

OUTLINE OF NACADA COMPETENCIES

CONCEPTUAL Information to inform practice	INFORMATIONAL Information to share with students	RELATIONAL Interactions with students, parents, colleagues
Knowledge of student population characteristics: <ul style="list-style-type: none"> • Regular admits v. transfers • Traditional v. non-traditional • Equitable and inclusive environment 	Knowledge of Curriculum: <ul style="list-style-type: none"> • General studies • Major/Minor requirements • Foreign language competency 	Development of skill sets for student interaction: <ul style="list-style-type: none"> • Listening • Problem solving • Advising v. counseling • Interview skills • Goal setting
Knowledge of student development theory	Knowledge of technology: <ul style="list-style-type: none"> • One Bellarmine 	Managing parent questions: <ul style="list-style-type: none"> • FERPA • Website information
Knowledge of university expectations for advising: <ul style="list-style-type: none"> • Faculty handbook • Learning outcomes • Departmental goals • “Advising as teaching” 	Knowledge of resources: <ul style="list-style-type: none"> • SSC- Tutoring, Writing Center, Coaches • Advising Center • Career Services • Financial Planning • Student’s Accounts • Registrar’s Office • Community Resources 	Ongoing assessment of advising practice: <ul style="list-style-type: none"> • What do students say about advising and mentoring in your department? • What do they want or need? • What can/should the department do?
Knowledge of university advising structure: <ul style="list-style-type: none"> • History and philosophy of advising at Bellarmine • First-year advising • Departmental advising • Approaches/strategies 	Knowledge of extra-curricular options: <ul style="list-style-type: none"> • Student organizations • Internships • Research • Leadership • Service • Study abroad 	Learning from colleagues: <ul style="list-style-type: none"> • Seek support from seasoned advisors within the department • Utilize registrar’s office and Advising Center staff

