act on solutions to potential issues.

(Revised July 2014)
Inform other units about issues that may impact their work.

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<th>Personal Foundations</th>
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<tbody>
<tr>
<td>The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; 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.</td>
</tr>
</tbody>
</table>

**Basic**
- Identify key elements of one’s set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
- Identify one’s primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one’s strengths and limitations.
- Describe the importance of one’s professional and personal life to self, and recognize the intersection of each.
- Articulate awareness and understanding of one’s attitudes, values, beliefs, assumptions, biases, and identity as it impacts one’s work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one’s beliefs.
- Recognize and articulate healthy habits for better living.
- Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.
- Identify and describe personal and professional responsibilities inherent to excellence.
- Articulate meaningful goals for one’s work.
- Identify positive and negative impacts on psychological wellness and, as appropriate, seek assistance from available resources.
- Recognize the importance of reflection in personal and professional development.

**Intermediate**
- Identify the present and future utility of key elements in one’s set of personal beliefs and commitments.
- Recognize needs and opportunities for continued growth.
- Identify sources of dissonance and fulfillment in one’s life and take appropriate steps in response.
- Recognize the impact between one’s professional and personal life, and develop plans to manage any related concerns.
- Articulate an understanding of others’ attitudes, values, beliefs, assumptions, biases, and identity as they impact one’s work.
- Identify and employ resources to improve one’s own wellness.
- Analyze the impact one’s health and wellness has on others, as well as their respective roles in creating mutual, positive relationships.
- Explain the process for executing responsibilities dutifully and thoughtfully.

(Revised July 2014)
Define excellence for one’s self and evaluate how one’s sense of excellence impacts self and others.

Bolster one’s psychological resiliency, including participating in stress management activities, engaging in personal or spiritual exploration, and building healthier relationships in and out of the workplace.

Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.

**Advanced**

Refashion personal beliefs and commitments in a way that is true to one’s own self while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities).

Attend not only to immediate areas of growth, but also those areas relating to one’s anticipated career trajectory.

Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible.

Mediate incongruences between one’s professional life and one’s personal life.

Serve as a role model and mentor by sharing personal experiences and nurturing others’ competency in this area, and assist colleagues in achieving work–life balance.

Create and implement an individualized plan for healthy living.

Exercise mutuality within relationships.

Critique others’ sense of excellence, taking measures to encourage and inspire exceptional work in self and others.

Construct plans and systems to ensure excellence in self and others.

Demonstrate awareness of the psychological wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness.

Transfer thoughtful reflection into positive future action.

Design naturally occurring reflection processes within one’s everyday work.

(Revised July 2014)
# Student Learning and Development

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

## Basic
- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
- Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
- Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).
- Identify the limitations in applying existing theories and models to varying student demographic groups.
- Articulate one’s own developmental journey and identify one’s own informal theories of student development and learning (also called “theories-in-use”) and how they can be informed by formal theories to enhance work with students.
- Generate ways in which various learning theories and models can inform training and teaching practice.
- Identify and construct learning outcomes for both daily practice as well as teaching and training activities.
- Assess teaching, learning, and training and incorporate the results into practice.

## Intermediate
- Design programs and services to promote student learning and development that are based on current research on student learning and development theories.
- Utilize theory-to-practice models to inform individual or unit practice.
- Justify using learning theory to create learning opportunities.
- Identify and take advantage of opportunities for curriculum and program development and construct, where appropriate, in order to encourage continual learning and developmental growth.
- Construct effective lesson plans and syllabi.
- Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution.
- Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice.

## Advanced
- Utilize theory to inform divisional and institutional policy and practice.
- Explain theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy makers) and use it effectively to enhance understanding of the work of student affairs.

(Revised July 2014)
_____ Analyze and critique prevailing theory.

_____ Contribute to the development of theories.

_____ Identify staff members’ level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts.

_____ Evaluate and assess the effectiveness of learning and teaching opportunities at the division level, communicate its effectiveness to the larger campus community, and explain opportunities for collaboration and integrated learning opportunities.

_____ Build and support inclusive and welcoming campus communities that promote deep learning and foster student success.

_____ Communicate the learning orientation of student affairs to the campus community.