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These standards and all other standards are available along with information on self-assessment procedures in the most recent edition of the book ***CAS Professional Standards for Higher Education***. You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) in the design and assessment of your programs.

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### **CAS MISSION STATEMENT**

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

### **CAS STANDARDS AND GUIDELINES**

Each set of CAS standards contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

### **OVER FORTY YEARS OF PROFESSIONAL SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

### **DISCLAIMER**

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Please direct your questions to the CAS Executive Director ([executive\\_director@cas.edu](mailto:executive_director@cas.edu) or 202-862-1400).

## **CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS**

### CAS Contextual Statement

A pillar of public and private higher education in the United States has been to serve society and promote democracy through the education and development future leaders (Ehrlich, 2000; Hartley, 2009; Saltmarsh & Zlotkowski, 2011). The growth and expansion of civic engagement and service-learning programs over the past 30 years illustrates institutions' commitment to civic education for citizenship and the development of civic leadership skills for students (Purcell, 2019; Saltmarsh & Hartley, 2011). Through service experiences with integrated learning activities and reflection, civic engagement and service-learning programs offer educators many pathways to help students develop dispositions toward responsible public service, citizenship, and civic agency (Gorgol, 2012; Kliewer, Moretto, and Purcell, 2016; Schnaubelt, 2012). Civic engagement outcomes may be achieved through experiences within curricular-based learning, as in a service-learning course, or through an organized, one-time service activity, a community-based research project, intentional advocacy, or an alternative spring break trip. Civic engagement can be defined as follows:

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (Ehrlich, 2000, p. vi)

Of the pedagogies related to civic engagement, service-learning is the most widely-used, well-researched, and respected high-impact teaching practice (Finley, 2011; Gelmon, Holland, & Spring, 2018). Service-learning is “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996). Research demonstrates that students who participate in service-learning integrate theory with practice, report academic gains, develop a deeper understanding of course material, demonstrate critical reflection skills, develop a sense of social responsibility, and demonstrate a greater ability to work collaboratively (Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Gorgol, 2010; Kahne & Sport, 2008; Keen & Hall, 2009; Steinberg, Hatcher, & Bringle, 2011).

Civic engagement and service-learning programs offer many benefits to students, institutions, and communities making them a popular pedagogy and important institutional strategy (Sponsler & Hartley, 2013). To understand the role of civic engagement across institutions, it is valuable to review the higher education landscape of the past 50 years. The partnership between higher education and the community became more pronounced as the civil rights movement and social activism of the 1960s and 1970s influenced the role of colleges and universities in civic life. Higher education institutions intentionally engaged with the social, political, and economic challenges of their communities. During this period, many students and faculty emphasized diversity and outreach in their programming; these programs included neighborhood development and outreach programs in local communities, racial/ethnic studies departments, international education, and study abroad.

The 1980s ushered in a new period of activism led by students and college presidents. In 1984, two students formed The Campus Outreach and Opportunities League (COOL) to promote student involvement in community service and social activism. In 1985, three college presidents (representing Brown, Georgetown, and Stanford University) joined with the president of the Education Commission of the States to form Campus Compact. This group became a coalition of college and university presidents committed to returning to and fulfilling the public purposes of higher education. These two organizations laid the groundwork for colleges and universities to institutionalize engagement efforts with resources, infrastructure, and technical support for students, faculty, and administrators.

With the support of external organizations like COOL and Campus Compact, the 1990s saw a significant growth in the range of service-learning courses and civic engagement efforts. From the three founding campuses, Campus Compact membership grew to nearly 1000 by the year 2000. During this time service-learning, with its emphasis on combining coursework and community service, emerged as the most popular form of civic engagement in education (Gorgol, 2012). Higher education had renewed its commitment to community and democracy (Allen, 2003); however, there remained ample opportunity for expansion and integration of civic-engagement efforts.

Innovation in the field reflects leadership from students, faculty, and staff alike. For example, Alternative Spring Breaks (ASB) can be traced back to 1960 where they first gained traction at Vanderbilt University. A professor challenged students to develop week long service trips to supplement traditional spring break experiences. The ASB movement then expanded at the institution where, in 1991, the national organization Break Away was founded by Vanderbilt students to support, expand, and promote alternative breaks on a national level (Sumka, Porter, & Piacitelli, 2015). Break Away now maintains a network of over 200 chapter schools and more than 700 community organization partners (Break Away, 2018). Alternative breaks have expanded beyond spring trips to include winter, summer, and other extended periods during academic breaks.

In the 2000s, there was a broadening of scope; campuses were continuing to offer service-learning courses and were adding an array of course-based strategies and high-impact pedagogies to educate students for citizenship. This was evident by the growth and development of community-based research, alternative spring breaks, campus-wide service days, community-based research, activism, and political engagement efforts. These pedagogies and practices offered more opportunities for students to gain the knowledge, skills, and abilities necessary to serve as leaders in their communities. In addition, due to external accountability and recognition, such as the Carnegie Elective Classification for Community Engagement and the Presidential Honor Roll for Community Engagement, campuses increased their commitment to monitoring and assessing the work being accomplished (Sandmann, Thornton, & Jaeger, 2009). National associations and organizations such as The Bonner Program, The American Democracy Project of the American Association of State Colleges and Universities, the Democracy Commitment, and NASPA's Lead Initiative were developed to support the growing work of civic engagement on campuses. To accommodate this growth and meet the demands for assessment, campuses have developed a variety of organizational structures to support civic engagement and service-learning. These responsibilities may be assigned to units in academic affairs, student affairs, or joint structuring between the two. The organizational infrastructure for civic engagement varies across campuses (Sponsler & Hartley, 2013).

The growth, expansion, and institutionalization of civic engagement and service-learning programs led to a social movement towards a more democratic form of education (Hartley, 2013). Furthering this idea, the Department of Education sponsored the report, *A Crucible Moment: College Learning and Democracy's Future* (2012). This report served as a national call to action that provided a clear civic engagement and education agenda for the future, highlighting the need for a more democratic education (Campus Compact, 2012; Osteen, 2012). The report also informed the development of a framework known as the CLDE Theory of Change to support the work of civic educators. The framework is based on a four questions model and was developed from professional networks including NASPA's Lead Initiative, AASCU's American Democracy Project, and The Democracy Commitment. The framework builds on components of *A Crucible Moment* to understand how elements of civic ethos, civic literacy and skill building, civic inquiry, civic action, and civic agency actualize on our campuses and outside of the campus community (NASPA, 2017).

In practice, civic engagement and service-learning programs are designed with service, learning, and the community in mind to be relational, not transactional; it is the relationship that grounds and supports

the learning (Jacoby, 1996; Jacoby, 2014). In order to have a transformative experiential educational experience, civic engagement and service-learning programs must be grounded in reflection, based on reciprocal relationships, and designed to create a diverse community of learners (Bringle & Clayton, 2013).

At the heart of civic engagement and service-learning programs is reflection (Ash & Clayton, 2009). “As a form of experiential education, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of the experience itself. Rather, they occur as a result of reflection intentionally designed to promote learning and development” (CAS, 2012). Reflection can take many forms for both students and community and can occur through formal channels (writing papers, presentations, or disciplinary research) or informal channels (conversation, journaling, debate, or discussion).

Mutually beneficial community partnerships, grounded in reciprocity, are critical components of effective civic engagement and service-learning programs (Jacoby, 2014). Reciprocal relationships guarantee that all parties are both educators and learners; the needs and interests to be addressed in a project should be defined by both campus and community. In developing, maintaining, and improving these relationships, asset-based models are preferred. Both campus and community should consider the strengths that each party brings to the relationship. This is not a “helping” relationship but, rather, a reciprocal, mutually beneficial relationship in which each is served (Clayton, Bringle, Senor, Huq, & Morrison, 2010; Holland, 2001).

Civic engagement and service-learning programs are a powerful form of experiential education; they integrate practical, real-world service experiences with insightful and thoughtful education. As a result of participation, students develop the skills, knowledge, and capabilities to engage reciprocally with their communities through thoughtful reflection, integrated learning, and becoming empowered to work with others to lead, envision, and create change. There remains ample space for innovation in both curricular and co-curricular integration of civic engagement learning and community impact (Hartlep et al., in press). The most successful civic engagement and service-learning programs create a diverse community of learners who together grow and develop as citizens while celebrating difference and diversity. This work is not a solitary, individual endeavor but is dependent upon interrelated parties—students, campus, and community partners—who come together to solve problems with innovation and creativity to meet the needs of their defined community (Colby, Beaumont, Ehrlich, & Corngold, 2007; Hartley, 2009; Saltmarsh & Hartley, 2011). This is the essence of a functioning, diverse democracy. Approaching civic engagement and service-learning in this way with a diverse lens affords the opportunity to reflect upon and activate our democracy and celebrate the contributions of all.

*The reader is encouraged to recognize that the CAS Civic Engagement and Service-Learning Programs standards complement and support other CAS standards. Among others, the CAS standards for Academic Advising Programs, Career Services, College Honor Society Programs, Internship Programs and Education Abroad Programs include components supportive of and relevant to civic engagement and service-learning offerings in higher education.*

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## **CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS**

CAS Standards and Guidelines

### *Guiding Principle: Students and Their Environments*

#### **PART 1. MISSION**

##### *1.1 Programs and Services Mission*

The mission of Civic Engagement and Service-Learning Programs (CES-LP) must be to involve students in learning experiences that serve community needs through direct service, community-based research, advocacy, and engagement opportunities. These programs must require reciprocal relationships among the students, institutions, and the community in a mutually beneficial partnership. At the heart of CES-LP, the program must promote reflection that is intentionally designed to promote student learning and development.

CES-LP must develop and define its mission.

The CES-LP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The CES-LP mission must be appropriate for the institution's students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, CES-LP must advance its mission.

##### *1.2 Mission Statement*

CES-LP must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

#### **PART 2. PROGRAM AND SERVICES**

##### *2.1 Program and Services Goals*

Civic Engagement and Service-Learning Programs (CES-LP) must be guided by a set of written goals and objectives that are directly related to the stated mission.

CES-LP must articulate clear service and learning goals for everyone involved, including students, faculty, staff, community agency personnel, and those being served.

The CES-LP goals must be aligned with institutional priorities and expectations of the functional area.

CES-LP must regularly develop, review, evaluate, and revise its goals.

CES-LP must communicate goals and progress toward achievement to appropriate constituents.

##### *2.2 Program Information and Services*

**CES-LP must provide relevant information, services, and resources consistent with its mission and goals.**

**CES-LP must offer a wide range of curricular and co-curricular experiences for students.**

CES-LP may offer one-time and short-term experiences. These may be designed to achieve a variety of student learning outcomes, including introducing students to civic engagement and service-learning as a critical aspect of their college education, enabling students to learn what types of service best suit their interests, familiarizing students with the community in which the institution is located, and understanding the approaches different agencies take to address community problems. These experiences may be co-curricular or part of the academic curriculum, including first-year seminars.

CES-LP may offer credit-bearing courses. Such courses may be designed to enable students to deepen their understanding of course content, apply knowledge to practice, and test theory through practical application. These courses may be designed for students at any level. Learning experiences should provide opportunities for students to consider how disciplinary or interdisciplinary knowledge may be applied in a socially responsible manner in professional settings.

CES-LP may offer community-based research. Whether integrated into a course or organized as an independent-study, students should engage in community-based research work with faculty and community partners to design, conduct, analyze, and report research results to serve community purposes.

CES-LP may offer intensive service-learning experiences. Service-learning experiences may immerse students intensively in a setting or culture, whether domestically or abroad. These experiences may engage students in dialogue and problem solving with the people most affected by the issues and help them develop a sense of solidarity with people whose lives and perspectives differ from their own. These experiences may vary in length from a one-week alternative break to a semester- or year-long experience.

**CES-LP must contribute to the well-being of the communities that host service-learners.**

**CES-LP must engage students in responsible and purposeful actions to meet community-defined needs.**

**CES-LP must enable students to understand needs in the context of community resources.**

**CES-LP programs that focus on collective action must gather and evaluate information from multiple perspectives in conducting critical inquiry and analysis.**

**CES-LP must provide on-going professional development and support to faculty and staff partnering with the program.**

Professional development for faculty and staff engaged in CES-LP should address how to

- build relationships with community agencies
- establish and maintain collaborative relationships with campus functional areas and units
- engage students in community action for the public good
- prepare, mentor, and monitor students to deliver services according to legal and risk management policies
- employ learning strategies that are effective in achieving learning outcomes
- engage students in structured opportunities for reflection



- develop, implement, and evaluate service and learning goals
- facilitate the process of identifying student and community needs and interests
- clarify the responsibilities of students, the institution, and agencies
- match the unique needs of agencies and students
- sustain genuine and active commitment of students, the institution, and agencies
- educate, train, and support students to facilitate service-learning experiences for their peers
- ensure that the time commitments for service and learning are balanced and appropriate
- foster participation by and with diverse populations
- develop fiscal and other resources for program support

**CES-LP must develop and implement strategies for outreach and promotion.**

CES-LP personnel should provide training for community partners on how to work effectively with students, faculty, and staff in higher education institutions.

### ***2.3 Program Structure and Framework***

**CES-LP must have clearly stated, current, relevant, and documented**

- **goals and outcomes**
- **policies and procedures**
- **responsibilities and performance expectations for personnel**
- **organizational charts demonstrating clear channels of authority**

**CES-LP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.**

**CES-LP must establish criteria for selecting civic engagement and service-learning sites to ensure productive learning opportunities for everyone involved.**

**Regardless of organizational structures, CES-LP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.**

**CES-LP must collaborate with colleagues and departments across the institution to promote student learning, development, and success.**

### ***2.4 Program Design***

**CES-LP must be intentionally designed to**

- **achieve predetermined student learning and development outcomes**
- **incorporate research and theories on student learning, development, and success**
- **respond to needs of individuals, constituents, and populations with distinct needs**
- **ensure access for students and designated clients**

**CES-LP must offer appropriate experiences for students at varied developmental levels and with a variety of interests and abilities.**

Examples may include older students, commuter students, students who are parents, part-time students, fully employed students, international students, and students with disabilities.

**CES-LP must ensure intellectual rigor within the design of service-learning experiences.**

**When CES-LP offers academic credit for service-learning, the credit must be for learning, not service.**

**Whether or not CES-LP offers academic credit for service-learning, the focus must be on learning and educational objectives, not on hours served.**

### **PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS**

#### ***3.1 Program Contribution to Student Learning, Development, and Success***

**Civic Engagement and Service-Learning Programs (CES-LP) must contribute to students' formal education, which includes both curricular and co-curricular experiences.**

**CES-LP must be integrated into and enhance both the curricular and co-curricular programs and the community.**

**The course syllabus or plan for CES-LP co-curricular experiences must describe**

- **community-identified needs that the service will address**
- **desired outcomes of the service and learning for all participants**
- **activities or assignments that link service to academic content**
- **opportunities to reflect on one's personal reactions to service and learning experiences**
- **logistics (e.g., time required, transportation, materials required, description of the setting)**
- **nature of the service work**
- **roles and responsibilities of students and community members**
- **procedures for risk management**
- **evaluation of the service and learning experiences**
- **assessment of the degree to which desired outcomes were achieved**

**CES-LP must educate students regarding the philosophy of service and learning, the particular community service site, the work they will do, and the people they will be serving in the community.**

**CES-LP must engage students in the examination of assumptions and biases.**

**CES-LP must raise student awareness of social systems at the root of community needs.**

**CES-LP must educate students to differentiate between perpetuating dependence and building capacity within the community.**

**CES-LP must educate students to analyze community action to differentiate acts of charity from transformative change.**

**CES-LP must contribute to students' progression and timely completion of educational goals.**

**CES-LP must allow participants to define their needs and interests.**

**CES-LP must help students and designated clients prepare for their careers and meaningful contributions to society.**

**CES-LP must engage students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions.**

**CES-LP must work with the institution to identify relevant and desirable student success outcomes.**

**CES-LP must identify relevant and desirable student learning and development outcomes.**

CES-LP should foster student leadership, civic learning, and development and should encourage student-initiated and student-led service and learning.

**CES-LP must implement strategies and tactics to achieve these outcomes.**

### *3.2 Student Learning and Development Domains and Dimensions*

**CES-LP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.**

**CES-LP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.**

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes ([www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) for examples of outcomes related to these domains and dimensions.]

### ***3.3 Assessment of Student Learning and Development***

**CES-LP must assess the student learning and development outcome domains and dimensions relevant to the functional area.**

**CES-LP must provide evidence of the extent to which student learning and development outcomes are achieved.**

**CES-LP must establish mechanisms to regularly assess and evaluate civic, service, and learning outcomes for students and communities.**

**CES-LP must provide evidence of the extent to which student success outcomes are achieved.**

**CES-LP must use evidence to create strategies for improving student learning, development, and success.**

## **PART 4. ASSESSMENT**

### ***4.1 Establishing a Culture of Assessment***

**Civic Engagement and Service-Learning Programs (CES-LP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.**

**CES-LP must design assessment plans that incorporate an ongoing cycle of assessment activities.**

**CES-LP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.**

### ***4.2 Program Goals, Outcomes, and Objectives***

**CES-LP must identify goals, outcomes, and objectives to guide its work.**

**CES-LP must assess the impact of programs on the community and partnerships.**

**CES-LP must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.**

**When collaborating with other departments on assessment activities, these activities must be consistent with the CES-LP mission and assessment plan.**

#### ***4.3 Assessment Plan and Process***

**CES-LP must structure assessment initiatives using the steps of the assessment cycle:**

- **set program goals, outcomes, and objectives**
- **develop and implement assessment plan**
- **review and interpret findings**
- **develop a plan for data use, continuous improvement, and reassessment**
- **implement an improvement plan**
- **review and monitor changes that have been made**

**CES-LP must implement the assessment process with methods that reflect universal design principles.**

**CES-LP must employ ethical practices in the assessment process.**

**CES-LP must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.**

**CES-LP must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.**

#### ***4.4 Gathering Evidence***

**CES-LP must identify priorities for assessment, including both formative and summative approaches.**

**CES-LP must employ multiple methods and measures of data collection.**

**CES-LP must develop manageable processes for gathering, interpreting, and evaluating data.**

**CES-LP must adhere to institutional policies related to data access and management.**

**CES-LP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.**

#### ***4.5 Review and Interpret Findings***

**CES-LP must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.**

**CES-LP must disaggregate data to address the objectives and questions considered in the assessment project.**

#### ***4.6 Reporting Results and Implementing Improvement***

**CES-LP must use assessment results to demonstrate student learning, development, and success.**

**CES-LP must use assessment results to demonstrate effectiveness and continuous improvement.**

**CES-LP must use evidence from assessment activities to inform decision-making and planning for continuous improvement.**

**CES-LP must monitor improvements implemented based on assessment results.**

**CES-LP must apply results for future planning.**

**CES-LP must inform constituents of assessment results and how data have been used for continuous improvement.**

CES-LP should provide assessment reports in a format that is easily understood and accessible by all stakeholders and partners.

*Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities*

## **PART 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION**

### ***5.1 Inclusive and Equitable Educational and Work Environments***

**Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Civic Engagement and Service-Learning Programs (CES-LP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.**

**CES-LP must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.**

### ***5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion***

**CES-LP must provide equitable access to facilities and resources for all constituents.**

**CES-LP must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.**

**CES-LP must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.**

### ***5.3 Advocating for Access, Equity, Diversity, and Inclusion***

**CES-LP must advocate for accessible facilities and resources, and address issues that impede access.**

**CES-LP must advocate for inclusion, multiculturalism, and social justice within the institution.**

**CES-LP must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.**

**CES-LP must offer alternatives to ensure that students are not required to participate in activities that violate a religious, spiritual, or moral belief.**

**CES-LP must develop plans for ongoing professional development on cultural competence and workplace inclusion.**

#### ***5.4 Implementing Access, Equity, Diversity, and Inclusion***

**CES-LP must establish goals for access, equity, diversity, and inclusion.**

**CES-LP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.**

**CES-LP must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.**

**CES-LP must have an established protocol for, and foster expectation of, bias incident reporting.**

**Personnel within CES-LP must cultivate understanding of identity, culture, self-expression, and heritage.**

**Personnel within CES-LP must promote respect for commonalities and differences among people within their historical and cultural contexts.**

**When educational and/or workplace accommodations are requested, CES-LP must provide individuals with an interactive process to determine reasonable accommodations.**

#### ***Guiding Principle: Organization, Leadership, and Human Resources***

### **PART 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION**

#### ***6.1 Leadership***

**Civic Engagement and Service-Learning Programs (CES-LP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.**

**Leaders with organizational authority for CES-LP must provide management and supervision as well as lead strategic planning and program advancement.**

**CES-LP leaders must**

- **create a vision for the functional area**
- **communicate goals**
- **model and expect commitment**
- **build teams, coalitions, and alliances**
- **influence others to contribute to the effectiveness and success of the unit**
- **advance diversity, equity, access and inclusion goals in the workplace**
- **incorporate data and information in decision making**
- **develop a risk management plan for the organization**
- **incorporate sustainable practices in the design of programs, services, and facilities**

- **develop and empower new leaders from within the organization**
- **collaborate with colleagues and departments across the institution**
- **adhere to organizational constraints**

**CES-LP leaders must advance the functional area by**

- **advocating for and actively promoting the functional area's mission and goals**
- **communicating with constituents about current issues affecting the profession**
- **identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **facilitating discussion and decisions regarding program advancement**
- **advocating for representation in strategic planning processes at departmental, divisional, and institutional levels**

CES-LP leaders should ensure that participants and stakeholders identify the extent to which the goals were achieved and celebrate those achievements.

### ***6.2 Management***

**CES-LP managers must**

- **be empowered to demonstrate effective management**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **develop plans for scholarship, leadership, and service to the institution and the profession**
- **engage diverse perspectives from within and outside the unit to inform decision making**

### ***6.3 Supervision***

**CES-LP supervisors must**

- **incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel**
- **consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel**
- **provide feedback on personnel performance**
- **identify and resolve workplace conflict**
- **follow institutional policies for addressing complaints**
- **provide reports and activity updates to management**
- **work with personnel to develop plans for scholarship, leadership, and service to the profession and institution**
- **provide supervision and support so that personnel may complete assigned tasks**

**Faculty and staff responsible for supervising CES-LP activities must monitor student performance based on training expertise and competence, and must alter placements as needed.**

### ***6.4 Strategic Planning***

**CES-LP leaders, managers, and supervisors must facilitate ongoing strategic planning processes that**



- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

CES-LP strategic planning efforts should include the insights and perspectives of off-campus partners that serve as co-educators and/or provide service opportunities.

## **PART 7. HUMAN RESOURCES**

### ***7.1 Staffing and Support***

**Civic Engagement and Service-Learning Programs (CES-LP) must identify the level of staffing necessary to achieve its mission and goals.**

**CES-LP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).**

**CES-LP must have access to technical and support personnel to accomplish its mission.**

**CES-LP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.**

### ***7.2 Employment Practices***

**CES-LP must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.**

**CES-LP leaders must**

- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

**CES-LP leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.**

**Personnel within CES-LP must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.**

**Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of CES-LP.**

### *7.3 Personnel Training and Development*

**CES-LP personnel must receive training when hired and professional development throughout their employment.**

**CES-LP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.**

**CES-LP must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.**

**CES-LP leaders should also create opportunities for community partners to educate CES-LP personnel about their organizations and the community.**

**CES-LP personnel must have access to resources and receive specific training on policies, procedures, and laws related to**

- **the programs and services they support**
- **privacy and confidentiality**
- **student records and sensitive institutional information**
- **systems and technologies necessary to perform their assigned responsibilities**
- **sexual misconduct, harassment, and workplace violence**

**CES-LP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.**

**CES-LP personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.**

**CES-LP leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.**

### *7.4 Paraprofessional Personnel*

**Paraprofessionals working in CES-LP must be enrolled in an appropriate field of study and/or have relevant experience.**

**Paraprofessionals working in CES-LP must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.**

**CES-LP leaders must accommodate the dual roles paraprofessionals may have as both student and employee.**

**CES-LP leaders must**

- **adhere to parameters of paraprofessionals' job descriptions**
- **articulate intended student learning and development outcomes in student employee job descriptions**
- **adhere to agreed-upon work hours and schedules**
- **offer flexible scheduling options as needed by the student employee**
- **work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours**

## **PART 8. COLLABORATION AND COMMUNICATION**

### ***8.1 Collaboration***

**Civic Engagement and Service-Learning Programs (CES-LP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.**

**CES-LP must collaborate with individuals, groups, communities, and organizations to**

- **establish, maintain, and promote understanding and effective relations**
- **garner support and resources**
- **meet the needs of students, designated clients, and other constituents**
- **achieve program and student outcomes**
- **engage diverse populations to enrich the educational environment**
- **disseminate information about programs and services**
- **solve problems pertinent to the student population, designated clients, or the organization**

**CES-LP must initiate and maintain collaborative relations within the institution for the design and implementation of CES-LP experiences.**

**CES-LP should develop productive working relationships with a wide range of campus agencies, including**

- **risk management**
- **transportation**
- **health services**
- **academic departments and colleges**
- **leadership programs**
- **new student orientation**
- **student activities**
- **institutional relationships and development**

CES-LP should recognize and support faculty and staff who integrate service-learning into courses. CES-LP should advocate for institutional recognition for these efforts (e.g., reduced course load, mini-grants, or teaching assistants).

**CES-LP must develop mutually beneficial partnerships with community-based organizations to meet organizations' service needs and to achieve student learning and development outcomes.**

CES-LP should advocate for the institution as a whole to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships.

**CES-LP must create sustained partnerships with community leaders to ensure candid feedback and mutuality in decision-making.**

**CES-LP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.**

### *8.2 Communication*

**CES-LP must provide relevant information, services, and resources that explain its mission and goals.**

**CES-LP must develop and implement strategies for outreach and promotion.**

**CES-LP promotional and descriptive information must be accurate and free of deception and misrepresentation.**

### *8.3 Procedures and Guidelines*

**CES-LP must have and follow procedures and guidelines consistent with institutional policy for**

- **communicating with the media**
- **distributing information through print, broadcast, and online sources**
- **the use of social media**
- **contracting with external organizations for delivery of programs and services**
- **developing relationships with donors**
- **dissemination of relevant information in a timely manner to all constituents**

### *Guiding Principle: Ethical Considerations*

## **PART 9. ETHICS, LAW, AND POLICY**

### *9.1 Ethical Statements*

**Civic Engagement and Service-Learning Programs (CES-LP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.**

**CES-LP must have clearly defined and documented ethical statements addressing**

- **conflicts of interest, or appearance thereof, by personnel in the performance of their work**
- **management of institutional funds**
- **acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies**

- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients' rights and responsibilities
- disclosure of information in student, personnel, and other designated clients' records

### *9.2 Ethical Practice*

**CES-LP personnel must employ ethical decision making in the performance of their duties.**

**Faculty, staff, and students involved in CES-LP must be held to the same ethical standards as CES-LP personnel.**

**CES-LP must value and respect the voice of the community in the co-creation of programs and initiatives.**

**CES-LP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.**

**CES-LP personnel must be honest, objective, and impartial in their interactions.**

**CES-LP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.**

**CES-LP must encourage and provide a forum for personnel to address and report unethical behavior.**

**CES-LP must address issues surrounding scholarly integrity.**

**CES-LP personnel must perform duties within the scope of their position, training, expertise, and competence.**

**CES-LP personnel must make referrals when issues presented exceed the scope of their position.**

### *9.3 Legal Obligations and Responsibilities*

**CES-LP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.**

**In accordance with governmental laws, institutional policy, and standards of good professional practice, CES-LP personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.**

**CES-LP must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.**

**CES-LP must not discriminate based upon institutional policies, codes, or governmental laws.**

**CES-LP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.**

#### ***9.4 Policies and Procedures***

**CES-LP must have written policies and procedures on operations, transactions, or tasks that have legal implications.**

**CES-LP must establish and implement risk management procedures to protect students, the institution, and the community agencies.**

**CES-LP must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.**

**CES-LP must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.**

#### ***9.5 Communication of Ethical and Legal Obligations***

**CES-LP must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.**

**CES-LP must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.**

**CES-LP personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.**

**CES-LP must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.**

**CES-LP must inform personnel about internal and external governance organizations that affect the functional area.**

**CES-LP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.**

#### ***9.6 Addressing Harassment and Hostile Environments***

**CES-LP personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.**

**CES-LP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.**

***Guiding Principle: Learning-Conducive Structures, Resources, and Systems***

## **PART 10. FINANCIAL RESOURCES**

### ***10.1 Funding***

**Civic Engagement and Service-Learning Programs (CES-LP) must have the funding that is necessary to accomplish its mission and goals.**

**CES-LP must determine with administrative leadership what funding is necessary.**

### ***10.2 Financial Planning***

**In establishing and prioritizing funding resources, CES-LP must conduct comprehensive analyses to determine**

- **unmet needs of the unit**
- **relevant expenditures**
- **external and internal resources**
- **impact on students and the institution**

**CES-LP must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.**

**CES-LP financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.**

### ***10.3 Financial Management***

**CES-LP must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.**

**CES-LP must demonstrate responsible stewardship and use of fiscal resources.**

**CES-LP must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.**

**CES-LP must be provided with the institutional and financial resources to assist with professional development of personnel.**

**CES-LP procurement procedures must**

- **be consistent with institutional policies**
- **ensure that purchases comply with laws and codes for usability and access**
- **ensure that the institution receives value for the funds spent**
- **consider information available for comparing the ethical and environmental impact of products and services purchased**

## **PART 11. TECHNOLOGY**

### ***11.1 Systems Management***

**Civic Engagement and Service-Learning Programs (CES-LP) must have current technology to support the achievement of its mission and goals.**

**CES-LP must incorporate accessibility features into technology-based programs and services.**

**CES-LP must ensure that personnel and constituents have access to training and support for technology use.**

**CES-LP must back up data on a cycle established in partnership with the institution's information technology department.**

**CES-LP must implement a replacement plan and cycle for all technology with attention to sustainability.**

### ***11.2 User Engagement***

**CES-LP must use technology to enhance the delivery of programs and services for all constituents.**

**CES-LP must ensure that technology addresses constituent needs.**

**CES-LP must employ technologies that facilitate user interaction.**

**CES-LP must provide secure remote access.**

### ***11.3 Compliance and Information Security***

**CES-LP must have policies on the appropriate use of technology that are clear and easily accessible.**

**CES-LP must comply with governmental codes and laws and with institutional technology policies and procedures.**

**CES-LP must provide a secure platform when conducting financial transactions, in accordance with industry best practices.**

### ***11.4 Communication***

**CES-LP must have updated websites that provide information to all constituents in accessible formats.**

**CES-LP must use technology that allows users to communicate sensitive information in a secure format.**

**CES-LP must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.**

**CES-LP must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.**

## **PART 12. FACILITIES AND INFRASTRUCTURE**

### ***12.1 Design of Facilities***

**Civic Engagement and Service-Learning Programs (CES-LP) facilities must be located in suitable spaces designed to support the functional area's mission and goals.**



**CES-LP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.**

**CES-LP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.**

**CES-LP must incorporate universal design principles.**

**CES-LP facilities must be designed and constructed to be energy-efficient and sustainable.**

### ***12.2 Work Space***

**CES-LP personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.**

**CES-LP personnel must be able to safeguard the privacy of their work.**

### ***12.3 Equipment Acquisition***

**When acquiring capital equipment, CES-LP must take into account expenses related to regular maintenance and life cycle costs.**

**CES-LP must incorporate sustainable practices when purchasing equipment.**

### ***12.4 Facilities and Equipment Use***

**CES-LP facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.**

**CES-LP must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.**

**CES-LP must develop sustainable practices for facilities use.**

**CES-LP must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.**

**CES-LP personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.**

*General Standards revised in 2018;  
CES-LP (formerly Service-Learning Programs) content developed/revised in 2005 & 2013*

*The CES-LP Standards and Guidelines should be considered in conjunction with the CES-LP Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.*