Technology Competency Area Matrix by Category
ACPA/NASPA Professional Competencies for Student Affairs Educators

Category	Level	Description
General Knowledge and Skill	Foundational	Demonstrate adaptability in the face of fast-paced technological change.
	Foundational	Remain current on student and educator adoption patterns of new technologies and familiarize oneself with the purpose and functionality of those technologies.
	Foundational	Draw upon research, trend data, and environmental scanning to assess the technological readiness and needs of students, colleagues, and other educational stakeholders when infusing technology into educational programs and interventions.
	Intermediate	Model and promote adaptability among students, colleagues, and educational stakeholders in the face of fast-paced technological change and demonstrate openness to the introduction of new digital tools by others.
	Intermediate	Facilitate educational interventions that are based upon research, trend data, and needs assessments of participants and that increase the technological competencies and digital literacy of those participants.
	Advanced	Anticipate technological change and allocate personal, departmental, and/or institutional resources to foster in others dispositions of adaptability, flexibility, and openness to technological innovation.
	Advanced	Provide leadership for the proactive creation, use, and empirical evaluation of technological tools and digital spaces for students including those drawing on social medial and other digital communication and collaboration tools.
	Advanced	Contribute to the generation of research, trend analyses, and needs assessments related to digital technologies that inform efforts to meet the technological needs of students, colleagues, and educational stakeholders.
	Advanced	Provide training and instruction for the use, adoption, and evaluation of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies by students, colleagues, and other educational stakeholders.
Technology Usage and Deployment	Foundational	Troubleshoot basic software, hardware, and connectivity problems and refer more complex problems to an appropriate information technology administrator.
	Foundational	Appropriately utilize social media and other digital communication and collaboration tools to market and promote advising, programming, and other learning-focused interventions and to engage students in these activities.
	Foundational	Design, implement, and assess technologically-rich learning experiences for students and other stakeholders that model effective use of visual and interactive media.
	Foundational	Incorporate commonly utilized technological tools and platforms including social medial and other digital communication and collaboration tools into one's work.
	Intermediate	Anticipate potential problems with software, hardware, and connectivity and prepare multiple strategies to troubleshoot these problems and/or prepare alternative means of achieving learning and productivity outcomes.
	Intermediate	Facilitate educational interventions that are based upon research, trend data, and needs

		assessments of participants and that increase the technological competencies and digital literacy of those participants.
	Intermediate	Design and assess outcomes that utilize social media and other digital communication and collaboration tools for promoting learning-focused interventions and engaging students in these activities.
	Intermediate	Generate a wide and varied array of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies.
	Intermediate	Initiate the development of holistic educational interventions designed for students participating in courses and other educational experiences delivered via hybrid and online formats.
	Advanced	Develop contingency plans for the continual operation of basic college and university functions in the event of software, hardware, or connectivity failures as a result of routine issues or in response to crises and emergencies.
	Advanced	Provide leadership for the seamless integration of social media and other digital communications with broader educational, customer service, marketing, and community engagement efforts that communicate and develop dialogue and community around shared common institutional values.
	Advanced	Collaborate with and support faculty by developing holistic educational and co- curricular opportunities for students in online and hybrid programs promoting the relevance and vision of what student affairs practice in new educational delivery formats.
	Advanced	Provide leadership in the development of new means of leveraging technology for assessing, certifying, and credentialing the holistic learning and development of students through co- curricular learning endeavors.
Digital Media Literacy	Foundational	Critically assess the accuracy and quality of information gathered via technology and accurately cite electronic sources of information respecting copyright law and fair use.
	Intermediate	Utilize multiple strategies for accessing and assessing information, critically considering the sources of information as well as the purposes or agendas that led to the dissemination of the data as presented.
	Advanced	Support, promote, and/or lead efforts to create a culture in which information is both valued and systematically scrutinized prior to its use to inform educational practice.
Data Security	Foundational	Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data.
	Intermediate	Teach and facilitate the legal and ethical use of digital information in a manner that complies with law and policy and that addresses the larger values and principles underlying these laws and policies.
	Advanced	Provide leadership that demands digital information and technologies be used in a manner that is ethical and in full compliance with national and state/province laws as well as with institutional policies.
Equity and Inclusion, Universal Design and Accessibility	Foundational	Ensure compliance with accessible technology laws and policies.
	Foundational	Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success.
	Foundational	Ensure that one's educational work with and service to students is inclusive of students participating in online and hybrid format courses and programs.

	Intermediate	Draw upon universal design principles to model and promote compliance with accessibility laws and policies among students, colleagues, and educational partners.
	Intermediate	Demonstrate a willingness and capacity to generate, critically examine, and change technology-related policies and practices that privilege one group of students or educational stakeholders over another.
	Advanced	Lead and demonstrate a commitment to universal design principles in technological implementations that ensures the frictionless use and application of technology by all.
	Advanced	Engage in systematic practices aimed at ensuring students and professionals across all demographics have access to technological resources and are educated in their intelligent use and implementation for solving problems and enhancing learning.
Digital Reputation	Foundational	Demonstrate awareness of one's digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement as related to their digital reputation and identity.
	Intermediate	Proactively cultivate a digital identity, presence, and reputation for one's self and by students that models appropriate online behavior and positive engagement with others in virtual communities.
	Advanced	Provide leadership and ongoing training to colleagues and students for the cultivation of a genuine digital identity, presence, and reputation that models appropriate online behavior and enables open access and engagement with virtual communities as appropriate.
Professional Development	Foundational	Engage in personal and professional digital learning communities and personal learning networks at the local, national, and/or global level.
	Intermediate	Utilize local, national, and global digital professional learning communities and personal learning networks to enhance intra- and inter-institutional collaboration and ongoing professional development in educational, customer service, marketing, and community engagement efforts that reflect the mission and values of the organization.
	Advanced	Contribute to, partner with, and/or provide leadership for local, state/provincial, national, and global digital professional learning communities and personal learning networks in promoting the use of technology for educational purposes.
Development, Learning and Assessment	Foundational	Design, implement, and assess technologically-rich learning experiences for students and other stakeholders that model effective use of visual and interactive media.
	Intermediate	Facilitate educational interventions that are based upon research, trend data, and needs assessments of participants and that increase the technological competencies and digital literacy of those participants.
	Intermediate	Design and assess outcomes that utilize social media and other digital communication and collaboration tools for promoting learning-focused interventions and engaging students in these activities.
	Intermediate	Generate a wide and varied array of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies.
	Intermediate	Initiate the development of holistic educational interventions designed for students participating in courses and other educational experiences delivered via hybrid and online formats.
	Advanced	Collaborate with and support faculty by developing holistic educational and co-curricular opportunities for students in online and hybrid programs promoting the relevance and vision of

		what student affairs practice in new educational delivery formats.
	Advanced	Provide leadership in the development of new means of leveraging technology for assessing, certifying, and credentialing the holistic learning and development of students through co-curricular learning endeavors.