

| Projected Learning Outcomes - Center for Fraternity and Sorority Life | | Assistantship Projected Learning Outcomes |
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| 3 | Primary Focus: Multiple responsibilities specific to the learning outcome | |
| 2 | Secondary Focus: Few responsibilities specific to the learning outcome | |
| 1 | Minimal Focus: No responsibilities specific to the learning outcomes | |
| 1. Foundations of Student Affairs | | |
| 1.1.1 | Knowledge of and ability to articulate historical, philosophical, and contextual foundations | 2 |
| 1.1.2 | Knowledge of and ability to articulate contemporary issues in Student Affairs | 3 |
| 1.1.3 | Knowledge of and ability to articulate role of Student Affairs | 3 |
| 1.2 | Experience-based evidence of understanding of multiple functional areas within Student Affairs | 2 |
| 2. Student Development and Outcomes | | |
| 2.1.1 | Understanding of psychosocial, cognitive, college impact, and learning theories | 3 |
| 2.1.2 | Understanding of selected student development theories and practices | 3 |
| 2.1.3 | Understanding of the characteristics of effective educational interventions | 2 |
| 2.2 | Ability to apply theory to practice in both specialized and generalist areas | 3 |
| 2.3 | Ability to apply theory to develop effective educational programs | 3 |
| 3. Professional Competencies | | |
| 3.1.1 | Experience-based evidence of management skills (projects, budgeting, marketing, legal issues, etc.) | 1 |
| 3.1.2 | Experience-based evidence of program planning | 3 |
| 3.1.3 | Experience-based evidence of program implementation | 2 |
| 3.2.1 | Demonstration of active listening skills | 3 |
| 3.2.2 | Demonstration of empathy, integrity, and compassion in interactions with others | 3 |
| 3.2.3 | Demonstration of cross cultural communication skills | 3 |
| 3.2.4 | Demonstration of group facilitation | 3 |
| 3.2.5 | Demonstration of crisis intervention skills | 2 |
| 3.2.6 | Demonstration of mediation skills | 2 |
| 3.2.7 | Demonstration of leadership and teamwork skills | 3 |
| 3.3 | Knowledge and demonstration of adherence to applicable professional ethical standards | 3 |
| 4. Inter- and Intrapersonal Skills | | |
| 4.1.1 | Demonstration of self-understanding and commitment to on-going development | 3 |
| 4.1.2 | Demonstration of interest in and ability to learn about individuals different than oneself | 3 |
| 4.1.3 | Demonstration of interest in and ability to learn about ideas and beliefs different than one's own | 3 |
| 4.1.4 | Demonstration of self-management | 3 |
| 5. Commitment to and understanding of issues related social justice | | |
| 5.1 | Knowledge of existing systems of oppression (racism, sexism, ability, homophobia, etc.), how they influence students' experiences, and the role of advocacy in student affairs | 3 |
| 5.2 | Evidence of integration of a social justice perspective in professional functions | 3 |
| 6. Research and Assessment | | |
| 6.1 | Knowledge of and ability to employ good practices that focus on the effectiveness of programs and services | 3 |
| 6.2 | Knowledge of and ability to design and implement thorough assessment efforts, including the identification of new key questions, resources, and target populations | 2 |
| 6.3 | Knowledge of and ability to create instruments and/or protocols for assessing important questions | 2 |
| 6.4 | Knowledge of and ability to identify, evaluate, and utilize existing instruments and protocols | 2 |
| 6.5 | Knowledge of and ability to analyze and utilize multiple sources of data to reach useable conclusions | 2 |
| 6.6 | Knowledge of and ability to credibly convey key findings/recommendations to stakeholders and constituents | 2 |