

Program Standards, Goals, and Objectives

Designed to meet the standards of the Council for the Advancement of Standards in Higher Education ([CAS](#)), the College Student Affairs program blends core courses and research courses with courses specific to preparation in college student affairs practice. Updated in 2013, the CAS Standards articulate expectations for student affairs graduate programs in the curriculum concerning Foundational Studies, Professional Studies, and Supervised Practice. We meet or exceed these important standards.

The Professional Competency Areas for Student Affairs Practitioners are also infused in our program, through our program goals and objectives and in individual courses. For instance, during the Field Experience, students assess their progress utilizing the *Professional Competencies* as benchmarks for current and future professional development.

Our program is guided eight goals and associated objectives as noted below. As a result of completing the College Student Affairs program, students will:

1. Enact a scholar-practitioner philosophy, applying course learning to professional work experience.
 - a. Discuss one's own conceptualization of a scholar-practitioner
 - b. Explain and demonstrate how a scholar-practitioner orientation informs and improves professional work
 - c. Apply academic theories and concepts to pre-professional and professional student affairs activities
2. Develop interpersonal relationships with students as a means to promote holistic college student development.
 - a. Integrate individual and group relationship-building skills into one's daily college student affairs practice.
 - b. Explain various counseling theories and helping/advising strategies
 - c. Differentiate between advising, helping, and counseling
 - d. Apply advising and helping strategies to interactions with individuals and groups in a professional student affairs setting
 - e. Develop one's philosophy with regard to advising and helping college students
3. Express and analyze the historical and philosophical foundations of the college student affairs profession.
 - a. Discuss the historical trajectory of the student affairs profession in relation to higher education and national factors
 - b. Articulate the evolution of the philosophy of the student affairs profession

- c. Describe the core values of the student affairs profession
4. Apply theories related to college student development and learning, organizations, group behavior, and multicultural competency to college student affairs settings
 - a. Explain and critique student development, organizational development, and multicultural theories, models, and principles
 - b. Differentiate and apply student development, organizational development, and multicultural theories, models and principles to professional practice
5. Integrate awareness and knowledge of marginalized, under-served, and diverse college student populations in all areas of pre-professional and professional practice.
 - a. Investigate (self-reflect) and become aware of one's own cultural identity
 - b. Evaluate one's own level of cultural competency and work to eliminate personal prejudice.
 - c. Advocate for marginalized, under-served, and diverse college student populations
6. Perform professional level college student affairs responsibilities within an ethical and reflective framework.
 - a. Apply ethical standards to the dilemmas that arise in pre-professional and professional practice
 - b. Exhibit and maintain professional standards and ethics in all aspects of the graduate program, whether in academic or applied settings
 - c. Explain and apply the "What, So What, and Now What" reflection framework
 - d. Routinely evaluate one's professional skills and abilities against the *Professional Competencies for Student Affairs Practitioners* or other commonly accepted professional standards
7. Apply research techniques and assessment methods to analyze professional issues, develop and implement programs, and guide decision-making.
 - a. Critically examine scholarly and applied literature.
 - b. Engage in ongoing assessment and evaluation of one's practice and the unit's performance.
 - c. Apply research and assessment findings to one's student affairs practice and the larger unit in which one operates.
8. Identify and articulate implications of contemporary issues for college student affairs.
 - a. Discuss and analyze contemporary legal, ethical, and leadership issues in higher education, in general, and student affairs, specifically.
 - b. Dissect and critique legal and policy cases within higher education and student affairs, with particular attention to matters of governance, leadership, and diversity.

- c. Generate data-driven, fiscally responsible, and creative solutions to contemporary issues in student affairs.