

HIGHER EDUCATION
CONSORTIUM FOR
**STUDENT AFFAIRS
CERTIFICATION**



CANDIDATE HANDBOOK

Reference Guide

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Exam and Testing Information

To reschedule or cancel an exam appointment, please visit
<https://app.prolydian.com/testattempts>.

If you encounter problems scheduling your exam or if you need to modify your Prolydian or ProctorU account profile name to match your Photo ID, please contact
support+studentaffairscertification@prolydian.com.

If you experience any issues connecting to your proctor or during your exam please contact ProctorU via the Live Chat feature within your ProctorU account OR call 1-855-772-8678.

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Introduction

Congratulations on the decision to pursue Student Affairs Educator Certification! This handbook is the primary source of information for Student Affairs Educator Certification and provides individuals with everything they need to know to participate in the certification process. It serves as the official guide to all certification policies and procedures.

a. Purpose of Student Affairs Educator Certification

Student Affairs Educator Certification is granted and maintained by the Higher Education Consortium for Student Affairs Certification (Consortium; Certification Consortium). The Consortium's credentialing program includes one core Student Affairs Educator Certification (CSAEd™) and six specialty area certifications in Campus Activities, Campus Housing and Residential Life, Campus Recreation, College Unions, Fraternity and Sorority Life, and Student Conduct Administration. The Consortium and its founding partner professional associations (ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, and NIRSA) established this certification program to formally recognize individual student affairs and services educators' ongoing learning and to support their advancement, as well as to benefit the overall student affairs profession.

b. Value and Benefits of Certification

Certification is designed to benefit individual educators at the mid-level and above, higher education institutions, and the larger student affairs and services profession. The work performed by student affairs and services educators is essential—as well as rewarding and challenging. There have traditionally been limited means for educators to demonstrate their competencies and knowledge growth through ongoing work experience, and to then formally exhibit this growth in pursuit of lifelong learning and professional advancement. Certification offers a robust set of credentials to demonstrate this growth. Intended benefits for individual educators include providing a formal means to demonstrate knowledge and commitment to ongoing learning and continuous education, supporting movement into new functional areas and advancement into senior-level positions, and offering areas of focus to inform ongoing learning and professional development plans.



c. About the Higher Education Consortium for Student Affairs Certification

The mission of the Higher Education Consortium for Student Affairs Certification is to promote and advance student affairs and services in higher education by assessing and recognizing individual educators who demonstrate competency in established domains, commit to ongoing learning and professional development, and comply with the code of ethics. Established in 2021, the Consortium was initiated as a collaboration among ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, and NIRSA dedicated to promoting and advancing the student affairs and services profession in higher education.

The Consortium Board of Directors provides oversight and governance for student affairs certification programs, including establishing and revising related policies, monitoring certification scheme-related policies, and making determinations regarding essential certification-related decisions. The Consortium is solely responsible for all essential decisions related to the development, administration, and ongoing maintenance of all Higher Education Consortium for Student Affairs Certification programs.

The Consortium reserves the right, at its discretion, to change the standards, policies, and procedures for the certification process at any time. It is important that applicants and certificants refer to this Handbook for current information and updates. All changes and updates will be posted on the certification website (www.studentaffairscertification.org) and/or will be communicated directly to certificants via email. Participants in the certification process are strongly encouraged to check the website often and be attentive to emails sent from the Consortium.

d. Statement of Impartiality and Equal Opportunity

The Consortium’s leadership and management, including its Board of Directors, endorse the principles of impartiality and equal opportunity, and commit to act impartially and equitably in relation to its applicants, candidates, and certificants, including but not limited to:

- applying its standards and requirements for exams and certifications equally to all individuals regardless of race; color; national origin; religion; sex; age; gender identity or expression; affectional or sexual orientation; veteran status; disability; marital status; personal appearance; family responsibilities; genetic information; political affiliation; place of residence or business;



position title; source of income; caste; credit information; status as a survivor or family member of a survivor of domestic violence, a sexual offense, or stalking; reproductive health decision making; or any other basis protected by law;

- implementing its policies and procedures impartially and fairly;
- not restricting certification based on undue financial or other limiting conditions, and;
- not allowing commercial, financial, or other pressures to compromise impartiality in certification activities.

e. Background and Development of CSAEd™ Certifications

The topic of student affairs certification has been discussed by multiple professional associations over several years. This included NASPA engaging in conversations about certification in both 2013 and 2019. The latter process included a survey to 8,700 participants and generated over 2,420 usable responses. NASPA also sent wide-ranging invitations for focus groups to new and mid-level professionals, graduate preparation faculty, and vice presidents for student affairs (VPSAs). Individuals had the opportunity to sign up for focus groups that applied to them. Additional focus groups were added due to high demand. Feedback was collected from 27 focus groups conducted in 2019 (nine with VPSAs, 12 with new and mid-level educators, and six with faculty).

Survey data and focus groups supported development of certification programs, and generated both positive impressions and critical questions to address. In July 2019, the NASPA Board of Directors reviewed and discussed the results and analyses from the survey and focus groups, and voted to approve the initial development of Student Affairs Educator Certification.

From 2020-2021, a Certification Advisory Task Force of 19 student affairs and services educators from four-year and two-year institutions consisting of directors, AVPs, and VPSAs; graduate preparation faculty; and association representatives from ACPA, ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, NIRSA, and NODA worked to draft the initial certification content. The task force worked with Mickie Rops Consulting (MRC) to facilitate the process. MRC used various student affairs guiding, foundational, and competency documents to propose a framework for certification, which the task force then used to develop the practice profile (what student affairs



educators do day-to-day and need to be able to do, and/or know, in order to complete those tasks).

Six specialty area content development groups, totaling 45 individuals, were then established by their respective Association to further the Certification Advisory Task Force's work in the functional areas of Campus Activities, Campus Housing and Residential Life, Campus Recreation, College Unions, Fraternity and Sorority Life, and Student Conduct Administration. Each group developed a practice profile for the respective functional area in spring and summer 2021.

In summer 2021, the practice profile survey of the student affairs profession was sent to 29,750 members of ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, and NIRSA and generated 2,880 usable responses. The overall survey results supported the practice profile. Highlights included the following:

- 99% of competencies in the general practice analysis were rated as important or critically important by a majority of those who perform them. Some competencies were performed by fewer than 75% of student affairs educators. These competencies were examined closely by the task force groups in determining whether they should be retained in the practice profile or not.
- Almost all respondents indicated the draft practice profile adequately covers the requirements for effective performance of a student affairs educator role.
- Respondents reported experiencing moderate to significant changes in the practice profile over the past five years, and anticipate the same degree of change over the next five years. This highlighted the need for recertification and review of the content every five years.
- Respondents shared strong support for a minimum level of work experience to earn certification and for significant work experience to be needed in substitution for a graduate degree.
- Respondents shared support to require compliance with a code of ethics and to require certificants to demonstrate continued professional education and work experience to recertify--but not to retest for recertification.

Members of the Certification Advisory Task Force convened in Fall 2021 to review the results of the practice profile survey and make decisions about the certification content outline. They approved a final content outline that included all surveyed



domains, tasks, and competencies. They re-convened by virtual meeting and email to use the validation survey data to inform the certification scheme.

Members of each specialty content development group also convened in Fall 2021 to review the results of the validation survey for their area and make decisions about the respective content outline. Each group then discussed and approved a final content outline of surveyed domains, tasks, and competencies.

Beginning in January 2022, over 130 graduate preparation faculty members and practitioners from two- and four-year institutions of multiple sizes and locations were identified as Subject Matter Experts (SMEs) by ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, and NIRSA to engage in assessment development and standard setting for core and specialty area exams. SME recruitment included invitations for nominations to association member groups such as functional area and identity-based groups. Creation of the assessment instrument was facilitated by a psychometric testing and assessment expert firm.

The Student Affairs Educator Certification pilot program occurred for Core and all six Specialty areas in Fall 2022.

f. Types of Credentials

The Consortium offers both a core credential for student affairs educators and six specialty area certifications.

Core Certification (Certified Student Affairs Educator-CSAEd™)

This credential is for eligible student affairs educators regardless of functional area. The credential is a foundation and required prerequisite for all specialty area credentials.

The CSAEd™ credential demonstrates knowledge and competencies in the areas of foundations of the profession; student learning, development, and success; assessment and evaluation; social justice and inclusion; leadership; talent management; crisis and risk management; and financial and facility management. Even if the CSAEd™-certified individuals focus on specific functional areas in their day-to-day activities, they have demonstrated knowledge across all domains and understand the interplay among functions.



Specialty Certifications

Each specialty area certification is an opportunity to demonstrate additional knowledge and competencies beyond the core CSAEd™ within a specific functional area of student affairs work.

Applicants who are eligible may choose to apply for the core certification and a specialty certification at the same time. A certificant cannot, however, apply for or hold a specialty credential without applying for or holding the core CSAEd™ credential.

Available Specialty Certifications:

- *Campus Activities Specialty (CSAEd-CA™)*
This credential is for eligible certified student affairs and services educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of campus activities.
- *Campus Housing and Residential Life Specialty (CSAEd-HRL™)*
This credential is for eligible certified student affairs and services educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of campus housing and residential life.
- *Campus Recreation Specialty (CSAEd-CR™)*
This credential is for eligible certified student affairs and services educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of campus recreation.
- *College Unions Specialty (CSAEd-CU™)*
This credential is for eligible certified student affairs and services educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of college unions.



- *Fraternity and Sorority Life Specialty (CSAEd-FSL™)*
This credential is for eligible certified student affairs educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of fraternity and sorority life.
- *Student Conduct Administration Specialty (CSAEd-SC™)*
This credential is for eligible certified student affairs and services educators who hold the CSAEd™ core certification. This credential demonstrates competency and knowledge in the specific functional area of student conduct administration.



Applying for Certification

Participation in the CSAEd™ certification programs are voluntary and open to anyone meeting candidate eligibility requirements at the time of application.

a. Eligibility Criteria

Individuals applying for CSAEd™ core or a specialty certification must meet detailed education and work experience requirements at the time of application submission. All certifications require *either* a graduate/master's-level degree *and* five years of qualifying work experience as outlined below *or* a bachelor's or associate's degree and at least seven years of qualifying work experience as outlined below.

Qualifying Education

To be eligible for certification, an individual must meet **one** of the following two education requirements:

1. A master's degree (or higher graduate-level degree) from an accredited institution of higher education in a higher education/student affairs focus or a non-student affairs field. This may include a masters-level degree in a field such as student affairs, higher education, college student personnel, higher education leadership and policy, counseling and college counseling, as well as areas of study in addition to those named (e.g., law, business administration, sciences).
2. A bachelor's or associate's degree from an accredited institution of higher education.

Qualifying Employment Experience

Applicants may satisfy the employment experience eligibility requirement for certification in one of the following two ways:

1. Applicants with a graduate-level degree as defined above in option 1 above must have a minimum total of **five (5) years** (measured as 60 months) of full-time student affairs or services-related work experience as detailed below.



2. Applicants whose highest earned degree is either a bachelor's or associate's degree as described in option 2 above, may qualify with a minimum total of **seven (7) years** (measured as 84 months) of full-time student affairs or services-related work experience as detailed below.

"Qualifying Employment Experience," for purposes of Student Affairs Educator Certification, is defined as being employed full-time in student affairs or student services work in a higher education setting. A maximum of two years of graduate assistant student affairs/services work experience (9 to 12 month assistantships) may be considered as up to a maximum of one year (12 months) of full-time employment experience for purposes of eligibility. One year of a part-time graduate assistant student affairs/services work experience (9 to 12 month assistantships) may be considered as one-half year (6 months) of full-time work experience. Qualifying employment experience may be as an exempt or non-exempt employee. Volunteer service, unpaid service, part-time work (exempting graduate assistantships), and undergraduate work experience are not eligible to meet this requirement.

Student affairs or services-related experience includes, but is not limited to, work on a college or university campus, as well as work supporting student affairs/services programs and activities in a non-college or university institution of higher education.

b. Application Process and Timeline

Applicants who meet the eligibility criteria may submit an application, and if approved, will be able to schedule an exam for the certification(s) for which they applied.

Applicants for certification are required to complete and submit the online application within the Consortium's certification management system operated by the Consortium's partner, Prolydian, at <https://app.prolydian.com/organizations/studentaffairscertification>.

Applicants will need to create a profile in the Prolydian system. All elements of the application and certification maintenance will be maintained in the Prolydian



system. Applicants with a documented disability who request assistance in completing the application should contact the Consortium at applications@studentaffairscertification.org.

Application Documentation Required

Applicants will need to be prepared to submit the supporting documentation listed below at the time of their application to verify they meet eligibility requirements. Application documentation is reviewed solely by Consortium staff and maintained in accordance with the organization's Confidentiality and Information Privacy Policy as described in "Part e" of this section. The Consortium recognizes that obtaining such documentation may be difficult or detrimental for individuals to acquire. Should you have a question or concern about application documentation, please contact applications@studentaffairscertification.org to have a confidential conversation with a member of our staff.

- To verify qualifying education, applicants must submit official or unofficial transcripts from the degree-granting institutions. The first and last name on the transcript must match that of the applicant. If an applicant has changed their name, they will be instructed to upload related documentation. If there are issues or questions about providing documentation of a name change, please contact the Consortium by the email address above to have a confidential conversation with a member of our staff. These documents must be submitted within the online application in PDF, JPEG, or PNG format.
- To verify qualifying employment experience, applicants must provide contact information for an individual who can provide confirmation of employment for each submitted employer. The Prolydian system will then send the listed individuals an email form to complete to verify the applicant's employment. These must be completed for each role an applicant has listed before the application can be reviewed by the Consortium. It is highly recommended that a candidate notify each listed individual to watch for and complete the employment verification email. Should your listed references have any trouble with the verification process, please immediately reach out to applications@studentaffairscertification.org.
- To verify their identity, candidates must complete the application in full using their name **exactly as it appears** on a current approved government-issued/university-issued staff photo ID. Approved photo identification includes:
 - Government-issued driver's license



- College/university-issued staff photo ID
- Passport
- Non-US Military issued identification card
- Any Physical Government-Issued Identification Card (must include photo)

Review of Application and Notice of Status

The Consortium will review completed applications and provide a notice of application status within 30 business days. If approved, you will receive a verification email with instructions on how to register for your exam. If not approved, you will receive notification of next steps. If you have not received a confirmation email within 30 business days following online application submission, please contact applications@studentaffairscertification.org to confirm the status of the application.

c. Fees

Certification Application and Exam Fees (Due at the time of Application):

Individual members of Consortium founding partner associations are eligible for a discounted application fee given that related memberships directly supported certification program development. Consortium founding partner associations include ACUHO-I, ACUI, AFA, ASCA, NACA, NASPA, and NIRSA.

An individual holding an active, individual membership for any founding partner association is eligible for the member rate.

- Core Exam Only:
 - Individual member of any founding partner association: \$395
 - Individual non-member of any founding partner association: \$495
- Core and One (1) Specialty Area (Concurrent Application)
 - Individual member of any founding partner association: \$485
 - Individual non-member of any founding partner association: \$655

More than one Specialty Area Certification may be added within this concurrent application at the following rates:

- Individual member of any founding partner association: \$149
- Individual non-member of any founding partner association: \$234



Individuals applying for more than one certification will need to provide payment information for each individual certification within the same application.

- Additional Specialty Area Certifications:

An individual Core certification holder may also elect to separately apply for an additional Specialty Certification at a later time. Reduced rates are available for these Core Certification holders who are individual members of the Specialty Association listed in the chart further below that corresponds to the respective Specialty Certification.

- Individual member of the specialty association corresponding to the specialty certification: \$175
- Individual non-member of the specialty association corresponding to the specialty certification: \$275

Specialty Association	Corresponding Specialty Certification
ACUHO-I	Campus Housing and Residential Life Specialty
ACUI	College Unions Specialty
AFA	Fraternity and Sorority Life Specialty
ASCA	Student Conduct Administration Specialty
NACA	Campus Activities Specialty
NIRSA	Campus Recreation Specialty

Should an individual's application be denied or an applicant wishes to cancel after submitting an application, a \$50 administrative fee will be non-refundable, but the remainder of the fee paid by the individual will be refunded. These fees are not transferable. This fee does not include retake fees, reschedule/cancellation fees, or optional preparatory programs.



Exam Reschedule Fee

You may cancel or reschedule your exam with no additional fee up to 24 hours prior to your scheduled exam. Any request to reschedule within 24 hours prior to the originally scheduled exam time will incur a fee of \$150 for the Core exam and \$100 for each Specialty exam. If an emergent situation arises and you would like to request a waiver of this exam reschedule fee, please see the [Cancellation Policy](#) section of this handbook.

Exam Retake Fee

The retake fee is applicable to candidates who have previously taken a Consortium Certification exam but did not receive a passing score.

- Core Exam Retake fee: \$150
- Specialty Exam Retake fee: \$100

Recertification Fee

Each certification is valid for five years from the date of conferral. At the five-year anniversary of one's certification, certified individuals are eligible to apply for recertification. To recertify for another five-year period, the certificant will need to complete the [recertification requirements](#) outlined later in this Handbook, and pay the recertification fee that corresponds to their credentials.

An individual holding an active, individual membership for any founding partner association is eligible to recertify at a reduced amount.

- **Core Recertification**
 - Individual member of any founding partner association: \$175
 - Individual non-member of any founding partner association: \$350
- **Specialty Recertification** (per specialty certification)
 - Individual member of any founding partner association: \$100
 - Individual non-member of any founding partner association: \$225

All fees are non-transferable.

Payment Methods

Payment must be made online via the Prolydian portal. Accepted forms of payment include: Visa, Mastercard, and American Express.



If payment via check is necessary, please contact the Consortium staff at applications@studentaffairscertification.org prior to submitting your application in order to make arrangements.

d. Accommodations for Individuals with Disabilities or Qualifying Medical Conditions

The certification exams contain the following number of multiple-choice questions with the noted maximum time limits:

- Core certification exam: 150 questions (Three (3) hours)
- Specialty certification exams: 50 questions (Two (2) hours each)

The Consortium seeks to support, and advocate for, eligible individuals seeking certification, including in testing accommodations. The Consortium complies with the Americans with Disabilities Act (ADA) and is committed to providing necessary testing accommodations for examinees with documented disabilities, consistent with the requirements of the law. Accommodations may also be approved for examinees with documented qualifying medical conditions that may be temporary or are not otherwise covered by the ADA including conditions that require the use of medical devices or medication during the exam. The Consortium may also provide testing accommodations for candidates testing in other jurisdictions, to the extent required by applicable laws in those jurisdictions.

At the time of application, an individual can request accommodations for disabilities or qualifying medical conditions. This request will be made through the online application platform (Prolydian). Applicants requesting testing accommodations will need to have a qualified provider complete the Documentation of Disability-related Needs Form. The applicant may access this form at <https://studentaffairscertification.org/get-certified/accommodations> and must submit it as part of any application in order for an accommodation to be considered.

The decision as to whether a medical condition that is not covered by the ADA is a “qualifying medical condition” for purposes of the core and specialty Student Affairs Educator Certification exam accommodation is at the sole discretion of the Consortium.

Accommodations are provided on an individual basis at no additional cost to the candidate, and depend on the nature of the disability or medical condition and documentation provided. The Consortium will make reasonable efforts to provide



the requested accommodations to examinees provided the disability or qualifying medical condition has been demonstrated through adequate documentation, and the accommodations do not fundamentally alter the measurement of the skills or knowledge the examination is intended to test, do not jeopardize examination integrity and security, are compatible with the nature and purpose of the examination or assessment program, and do not result in an undue burden to the Consortium. Accommodations cannot be made to the actual content of the examination. A range of available accommodations are considered to assist examinees with disabilities or qualifying medical conditions.

All requests for examination accommodations are strictly confidential, and documentation submitted in support of the request is used solely for the purpose of evaluating the request. Failure to provide the Consortium with adequate supporting documentation in a timely manner will cause a delay in the review process and the applicant's ability to schedule and take the examination.

An applicant may request more than one accommodation; however, documentation is required for each requested accommodation.

Examinees cannot schedule their core and/or specialty Student Affairs Educator Certification examination, nor can the examination be administered, until the process described above has been completed.

The Consortium will base the accommodations on the requests and required documentation received. Common accommodations include extended time for testing (1.5 time or double time), frequent or additional breaks, access to auxiliary items (food, medication, or medical devices), or provision of a reader and/or scribe. Candidates will not be charged any additional fees for approved accommodations.

Adequate supporting documentation from a qualified professional certifying to the applicant's disability or qualifying condition, with specific identification of the requested accommodation and the basis for the request, must be submitted to the Consortium, either directly from the qualified professional or by the applicant. The Consortium will verify the authenticity of any submissions sent by the applicant. A qualified professional is someone with the credentials, training, and expertise to diagnose the reported disability or qualifying condition. The primary relationship of the attesting professional to the individual must be that of a treating qualified professional to a patient or client; there must be no familial, intimate, supervisory or other close relationship between the qualified professional and the individual requesting the accommodation(s).



The Documentation must:

- Be on the Disability-Related Needs by Qualified Provider Form, typed in English, dated and signed and include the name, title, and professional credentials of the qualified professional.
- Contain contact information including address, telephone number, and/or e-mail address of each professional providing documentation.
- Include the name of the specific disability or medical condition.

The Consortium reserves the right to request further verification, if necessary, of the evaluating professional's credentials and expertise relevant to the diagnosis, to verify the authenticity of the supporting documentation, and to seek clarification of the information provided by the evaluating professional.

The Consortium will consider requests for examination accommodations following receipt of an examination application and all required documentation in support of the request. Requests for accommodations will be reviewed by the Consortium who will communicate approved accommodations to the Consortium's exam administrator. As needed, the Consortium may retain consultation to evaluate accommodation requests. The applicant will be sent a notification of the Consortium's decision regarding the requested accommodation(s).

If accommodations have been approved, the notification will be in the form of a Testing Accommodations Agreement indicating the accommodation(s) that has/have been approved. The applicant must sign the Agreement and return it to the Consortium by the date indicated within the Agreement. The application for an applicant requesting examination accommodations will not be complete until the signed agreement is received by the Consortium.

If the accommodation requires the presence of one or more persons to support the candidate because of disability, they may not assist the candidate in any way in understanding exam content in such a way as to give the candidate an unfair advantage over candidates without disabilities. Supporting personnel must agree to the Consortium's confidentiality, non-disclosure, and conflict of interest terms, and agree to not sit for the exam for two years after the date they assist a candidate.



Assistive technologies for approved accommodations are not supplied by the Consortium. It is the responsibility of the individual exam candidate to provide approved assistive technologies.

If accommodations have been denied, or if the applicant disagrees with the Testing Accommodations Agreement, they may [appeal](#) the decision of the Consortium.

e. Confidentiality and Privacy of Information

The Consortium shall hold in confidence, and in a secure manner, the information obtained in the course of certification program activities at all levels of the organization, including the activities of all personnel (paid, contracted, or volunteer) acting on its behalf. Information about a particular individual is considered confidential information and shall not be disclosed to a third party by the Consortium staff, volunteers, or contractors without prior written consent of the individual except (1) as required in the Consortium’s Management Manual or (2) in the instance of sharing an individual applicant’s name and institution with a founding partner association for the purpose of verifying membership status to secure the discounted application rate. Where the law requires information to be disclosed to a third party and unless the law restricts it, the individual shall be notified in writing beforehand of any information disclosed.



Preparing for Certification Exams

a. Exam Administration, Window, and Platform

In 2023, the Consortium plans to offer three CSAEd™ core and specialty application and testing windows. Candidates should register and take their exam within the window in which they applied. Candidates may defer their exam date to the next subsequent window only with written permission from the Consortium and by paying applicable rescheduling fees.

Exam Window	Applications Open	Testing Available
Spring 2023 Window	February 6 - April 30	Mid-April - June 30
Summer 2023 Window	June 1 - August 31	July 1 - October 31
Fall 2023 Window	October 2 - December 1	November 1 - January 31

**This schedule is subject to change.*

All exams are computer-based and occur through an online, remote proctoring process administered by the Consortium's exam partner (Prolydian) and exam proctoring vendor (ProctorU/Meazure Learning).

b. Scheduling the Exam

Once an individual has submitted a complete application and has been approved to take the exam, the Consortium will send instructions for exam scheduling via email. Candidates must follow the instructions in this email to schedule their exam(s). Once the exam(s) have been scheduled, candidates will receive a confirmation email listing the date and time of the exam. This email will also contain instructions on how to prepare for a live, remote proctored exam session. If you do not receive an email, please check your "junk" or "spam" email folders before contacting us.

Rescheduling

You may reschedule the exam, as long as you do so 24 hours in advance of the scheduled test time and if it is within the current exam window. If, however, you cancel your exam appointment with less than 24 hours notice, or if you miss your exam appointment, show up late, or provide inadequate identification, you will need to register again and pay the retake fee (as previously listed). Please visit



<https://app.prolydian.com/testattempts> to reschedule your exam within the allowable window.

Cancellation Policy

You may cancel your exam with no additional fee up to 24 hours prior to your scheduled exam. Please visit <https://app.prolydian.com/testattempts> to cancel your exam within the allowable window. Any request to reschedule an exam within 24 hours prior to the originally scheduled exam time will incur a retake fee (as previously listed).

No fees will be refunded in the event a candidate fails to report at the scheduled time, fails to register for an exam within the allowed exam window, or decides to not register for an exam after having their application approved.

In the event that a medical or other emergency prevents a candidate from attending their scheduled exam appointment, the Consortium may waive the retake fee so that the candidate may reschedule their exam appointment. The candidate must contact the Consortium within seven (7) calendar days to report the circumstances of the emergency. The new exam appointment must take place during the same, or next subsequent, exam window.

c. Exam Format and Composition

The CSAEd™ certifications utilize computer-based exams composed of multiple-choice questions administered in one online session, with a single, predefined break. All questions will be included in calculating the candidates' scores.

The exams contain the following number of multiple-choice questions with the noted maximum time limits:

- Core certification exam: 150 questions (Three (3) hours)
- Specialty certification exams: 50 questions (Two (2) hours per exam)

d. Exam Development

Certifications offered by the Consortium are developed using nationally recognized industry standards. The Student Affairs Educator Certification exams conform to a content outline based on a practice analysis of educators working in student affairs and services. The initial Student Affairs Educator Certification practice analysis study was conducted in 2021 with participation from members of ACUHO-I, ACUI, AFA,



ASCA, NACA, NASPA, and NIRSA. The practice analysis study focused on identifying what student affairs educators do day-to-day and need to be able to do, and/or know, in order to complete those tasks. The practice analysis provides the blueprint for certification exams. Each exam was developed by subject matter experts (SMEs) identified by Consortium founding partner associations and representing a diversity of institutions and individual identities.

The Consortium Board of Directors provides oversight for the development and ongoing maintenance of the certification exams. The Board, Consortium staff, and partner association appointed subject matter experts work in partnership with testing and measurement specialists (psychometricians) to ensure the exam is developed and maintained in a manner consistent with generally accepted principles for professional certification programs.

e. Exam Content Outline

Both the core and each specialty exam consist of the same eight domains. For a detailed exam content outline for each certification exam, including a breakdown of the percentage of each domain covered, see [Appendix A](#) to this handbook.

The exams are currently offered in English only. Candidates are encouraged to develop a study plan based on review of the content outline(s).

f. Student Affairs Educator Certification Domains and Definitions

- **Foundations of the Profession:** This domain encompasses the foundational understanding of the histories and contexts of higher education systems and connects social justice, inclusive histories, and philosophies to the student affairs profession. This domain includes a commitment to research, professional standards and codes of practice, law, and organizational policies.
- **Student Learning, Development, and Success:** This domain encompasses the application of student learning and development theories while centering and advocating for holistic student learning, development, and success. It includes the design of programs and services that retain, develop, and move students toward completion and graduation.
- **Assessment and Evaluation:** This domain encompasses the appraisal of the quality and effectiveness of higher education work with understanding and appreciation for different contexts, cultures, and backgrounds. Specifically, the practice of assessment and evaluation grounded in outcomes, the use of



a variety of methods and tools to do so, and utilizing the data to identify strengths and opportunities for improvement in program, delivery, or actions.

- **Social Justice and Inclusion:** This domain encompasses the process, outcomes, and dynamic influence of individual and institutional awareness and action to foster inclusion, create equity, and ensure access grounded in the understanding of systems of oppression and privilege and how they are perpetuated in our practice and communities. This domain includes our individual dispositions and sense of agency and responsibility for justice for ourselves, others, our community, and the larger global context.
- **Leadership:** This domain encompasses the practices of embracing institutional values and vision to empower and engage others; valuing diverse, inclusive, and equitable views and methodologies to take risks and evolve communities; adaptively approaching problems and challenges; and navigating different types of business, political, personnel, and financial pressures to create transformative change.
- **Talent Management:** This domain encompasses the competencies needed to support the talent life cycle within an organization. By applying effective talent management practices, student affairs educators attract, develop, and retain staff who are enabled and empowered to set and reach personal and organizational goals. In this work, the student affairs educator plays an active role in the continual assessment and relevant supports and interventions to develop the full potential of all staff, including full time, part time, graduate and undergraduate members. The student affairs educator addresses the individual needs of staff members to collectively engage in mission-based work that advances student learning, development, and success.
- **Crisis and Risk Management:** This domain encompasses the ability to understand, educate, plan, and apply information pertinent to emergency situations and operationalize risk management; managing uncertainty; using data; and providing direction toward institutional objectives related to crisis response and risk management.
- **Financial and Facility Management:** This domain encompasses contributing to and implementing the effective and efficient delivery of an organization's strategic and operational goals, managing financial and facility resources that help ensure a safe and productive environment to fulfill the mission of the organization, and practicing ethical and equitable management of financial resources.



g. Impartiality Related to Education and Training Prior to Certification

The Consortium does not require, provide, approve, or accredit any specific educational programs, courses, review materials, or other exam preparation products.

Consortium partner associations may produce comprehensive education and training materials for educators in student affairs education as optional exam preparatory methods. These preparation materials or courses are voluntary and not required for certification application, examination, or maintenance.



Taking the Certification Exams

a. On Exam Day

The Consortium highly recommends that candidates block more time than the duration of the full exam (three (3) hours for Core; two (2) hours per Specialty) to ensure adequate time to login to the exam system. The exam time begins once a candidate is fully logged in and views the first question. While the Consortium has worked with our partners to provide a seamless log-in and exam-taking experience, technical issues may occur. The live, online proctor will assist candidates with technical issues that may occur in the exam system.

It is recommended that candidates log in to the Prolydian account and ProctorU platform a few minutes prior to the exam appointment time to complete the secure verification check-in process. The "Launch Exam" button will appear when the proctor is ready. Candidates logging in early may want to refresh their browser as the scheduled exam time approaches to view the "Launch Exam" button. If, after refreshing the browser, the "Launch Exam" button does not appear within five (5) minutes after the scheduled start time, please contact support by calling 1-855-772-8678.

Accessing the Exam

1. Log into your Prolydian account at <https://app.prolydian.com/organizations/studentaffairscertification>
2. Go to the "My exams" dashboard and click the "Launch Exam" button (This button will be enabled one minute before your exam time.)
3. Click "Start Session"
4. Install the ProctorU extension for Chrome or Firefox, if you don't already have it (You must have administrator access to download and install the ProctorU Extension and LogMeIn Rescue applet on the computer you intend to use for your exam.)
5. Follow the on screen instructions to share your screen and check your equipment
6. Follow the identity verification instructions
7. Install a LogMeIn Rescue applet file that will bring up a chat box allowing you to connect with your proctor. The proctor will perform a system check and camera pan of your workspace and will give you directions on how to begin your exam



Identification Requirements

Candidates are required to present a valid, government-issued or college/university-issued staff photo identification to the online proctor to gain access to the exam. Acceptable forms of identification (photograph required) include:

- Government-issued driver's license
- College/university-issued staff photo ID
- Passport
- Non-US Military issued identification card
- Any Physical Government-Issued Identification Card (must include photo)

The name and photo on the identification presented must match the examinee as identified at the time of registration. Candidates will not be permitted to test without proper identification and all fees will be forfeited.

Online exams are recorded. Exam recordings are stored by the online proctor for 12 months and then automatically purged.

If you have any questions or concerns about the identification requirements or online proctoring, please reach out to a member of the Consortium staff at info@studentaffairscertification.org to have a confidential conversation.

Remote Proctoring and Exam Rules

The Certification Consortium prioritizes accessible, fair, and consistent exam delivery. Exams are delivered using standardized procedures with adherence to firm security protocols. Candidates should expect to show the online proctor a full view of the space in which they are taking the exam and should move any written materials or other items not allowed for the exam out of reach and sight prior to logging on to the exam. Candidates are required to follow all exam testing rules at all times. The failure to follow these rules as stated may result in cessation of a candidate's exam testing session, invalidation of the candidate's exam score, and/or other disciplinary actions. To ensure the security of the Certified Student Affairs Educator Core and Specialty examinations, the following rules will apply.

- All exams must be taken in a secure room. Taking an exam in a public location or in a vehicle is not permitted.



- The only materials candidates may have within reach as they check in are their ID and a mirror, or cell phone (to show their monitor). These must be placed out of reach once the check-in process is complete. A beverage as described below may be kept on the desk.
- Attempts to remotely control the computer, resize browsers, or print the screen are prohibited.
- A virtual exam calculator is accessible through the exam delivery platform. The use of a personal calculator is not permitted.
- Candidates are permitted a beverage in a clear, spill-proof container.
- Exam room lighting should be satisfactory for the proctor to view the candidate and surrounding area.
- No books, notes, papers, references, or resources of any type are allowed within reach or sight of the candidate while taking the exam.
- No dual monitors are allowed. Secondary monitors must be unplugged and switched off during the exam.
- No other persons are permitted in the testing location with the candidate.
- No questions concerning content of the exam may be asked of the proctor during the exam session.
- No watches, including smart watches; cell phones; or other electronic devices are permitted. A cell phone (or mirror) is permitted initially to complete a monitor scan.
- Reading out loud, audible talking, and any attempts to capture exam content, such as taking photos or copying exam questions, are prohibited.
- The candidate must remain in view of the remote proctor, except during the optional break.

Break During Exam

One optional break is permitted during both the Core and Specialty exam for a maximum of fifteen (15) minutes (per exam). The exam timer will NOT be paused during the break. Access to all exam questions viewed prior to the break (whether answered or skipped for later review) will not be accessible upon the candidate returning from the break. The proctor will require security validation checks after the break has concluded. If the break exceeds more than fifteen (15) minutes, the exam will be stopped, the candidate will be required to contact the Certification Consortium in order to register for a new exam session, and the candidate will be required to pay the rescheduling fee.



Testing Issues

Detailed technical requirements for taking an exam will be shared by email with a candidate prior to scheduling each respective exam. If there are technical difficulties and issues on the candidate's side during the exam, the proctor and support team will try to troubleshoot and get past the issues. If the issues cannot be resolved, the candidate will need to re-register for the exam at another time during the same exam window. Because it is the candidates' responsibility to ensure technical requirements are met, the candidate will be responsible for a rescheduling fee (as stated in the section "Exam Reschedule Fees") for the exam except in extreme or emergent circumstances.

If there are technical issues on the side of Prolydian/ProctorU which prevent the candidate from taking or completing the exam, the candidate will be permitted to reschedule the exam at no charge.

The Consortium makes continued efforts to minimize technical issues and improve related processes. Candidates experiencing any testing or technical issues should notify the Consortium within two business days of their occurrence.

Violation of Rules

Any candidate who is observed violating the exam rules or engaging in any misconduct will be subject to dismissal from the exam, may be barred from future exams for a period ranging from one year to permanent dismissal, and may be required to forfeit their current exam fee and/or period of eligibility. Proctors are authorized to take immediate, appropriate measures against candidates who are caught violating testing rules. The candidate is entitled to appeal the dismissal determination.

b. After the Exam

Scoring Process and Validity

A panel-based standard setting process utilizing a no-data Angoff method was conducted in May and June of 2022 for the seven Student Affairs Educator Certification exams.

A panel of fifty-three (53) subject matter experts (SMEs) were identified by the seven Consortium founding partner associations and convened to execute the standard setting process. SME identification consisted of nominations of, and invitations to,



respective association membership, including invitations to small colleges/university and community college member groups, racial and ethnic affinity member groups, and graduate preparation faculty.

A workshop was conducted virtually with the psychometric consultants, Consortium staff, and available panel members. Panel members who were unable to attend were given a recording of the meeting. The standard setting process was reviewed, a discussion of minimally qualified candidates was facilitated, and definitions and item ratings were presented and discussed. Panel members were assigned to either the General (Core) certification or to one of the six specialty certifications and were given two weeks to complete all of their ratings. Raters were asked to rate the entire new item bank for their assigned certification. To protect the integrity of the exam, this exercise was conducted using the standard setting tool in the secure, online Surpass platform.

Once the final ratings were collected, the psychometric team calculated the mean rating (estimated item difficulty; the item p-value under Classical Test Theory) for each item and examined overall rater agreement. Overall rater agreement was strong. Of the nine raters assigned to one specialty area, only one rater's average cut score fell below two standard deviations of the mean and was, therefore, excluded from the exercise. All other estimated cut scores for each certification fell within two standard deviations of the mean and were retained.

Further, the item mean ratings of all but 68 items across all seven certifications were within two standard deviations of the overall mean of these ratings. The 68 items identified as not having rater agreement were flagged for revision by subject matter experts in the future and none of these items were included in the form assembly of the new exams. In addition to their ratings, SMEs were able to provide comments as they reviewed and rated items. These comments were used to further refine item quality.

Based on the ratings of the items and the approved exam blueprint, two (2) forms of each exam were engineered. The psychometric consultants used the predicted difficulty of the items to determine combinations of items to assemble two forms with similar overall difficulty while ensuring that the content matched the approved exam blueprint.



Notification of Results

The CSAEd™ Core and each CSAEd™ Specialty Area exam is designed to measure a candidate's performance against a predetermined standard—the level of knowledge and competency in established domains that can be reasonably expected of mid-level student affairs and services educators, including within six specific functional areas.

Each exam measures what the candidate knows at the time they are taking the assessment. The candidate's exam performance is not compared to other candidates' performances on the same exam. Passing scores were established for CSAEd™ Core and Specialty exams through a panel-based standard setting process utilizing a no-data Angoff method.

Candidates will receive a confidential email notification of their exam results within 72 to 96 hours of completing a certification exam. This email will contain notification of total score needed to pass, individual candidate score, whether the candidate passed or did not pass, as well as feedback regarding the candidate's exam performance in each of the eight domain areas. This feedback is intended to support new certificants in selecting professional development and continuing education activities. For candidates who do not pass the exam, this feedback is also intended to support them in preparing to retake it.

Candidates who pass an exam and meet required prerequisites will receive a second email conferring the respective certification. This email will include instructions on downloading one's certificate, opting in to the public certification registry, and downloading the corresponding digital badge.

Retaking an Exam

Candidates who do not pass the exam must wait at least 14 days from the initial exam date before retaking the exam. A retake fee must be submitted during the rescheduling process. Candidates must schedule their new exam date within the current or next available exam window.

c. Non-disclosure Agreement

Applicants for certification must agree to maintain the confidentiality of the exam content and agree they will not discuss or document the exam content in any



format or participate in any fraudulent test taking practices. This non-disclosure agreement is completed during the online application process.

d. Data Confidentiality

The Consortium shall hold in confidence, and in a secure manner, the information obtained in the course of certification program activities at all levels of the organization, including the activities of all personnel (paid, contracted, or volunteer) acting on its behalf. Information about a particular individual is considered confidential information and shall not be disclosed to a third party by the Consortium staff, volunteers, or contractors without prior written consent of the individual except (1) as required in the Consortium's Management Manual and (2) in the instance of sharing an individual applicant's name and institution with a founding partner association for the purpose of verifying membership status to secure the discounted application rate. Where the law requires information to be disclosed to a third party and unless the law restricts it, the individual shall be notified in writing beforehand of the information disclosed. The Certification Consortium reserves the right to use an examination score and certain data from the examination application to prepare summary statistical analyses, some of which may be published, but individual data will not be made public by the Consortium.



Earning Your Certification

a. Earning and Citing Your Credential

Certificates

A certificate will be available to download for candidates that are successful in passing the Core Student Affairs Educator exam and each Specialty certification exam. Go to <https://app.prolydian.com/organizations/studentaffairscertification> and click on "My Achievements" to download your certificate(s). Successful candidates will also receive information on maintaining certified status.

The certificate may only be displayed by the certificant during the time period for which the credential is valid. If at any point the certificant has a certification expired or withdrawn, they must immediately cease using or displaying the certificate and may not cite the credential in any way that might lead someone to infer that they are currently certified.

Digital Badges

Upon conferral of one of the seven student affairs certification credentials, certificants will receive an email from BadgeCert that provides a digital badge for each credential and instructions on how to utilize the digital badge, including how to connect the badge to one's social media profiles. The use and display of these digital badges is only permitted during such time that an individual actively holds each credential.

b. Proper Use of the Credential

After meeting all eligibility requirements and passing the exam, individuals may use their credential in all correspondence, on resumes/CVs, and promotional materials, such as stationery, websites, business cards, etc. The mark or logo may be used only with the name of the individual certified.

Individuals who have met the certification requirements are authorized to use the following certification mark according to the following guidelines:

The credential may be used as an acronym or long form title as listed below:

- CSAEd™ / Certified Student Affairs Educator
- CSAEd-CA™ / Certified Student Affairs Educator-Campus Activities



- CSAEd-CR™ / Certified Student Affairs Educator-Campus Recreation
- CSAEd-CU™ / Certified Student Affairs Educator-College Unions
- CSAEd-FSL™ / Certified Student Affairs Educator-Fraternity and Sorority Life
- CSAEd-HRL™ / Certified Student Affairs Educator-Campus Housing and Residential Life
- CSAEd-SC™ / Certified Student Affairs Educator-Student Conduct Administration

The credential is used after the certificant's name and following any academic degrees or licenses (e.g. Cori Jackson, MSE, CSAEd or Sam Hoang, JD, CSAEd, CSAEd-SC). The credential must be clearly associated with the individual certified or be referenced in general terms. *Note:* The credential name and/or acronym should be specifically named. In the case of a certificant concurrently listing their core credential (CSAEd™) and one or more specialty credentials, the certificant shall list each individual credential separately beginning with the core credential and then all specialty credentials. (Example: Alex Padilla, CSAEd, CSAEd-CA, CSAEd-HRL)

Note: a certificant does not need to use the ™ mark on credentials they are listing.

Example of Correct Use:

- Cori Jackson is a Certified Student Affairs Educator.

Example of Incorrect Use:

- Cori Jackson has their Certification for Student Affairs Educators.

Example of Correct Use:

- Sam Hoang, Certified Student Affairs Educator-Student Conduct Administration *or*
- Sam Hoang, CSAEd-SC

Example of Incorrect Use:

- Sam Hoang, Student Affairs Educator Certification-Student Conduct Administration *or*
- Sam Hoang, CSAEd-Student Conduct Administration.



Example of Correct Use:

- The University of Excellence employs three Certified Student Affairs Educators.

Example of Incorrect Use:

- Three University of Excellence employees hold the Student Affairs Educator Certification.

c. Ownership and Use of the CSAEd™ Credentials

The certification marks and logos, including digital badges, are the property of the Consortium. Permission to use the certification marks or logos are granted to certified persons at the discretion of the Consortium for permissible uses only.

Persons Authorized to Use the Marks

Use of any Consortium certification marks or logos is limited to those persons who have been granted the certification by the Consortium and who satisfy all maintenance and recertification requirements established by the Consortium. Use of the mark and logo by individuals who have not been granted and maintained the certification is expressly prohibited.

Non-Assignability and Non-Transferability

Permission to use the certification marks and logos is limited to the certified person and shall not be transferred to, assigned to, or otherwise used by any other individual, organization, or entity.

Mark and Logo Use

Those persons who have been granted permission to use the certification mark and logo shall do so pursuant to the rules and guidelines established by the Consortium. Persons granted permission to use the certification mark and logo must familiarize themselves with the established rules and guidelines for use and must execute approved agreements setting forth such rules and guidelines for use.

The marks and logos may not be revised or altered in any way. They must be displayed in the same form as produced by the Consortium, and they cannot be reproduced unless such reproduction is identical to the mark provided by the Consortium.



The marks, logos, and certification initials corresponding to one's certification (CSAEd™, CSAEd-CA™, CSAEd-CR™, CSAEd-CU™, CSAEd-FSL™, CSAEd-HRL™, CSAEd-SC™) may be used on materials, such as business cards, stationery, letterhead, and similar documents on which the name of the individual certified is prominently displayed to promote themselves as an individual. The Consortium recommends that individuals holding multiple certifications list each one independently. For example, an active Core and Campus Activities Specialty certificant would list both "CSAEd" and "CSAEd-CA" in materials such as their email signature.

The mark, initials, or logo may not be used in any manner that could bring the Consortium into disrepute or in any way be considered misleading or unauthorized. The mark or logo may not be used in any manner that would tend to imply a connection between any business and the certification which, in fact, may not exist. This includes any use of the mark or logo that the public might construe as an endorsement, approval, or sponsorship by the Consortium of a certificate holder's business or any product or service thereof.

Suspension or Revocation of Permission to Use Mark or Logo

The Consortium retains the right, at its sole discretion, to suspend or revoke any person's permission to use its certification mark or logo. In most circumstances, when the Consortium is informed that a person is misusing the certification mark or logo, the Consortium will provide the person notice of the misuse and a reasonable opportunity to comply with the Consortium's rules and guidelines. However, the Consortium retains the right to suspend or revoke privileges without notice and an opportunity to correct, particularly when the violation is of a gross nature and more immediate action is necessary to stop misuse.

Actions by the Consortium to suspend or revoke use of the certification mark shall be communicated in writing to the person whose privileges are being suspended or revoked and to all other persons affected by the decision. The Consortium may also publicize its actions on its website and/or any other of its publications. Should any person continue use of the Consortium's certification marks or logos after notice of suspension or revocation, the Consortium shall seek full equitable and/or legal remedies through a court of competent jurisdiction.



d. Verifying Certification Status

An online public directory of individuals holding a Consortium credential will be available within Prolydian.

You can choose whether or not you'd like to be listed in your Prolydian account at <https://app.prolydian.com/organizations/studentaffairscertification>. Certificants must opt-in in order for their name to appear on the online directory.



Code of Ethics

a. Code of Ethics: Student Affairs Educator Certification

Ethical practice is essential, fundamental, and integral to student affairs and services work. An individual applying for, and holding, any certification credential agrees to adhere to the Consortium's Code of Ethics as a Certified Student Affairs Educator. The Code of Ethics is as follows:

Pursuing certification as a Certified Student Affairs Educator has three purposes. It provides an opportunity to demonstrate learning, competencies, and knowledge; it elevates the overall student affairs profession; and it benefits higher education students and institutions. As student affairs educators, in collaboration with other institutional stakeholders, our objectives include protecting the well-being of our students, fostering their individual and personal development, and teaching and learning from our colleagues to achieve these objectives. This Code of Ethics (hereafter Code) identifies ethical conduct we hope to prompt in addition to specific conduct for which certification may be denied or revoked.

This Code is structured in three parts, beginning with ethical guiding principles, which serve as overall objectives for Certified Student Affairs Educators. The second section, ethical goals, outlines goals that serve as aspirational guideposts to motivate high-level performance in the profession. These goals pertain to contributing to the profession, higher education institutions, and students and others. The third section, ethical obligations, sets forth requirements that Certified Student Affairs Educators must meet and behavior they must avoid to achieve or preserve their certification with the Higher Education Consortium for Student Affairs Certification (Certification Consortium), our certifying body.

Ethical Guiding Principles

The following guiding principles serve as overall objectives for Certified Student Affairs Educators:

- Act with integrity and honesty as student affairs educators.
- Communicate relevant and appropriate information while protecting confidentiality and privacy.
- Deliver quality and excellence in our work with students.
- Improve our competencies through continuous learning and skill development.
- Pursue welcoming, inclusive, equitable, and just student affairs communities.
- Respect the diversity and diverse identities of our students and colleagues.
- Support the well-being of ourselves and others.
- Treat people with dignity, respect, and compassion.



Ethical Goals

The following are aspirational goals to promote high-level performance among Certified Student Affairs Educators:

Goals for Contributing to the Profession

Certified Student Affairs Educators are encouraged to engage in the following types of actions to support and advance the student affairs profession:

- Cultivate one's knowledge and skills within student affairs.
- Develop ideas, conduct research, and share information within the profession to improve student affairs practices and the overall higher education student experience.
- Engage honestly and responsibly in professional, personal, job reference, and career communications.
- Exemplify and promote ethical standards in student affairs, including professional preparation and development programs.
- Identify and intervene with appropriate resources and procedures in crisis situations.
- Participate in higher education association activities, and make colleagues and students aware of the career and educational opportunities within the profession.
- Promote the well-being of students, colleagues, and supervisees.

Goals for Contributing to Our Higher Education Institutions

Certified Student Affairs Educators are encouraged to engage in the following types of endeavors to contribute to the well-being and ongoing improvement of their institutions:

- Avoid private interests, obligations, and transactions that conflict with one's responsibilities and work obligations.
- Be a responsible steward of the institution's human, environmental, fiscal, and technological resources.
- Pursue advancements in institutional programs and efforts that foster equity in the learning, social, and developmental experiences of students and communities.
- Uphold institutional policies and work to identify, address, and advocate for areas of improvement.

Goals for Contributing to Others

Certified Student Affairs Educators are encouraged to engage in the following types of endeavors to contribute to the well-being and ongoing development of their students, colleagues, and supervisees:



- Communicate responsibly, whether in person, through social media, or with other technology.
- Consult colleagues and other qualified professionals when unsure about professional practice responsibilities.
- Engage other resources and professionals appropriately when individuals and situations call for it.
- Ensure the arrangement of accessible, safe, and comfortable physical spaces for students and staff.
- Honor the intellectual property of others by ensuring the accuracy of others' work and giving proper attribution.
- Maintain healthy and appropriate relationships with students, clients, stakeholders, and supervisees.
- Represent professional qualifications, including education, professional affiliations, and relevant experiences, in an accurate, complete, and truthful manner.
- Respect the privacy, identity, and confidentiality of students and other stakeholders as appropriate.
- Treat others fairly and without discrimination.

Ethical Obligations

Certified Student Affairs Educators must not violate the following ethical requirements in order to achieve and preserve their certification with the Certification Consortium. The requirements focus on the expectation that, in the course of their professional work and activities, Certified Student Affairs Educators are not to harm others. The Certification Consortium retains the discretion to deny, suspend, or withdraw certification of individuals who engage in the following:

- Acts of violence, sexual misconduct, dishonesty, or gross dereliction of duties, including when such acts result in being terminated from your professional position or being convicted of a crime.
- Harass, intimidate, or unlawfully discriminate against students, colleagues, supervisees, or others.
- Harm others by engaging in conflicts of interest or dual or multiple relationships with students or supervisees.
- Harm others by the unauthorized use or disclosure of personal, confidential, or sensitive information.
- Misrepresent your credentials, professional qualifications, achievements, professional affiliations, and relevant experiences to the Certification Consortium or to others.
- Put others at risk by working while impaired or in a condition in which you are unable to fulfill your duties.



Certified Student Affairs Educators are expected to support the integrity of the certification and its significance with the following actions:

- Comply with the Certification Consortium’s policies, procedures, and agreements.
- Consult and cooperate with the Certification Consortium concerning ethical matters, the collection of information related to professional ethics matters, and the established investigation and arbitration process for handling matters.
- Maintain the security of certification exam information.
- Make only accurate and approved use of the Certification Consortium’s intellectual property, certification marks, logos, and other copyrighted materials.
- Promptly report personal conduct that may violate any provision of the Code of Ethics or certification program.

b. Development of the Code of Ethics

In 2021, a Code of Ethics Development Committee was established to draft a code of ethics for the student affairs profession as part of certification. The Committee consisted of student affairs graduate preparation faculty and practitioners across multiple levels appointed by ACUHO-I, ACUI, AFA, ASCA, CAS (Council for Advancement of Standards in Higher Education), NACA, NASPA, and NIRSA. The Committee’s work included reviewing a synthesis of ethical statements from multiple student affairs professional associations, and both large and small group work to draft, review, and refine the final Code of Ethics. The Committee voted to approve the draft Code of Ethics, which was then advanced to the Consortium Board of Directors for review and final approval.

The Code of Ethics can be found on the website at <https://studentaffairscertification.org/ethics/code-of-ethics>.

c. Complaints Against Certificants

Certified Student Affairs Educators commit to adhering to the Consortium’s Code of Ethics. The Consortium maintains a process for handling complaints against certificants in a constructive, impartial, and timely manner. These complaints must be submitted in writing using the form found at <https://studentaffairscertification.org/ethics/feedback-and-reporting>.

A complaint must meet four specific criteria:

- Be specific to a section of the Consortium Code of Ethics



- Be made in writing by the individual lodging the complaint
- Be supported by specific evidence of such accusation
- Be made against a candidate or current holder of a Consortium certification

The complaint and all related documentation will be dealt with in a strictly confidential manner. If a complaint is ultimately found to have valid grounds, the Board of Directors may recommend one of a series of disciplinary actions, including but not limited to warning, suspension, or revocation of credential, depending on the severity of the infraction. Decisions related to complaints against certificants may be appealed through the appeals process.



Appeals and Complaints

a. Appeals

All candidates have the right to file an appeal of an adverse decision resulting in a denial of certification or recertification based on a failure to satisfy application requirements, payment of fees required by the Consortium, or failure of the certification exam caused by conditions beyond the candidate's control.

An appeal must be submitted via the form found online at <https://studentaffairscertification.org/get-certified/appeals>. The appeal must be submitted no later than 30 calendar days after notification by the Consortium of the adverse decision. All relevant supportive documentation must be included or referenced in the appeal submission.

b. Program Complaints

Individuals with concerns regarding the certification program materials, personnel, or activities are encouraged to discuss these with the individuals involved to try to resolve the matter informally. In some cases, however, informal resolution is not possible, and individuals may wish to file a formal complaint.

A formal complaint must be submitted via the form found online at <https://studentaffairscertification.org/ethics/feedback-and-reporting> within 90 calendar days of the incident's occurrence.

In the case of complaints related to exam administration, those must be submitted within two (2) weeks (or 14 calendar days) after the applicable exam administration. The submission will include sufficient objective evidence to substantiate the claim(s) and appropriate action to be taken. Anonymous complaints will not be considered. Complaints submitted through mechanisms other than the official online form will not be considered.



Maintaining Certification and Recertification

Those holding a Consortium certification demonstrate their commitment to stay informed of best practices by ensuring their knowledge and competency remain current via recertification.

a. Recertification Process

Certification maintenance includes ethical practice and continuous learning. While certificants are required to demonstrate continuous learning through recertification every five years, the Consortium highly encourages thinking about and engaging certification maintenance as an ongoing process. A certificant's maintenance period begins once they become certified or upon approval of recertification. Certificants must recertify every five years to maintain active certification status. During this five year period, certificants should be seeking and engaging in the variety of approved continuing education activities recognized by the Consortium. During, and by the end of, the five-year maintenance cycle, certificants must fill out a brief application for recertification on the Prolydian online system.

Recertification requires:

1. Continued agreement and compliance with the Code of Ethics
2. Submission of a specified number of continuing education credits*
3. Payment of the corresponding recertification fee

**All continuing education activities must take place following the date of certification to be eligible for credit unless otherwise specified by the Consortium.*

b. Continuing Education Requirements and Submission

Credit Hour Requirements

Certificants wishing to recertify at the end of their five-year maintenance period must complete and submit the following number of approved continuing education credits (CEs):

Core Certification

- Core Student Affairs Educator Certification (CSAEd™): 50 total credits (42 core credits and 8 social justice and inclusion credits)

Specialty Certification: An individual holding a specialty certification must complete and submit the following number of approved continuing education credits in addition to the Core Certification requirements as stated above.



- Campus Activities Certification (CSAEd-CA)[™]: 50 Campus Activities specialty credits
- Campus Housing and Residential Life Certification (CSAEd-HRL)[™]: 50 Housing and Residential Life specialty credits
- Campus Recreation Certification (CSAEd-CR)[™]: 50 Campus Recreation specialty credits
- College Unions Certification (CSAEd-CU)[™]: 50 College Unions specialty credits
- Fraternity and Sorority Life Certification (CSAEd-FSL)[™]: 50 Fraternity and Sorority Life specialty credits
- Student Conduct Administration Certification (CSAEd-SC)[™]: 50 Student Conduct specialty credits

Submission of CE Credits

It is the responsibility of each certified person to track the CE credits they have earned. Certificants are responsible for ensuring information about their CE credits is properly recorded and accessible. Certificants are encouraged to keep thorough records of their CE activities throughout their maintenance period.

All CE credits must be submitted by the certificant online via the Prolydian portal. Proof of attendance (i.e., a certificate of completion) is required for each CE submission. A listing of pre-approved CE programs are available via the Prolydian online portal. Certificants should submit CE credits in the Prolydian portal no more than 60 calendar days after completing a CE program. CE credits reported more than 365 days after completing the program may not be accepted. CE credits for programs not pre-approved by the Consortium will not be considered toward recertification.

If a certificant believes they attended a program that was approved for CSAEd[™] CE credit but cannot find that program on the Prolydian portal, they should contact the Consortium staff at ce@studentaffairscertification.org.

c. Types of Programs Eligible for CE Credit

CE credit programs must include learning outcomes pertaining to the established domains of practice for Student Affairs Educator Certification and be approved by the Consortium. The educational content must support certificants' learning and development in at least one of the eight domains of practice:

- Foundations of the Profession



- Student Learning, Development, and Success
- Assessment and Evaluation
- Social Justice and Inclusion
- Leadership
- Talent Management
- Crisis and Risk Management
- Financial and Facility Management

The following types of activities may qualify for CE credit:

- Live in-person educational programs
- Live virtual educational programs
- Pre-recorded programs
- Hybrid programs

The following types of activities are *NOT* eligible for CE Credit:

- Bootcamps and training specifically designed to prepare individuals for the CSAEd™ exams
- Engaging in research
- General software and technology training courses
- Matriculating through an academic course offered by an institution of higher education
- Networking events
- Roundtable discussions (without corresponding to educational programming with specific learning outcomes)
- Sales/marketing programs by student affairs-related or other vendors
- Self-study/reading books or research articles
- Volunteer service

d. Categories of CE Credits

There are three categories of CSAEd™ CE credits.

- **Core CE Credits:** These are CE credits directly related to the domains of the Core Student Affairs Educator Certification and have a general focus; not on one particular functional area.
 - **Social Justice and Inclusion CE Credits:** These are CE credits applied toward the Core certification and focused on the process, outcomes, and dynamic influence of individual and institutional awareness and action to foster inclusion, create equity, and ensure access grounded



in the understanding of systems of oppression and privilege and how they are perpetuated in our practice and communities. A minimum of eight (8) Social Justice and Inclusion CE credits are required as part of the 50 Core Certification CE requirements to recertify.

- **Specialty CE Credits:** These are CE credits focused on the domains of Student Affairs Educator Certification as it particularly pertains to one of the six specialty areas.
 - There are six types of specialty CE credits corresponding to the six specialty certifications. A certificant with a specialty certification must complete specialty area continuing education that corresponds to their particular specialty certification in addition to the Core CE requirement. *Example: A person who holds their certification in the Campus Recreation specialty must complete 50 Campus Recreation Specialty CE credits in five years to recertify. This is in addition to the 50 Core Certification CE requirement.*

e. Calculation of CE Credits

CE credits for approved CE programs are calculated in the following manner:

- 100 minutes = 2.0 credits
- 75 minutes = 1.5 credits
- 50 minutes = 1.0 credits
- 25 minutes = 0.5 credits

CE credits are only awarded in 0.5 increments, rounding down. (Example: A 65-minute program would be 1.0 CE credits, not 1.5.)

f. Approved CE Programs

Certificants may only submit *pre-approved* CE program credits toward their recertification. All approved CE programs will be listed on the Prolydian online portal. Approved CE programs should be designated as such in the providing organization's promotional materials. It is a certificant's responsibility to ensure they are attending Consortium-approved CE programs. Please use care and caution in ensuring that programs you are attending for CE credit have been approved by the Consortium. Anyone with questions about the status of a CE program should contact the Consortium at ce@studentaffairscertification.org.

Information for CE credit providers can be found on the website at <https://studentaffairscertification.org/ce-providers>.



g. Finding CE Opportunities

Educational offerings that are pre-approved by the Consortium should list Consortium CE values in their marketing materials. These will be listed on the [Prolydian website](#). This listing will be updated as soon as possible by Consortium staff upon approval of a CE provider's credit submission. If you believe an approved CE program is not listed on the website in error, please reach out to ce@studentaffairscertification.org to verify.

h. Tracking of Recertification Progress

Certificants may keep track of their progress toward recertification within their Prolydian online account. Certificants will be reminded annually via email about their progress, including how many CEs they have completed, and whether they are on track to meet all necessary requirements at the end of the five-year maintenance period.

i. Lapse of Certification

Certificants will receive a notice to apply for recertification 90 calendar days before the end of their five-year maintenance period which will outline their specific deadline to recertify. If a certificant fails to submit their recertification application and complete all necessary recertification requirements by this deadline, they will be sent an email notice and given sixty (60) calendar days to satisfy all necessary recertification requirements. If a certificant fails to successfully apply for and complete certification requirements by the end of the sixty (60) calendar days, the certification will lapse. At this point, the individual must cease any reference or display of the corresponding certification. If the individual wishes to recertify at a later time, they will have to complete a full application for certification and take the current certification exam(s) for each credential they wish to earn.

Important Note: An individual whose Core Student Affairs Educator Certification (CSAEd™) lapses will also fail to be in good standing or hold any other specialty credentials, as the core certification is a prerequisite for all specialty certifications.



Other Policies

a. Contact Information Changes

The Consortium online portal (Prolydian) is the primary method used for communication regarding exam confirmations, exam results, and recertification. As a candidate and certificant, you have 24/7 access to certification profile details and are responsible for ensuring that your contact information in your profile is kept up-to-date. The Consortium recommends using a personal email address and phone number in the event of changes in employment. This information will be handled according to the Consortium's Privacy Policy (see www.studentaffairscertification.org).



APPENDICES

Appendix A: Exam Content Outlines

1. Core Exam: CSAEd™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
10%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Connect student affairs to the cultures, histories, and contexts of higher education systems. 2. Through a foundational understanding of social justice, connect inclusive histories, philosophies, and values to the student affairs profession and to one's professional practice. 3. Make individual decisions, support others' decisions, and model behavior that is congruent with research, professional standards and codes of practice, law, and organizational policies. 	<ol style="list-style-type: none"> 1a. Identify how exclusionary contemporary practice in higher education systems is shaped by historical foundings. 1b. Critically analyze how higher education structures and foundations continually construct the field of student affairs. 2a. Identify how the foundational philosophies, disciplines, and values of the profession inform practice. 2b. Apply evolving inclusive student affairs models, theories, and research to policies, programs, and professional practice. 2c. Delineate how one's own intersecting identities influence one's philosophy and practice. 2d. Apply equity-based and asset-based literature and research to professional practice. 3a. Articulate ethical statements of professional student affairs associations and their foundational ethical principles and how they inform one's personal and professional practice. 3b. Identify if self or others' actions or behaviors are consistent with the ethical statements and the foundational principles of the Certification for Student Affairs Educators code of ethics. 3c. Evaluate to what extent self or others' actions or behaviors are consistent with current and relevant research. 3d. Apply compliance and legal requirements to self and others' work.



11%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Apply models and theories of student learning, development, and success to daily practice. 2. Develop and implement programs and services for holistic student success. 3. Center and advocate for student learning, development, and success. 	<ol style="list-style-type: none"> 1a. Distinguish between student learning, development, and success. 1b. Distinguish relevant and irrelevant aspects of historical models and theories of student development. 1c. Critique models and theories of student development. 1d. Apply contextually appropriate theories and models to implement culturally relevant programs, services, and practices that facilitate holistic student development and success. 1e. Utilize contemporary modalities and technologies to track and enable students toward higher success rates. 2a. Create and assess learning outcomes aligned with the mission of the department, the division, and the institution to benefit student success. 2b. Help students make meaning of their holistic experiences to identify lifelong problem-solving strategies. 2c. Help students connect collegiate and lived experiences to accomplish post-college goals. 2d. Connect students to resources that will enable their development, success, and well-being. 2e. Present opportunities for students to explore how their identities influence their development. 2f. Recognize and communicate how students' identities influence their development. 2g. Apply laws and compliance regulations within the context of one's role and the institution. 3a. Dismantle and eliminate barriers to student access, learning, development and success in order to restructure oppressive institutional systems. 3b. Advocate for centering student learning and development in daily and institutional decision-making.
11%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Engage in comprehensive and cyclical assessment and evaluation planning. 	<ol style="list-style-type: none"> 1a. Distinguish between assessment, evaluation, and research. 1b. Create goals for evaluation projects



		<p>2. Apply various assessment and evaluation methods/techniques/strategies/tools.</p> <p>3. Utilize insights and findings from assessment and evaluation data to improve policy and practice.</p>	<p>that recognize previous assessments.</p> <p>1c. Create outcomes (e.g., student learning or process delivery) to be assessed.</p> <p>1d. Select the most appropriate methodology based on the circumstances.</p> <p>1e. Apply evolving culturally relevant student affairs models, theories, and research to assessment and evaluation.</p> <p>1f. Engage in critical analysis in the planning process to consider who is included/excluded and how assessment and evaluation choices impact various identities.</p> <p>1g. Select methods of analysis relevant to the kinds of data that will be generated.</p> <p>1h. Connect assessment and evaluation plans to broader institutional initiatives (e.g., strategic planning, compliance and/or accreditation).</p> <p>2a. Align design with use.</p> <p>2b. Apply ethical and equity-based practices in assessment and evaluation work.</p> <p>2c. Consult with institutional partners.</p> <p>2d. Ensure that the design of the assessment or evaluation is inclusive of all identities and experiences.</p> <p>2e. Determine technological application relevant to types of data generated and analysis to be conducted.</p> <p>2f. Ensure compliance with applicable laws and standards.</p> <p>3a. Generate insights from data analysis.</p> <p>3b. Disseminate findings and engage with relevant stakeholders.</p> <p>3c. Propose recommendations for improvement based on data analysis and insights</p> <p>3d. Situate insights/meanings from data in a larger context including politics, planning, and systems of oppression.</p>
16%	Social Justice and Inclusion	1. Acknowledge and address systems of oppression, privilege, and power.	<p>1a. Recognize the systemic barriers to social justice.</p> <p>1b. Recognize the intersections of</p>



		<p>2. Critically reflect on self-identity, bias, and culture.</p> <p>3. Create living and learning environments that foster equitable participation of all groups.</p> <p>4. Create opportunities to advocate for social justice values in policies, programs, practice and procedures.</p>	<p>identities and individuals' experiences within systemic barriers.</p> <p>1c. Identify and address issues of bias affecting campus communities.</p> <p>1d. Facilitate dialogue about power, privilege, and oppression.</p> <p>1e. Engage in bystander intervention to address systems of oppression, privilege, and power.</p> <p>2a. Claim own identities and situate them in systems of oppression.</p> <p>2b. Actively confront personal areas of bias, prejudice, and lack of understanding.</p> <p>2c. Distinguish between intent and impact.</p> <p>3a. Engage institutional community members in discourse around social justice.</p> <p>3b. Design strategies that apply critical theory to address issues of exclusion, inequity, and privilege.</p> <p>3c. Align strategies with goals and outcomes.</p> <p>3d. Implement strategies to break down barriers.</p> <p>3e. Communicate and interact in ways that center diverse identities and populations.</p> <p>4a. Identify issues of inclusion, inequity and privilege in policies, programs, practices and procedures.</p> <p>4b. Challenge oppressive policies, programs, practices and procedures</p> <p>4c. Influence change in oppressive policies, programs, practices and procedures.</p> <p>4d. Implement decision-making processes that center the perspectives of marginalized people.</p> <p>4e. Disseminate / advocate for use of current appropriate language and behavior.</p> <p>4f. Recognize current use of inclusive language.</p>
13%	Leadership	1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision.	<p>1a. Interpret the institutional strategic plan, vision, and mission</p> <p>1b. Identify diverse stakeholders.</p>



		<p>2. Develop diverse teams and communities that are equity-minded.</p> <p>3. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success.</p>	<p>1c. Engage diverse stakeholders.</p> <p>1d. Lead a process with relevant stakeholders to develop priorities and outcomes.</p> <p>1e. Practice ethical and inclusive allocation of resources to achieve the identified priorities and outcomes.</p> <p>2a. Establish an environment that promotes trust, vulnerability, and mutual respect.</p> <p>2b. Create conditions that lead to inclusive decisions.</p> <p>2c. Identify strategies that create an environment where people's multiple identities are valued.</p> <p>2d. Model ethical and inclusive stewardship.</p> <p>3a. Identify approaches to establish trust and transparency with internal and external stakeholders.</p> <p>3b. Determine mutual needs, goals, and desired outcomes.</p> <p>3c. Recognize competing values and priorities, and necessary tradeoffs for collaboration.</p> <p>3d. Construct and lead a diverse group through the partnership process to accomplish shared goals and outcomes.</p> <p>3e. Communicate a culture of continuous improvement.</p> <p>3f. Recognize when it's time to decenter oneself in a situation.</p> <p>3g. Exercise political acumen to navigate individual and collective choices.</p>
16%	Talent Management	1. Navigate and challenge politics, power, and privilege inherent in hierarchical structures.	<p>1a. Identify systemic issues of politics, power, and privilege.</p> <p>1b. Situate one's work within the overall hierarchical structure.</p> <p>1c. Identify tangible steps to interrupt/challenge oppressive systems.</p> <p>1d. Center staff of all backgrounds and identities within decisions related to policies, programs, practices, and procedures.</p>



		<p>2. Recruit and select staff.</p> <p>3. Orient and train staff.</p> <p>4. Supervise and develop staff (performance management, processes).</p>	<p>2a. Align staffing requirements to meet objectives.</p> <p>2b. Draft job descriptions that align with institutional strategic plan, vision and mission and specific needs.,</p> <p>2c. Engage in legal, ethical, and equitable hiring practices that build inclusive teams.</p> <p>2d. Design recruitment processes to support a diverse applicant pool / values diversity.</p> <p>2e. Design candidate selection processes to equitably evaluate applicants' knowledge, skills, and abilities (e.g., screening, interviews, presentations)</p> <p>3a. Develop and implement onboarding process.</p> <p>3b. Assess skill gaps to develop relevant ongoing training.</p> <p>3c. Apply culturally and contextually relevant adult learning principles to orientation and training.</p> <p>3d. Align technology with training curriculum.</p> <p>3e. Use technological resources to maximize efficiency and effectiveness.</p> <p>3f. Address issues related to bias and non-discrimination in orientation and training programs.</p> <p>3g. Incorporate compliance and legal reporting obligations into the onboarding process.</p> <p>4a. Build positive working relationships.</p> <p>4b. Communicate position expectations.</p> <p>4c. Assess performance and provide feedback for improvement.</p> <p>4d. Develop goals for ongoing professional development.</p> <p>4e. Advocate for staff advancement, recognition, and opportunities.</p> <p>4f. Document unmet expectations and execute separation processes.</p> <p>4g. Utilize coaching strategies for sustained improved performance and professional growth.</p> <p>4h. Identify strategies to support staff health and wellbeing.</p> <p>4i. Identify current and emerging technologies that benefit one's work.</p>
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			4j. Engage in legal and equitable promotion practices that build inclusive teams.
12%	Crisis and Risk Management	<p>1. Develop and implement risk and crisis preparation and management plans.</p> <p>2. Respond to and manage information and data.</p> <p>3. Evaluate the plans, implementation, and management of the risk or crisis.</p>	<p>1a. Delineate between types of crises.</p> <p>1b. Assess levels of risk to determine the scope of impact (critical incident, campus emergency, disaster)</p> <p>1c. Distinguish difference between intentional and unintentional crisis.</p> <p>1d. Prepare protocols, policies, and strategies to disseminate to institutional and external community.</p> <p>1e. Apply laws and compliance regulations within the context of one's role and the institution.</p> <p>1f. Recognize the role of MOUs</p> <p>1g. Recognize the role of first responders.</p> <p>2a. Gather relevant existing and new data.</p> <p>2b. Synthesize data for decision-making.</p> <p>2c. Identify biases and assumptions to develop an equitable response.</p> <p>2d. Determine technology strategies needed to effectively share information.</p> <p>2e. Communicate equitable plans and recognize the different constituencies.</p> <p>2f. Manage internal and external communication to determine response opportunities.</p> <p>3a. Establish the strategies used to mitigate risk/crisis.</p> <p>3b. Establish a feedback mechanism to gather lessons learned to identify opportunities to adjust.</p> <p>3c. Reflect upon and implement the feedback to adapt for the future.</p> <p>3d. Reshape practices based on the impact of risks/crises.</p>
11%	Financial and Facility Management	1. Manage financial resources.	<p>1a. Recognize funding models used in higher education</p> <p>1b. Prepare and update budgets utilizing basic principles of accounting (fund management, debit, credits, budgeting, projections).</p> <p>1c. Recognize opportunities to reallocate resources equitably.</p> <p>1d. Monitor cost effective strategies to</p>



		<p>2. Manage facility resources.</p> <p>3. Advocate for and manage spaces equitably.</p>	<p>maximize resources while providing high quality and care.</p> <p>1e. Review and negotiate contracts.</p> <p>1f. Identify sources of revenue.</p> <p>1g. Use technologies to complement fiscal applications.</p> <p>1h. Participate in capital improvement and deferred maintenance planning and prioritization.</p> <p>1i. Apply laws and compliance regulations within the context of one's role and the institution.</p> <p>2a. Promote a culture of environmental sustainability.</p> <p>2b. Develop policies and procedures for facility use that comply with applicable laws and maximize safe and equitable use.</p> <p>2c. Collaborate across departments, and externally, to maintain the facility and to facilitate programming.</p> <p>2d. Recognize various labor designations.</p> <p>2e. Identify and advocate for quality standards for facility maintenance needs and projects to be addressed within campus environments.</p> <p>2f. Apply laws and compliance regulations within the contact of one's role and the institution.</p> <p>3a. Intentionally use design to create inclusive and accessible spaces.</p> <p>3b. Align space utilization with institutional mission, goals, and priorities.</p> <p>3c. Assign and reallocate spaces with attention to the needs of underrepresented groups.</p> <p>3d. Advocate for space utilization that conforms to applicable laws and policies for all abilities.</p> <p>3e. Evaluate space usage and plan based on assessment data.</p> <p>3f. Actively collaborate during design and construction.</p>
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2. Campus Activities Exam: CSAEd-CA™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
12%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Connect student affairs to the culture, histories, and contexts of higher education systems. 	<ol style="list-style-type: none"> 1a. Identify how student engagement has evolved and continues to evolve and impact programming. 1b. Recognize how institutional type and culture affect student engagement. 1c. Explain the role of student engagement/involvement and its impact on learning at an institution.
29%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Develop and implement programs and services for holistic student success. 2. Center and advocate for student learning, development, and success. 3. Advocate for and utilize student organizations as a means of student engagement. 	<ol style="list-style-type: none"> 1a. Plan, develop, manage, and support intentional programs/events that connect back to departmental/institutional goals/learning outcomes. 2a. Facilitate student leadership learning. 3a. Articulate the impact of student organizations on student success, retention, and persistence. 3b. Support the needs and sustainability of different student organizations. 3c. Facilitate recognition and registration of student organizations using inclusive and efficient policies and processes. 3d. Advise student organizations through supporting programs; developing and facilitating trainings; cultivating professional relationships with students; managing marketing and communications; maintaining records; and conducting assessments. 3e. Prepare students to participate in shared governance of institutions.
8%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Utilize insights and findings from assessment and evaluation data to improve policy and practice. 	<ol style="list-style-type: none"> 1a. Articulate the impact of programs and services on student success, retention, and persistence. 1b. Assess needs of students from multiple perspectives, identities, and populations, and ensure campus involvement opportunities are relevant and inclusive.
8%	Social Justice and Inclusion	<ol style="list-style-type: none"> 1. Create living and learning environments that foster equitable participation of all 	<ol style="list-style-type: none"> 1a. Implement policies, programs, practices, and procedures with consideration to universal access.



		<p>groups.</p> <p>2. Create opportunities to advocate for social justice values in policies, programs, practice and procedures.</p>	<p>2a. Implement policies, programs, practices, and procedures with consideration of free speech</p>
7%	Leadership	<p>1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision.</p> <p>2. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success.</p>	<p>1a. Advocate for additional resources with key stakeholders.</p> <p>2a. Foster and navigate town/gown relationships.</p>
8%	Talent Management	<p>1. Orient and train staff.</p> <p>2. Supervise and develop staff (performance management, processes).</p>	<p>1a. Develop training curriculum for staff, volunteers, and student leaders.</p> <p>2a. Identify and develop transferable skills for staff, volunteers, and student leaders.</p>
11%	Crisis and Risk Management	<p>1. Develop and implement risk and crisis preparation and management plans.</p>	<p>1a. Identify relevant campus partners in crisis planning and response.</p> <p>1b. Recognize and differentiate relationships that student organizations have with the institution.</p> <p>1c. Respond to incidents of student crises.</p>
16%	Financial and Facility Management	<p>1. Manage financial resources.</p> <p>2. Manage facility resources.</p> <p>3. Advocate for and manage spaces equitably.</p>	<p>1a. Collaborate with offices, departments, vendors (agencies), and other institutions to enhance buying power.</p> <p>1b. Educate and train staff and students about their roles and responsibilities in fiscal stewardship.</p> <p>1c. Advocate for the equitable dissemination of financial resources.</p> <p>2a. Educate and train staff and students about their roles and responsibilities in facilities stewardship/management.</p> <p>3a. Educate and train staff and students about their roles and responsibilities in advocating for space equity.</p>



3. Campus Housing and Residential Life: CSAEd-HRL™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
5%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Connect student affairs to the cultures, histories, and contexts of higher education systems. 2. Make individual decisions, support others' decisions, and model behavior that is congruent with research, professional standards and codes of practice, law, and organizational policies. 	<ol style="list-style-type: none"> 1a. Recognize the influence of political climate, and government policies and laws, on the administration of higher education. 2a. Navigate political realities and conflicting compliance issues. 2b. Evaluate to what extent self or others' actions or behaviors are consistent with organizational philosophies.
9%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Develop and implement programs and services for holistic student success. 2. Center and advocate for student learning, development, and success. 	<ol style="list-style-type: none"> 1a. Identify and interpret standards of behavior for the residential environment. 1b. Recognize the role of campus dining services in supporting student personal and academic success. 1c. Develop and operationalize learning communities and theme-based housing based on organizational goals and desired learning outcomes. 1d. Develop student involvement opportunities that serve as a catalyst for personal, career, and leadership development. 1e. Identify institutional partners and collaborate to meet needs and address gaps. 2a. Engage students as active participants in creating their institutional experience.
7%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Engage in comprehensive and cyclical assessment and evaluation planning. 2. Utilize insights and findings from assessment and evaluation data to improve policy and practice. 	<ol style="list-style-type: none"> 1a. Develop and implement a departmental or division-wide assessment plan. 1b. Distinguish among learning, needs, and satisfaction assessments. 2a. Use assessment and data to effectively craft a narrative for public use. 2b. Utilize narrative to use assessment data to make meaning of the results, and better illustrate our gaps and challenges.



			2c. Connect assessment data to program standards.
21%	Social Justice and Inclusion	<p>1. Acknowledge and address systems of oppression, privilege, and power.</p> <p>2. Critically reflect on self-identity, bias, and culture.</p> <p>3. Create living and learning environments that foster equitable participation of all groups.</p>	<p>1a. Facilitate dialogue about power, privilege, and oppression</p> <p>1b. Engage in bystander intervention to address systems of oppression, privilege and power</p> <p>1c. Facilitate training about power, privilege, and oppression</p> <p>1d. Acknowledge greater off-campus/national/international context regarding oppression, privilege and power, and situate those in one's work.</p> <p>1e. Acknowledge greater off-campus/national/international context regarding oppression, privilege and power, and situate those in one's work</p> <p>1f. Acknowledge greater off-campus/national/international context regarding oppression, privilege and power, and situate those in one's work.</p> <p>2a. Engage in ongoing personal learning and development.</p> <p>3a. Acknowledge greater off-campus/national/international context regarding oppression, privilege and power, and situate those in one's work.</p> <p>3b. Respond effectively to incidents of bias.</p> <p>3c. Facilitate training about power, privilege, and oppression.</p> <p>3d. Create safe and inclusive residential communities.</p> <p>3e. Create accessible environments and facilities.</p>
13%	Leadership	<p>1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision.</p>	<p>1a. Shape and influence the institutional strategic plan and master plan.</p> <p>1b. Employ change management principles in order to help staff understand the importance of their roles in institutional strategic plan, vision, and mission.</p> <p>1c. Demonstrate a leadership philosophy that supports students and staff across multiple identities.</p>



		<ol style="list-style-type: none"> 2. Develop diverse teams and communities that are equity-minded. 3. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success. 4. Utilize effective communication to achieve goals and priorities. 	<ol style="list-style-type: none"> 2a. Create opportunities to foster a learning organization mentality dedicated to diversity, equity, and inclusion. 3a. Recognize and execute effective communications to foster relationships, understanding, and collaboration. 4a. Apply and assess marketing strategies to meet goals and priorities (e.g., related to occupancy, programming, recruitment). 4b. Maintain awareness of emerging and evolving issues that may impact programs, services, and populations served when developing strategies and plans. 4c. Tailor communications based on the needs and expectations of different stakeholder audiences.
18%	Talent Management	<ol style="list-style-type: none"> 1. Navigate and challenge politics, power, and privilege inherent in hierarchical structures. 2. Recruit and select staff. 3. Orient and train staff. 4. Supervise and develop staff (performance management, processes). 	<ol style="list-style-type: none"> 1a. Use an approach in designing a staffing structure that meets the mission and goals of the program and addresses inherent power and privilege inequities. 2a. Design and utilize job assignment processes that align departmental goals, operational needs, and staff member talent and development 2b. Provide appropriate accommodations for the changing needs of live-in staff as it supports strategic recruitment and retention. 3a. Design and deliver training programs with appropriate learning outcomes. 3b. Evaluate the effectiveness of onboarding and training programs. 3c. Incorporate principles of universal design in staff orientation and training. 4a. Develop recognition programs that advance organizational goals and values. 4b. Create and offer development opportunities for professional and



			<p>student staff.</p> <p>4c. Strategically utilize individual staff talents and personnel resources to achieve the identified priorities and outcomes.</p> <p>4d. Recognize the impact of policies, union contracts, and other HR legal compliance into supervision and decision-making.</p> <p>4e. Practice identity-conscious supervision.</p>
15%	Crisis and Risk Management	<p>1. Develop and implement risk and crisis preparation and management plans.</p> <p>2. Respond to and manage information and data.</p> <p>3. Take necessary actions in response to a risk or crisis.</p>	<p>1a. Develop appropriate level of continuity of operations plan.</p> <p>1b. Identify financial and human resources needed to respond to and manage crises, and mitigate risk.</p> <p>2a. Adhere to laws and policies pertaining to privacy of personally identifiable information.</p> <p>2b. Take action to reduce risk of a data breach.</p> <p>2c. Recognize components of relevant information systems, change management processes, permissions, and controls.</p> <p>2d. Manage internal and external communication to determine response opportunities that respect privacy issues and public relations goals</p> <p>3a. Carry out appropriate response protocols within one's permission and purview.</p> <p>3b. Collaborate and work within institutional response protocols and frameworks.</p> <p>3c. Provide during- and after-incident support for staff responding to crisis situations.</p>
13%	Financial and Facility Management	<p>1. Manage financial resources.</p>	<p>1a. Recognize a process for setting housing rates and fees.</p> <p>1b. Develop long term financial plans that reflect goals, priorities, and ensure organizational viability.</p> <p>1c. Recognize the role of housing operations in funding campus-wide initiatives.</p> <p>1d. Manage budgets with attention to</p>



		<p>2. Manage facility resources.</p>	<p>salaries and benefits, equitable compensation (including in-kind remuneration) across the department and field, staffing, classifications, and labor float/lapsed salary/time to fill position vacancies.</p> <p>2a. Develop an occupancy management philosophy and strategy.</p> <p>2b. Leverage use of facilities to meet organizational goals and priorities.</p> <p>2c. Recognize need for capital planning, and how it interfaces with occupancy plan, budget, and campus policies.</p> <p>2d. Recognize needs of a residential community for appropriate live-in staff accommodations and residential community spaces that meet goals or priorities.</p>
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4. Campus Recreation Exam: CSAEd-CR™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
10%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Through a foundational understanding of social justice, connect inclusive histories, philosophies, and values to the student affairs profession and to one's professional practice. 	<ol style="list-style-type: none"> 1a. Connect sport, recreation, and leisure theory to collegiate recreation programs. 1b. Articulate the role of collegiate recreation in the recruitment and retention of students. 1c. Describe the growth and evolution of collegiate recreation. 1d. Connect collegiate recreation to evolution of health and well-being.
12%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Apply models and theories of student learning, development, and success to daily practice. 2. Develop and implement programs and services for holistic student success. 3. Center and advocate for student learning, development, and success. 	<ol style="list-style-type: none"> 1a. Apply theories and models relevant to life-long health and well-being behaviors and values. 2a. Create environments and opportunities that encourage students to regularly practice healthy behaviors. 2b. Create environments and opportunities that encourage students to view themselves as having the potential to make meaningful contributions to their communities and to be engaged in their communities. 2c. Foster student leadership through advising, coaching, and consultation to support both individual development and organizational development. 3a. Navigate laws, policies, and practices while centering and advocating for students.
4%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Engage in comprehensive and cyclical assessment and evaluation planning. 2. Utilize insights and findings from assessment and evaluation data to improve policy and practice. 	<ol style="list-style-type: none"> 1a. Collect and present data appropriately based on organizational structures, reporting lines, and priorities. 2a. Incorporate research studies from collegiate recreation, other segments of the recreation industry, and in applicable areas of higher education to enhance practice.



10%	Social Justice and Inclusion	<ol style="list-style-type: none"> 1. Acknowledge and address systems of oppression, privilege, and power. 2. Create living and learning environments that foster equitable participation of all groups. 3. Create opportunities to advocate for social justice values in policies, programs, practice and procedures. 	<ol style="list-style-type: none"> 1a. Recognize and address the systemic barriers to inclusive recreation in order to support opportunities to engage in the pursuit of health and well-being. 2a. Apply equity, diversity, and inclusion concepts to the collegiate recreation environment. 2b. Foster a sense of belonging through programs, services, and facilities. 3a. Design marketing and communication strategies, without tokenizing, that welcome, engage, and retain members of marginalized populations.
23%	Leadership	<ol style="list-style-type: none"> 1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision. 2. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success. 3. Support a culture of innovation and entrepreneurship. 	<ol style="list-style-type: none"> 1a. Develop and promote a shared vision that drives unit, divisional, and institutional short- and long-term planning and the ongoing organization of work. 1b. Advocate for and support practices that create sustainable programs, services, and facilities. 1c. Institute and communicate a strategic plan. 2a. Nurture health and well-being through an integrated, collaborative approach. 2b. Communicate the value of collegiate recreation with various stakeholders. 3a. Encourage the creation of new and different programming and facility usage to meet the changing needs of the community served and accomplish the departmental/institutional goals. 3b. Introduce new ways of looking at problems. 3c. Foster a culture where diverse perspectives are used to nurture innovation.
8%	Talent Management	<ol style="list-style-type: none"> 1. Supervise and develop staff (performance management, processes). 	<ol style="list-style-type: none"> 1a. Develop a position vacancy and succession management plan. 1b. Build strategies for staff growth, skill advancement, and promotional opportunities.



			1c. Design student employment opportunities that contribute to student career readiness.
13%	Crisis and Risk Management	1. Develop and implement risk and crisis preparation and management plans.	<p>1a. Create and implement crisis scenario training in collaboration with appropriate stakeholders.</p> <p>1b. Consider the possibilities where liability for negligence may be assigned.</p> <p>1c. Determine the hiring qualifications and certifications required of staff based on best practices and industry expectations in accordance with state and local laws.</p> <p>1d. Employ industry standards for facilities, equipment, and staffing.</p> <p>1e. Facilitate contracting process for facility rentals, events, and activities to ensure that there is appropriate management of risk.</p>
20%	Financial and Facility Management	<p>1. Manage financial resources.</p> <p>2. Manage facility resources.</p> <p>3. Advocate for and manage spaces equitably.</p> <p>4. Participate in the design of new/remodeled facilities.</p>	<p>1a. Create department business plan.</p> <p>1b. Practice fiscal responsibility through acting as a good steward of student fees and institutional finances.</p> <p>1c. Develop and implement programs and services for the campus and to support well-being and financial goals.</p> <p>2a. Act as a campus resource for emergency management protocols.</p> <p>2b. Create and maintain relationships with campus facility management services and key stakeholder groups (e.g., campus planning or architect, Athletics, student affairs, student organizations).</p> <p>3a. Develop priority use scheduling guidelines for all stakeholders.</p> <p>4a. Advocate for universal and inclusive design to best serve all of the potential participants.</p> <p>4b. Incorporate sustainability practices as an integral part of planning, facility design, purchasing, and operations.</p>



5. College Unions Exam: CSAEd-CU™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
8%	Student Learning, Development, and Success	1. Develop and implement programs and services for holistic student success.	1a. Advise student organizations to maximize student development, leadership, inclusion, engagement, and safety. 1b. Manage complex events and programs, including timelines as well as contracted talent and vendors. 1c. Create and maintain physical spaces for students to connect learning to life. 1d. Design and implement policies, programs, and services where students interact across different lived experiences and identities.
2%	Assessment and Evaluation	1. Engage in comprehensive and cyclical assessment and evaluation planning.	1a. Engage professional and student staff in ongoing feedback.
11%	Social Justice and Inclusion	1. Acknowledge and address systems of oppression, privilege, and power. 2. Create living and learning environments that foster equitable participation of all groups. 3. Create opportunities to advocate for social justice values in policies, programs, practice and procedures.	1a. Engage professional and student staff in training. 2a. Identify the relationship between the physical and constructed environments to building community, campus climate, and sense of student belonging. 2b. Design accessible physical spaces, programs, and services. 3a. Identify the laws related to freedom of speech and policies on open expression and how they frame advocacy, protest, and communications. 3b. Adopt policies that foster equity and inclusion.
12%	Leadership	1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision. 2. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success.	1a. Communicate and advocate for the College Union Idea. 2a. Include and engage students in decision-making processes and policies.



		3. Develop and employ a marketing/communications plan.	<p>3a. Apply institutional and departmental mission and goals to branding.</p> <p>3b. Develop a product, program, or service based on demonstrated campus community needs.</p> <p>3c. Anticipate how a product, program, or service would affect or be interpreted by various campus populations.</p> <p>3d. Use student learning outcomes data to support and drive the selection of developmentally appropriate marketing techniques.</p>
12%	Talent Management	<p>1. Orient and train staff.</p> <p>2. Supervise and develop staff (performance management, processes).</p> <p>3. Develop and maintain effective organizational culture.</p>	<p>1a. Develop, implement, and assess customer service policies and practices.</p> <p>2a. Determine the difference between strategies for supervising and developing staff versus developing volunteers, such as student organization advisors and chaperones at events.</p> <p>2b. Develop effective policies, guidelines, and ethics for promotion.</p> <p>3a. Plan for human resource considerations related to facility expansion or new facility construction.</p> <p>3b. Lead departmental change while maintaining morale.</p> <p>3c. Demonstrate an understanding of group dynamic stages and how organizations move through them.</p>
12%	Crisis and Risk Management	<p>1. Develop and implement risk and crisis preparation and management plans.</p> <p>2. Respond to and manage information and data.</p>	<p>1a. De-escalate situations with individuals.</p> <p>1b. Develop and execute venue-specific risk and safety policies, procedures, and emergency management plans for the use of the institutional community.</p> <p>1c. Maintain appropriate work health and safety practices and legal requirements.</p> <p>1d. Develop business continuity plans to address different types of campus risk</p> <p>1e. Develop plans for high-profile speakers/events and manage risk including reputational risk.</p> <p>2a. Plan for succession of information and data.</p>
42%	Financial and Facility Management	1. Manage financial resources.	1a. Explain the difference between the use of student activity and facility fees, implications for practice, and regulations of their use compared to other types of



			<p>funding.</p> <p>1b. Apply marketing techniques to drive campus community engagement and revenue growth.</p> <p>1c. Develop and maintain inventory processes and control systems for retail goods, spare parts and materials, and cash handling.</p> <p>1d. Describe how P3 (Public/private partnership) funding vehicles work and their effects on the student experience.</p> <p>1e. Use principles of fundraising and development to raise and manage donor funds.</p> <p>1f. Write and manage RFPs.</p> <p>1g. Communicate reasoning to prioritize needed resources and new initiatives.</p>
		2. Manage facility resources.	<p>2a. Manage facility renovation projects.</p> <p>2b. Lead new construction projects as owner representative on a design and construction team.</p> <p>2c. Identify and explain international and local fire codes, and other facilities-related laws.</p> <p>2d. Develop and maintain inventory processes and control systems for equipment.</p> <p>2e. Operate and maintain basic audio/visual equipment.</p> <p>2f. Create and use facility audits and deferred maintenance plans.</p> <p>2g. Develop and implement plans for preventative, periodic, and corrective maintenance of facilities.</p>
		3. Advocate for and manage spaces equitably.	<p>3a. Advocate for space utilization that conforms to applicable laws and policies for all abilities.</p> <p>3b. Evaluate space usage and plan based on assessment data.</p> <p>3c. Actively collaborate during design and construction.</p> <p>3d. Advocate for use of inclusive design principles in design, construction, and renovation of facilities and technology.</p>
		4. Lead facility planning.	<p>4a. Articulate how space usage impacts losing/gaining space on programs and functions.</p> <p>4b. Use qualitative and quantitative measurement tools to inform facility enhancements and capital planning.</p> <p>4c. Plan for the fiscal impact of design and lead time on a project.</p>



			<p>4d. Identify interior design principles and their impacts on student experience.</p> <p>4e. Gather and build support from constituents who will be using the facility/space.</p>
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6. Fraternity and Sorority Life Exam: CSAEd-FSL™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
16%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Connect student affairs to the cultures, histories, and contexts of higher education systems. 2. Through a foundational understanding of social justice, connect inclusive histories, philosophies, and values to the student affairs profession and to one's professional practice. 3. Make individual decisions, support others' decisions, and model behavior that is congruent with research, professional standards and codes of practice, law, and organizational policies. 	<ol style="list-style-type: none"> 1a. Identify exclusionary practices and systems in fraternity and sorority life. 1b. Recognize the history, impact, and reliance on the fraternity and sorority housing structures within the higher education system. 1c. Recognize the unique roles that fraternity and sorority life played in higher education. 1d. Recognize and memorize the histories, identities, and practices of fraternity and sorority life. 2a. Recognize that social justice and inclusion work is part of fraternity and sorority life roles and responsibilities, and not of just specific individuals. 3a. Recognize the role of relationship statement, expansion agreements, and other forms of MOUs specific to the fraternity and sorority life experience.
12%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Apply models and theories of student learning, development, and success to daily practice. 2. Develop and implement programs and services for holistic student success. 3. Center and advocate for student learning, development, and success. 	<ol style="list-style-type: none"> 1a. Apply appropriate development theories for single gender experiences. 2a. Disaggregate information and the role that identity plays in students' experience and their ability to be successful. 2b. Recognize role of professional, alum, volunteer, and student mentorship in student learning. 3a. Develop and apply effective group and/or individual accountability processes that enhance student learning and development.



11%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Apply various assessment and evaluation methods/techniques/strategies/tools. 2. Utilize insights and findings from assessment and evaluation data to improve policy and practice. 	<ol style="list-style-type: none"> 1a. Use available and appropriate tools and systems to advance use of data that informs fraternity and sorority life work. 2a. Utilize community, chapter, and individual level data to drive decisions and interventions within the fraternity/sorority community. 2b. Align fraternity and sorority life data with larger institutional strategic plans. 2c. Report and share sensitive/personal identifying fraternity and sorority life member information appropriately
9%	Social Justice and Inclusion	<ol style="list-style-type: none"> 1. Acknowledge and address systems of oppression, privilege, and power. 2. Create living and learning environments that foster equitable participation of all groups. 3. Create opportunities to advocate for social justice values in policies, programs, practice and procedures. 	<ol style="list-style-type: none"> 1a. Engage in fraternity and sorority life work as an accomplice in social justice and inclusion work. 2a. Provide equitable access to facilities for all members. 3a. Engage advisors, alums, and other stakeholders in social justice work community-wide.
15%	Leadership	<ol style="list-style-type: none"> 1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision. 2. Develop diverse teams and communities that are equity-minded. 3. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success. 	<ol style="list-style-type: none"> 1a. Connect work to fraternal purpose. 2a. Recognize the importance of involving diverse perspectives and multiple identities. 2b. Receive and internalize feedback in order to make change. 3a. Navigate the complexities of multiple parties interest in chapter and community outcomes (e.g., campus, inter/national org, alumni, parents, house corporations). 3b. Navigate the complexities of competing values and priorities within the structures of fraternity and sorority life.



6%	Talent Management	<ol style="list-style-type: none"> 1. Navigate and challenge politics, power, and privilege inherent in hierarchical structures. 	<ol style="list-style-type: none"> 1a. Develop appropriate staffing models to support all fraternity and sorority life organizations, including historically underrepresented populations. 1b. Advocate for adequate staffing models to support all fraternity and sorority life organizations and retain the staff doing the work.
15%	Crisis and Risk Management	<ol style="list-style-type: none"> 1. Develop and implement risk and crisis preparation and management plans. 2. Evaluate the plans, implementation, and management of the risk or crisis. 3. Develop a comprehensive educational plan on crisis and risk management. 	<ol style="list-style-type: none"> 1a. Recognize, develop, train, and communicate risk management policies based on industry standards. 2a. Recognize appropriate responses to risk management incidents (e.g., moratoriums, indefinite suspensions, underground groups). 3a. Recognize harm reduction strategies. 3b. Facilitate training and education to stakeholders. 3c. Utilize appropriate and effective models for addressing crisis and risk management.
16%	Financial and Facility Management	<ol style="list-style-type: none"> 1. Manage financial resources. 2. Manage facility resources. 3. Advocate for and manage spaces equitably. 	<ol style="list-style-type: none"> 1a. Ethically advise student organizations on management of their funds. 1b. Manage fraternity and sorority life community financial support that comes from advancement and endowments. 2a. Work with property and land owners (e.g., university, corporation board, PPP) that house fraternity and sorority life organizations. 2b. Manage changing dynamics of fraternity and sorority life housing and space usage. 2c. Recognize space barriers for fraternity and sorority life groups, and navigate all the multiple ways in which they need and use spaces (e.g., meeting spaces, recruitment and intake spaces). 3a. Advocate for equitable space for all fraternity and sorority life organizations, including non-traditional types of spaces.



7. Student Conduct Administration Exam: CSAEd-SC™

% of Exam Items	Domain	Sub-Domains	Knowledge & Tasks
9%	Foundations of the Profession	<ol style="list-style-type: none"> 1. Connect student affairs to the cultures, histories, and contexts of higher education systems. 2. Through a foundational understanding of social justice, connect inclusive histories, philosophies, and values to the student affairs profession and to one's professional practice. 3. Make individual decisions, support others' decisions, and model behavior that is congruent with research, professional standards and codes of practice, law, and organizational policies. 	<ol style="list-style-type: none"> 1a. Recognize the historical foundation of the student conduct profession as well as a working knowledge of the many changes to the field over time. 1b. Recognize the many changes to the student conduct field over time. 2a. Recognize the ways institutional policies are intentionally or unintentionally in conflict with social justice issues and find ways of incorporating inclusion-focused methods into practice. 3a. Apply federal and state laws, legislation, and policies that shape and affect the student conduct profession. 3b. Apply information related to many of the foundational cases of the student conduct profession.
9%	Student Learning, Development, and Success	<ol style="list-style-type: none"> 1. Develop and implement programs and services for holistic student success. 2. Center and advocate for student learning, development, and success. 	<ol style="list-style-type: none"> 1a. Identify cultural implications that may create barriers and apply inclusive practices throughout the resolution of incidents as well as institutional policies. 2a. Convey information regarding student conduct and healthy behavior to students, families/support systems, and campus partners 2b. Develop and expand partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services. 2c. Build students' skills for communicating through and managing conflict. 2d. Empower and build students' development as a responsible member of the campus community.
8%	Assessment and Evaluation	<ol style="list-style-type: none"> 1. Apply various assessment and evaluation methods/ techniques/strategies/tools. 	<ol style="list-style-type: none"> 1a. Create assessment tools that allow students to share their resolution process experiences, their experiences with office staff/administration, and spaces.



		<p>2. Utilize insights and findings from assessment and evaluation data to improve policy and practice.</p>	<p>1b. Create assessment tools that allow students to share their ethical development and learning through the process.</p> <p>2a. Incorporate disaggregated conduct data into strategic planning, staff performance, organizational training, and student prevention education/orientation.</p> <p>2b. Utilize assessment findings from service participants to track trends, retention, preventive measures, and to inform change and adjustments.</p> <p>2c. Use data to advocate for the financial, staffing, facilities, and partnership needs of the department.</p>
10%	Social Justice and Inclusion	<p>1. Acknowledge and address systems of oppression, privilege, and power.</p> <p>2. Critically reflect on self-identity, bias, and culture.</p> <p>3. Create living and learning environments that foster equitable participation of all groups.</p> <p>4. Create opportunities to advocate for social justice values in policies, programs, practice and procedures.</p>	<p>1a. Recognize the connection between the historical colonialist foundations of the student conduct profession and the lasting impact within higher education.</p> <p>2a. Demonstrate a commitment to individual lifelong learning and continuously engage in critical self-reflection, thought processes, and self-critique.</p> <p>3a. Advocate for intentional inclusion and social justice while guiding organizational transformation.</p> <p>4a. Display an awareness for and the ability to apply equitable and intentional exclusive practices.</p> <p>4b. Apply campus policies, procedures, and outcomes through a racially and socially just lens.</p> <p>4c. Use consultations and advisements as opportunities to educate institutional partners.</p>
7%	Leadership	<p>1. Establish priorities and outcomes that align to unit/department, divisional, and institutional vision.</p> <p>2. Develop diverse teams and communities that are equity-minded.</p>	<p>1a. Cultivate a shared vision that is mission driven.</p> <p>2a. Intentionally establish, maintain, and work effectively with a diverse population of students, senior leadership, faculty, staff at all levels, alums, parents/guardians, and others.</p>



		<p>3. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success.</p>	<p>3a. Provide information and context of the overall mission and function of the organization in relation to student and stakeholder (including students, senior leadership, faculty, staff at all levels, alums, parents/guardians, and others) goals and organizational mission.</p> <p>3b. Develop and expand partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services.</p>
31%	Talent Management	<p>1. Navigate and challenge politics, power, and privilege inherent in hierarchical structures.</p> <p>2. Recruit and select staff.</p> <p>3. Orient and train staff.</p> <p>4. Supervise and develop staff (performance management, processes).</p> <p>5. Manage the organization to support its mission and staff.</p>	<p>1a. Recognize the process needed to change policy within the institution.</p> <p>1b. Identify stakeholders, gain feedback, and facilitate buy-in for stakeholders.</p> <p>1c. Work within institutional framework to identify and communicate the challenges and/or inadequacies in policies, procedures, and processes (sound the alarm).</p> <p>2a. Draft job descriptions that are inclusive in nature and don't discourage potential applicants.</p> <p>2b. Recruit and select staff that represent the student population</p> <p>3a. Establish departmental expectations regarding case resolution pathways, bias, conflicts of interest, and other intersections of equity and inclusion</p> <p>3b. Create and implement an intentional and culturally relevant onboarding and training process.</p> <p>3c. Connect staff to resources and communities on and off-campus relevant to one's personal identities.</p> <p>4a. Use equity and inclusion as a framework to inform departmental processes and propose policy changes.</p> <p>4b. Be strategic and intentional in supervising and developing staff to recognize individual identities.</p> <p>4c. Recognize unique employee needs in performance evaluation processes and reviews.</p> <p>5a. Obtain knowledge about institutional, division, department, and unit environments to assess type of management.</p>



			<p>5b. Manage up, down, and across.</p> <p>5c. Recognize employee performance management, human capital development, and conflict management.</p> <p>5d. Recognize resource gaps and advocate with institutional partners to address them.</p> <p>5e. Develop awareness of one's own biases in supervising and evaluating staff.</p> <p>5f. Seek circular feedback as a supervisor and administrator from staff and students (e.g., 360 feedback).</p> <p>5g. Conduct, and advocate for, exit interviews to provide channels for employee input and feedback.</p>
14%	Crisis and Risk Management	<p>1. Develop and implement risk and crisis preparation and management plans.</p> <p>2. Respond to and manage information and data.</p> <p>3. Evaluate the plans, implementation, and management of the risk or crisis.</p>	<p>1a. Recognize, manage, and mitigate risk in individual crises as well as in events and programmatic functions/decisions.</p> <p>1b. Conduct trainings and scenarios.</p> <p>2a. Identify risk in operations, decisions, and events.</p> <p>2b. Provide risk mitigation in the form of policy, systems, structures, referrals, and working with organizational counsel.</p> <p>2c. Present historical context, share information, and explain processes with attention to language and defining the incident.</p> <p>2d. Manage confidential information and assist staff in understanding their related roles and responsibilities.</p> <p>3a. Take steps to repair inequitable outcomes in processes to pro-actively advocate for policy review and implement procedural changes.</p>
11%	Financial and Facility Management	<p>1. Manage financial resources.</p> <p>2. Manage facility resources.</p>	<p>1a. Advocate for financial resources with an understanding of the people, politics, goals, and needs of the organization.</p> <p>1b. Engage in strategic power mapping to understand internal and external influences at the institution.</p> <p>1c. Use data to advocate for the financial and partnership needs of the department.</p> <p>2a. Utilize space to connect with students and demonstrate the gravity of student conduct.</p> <p>2b. Incorporate information on institutional</p>



		3. Advocate for and manage spaces equitably.	territories in conduct processes. 3a. Engage with others for the interest of the organization as well as the department. 3b. Advocate for safe, accessible, and confidential spaces.
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Appendix B: Exam Preparation

Exam Preparation

“How do I prepare for an exam?” is an expected and common question from candidates for Student Affairs Educator Certification. The Consortium provides a content outline for the Core and all Specialty exams in the appendix of the [Candidate Handbook](#). In addition to the content outline, candidates may also want to seek additional resources to assist in their preparations for the exams.

The Consortium has generated an initial list of suggested resources for the Core Student Affairs Educator Certification exam to further support candidates. The Consortium plans to update this list over time as the certification program evolves. In addition to these resources, the Consortium [founding partner associations](#) are in various stages of developing and offering their own voluntary preparation resources. Please contact the respective association for related information.

Suggested Resources for Core Exam

- Ackerman, R. L. (Ed.). (2007). *The mid-level manager in student affairs: Strategies for success*. NASPA.
- Adams, M., Bell, L. A., Goodman, D. J., Shlasko, D., Briggs, R. R., & Pacheco, R. (Eds.). (2023). *Teaching for Diversity and Social Justice (4th ed.)*. Routledge.
- Collins, K. M., & Roberts, D. M. (Eds.). (2012). *Learning is not a sprint: Assessing and documenting student leader learning in cocurricular involvement*. NASPA.
- FEMA, *Emergency Management, National Preparedness*. (n.d.). Retrieved from FEMA, Emergency Management, National Preparedness: <https://www.fema.gov/emergency-managers/national-preparedness>
- Harper, K. S., Paterson, B. G., & Zdziarski, E. L. (Eds.). (2006). *Crisis management: Responding from the heart*. NASPA.
- Harper, S. R. (Ed.). (2008). *Creating inclusive campus environments for cross-cultural learning and student engagement*. NASPA.
- Henning, G. W., & Roberts, D. M. (2016). *Student affairs assessment: Theory to practice*. Stylus Publishing.
- Lake, P. F. (2011). *Foundations of higher education law and policy*. NASPA.
- McClellan, G. S., Marquez Kiyama, J., & Stringer, J. (Eds.). (2023). *The handbook of the student affairs administration (5th Ed.)*. Jossey-Bass.
- *Professional competency areas for student affairs*. (2015). ACPA and NASPA.
- Schuh, J. H., Jones, S. R., & Torres, V. (Eds.). (2016). *Student services: A handbook for the profession (6th ed.)*. Jossey-Bass.
- Wells, J. B. (Ed.) (2019). *CAS professional standards for higher education (9th ed.)*. Council for the Advancement of Standards in Higher Education.

