



**EXAM CONTENT OUTLINE**  
**Core Certification Exam - CSAEd™**

<b>% of Exam Items</b>	<b>Domain</b>	<b>Sub-Domains</b>	<b>Knowledge &amp; Tasks</b>
10%	Foundations of the Profession	<ol style="list-style-type: none"> <li>1. Connect student affairs to the cultures, histories, and contexts of higher education systems.</li>   <li>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.</li>   <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1a. Identify how exclusionary contemporary practice in higher education systems is shaped by historical foundations.</li> <li>1b. Critically analyze how higher education structures and foundations continually construct the field of student affairs.</li>   <li>2a. Identify how the foundational philosophies, disciplines, and values of the profession inform practice.</li> <li>2b. Apply evolving inclusive student affairs models, theories, and research to policies, programs, and professional practice.</li> <li>2c. Delineate how one's own intersecting identities influence one's philosophy and practice.</li> <li>2d. Apply equity-based and asset-based literature and research to professional practice.</li>   <li>3a. Articulate ethical statements of professional student affairs associations and their foundational ethical principles and how they inform one's personal and professional practice.</li> <li>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.</li> <li>3c. Evaluate to what extent self or others' actions or behaviors are consistent with current and relevant research.</li> <li>3d. Apply compliance and legal requirements to self and others' work.</li> </ol>

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

		<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>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	<p>1. Acknowledge and address systems of oppression, privilege, and power.</p> <p>2. Critically reflect on self-identity, bias, and culture.</p>	<p>1a. Recognize the systemic barriers to social justice.</p> <p>1b. Recognize the intersections of 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>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>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	<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. Interpret the institutional strategic plan, vision, and mission</p> <p>1b. Identify diverse stakeholders.</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>3. Build coalitions and consensus between and across the unit/department, division, academic, and external community levels to foster institutional success.</p>	<p>3a. Identify approaches to establish trust and transparency with internal and external stakeholders.  3b. Determine mutual needs, goals, and desired outcomes.  3c. Recognize competing values and priorities, and necessary tradeoffs for collaboration.  3d. Construct and lead a diverse group through the partnership process to accomplish shared goals and outcomes.  3e. Communicate a culture of continuous improvement.  3f. Recognize when it's time to decenter oneself in a situation.  3g. Exercise political acumen to navigate individual and collective choices.</p>
16%	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>1a. Identify systemic issues of politics, power, and privilege.  1b. Situate one's work within the overall hierarchical structure.  1c. Identify tangible steps to interrupt/challenge oppressive systems.  1d. Center staff of all backgrounds and identities within decisions related to policies, programs, practices, and procedures.</p> <p>2a. Align staffing requirements to meet objectives.  2b. Draft job descriptions that align with institutional strategic plan, vision and mission and specific needs.,  2c. Engage in legal, ethical, and equitable hiring practices that build inclusive teams.  2d. Design recruitment processes to support a diverse applicant pool / values diversity.  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.  3b. Assess skill gaps to develop relevant ongoing training.  3c. Apply culturally and contextually relevant adult learning principles to orientation and training.  3d. Align technology with training curriculum.  3e. Use technological resources to maximize efficiency and effectiveness.  3f. Address issues related to bias and non-discrimination in orientation and training programs.  3g. Incorporate compliance and legal reporting obligations into the onboarding process.</p>

		<p>4. Supervise and develop staff (performance management, processes).</p>	<p>4a. Build positive working relationships.  4b. Communicate position expectations.  4c. Assess performance and provide feedback for improvement.  4d. Develop goals for ongoing professional development.  4e. Advocate for staff advancement, recognition, and opportunities.  4f. Document unmet expectations and execute separation processes.  4g. Utilize coaching strategies for sustained improved performance and professional growth.  4h. Identify strategies to support staff health and wellbeing.  4i. Identify current and emerging technologies that benefit one's work.  4j. Engage in legal and equitable promotion practices that build inclusive teams.</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>3. Evaluate the plans, implementation, and management of the risk or crisis.</p>	<p>1a. Delineate between types of crises.  1b. Assess levels of risk to determine the scope of impact (critical incident, campus emergency, disaster)  1c. Distinguish difference between intentional and unintentional crisis.  1d. Prepare protocols, policies, and strategies to disseminate to institutional and external community.  1e. Apply laws and compliance regulations within the context of one's role and the institution.  1f. Recognize the role of MOUs  1g. Recognize the role of first responders.</p> <p>2a. Gather relevant existing and new data.  2b. Synthesize data for decision-making.  2c. Identify biases and assumptions to develop an equitable response.  2d. Determine technology strategies needed to effectively share information.  2e. Communicate equitable plans and recognize the different constituencies.  2f. Manage internal and external communication to determine response opportunities.</p> <p>3a. Establish the strategies used to mitigate risk/crisis.  3b. Establish a feedback mechanism to gather lessons learned to identify opportunities to adjust.  3c. Reflect upon and implement the feedback to adapt for the future.  3d. Reshape practices based on the impact of risks/crises.</p>

11%	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. 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 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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