

MS in College Counseling and Student Development

Program Learning Outcomes

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Students who successfully complete this program shall be able to:

1. Obtain the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. (For our program at APU, the emphasis is both a personal and professional "compass" of honesty, truth-telling and servant-oriented approach to one's work with an ability to articulate a Christian worldview that reflects the values, ethics and principal teachings of the Christian faith.)
2. Obtain the knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. (This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow.)
3. Design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.
4. Learn the policy development processes used in various contexts, apply legal constructs, compliance/policy issues, and understand governance structures and their impact on one's professional practice.
5. Manage institutional human capital, financial, and physical resources. (This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.)
6. Embody the knowledge, skills, and dispositions required of a leader, with or without positional authority; understand that leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. (This can include working with students, student affairs colleagues, faculty, and community members.)
7. Create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. (Social Justice and inclusion is defined as both a process and a goal. Student affairs educators must have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. This involves seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.)
8. Apply the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.
9. Use digital tools, resources, and technologies for the advancement of student learning, development, and success, as well as the improved performance of student affairs professionals. (Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.)
10. Provide advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. (Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, student affairs professionals play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.)