	Definition	Connection to Theory	SDA Coursework Examples	Capstone Readings	Professional Practice	Future Implications
LO 1	This LO highlights the importance of understanding the history and foundations of the student affairs profession and higher education, including the influences of the counseling and administration fields. The past will inform the future of the profession.	Student development literature points to several theorists whose work was formative for the profession; they include **Chickering's** theory of identity development (1959), **Perry's** Theory of Intellectual and Ethical Development, and **Kohlberg's** moral development (1969).	In **SDAD 577** Foundations of the Student Affairs Profession, we were required to read founding documents, including the "Student Personnel Points of View," in order to inform our own foundational beliefs with regard to the profession.	Readings on professional competencies, including **NASPA/ACPA professional competencies**, highlight the importance of informing practice with grounding competencies necessary to hold the profession to a high standard.	Because my **GAship** is not within the Division of Student Development at SU, I often must explain my degree to community partners who are not familiar. This causes me to explain how the field came about and why it is necessary.	Reminders of why this work is needed and why our profession exists will help me to remain grounded in where we have come from, but also inspire me to take my career to new places.
LO 2	This LO refers to the importance of being knowledgeable about the needs and goals of all students; this means adapting services and approaches when necessary, avoiding a "one-size-fits-all" mentality. It also indicates the importance of understanding current student issues so that we might advocate for the changing needs of students.	Student development theory in general is beginning to look at intersecting identities of the students we serve and the impact on student success. **Social identity theories**, such as racial identity development and sexual identity development, illustrate the approaches that may work well with students who identify as part of a particular group; **individual identity** must also be respected as well.	**SDAD 578** Student Development Theory highlighted many of the ways students can differ from one another, in terms of social identities and developmental processing levels. **Internship** during summer 2012 allowed me to put theory into practice by working at different institutional types with students from different geographical areas, social backgrounds, and with different interests in interacting with me in my role as a SA professional.	In reading the **NASPA/ACPA Professional Competencies**, I am reminded of the "Student Learning and Development" outcomes , which highlights the importance of communicating the validity and necessity of the field of student affairs with regard to student learning.	In my **GAship**, I work with a few groups of students at different levels of involvement, including work study students, non-paid leaders, volunteers, and service learners; I have had to understand each of their unique needs in order to determine how to best support them in their experience with the CSCE.	This is really the heart of the student affairs profession, in my opinion; if you are not able to understand students and student issues, you will not be an effective practitioner. This means that staying up-to-date regarding student issues both locally and nationally is important in being an effective practitioner.
LO 3	"Exhibiting professional integrity and ethical leadership" implies a	Leadership theories, such as **Servant Leadership**, the **Social**	**EDAD 570** allowed me to explore leadership theories and deepen my	I connected Cuyjet's **"Perceptions of New Student Affairs**	In working with the **SUYI**, I must balance relationships	For future practice, this LO implies that that

	level of self-awareness and connection with the larger field of student affairs. To act with integrity and self-awareness means to be honest and genuine in the approach and to do no harm in the action.	**Change Model of Leadership**, and **Followership**, all illustrate different frameworks from which to lead; self-awareness with regard to these theories allows for deeper integrity.	learning around followership; I also was able to form a personal and professional mission statement based off of results from inventories and conversations with classmates. These assignments allowed me to visually exhibit my core as an ethical leader.	**Professionals"** article to this LO, in that I believe the professional must be responsible for learning and improving certain competencies that SA preparation programs do not touch on as much. This is a way of demonstrating integrity within the profession.	among many different stakeholders, including students. I have been challenged to develop my professional integrity and ethical leadership by operating from a student-centered place.	professional integrity and ethical leadership come about from continual reflection and self-awareness; I see the value in being a reflective practitioner for this reason.
LO 4	"Understanding and fostering diversity, justice, and a sustainable world" indicates to me a level of awareness outside of oneself and one's immediate surroundings. Thinking of others in addition to thinking of oneself is key when developing as a professional. My thinking of others is greatly informed by a global perspective and somewhat informed by Jesuit Catholic tradition.	For me, learning about my White identity has been extremely important for me in knowing and understanding others. Models from **Helms** (1990) and **Hardiman** (1982) have articulated by development as a White person in the United States, and this helps me to conceptualize how others perceive the world and how we can all pursue a more just world.	**SDAD 578** allowed me an opportunity to not only understand diversity and social justice, but to put it into practice by developing multicultural competency workshops for students involved with SUYI. Our service learning project encouraged us to "do with others" instead of "do for others;" we ourselves deepened our learning around theory in order to meet the students' needs. Everyone learned something through the process, and the model itself highlights equity in education for this reason.	Pope, Muller, & Reynolds' **"Looking Back and Moving Forward: Future Directions for Diversity Research in Student Affairs"** as well as Nash's **"Communication Strategies for Effective Social Justice Advocacy"** demonstrate how diversity and social justice advocacy are integral to the student affairs profession; these topics necessitate constant evaluation in order to see progression.	In my **GAship**, I am constantly preparing and supporting students as they encounter diversity both on and off campus; being a support system for them has helped me to broaden my own awareness and assumptions about the students I serve. I am encouraged daily to think of how others are experiencing the world and how I might enter into their world in a productive and supportive way.	I am struggling to see the connection to diversity& justice and sustainability; however, all of these constructs have implications on the field of student affairs. As our society changes, we must work to meet the changing needs of students. Operating from a global perspective informed by Jesuit Catholic tradition will help to reduce harm and improve support.
LO 5	"Adapting student services to specific environments and cultures" implies a level	**Kolb's Experiential Learning Theory** highlights my experience with	**SDAD 575 Best Practices** highlighted important best practices from around the Puget	I found parallels between Nash's **"Communication Strategies for**	My **internships** at UWBothell and UPuget Sound helped to illustrate	In the future, I am excited to adapt what I have learned in certain

	of awareness in recognizing how and why environments differ; with this knowledge, what do we do to better meet students where they are at?	adapting student services to specific environments; this is evident in my internship experience, where I had the opportunity to work at two distinct institutions, and I was able to then reflect on my experience with peers to understand this process better.	Sound area, challenging me to learn about students services in different institutional environments. I examined why certain best practices worked for certain environments, but could not be replicated everywhere.	**Effective Social Justice Advocacy"** to illustrate the importance of adapting student services; depending on student need, your professional role, and the climate on campus, one might take on the role of advocate at any point along Nash's spectrum, depending.	some of the concepts I was learning about in Best Practices: I was able to identify the differences in institutional environment and then adapt my own contributions to fit the needs of the students there.	contexts to a new environment, whether it be the non-profit world, corporate outreach, or the community college level. This will be key to my success in a new environment.
LO 6	Leadership and collaboration in theory and in practice are core tenets to the student affairs profession; working with others is another key to success in a profession where we are often working closely with others.	In working closely with students, it is necessary to be aware of social and group dynamics that may result from different social identities; knowledge of **social identity theories** will help to adjust and improve collaboration and leadership approaches.	I honed my supervision and management skills through **MBA 516 Management of People**; I learned the connection between organizational structure and subsequent employee satisfaction, which is something I carry with me in my professional life.	My professional development book, **"Teaching Community: A Pedagogy of Hope"** by bell hooks illustrates the importance of finding strength in community and value in collaborative relationships, even informal ones outside of the work world.	As a **GA** in the CSCE, I collaborate across and outside of campus on a daily basis in order to advocate for student learning. I recognize the importance of political partnerships and developing collaborative and symbiotic relationships.	Implications for future student affairs practice include the importance of building alliances and coalitions with colleagues who can support you or your office in times of political need.
LO 7	Assessment, evaluation, technology, and research are the future of the profession; understanding why we do what we do must be supported by empirical evidence, and how we do what we do must be improved by our constantly evolving technological world.	Assessment, evaluation, and research can highlight theory in action; my experience with these constructs can be illustrated with **Kolb's experiential learning theory**, where I am learning through the experience of conducting assessments and research for class assignments and as part	Through **SDAD 591 Research and Assessment** and **EDUC 500 Educational Research**, I further honed my research and assessment skills by writing literature reviews and working with a team to conduct and present a real assessment project for the Student Activities Office at SU.	Pope, Mueller, and Reynolds' **"Future Directions for Diversity Research in Student Affairs"** illustrates the importance in innovative assessment and research with regard to the experience of underrepresented students in college.	In professional practice, I utilize formal and informal assessments to gauge student learning as a result of the **CSCE student leadership** programs. Our work needs to be informed by the student experience and student needs in	In the future, I recognize that I will need to provide more quantitative data regarding outcomes of student leadership programs in order to demonstrate their validity in promoting student learning.

					order to be effective and worthwhile for everyone.	
LO 8	Student affairs professionals must communicate clearly in speech and writing in order to ensure clarity and understanding; without this clarity, harm to students can occur.	**Kolb's Experiential Learning Theory** effectively describes my experience with communication in speech and writing; I have learned by trial and error with regard to professional communication with higher education staff and community partners.	Through in-class presentations in **EDAD 570, SDAD 575, and SDAD 578**, in addition to internship seminar, I have had the opportunity to share learning with classmates through interactive presentations and written work.	I am reminded of the **NASPA/ACPA Professional Competencies**, particularly human and organizational resources competencies that illustrate the importance of motivation and conflict management techniques that depend on clear communication.	In my role as a **GA**, I developed and facilitate trainings for service learners and volunteers every quarter. This necessitates planning among presenters as well as clear communication with students regarding important information and expectations.	Clear communication is extremely important to professional success; I value transparency in decision-making, and this is one element of communication I want to bring with me to my next position.
LO 9	Student affairs professionals must understand the tenants and implications of law, policy, finance, and governance with regard to their position, the institution, and the subsequent effect on students.	In thinking about student conduct and the jurisdiction of the institution, depending on whether it is public or private, some conduct boards operate from a developmental perspective. They might look to **Kohlberg's theory of moral development** when working with students and protecting institutional interests.	I learned a little about community college budgeting and financing through our **SDAD 559** Community College of the Future Assignment; I also formed a basic foundational knowledge of law through **SDAD 580 Higher Ed Law**.	The **NASPA/ACPA Professional Competencies**, specifically "Law, Policy, and Governance" illustrate the importance of being able to explain and understand governance structures as well as institutional policies so that as an employee of the institution, I can represent its best interests while also representing student interest.	In professional practice, I must be familiar with policies with regard to hiring and managing student employees.	Implications for future professional practice include building working relationships with those who have a deeper knowledge of finance and law; this is also an area for professional development for me, as I feel I am lacking in this LO.
LO 10	Establishing professional identity takes time; part of this occurs intentionally	**Schlossberg's (1984) transition theory** highlights my experience with regard	Both **Capstone** and **Internship** have helped me to develop my professional identity	Komives & Carpenter (in McClellan & Stringer), **"Professional**	In my **GAship**, I have had the opportunity to engage with both the	Future implications for professional practice include

through reflection ("what kind of professional do I want to be?") and part occurs naturally. Enhancing professional identity is possible through professional development activities within and outside of the field.	to establishing and enhancing professional identity; as I am preparing to transition to full-time work, I will be forced to make meaning of my transition with regard to my professional identity and career goals.	through reflective practice. In thinking about what kind of professional I want to be, I am able to be intentional with my next steps with regard to the job search and professional development as a graduate student.	**Development as Lifelong Learning"** illustrates my experience with this LO; professional identity is developed and must be maintained over time, through intentional professional and career development.	student development and non-profit worlds; this has allowed me to really be intentional about my professional identity, where I see my strengths, and what direction I want to go in next.	the importance of negotiating for professional development funds in my "Job 1." As a lifelong learner, it will be a source of energy for me to continue my learning formally and informally.