Student Affairs Administration
MICHIGAN STATE UNIVERSITY

MA in Student Affairs Administration: Guide to Practicum

HIGHER, ADULT, AND LIFELONG EDUCATION

Updated July 2025

TABLE OF CONTENTS

OVERVIEW 2

Description of Practicum Experiences 2

Learning Outcomes 3

ACPA–NASPA Professional Competencies 4

Practicum Selection 4

General Timeline 5

EXPECTATIONS & REQUIREMENTS 7

Expectations and Compensation 7

Required Documentation for Practicum 7

ROLES AND RESPONSIBILITIES 8

Student Roles and Responsibilities 8

Supervisor Roles and Responsibilities 9

Student Affairs Administration MA Program Roles & Responsibilities 10

APPENDICES 11

Appendix A: ACPA–NASPA Professional Competencies 11

APPENDICES 18

Appendix B: Draft Email to Inquire about a Potential Practicum Opportunity 18

The practicum component of the Student Affairs Administration MA (SAA MA) Program is designed to give students the opportunity to apply theory to practice by engaging in professional work settings. Students gain insight into the nature of postsecondary organizations, explore applications of student learning and development theory, observe different administrative styles, and further enhance their praxis of student affairs and higher education administration.

Designed in accordance with the **CAS Standards**, the practicum component of the SAA MA Program is intended to increase a student's learning and development in a variety of ways. Therefore, each practicum can:

1. provide a broad understanding of student affairs administration in the context of postsecondary institutions from philosophical, social, historical, cross-national, and normative perspectives;

2. provide an understanding of central issues in higher education and student affairs administration;

3. convey inquiry skills and provide opportunities to use these skills on representative and crucial problems;

4. connect theoretical understanding of student development, student affairs administration, and leadership to student affairs administrative practice;

5. provide an opportunity to demonstrate a flexible capacity to use skill sets (e.g., technology, distance learning, and communication) to deliver programs and services that engage students and foster student learning and development; and

6. provide an opportunity to use appropriate theory (e.g., student development, organizational, learning, leadership, etc.) and data-based decision-making to assist an institution in accomplishing its mission.

Description of Practicum Experiences

The goal of each practicum experience is to provide students with the opportunity to gain/enhance their knowledge, skills, and abilities via exposure to a specific functional area, administrative process, and/or procedure.

Each SAA MA student must complete one practicum as part of their degree requirements and must be enrolled in EAD 893 while completing the practicum. The practicum (and EAD 893 enrollment) can occur in semester two, three, or four of the SAA MA program.[1] Practica cannot be completed in the summer semester. In the first

[1] International students on a new visa cannot engage in practicum during their first year in the program.

semester, new SAA MA students will participate in the Practicum Fair to identify practica of interest.

With the approval of their Faculty Advisor, students can engage in a second practicum experience for credit. This requires enrollment in EAD 893, adhering to the same policies and procedures outlined in this Guide to Practicum, and not going over the maximum of 9 Pass/No Grade credits in their program.

Practicum is:

1. an applied learning experience in which a student performs the tasks and duties related to a specific functional area (e.g., Academic Advising, Student Activities, Career and Professional Development Services, Residential Life, International Student Services, Student Conduct, Graduate Student Services, Admissions).
2. an opportunity to enhance knowledge, skills, and abilities through engaging directly with students, research, assessment, observation, and/or analysis of a functional area in order to create, implement, and/or improve student services and programs.

Practicum is <u>not</u>:

1. a support role in which duties and tasks are primarily administrative assistance. While some aspects of university work require engaging in administrative tasks, the primary function of the practicum experience must be more substantive.
2. a job that, at its inception, starts before or ends after an academic semester.
3. a repeat or extension of a student's Graduate Assistantship, previous practicum, or other employment/professional experience.

Learning Outcomes

Clearly articulated learning outcomes are essential for a successful practicum experience. The learning outcomes should contain the knowledge, skills, abilities, and values the practicum student will gain as a result of completing the practicum experience. The goals of each practicum should include **specific, measurable, and attainable tasks** that support the student in learning a new, or strengthening a current, skill set in a functional area in student affairs. Students should be clear about the level of engagement needed to ensure the learning outcomes pursued and should negotiate a practicum experience with the elements that are essential to their learning.

While the Practicum Supervisor imparts direction, mentorship, and guidance in the learning and development that occurs during the practicum, the student also has agency in co-developing learning outcomes and goals for the practicum experience to align with their overall professional development goals.

ACPA–NASPA Professional Competencies

The ACPA–NASPA Professional Competencies (see Appendix A) have been adopted by the SAA MA Program upon the recommendation that "Graduate preparation programs at the certificate, master's, and doctoral level should utilize the competencies as a means of reviewing program- and course-level learning outcomes as well as setting expectations for cocurricular learning experiences. In particular, the lists of foundational outcomes should inform minimum expectations for master's level graduates" (**ACPA–NASPA Professional Competencies**, 2015, p. 10). Competencies should be utilized directly within the practicum design process, identification of learning outcomes, and student evaluation.

Practicum Selection

Each SAA student is assigned a Faculty Advisor with whom they should discuss a plan for the kinds of experiences they would like to pursue. Students should review the list of current practicum sites, which will be made available in the fall semester. While these sites have been approved by the SAA MA Program Coordinator, students can pursue opportunities not listed as a current practicum site after advanced discussion with, and approval by, the SAA MA Program Coordinator. See Appendix B for a draft email to inquire about a potential practicum opportunity.

In selecting a practicum experience, students may choose a setting in which they will enhance or develop a current skillset or area of emphasis. However, many will engage in experiences that will supplement their learning and/or expose them to a new functional area. Students should keep in mind that it is not the specific functional area but the opportunity to work in a professional setting and develop the competencies of the profession that is at the core of the practicum requirement.

After a review of practica opportunities, students will meet Practicum Supervisors at the Fall Practica Fair and then apply for desired opportunities according to the designated process and timeline.

General Timeline

The timeline below provides an example of the typical timeline for a student to complete a practicum. The example offers timing for a student engaging in a practicum during their second semester. A specific timeline, with dates, will be provided by the SAA MA Program Coordinator/Instructor of EAD 893.

Typical Practicum Timeline (Year 1 of SAA MA Program)

Practica Providers Identified: Mid-September

- SAA MA Program contacts campus partners with a Call for Practicum Proposals.
- SAA MA Program reviews proposal submissions and creates the Practica Catalogue.

Practica Review: Mid-October

- Student begins reviewing practicum postings.

Practica Fair: Late October

- Student meets Practicum Supervisors during the Practica Fair to learn more about available sites/opportunities.

Applications: Late October

- Student submits requests for interviews, including a cover letter and resume, to Practica Supervisors. Students can interview for practica offered in Spring or Fall. Students can also interview for summer opportunities but these cannot be used for the practicum requirement.

Interviews: Late October through November

- Student arranges interviews with Practicum Supervisors.

Offers: End of November/Early December

- Practica Supervisors make offers.
- Student has one week to accept or decline offer.
- Practica Supervisors communicate with students who will not receive an offer.
- Student is responsible for notifying sites with whom they have interviewed if they are no longer interested in the opportunity.

Practicum Learning Agreement: Before End of Fall Semester

- Student meets with Practica Supervisor(s) to complete and sign the Practicum Learning Agreement for Spring semester practica. At this time, do not complete Learning Agreements for practica that will take place the following Fall.

(continued)

- Student enrolls in EAD 893.
- Student submits Practicum Learning Agreement to EAD 893 D2L site.
- Instructor of EAD 893 reviews Practicum Learning Agreement, requests corrections, if needed, and approves Agreement.

Complete Practicum: Spring Semester

- Student completes EAD 893 requirements as outlined in the syllabus.
- Student meets weekly with Practicum Supervisor.
- Student completes and logs 135 (minimum) practicum hours following the approved Learning Agreement.
- Student and Practicum Supervisor have final evaluation meeting.
- Student and Practicum Supervisor complete and sign the Final Evaluation.
- Student submits Final Evaluation to the EAD 893 D2L site.
- Log of Hours is signed by student and Practicum Supervisor and submitted to the EAD 893 D2L site.
- Student asked to evaluate practicum experience.
- Instructor of EAD 893 reviews log and Final Evaluation, requests corrections, if needed, and approves documents.

NOTE: FOR THOSE ENROLLING IN A FALL PRACTICUM

Practicum Learning Agreement: Before End of Spring Semester

- Student meets with Practica Supervisor(s) to complete and sign the Practicum Learning Agreement for Fall semester practica before the end of the previous spring semester.
- Student enrolls in EAD 893 for Fall.
- Student submits Practicum Learning Agreement to EAD 893 D2L site.
- Instructor of EAD 893 reviews Practicum Learning Agreement, requests corrections, if needed, and approves Agreement.
- Then complete practicum as described in “Complete Practicum: Spring Semester” (see above)

Expectations and Compensation

Successful completion of the Student Affairs Administration Master's Program requires that students engage in one practicum experience. Students must complete a total of 135 practicum hours. Students are encouraged to work approximately 9 hours/week during a 15-week academic term to complete all required hours. *Note: at the outset, a practicum cannot extend before or after the academic term. Sometimes, due to unforeseen circumstances, a student may need to complete their hours beyond the semester. This must be discussed with the Instructor of EAD 893 and Practicum Supervisor.*

Each practicum may or may not offer financial compensation. Compensation may include an hourly wage and/or access to resources for professional development. As a reminder, according to MSU policy, students in 20 hour/week assistantships cannot be paid for more than 9 additional hours/week.

Required Documentation for Practicum

1. Practicum Learning Agreement: outlines the practicum experience, tasks/areas of responsibility, and targeted competency areas. This form is to be completed through a conversation between the student and Practicum Supervisor. The completed and signed form is submitted to the EAD 893 D2L site. The student cannot begin to log hours until the Instructor of EAD 893 approves the agreement.
2. Log of Hours: provides a weekly account of hours completed in the practicum and supervised hours or 1:1 meetings. This form is to be completed by the student and signed by both the student and Practicum Supervisor. Practicum Supervisors must sign the log if, in a particular week, they do not meet with the student. The completed and signed form is submitted by the student to the EAD 893 D2L site for approval by the EAD 893 Instructor.
3. Final Evaluation: provides an opportunity for the student and Practicum Supervisor to evaluate the student's practicum experience. This form is to be completed and signed by the student and the Practicum Supervisor. The signed form is submitted by the student to the EAD 893 D2L site for approval by the EAD 893 Instructor.
4. *Special Note for International Students:* An international student must have additional approval to engage in practicum. A "Curricular Practical Training Authorization" form must be completed by the student, the academic or graduate advisor, and OISS. This approval is submitted to the EAD 893 D2L site along with the Learning Agreement. Note that students on a new visa cannot engage in practicum during their first year in the program.

Student Roles and Responsibilities

Students are responsible for adhering to the SAA MA Program practicum requirements as well as the **CAS Standards** for the student affairs profession. As a professional-in-training, a student's primary role in practicum is as a learner.

It is a student's responsibility to:

1. collaborate with the Practicum Supervisor to complete the required practicum forms including the Practicum Learning Agreement, Log of Hours, and Final Evaluation;
2. adhere to agreed upon work hours, schedules, and expectations and communicate changes, and secure Practicum Supervisor approval, when circumstances necessitate;
3. engage professionally and comply with the requirements and policies of the practicum site and MSU policies;
4. complete the requirements of EAD 893;
5. submit completed, signed forms to the EAD 893 D2L site;
6. notify the Instructor of EAD 893 of any changes in their practicum including a change of supervisor, position, primary duties, and/or location; and
7. contact the SAA MA Coordinator, Instructor of EAD 893, and/or their Faculty Advisor in case of concerns/issues with their practicum.

Supervisor Roles and Responsibilities

The SAA MA Program relies on the generosity of our many Practicum Supervisors and the quality performance of our students to sustain this essential component of the degree program. Most practicum experiences include hands-on or applied projects; however, in some settings, the primary emphasis is on observation and analysis rather than on service delivery with/for students.

The SAA MA Program requires a practicum experience because we believe it is important for students to engage with supervisors and experience different styles and approaches to student affairs work. As such, Practicum Supervisors play a key role in building positive relationships with the students and faculty in the program. Practicum Supervisors are also key in imparting opportunities for experiential learning and engagement.

Since supervision is an important part of the practicum, we strongly recommend the following guidelines in accordance with the **CAS Standards**: "Supervision must be provided onsite by competent professionals and working in cooperation with qualified program faculty members. Onsite supervisors must provide direct regular supervision and evaluation of students' experiences and comply with CAS ethical principles and standards of the ACPA – College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, and other recognized professional associations" (Council for the Advancement of Standards in Higher Education, 2019, p. 12).

To ensure a successful practicum experience for the site and student, Practicum Supervisors are expected to:

1. provide a description of the practicum placement via the online Practicum Proposal Form (in response to the Call for Proposals in the Fall);
2. remember that this is a practicum experience—which is a learning opportunity and part of the student's degree requirements—not just a job;
3. complete the required practicum forms with the student, including the Practicum Learning Agreement, Log of Hours, and Final Evaluation;
4. adhere to the parameters of the practicum description and Practicum Learning Agreement;
5. provide at least 30 minutes of 1:1 supervision each week and indicate this time in the Log of Hours (or sign that no supervision took place in a given week);
6. support and mentor students through regular meetings and communication in which training is provided and feedback is shared;

7. adhere to agreed upon work hours and schedules, and offer flexible scheduling when circumstances necessitate—remember, they are students first;

8. model professional and ethical behavior and institutional citizenship, demonstrating the ways in which student affairs practitioners navigate the profession;

9. demonstrate a commitment to diversity, equity, inclusion, and social justice; and

10. consult with the SAA MA Program Coordinator and/or Instructor of EAD 893 should they have any questions and/or concerns regarding obligations, changes at their site, or issues with a student.

Student Affairs Administration MA Program Roles & Responsibilities

The SAA MA Program Coordinator, Faculty Advisors, and the EAD 893 Instructor each play integral roles in the practicum process.

1. **SAA MA Program Coordinator:** The SAA MA Coordinator oversees the overall practicum component of the SAA MA Program, including partnerships with Practicum Supervisors and sites. The SAA MA Coordinator approves the practica that will be included in the Practica Catalogue. The SAA MA Program Coordinator meets with students and/or Practicum Supervisors should any concerns about a practicum arise.
2. **Faculty Advisor**: A student should meet with their Faculty Advisor to discuss the practicum requirement and how specific practicum experiences can prepare them for various career options. The Faculty Advisor must approve when (i.e., which semester) the student engages in practicum.
3. **Instructor of EAD 893**: The Instructor of EAD 893 approves Learning Agreements and confirms the completion of practicum and EAD 893 requirements. The Instructor of EAD 893 meets with students and/or Practicum Supervisors should any concerns about practicum arise.

Please forward any questions/concerns about practica, or this Guide, to the SAA MA Program Coordinator and/or the current Instructor of EAD 893.

Appendix A: ACPA–NASPA Professional Competencies

ACPA–NASPA Professional Competencies

ACPA – College Student Educators International and NASPA – Student Affairs Administrators in Higher Education (the two largest professional associations in student affairs), in collaboration, developed **Professional Competency Areas for Student Affairs Educators** for professionals to engage within. Originally adopted by both associations in 2009, the professional competencies were updated in 2015. Central to the revision was "consideration of applications of the competencies to practice, professional development, and the preparation of new professionals through graduate study" (p. 4). As such, these ten areas guide the development of and engagement within a practicum experience.

1) Advising and Supporting (A/S): Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance.
   a) Interpersonal Skills: Know theory and techniques for advising and supporting others from various cultures and identities. Ability to help others set goals and achieve them; to evaluate what students need to succeed. Dispositions to support others, foster trust, and respect the identities, views, and choices of others.
   b) Professional Development: Know current laws, policies, and techniques for advising and helping. Ability to use technology to increase knowledge and skills; to advise and inform others. Dispositions to keep knowledge and skills current; to use creative thinking to facilitate others' learning.
   c) Group Dynamics: Know theory and techniques for advising and supporting groups. Ability to help groups set and achieve goals and reflect on them; to address implicit conflicts and other obstacles to success. Dispositions to support groups and respect their views and choices.
   d) Partnering with Others: Know how to connect with local and external resources; to design and promote programs. Ability to identify, assess, and promote referral services; mentor others; create interventions in response to student needs. Disposition to promote the growth and health of others.
   e) Conflict and Crisis Situations: Know crisis intervention plans; various approaches to problem solving and mediation. Ability to advocate for others; to discern when conflicts are escalating. Dispositions to think creatively and critically; to respond with urgency in crisis; to care for people in need.

2) Assessment, Evaluation, and Research (AER): Focuses on the ability to design, conduct, critique, and use various methodologies, processes, and results to inform practice.
   a) Terms and Concepts: Know and be able to describe terms, concepts, and strategies, associated with assessment, program review, evaluation, planning and research. Disposition to view AER as an essential element for improvement at the unit, division, institutional, and professional levels.
   b) Values/Ethics/Politics: Know the value of assessment and the ethical principles associated with data collection, management, analysis, and reporting. Ability to use results towards continuous improvement; to follow institutional policies and procedures. Dispositions to navigate institutional politics effectively; to adhere to standards; and to sustain a culture of assessment.
   c) AER Design: Know theoretical frameworks that align with organizational outcomes, goals, and values. Ability to create learner-centered outcomes that align with divisional and institutional priorities; to design and lead a process-oriented strategy to address the assessment's purpose or research questions. Disposition to think critically and systematically about questions and problems of practice.
   d) Methodology, Data Collection, and Data Analysis: Know strengths and limits of research methodologies. Ability to match methodology with purpose of assessment and guiding questions; to collect and analyze data. Dispositions to take a critical stance in collection and analysis of data; rigorous attention to detail; creative thinking.
   e) Interpreting, Reporting, and Using Results: Know how to interpret data in practical terms that are relevant to the institutional context. Ability to present results concisely in reports that are useful to a variety of audiences; to use findings to make informed decisions and to align resources. Dispositions to collaborate; to represent findings accurately and fairly; to share interpretations with stakeholders, including students.

3) Law, Policy, and Governance (LPG): Includes understanding policy development processes, application of legal constructs, compliance/policy issues, and the impact of governance.
   a) Laws and Legal Systems: Know laws of country, state or province, and regulations that both influence and govern higher education. Ability to apply the law to policies and practices carried out by individuals working in higher education. Disposition to see the big picture and respond appropriately to regulations imposed by external influences.
   b) Governance: Know the governance structure, policies, and legal resources at one's institution. Ability to describe and interpret the procedures and processes required to engage with the governance structure. Dispositions to work collaboratively; consult with stakeholders as appropriate; promote equality, and challenge injustice.

c) Ethical and Inclusive Application of Policy: Know how policy is developed and applied, including how policies may promote or discourage equitable practice. Ability to engage in difficult conversations about contested issues, gather input from diverse stakeholders, and formulate policy that appropriately represents stakeholders. Disposition to work within the system to propose and enact meaningful change where all voices are represented.
d) Civic Engagement: Know how to engage with law, policy and governance outside of the University and apply it to University systems. Ability to remain current with changing policies and to connect the institution's constituents to the systems occurring outside the institution. Dispositions to become an active and engaged citizen; to abide by democratic processes and outcomes.

4) Leadership (LEAD): 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.
   a) Foundational and Theoretical Principles of Leadership: Knowledge of research, theory, and current practices that promote effective leadership. Ability to identify needs, consider and apply leadership theory and models in one's work. Disposition to view leadership broadly, as a complex response to addressing the needs of people and organizations.
   b) Self-Awareness and Continual Reflection: Know the experiences and theoretical perspective that inform one's leadership. Ability to engage in critical self-reflection and identify the relationship between beliefs and actions. Disposition to reflect on one's influence and to exhibit congruence between thoughts and leadership.
   c) Teamwork and Interpersonal Skills: Know how to identify one's strengths and challenges as a leader and seek opportunities to develop skills. Ability to create, nurture, and advance an inclusive, cohesive team. Disposition to identify and develop skills of self and others.
   d) Change Management and Innovation: Know leadership theories and practices that can improve operations and campus cultures. Ability to assess the political, social, and cultural landscape of one's campus, the context of higher education, and society. Dispositions to consult stakeholders; to think strategically, critically, and creatively; to take action in the face of criticism; to exhibit confidence in the capacity of individuals to organize and take action.

5) Organizational and Human Resources (OHR): Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources.
   a) Assessment, Advocacy, and Networking: Know institutional policy and goals; professional networks and their impact on goal achievement. Ability to communicate with various groups; motivate others; interview and select staff and assess professional performance. Dispositions to act with transparency; to cultivate appropriate alliances and collaborate with others.

b) Skill Development: Know relevant professional development practices and motivation theories; identify areas for professional growth, create plans, and facilitate development in self and others. Know how to present relevant information in a clear, organized, and manner; convey essential information to appropriate audiences as intended. Dispositions to value continuous learning and growth; to motivate self and others to achieve organizational goals.
c) Hiring and Staffing: Know institutional policies and practices for fair and ethical recruitment and hiring; state/province and federal laws regulating employment; best practices for staffing functional areas. Ability to design and evaluate staffing structures with attention to employee diversity and distribution of work; create or contribute accurate information for job descriptions. Dispositions to create and value a diverse workplace; to represent the institution, workplace, and position accurately.
d) Supervision, Communication and Conflict Resolution: Know scholarly literature and best practices related to supervision, conflict, and management. Ability to supervise others using a variety of techniques and communication styles; negotiate with others to resolve conflict; forecast needs of the organization. Dispositions to guide and critique the work of others; to accept conflict as normal; to engage in resolution strategies.
e) Crisis & Risk Management: Know campus risk management and campus emergency management policies in response to critical incidents. Ability to create, interpret, and enforce policies to minimize risk and liability. Disposition to respond with urgency in critical moments.
f) Resource Management, Stewardship, and Sustainability: Know institutional procedures for budgeting and facilities use and policies related to sustainability. Ability to monitor revenue and expenditures and interpret financial reports; conduct fundraising initiatives; cross-divisional teams; assess risk and liability. Disposition to use resources ethically and conscientiously for long-term sustainability.
g) Technology: Know resources supported by the institution and their application to one's work. Ability to use technology, teach others, and assess the need to adopt new technologies. Dispositions to learn new technology; to value innovation and adopt technology that enhances one's work.

6) Personal and Ethical Foundations (PEF): Involves developing and maintaining integrity in one's life and work; including thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth.
   a) Wellness and Healthy Living: Know health-related facts and behaviors. Ability to assess the state of one's health and how to seek holistic wellness. Dispositions to be disciplined in pursuit of wellness lifestyle, to seek help, and to support others as needed.

b) Ethical Codes and Professional Standards: Know ethical codes and professional standards, how ethics intersects with legal obligations and cultural influences. Ability to articulate one's ethical code and protocol for decision making, hold others accountable, and consult with others about ethical practice. Dispositions to seek help, to accept ethical guidance, to support others' development, and to sustain an ethical workplace culture.
c) Self-Assessment and Reflection: Know personal beliefs, values, assumptions, biases. Ability to engage in rigorous and systematic self-reflection and share insights with others as appropriate. Dispositions to seek meaning in experience and to implement one's insights.

7) Social Justice and Inclusion (SJI): Creating learning environments that foster equitable participation of all groups while addressing and acknowledging issues of oppression, privilege, and power.
   a) Understanding of Self and Navigating Systems of Power: Knowledge of concepts of power and privilege in relation to identities, intersectionality and equity. Ability to operationalize methods to respond to social dynamics in an equitable manner. Dispositions to be flexible in practice, to account for differences, and advocate for more equitable practice.
   b) Critical Assessment and Self Directed Learning: Knowledge of how to conduct a critical assessment of the micro and macro contributors to institutional inequities. Ability to practice continual self-reflection and consistently seek out opportunities for continued learning. Dispositions to foster a culture of reflection; to seek out and include the perspectives of marginalized groups.
   c) Engaging in Socially-Just Practice: Knowledge of behaviors and practices that promote inclusion. Ability to incorporate knowledge of inequities, social justice frameworks, and social trends through daily interactions, behaviors, and work products. Disposition to dismantle bias, engage in consciousness raising and lead by example in a way that allows for learning and progress.
   d) Organizational Systemic Advocacy: Knowledge of the manifestation of institutional oppression and strategies to create equity. Ability to build an active network of campus stakeholders dedicated to facilitating change. Disposition toward institutional and personal accountability, while empowering others to do the same.

8) Student Learning and Development (SLD): Addresses the concepts and principles of student development and learning theory, including the ability to apply theory to improve and inform student affairs and teaching practice.
   a) Understanding Theory: Know student development theories and models that facilitate holistic development. Ability to articulate how theoretical constructs influence development; recognize how one's own development can bias one's perspective. Disposition to think abstractly about lived experience; to reflect on one's identity, learning, and practice.

b) Design and Application: Know theory-to-practice models and implementation steps. Ability to utilize learning goals to create intentional learning strategies and opportunities. Disposition to be intentional in using theory in the design and implementation of learning opportunities.
c) Assessment and Integration: Know appropriate steps to evaluate and assess the effectiveness of learning and teaching. Ability to articulate, analyze and apply theory to improve practice at individual, divisional and institutional levels. Dispositions for social justice; to improve practice, guided by theory.

9) Technology (TECH): 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.
   a) Technical Tools and Software: Know new technologies and current usage patterns. Demonstrate ability to incorporate current technological tools into work, and be able to anticipate and troubleshoot software, hardware and connectivity problems as appropriate. Disposition to demonstrate adaptability in the face of fast-paced technological change.
   b) Data Use and Compliance: Know compliance laws and policies related to technology. Demonstrate ability to use and secure electronic data according to legal and ethical standards, utilize inclusive practices when developing online tools and be able to analyze accuracy and quality of data. Dispositions to value data accuracy and promote a culture around technology that fosters the legal and ethical use of data as well as an overall sense of accessibility and inclusiveness.
   c) Digital Identity and Citizenship: Know one's own digital identity and know how to access digital learning communities in which professionals learn and network. Demonstrate the ability to teach others about responsible engagement in digital communities, and both utilize and constructively contribute to local, country and global digital learning communities. Disposition to be aware of one's digital reputation and influence in digital communities and networks.
   d) Online Learning Environments: Know research and trend data related to use of technological tools. Demonstrate ability to appropriately integrate digital communications into one's work and be able to design and implement co-curricular learning experiences in both online and hybrid formats. Dispositions to be a consumer of new information and to collaborate when designing new tools and programs.

10) Values, Philosophy, and History (VPH): Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of student affairs to one's current professional practice.
   a) Historical Foundations: Know historical roots of student affairs profession. Ability to compare/contrast current issues with historical trends and integrate into one's practice. Disposition to appreciate and build on historical context.

b) Theoretical Foundations: Know foundational philosophies, models, and theories related to the profession. Apply scholarship in professional contexts to enhance practice. Dispositions to theorize practice; to advance new scholarship to the profession.
c) Societal/Cultural Context: Know contributions made by the profession to higher education communities and beyond. Ability to critique contemporary social and cultural issues and situate them into practice. Disposition to appreciate global perspectives in higher education.
d) Professional Service: Know the value that student affairs and the higher education community assign to service. Ability to contribute positively to the profession. Dispositions to actively share lessons learned through service to professional associations and publications.
e) Campus and Civic Engagement: Know the importance of campus and civic engagement play in fostering civic responsibility. Ability to create intentional global engagement and citizenship development opportunities. Disposition to assume the responsibilities of a global citizen.

Appendix B: Draft Email to Inquire about a Potential Practicum Opportunity

REMEMBER TO ATTACH THE CURRENT "SAA MA Guide to Practicum."

Dear *NAME*:

As part of the Student Affairs Administration (SAA) master's degree program, students are required to complete one 135-hour practicum in either the Fall or Spring semester. These experiences are to give students opportunities to apply theory to practice and to engage in professional experiences in a work setting. Students gain insight into the nature of postsecondary organizations, explore applications of student learning and development theory, observe different administrative styles, and further enhance their praxis of student affairs and higher education administration.

Designed in accordance with the Council for the Advancement of Standards (CAS), practica are intended to increase a student's learning and development in a variety of ways. Therefore, each practicum can:

- provide a broad understanding of student affairs administration in the context of postsecondary institutions from philosophical, social, historical, cross-national, and normative perspectives;
- provide an understanding of central issues in higher education and student affairs administration;
- convey inquiry skills and provide opportunities to use these skills on representative and crucial problems;
- connect theoretical understanding of student development, student affairs administration, and leadership to student affairs administrative practice;
- provide an opportunity to demonstrate a flexible capacity to use skill sets (e.g., technology, distance learning, and communication) to deliver programs and services that engage students and foster student learning and development; and
- provide an opportunity to use appropriate theory (e.g., student development, organizational, learning, leadership, etc.) and data-based decision-making to assist an institution in accomplishing its mission.

Students are permitted to seek out their own practicum. As such, I am reaching out to you to inquire whether you might have an opportunity for me to conduct a practicum with you/in your office. I am interested in *XXX* and would welcome the opportunity to speak with you about this.

For more details, including the requirements of practicum supervisors, please review the attached Guide to Practicum. Please note that you would eventually need to meet with the SAA MA Program Coordinator to discuss a new practicum opportunity.

I look forward to hearing from you.

Sincerely,
Your name