

EXAM CONTENT OUTLINE

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. 	<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.

		<p>2. Center and advocate for student learning, development, and success.</p>	<p>2a. Convey information regarding student conduct and healthy behavior to students, families/support systems, and campus partners</p> <p>2b. Develop and expand partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services.</p> <p>2c. Build students' skills for communicating through and managing conflict.</p> <p>2d. Empower and build students' development as a responsible member of the campus community.</p>
8%	Assessment and Evaluation	<p>1. Apply various assessment and evaluation methods/ techniques/strategies/tools.</p> <p>2. Utilize insights and findings from assessment and evaluation data to improve policy and practice.</p>	<p>1a. Create assessment tools that allow students to share their resolution process experiences, their experiences with office staff/administration, and spaces.</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 inclusive 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	<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. Cultivate a shared vision that is mission driven. 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. 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. 3b. Develop and expand partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services.
31%	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. Recognize the process needed to change policy within the institution. 1b. Identify stakeholders, gain feedback, and facilitate buy-in for stakeholders. 1c. Work within institutional framework to identify and communicate the challenges and/or inadequacies in policies, procedures, and processes (sound the alarm). 2a. Draft job descriptions that are inclusive in nature and don't discourage potential applicants. 2b. Recruit and select staff that represent the student population 3a. Establish departmental expectations regarding case resolution pathways, bias, conflicts of interest, and other intersections of equity and inclusion 3b. Create and implement an intentional and culturally relevant onboarding and training process. 3c. Connect staff to resources and communities on and off-campus relevant to one's personal identities. 4a. Use equity and inclusion as a framework to inform departmental processes and propose policy changes. 4b. Be strategic and intentional in supervising and developing staff to recognize individual identities. 4c. Recognize unique employee needs in performance evaluation processes and reviews.

		5. Manage the organization to support its mission and staff.	<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 territories in conduct processes.</p>

		3. Advocate for and manage spaces equitably.	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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