

Tips for Use of CAS Standards in Professional Preparation Programs

Given our common commitment to the preparation of future professionals in our field, the Council for the Advancement of Standards in Higher Education (CAS) is pleased to present a short guide for faculty members seeking to incorporate CAS into their curriculum. The resources below provide an overview of ideas, content, and approaches to using CAS in the classroom. This list is just a starting point – we are always looking for new and innovative ways of using the CAS standards, so please reach out to us with your ideas! For additional support and information about CAS, visit our [website](#) or [contact our Executive Director](#).

1. Program Administration and Curriculum Design

The CAS standards and guidelines provide helpful tools to *guide program administration and curriculum design*, including:

- Establishing credibility and accountability by adhering to [CAS master's level professional preparation program standards](#)
- Preparing programs for accreditation
- Design of curriculum, programs, and services
- Measurement of program and service effectiveness
- Providing suggestions for communicating with students and other constituents
- Guiding professional development and training
- Influencing academic advising

2. Course Content

Faculty colleagues have *integrated discussion of the CAS standards in a wide array of courses*, including:

- Introductory/seminar course: providing an overview of functional areas and reading opening chapters of the CAS book, entitled *The Case for CAS* and *Putting CAS to Work* (thoroughly refreshed and revised for the 9th edition!); [watching videos about CAS](#) and professional standards
- Careers in student affairs: reviewing functional areas and how they (should) function
- Assessment: employing CAS standards, guidelines, and tools as [assessment resources](#)
- Practicum/internship course: using CAS tools to conduct site self-assessment
- Counseling: reading the CAS Standards for Counseling Services and other related areas (e.g., Clinical Health)
- Research: exploring opportunities for [examination of standards and their applications](#)
- Student development theory: understanding how theory shapes practice and exploring the [CAS Learning and Development Outcomes](#) domains and dimensions which translate numerous theories into student outcomes
- Legal issues: reviewing the [General Standards](#) for Law, Policy, and Governance
- Social justice: reviewing the *The Case for CAS* on Diversity and Multiculturalism and the [CAS General Standards - Diversity, Equity, and Access](#)
- Organizational administration: understanding various components of functional areas by exploring their related standards and guidelines
- Professional associations: learning about the role of professional associations in higher education

3. **Student Learning and Developmental Outcomes**

Develop learning objectives and outcomes, at the course-level and program-wide, using the [CAS Learning and Development Outcomes](#) domains and associated dimensions.

Socialize students into assessment practice. Encourage emerging professionals to become versed in assessment practices and tools during paraprofessional experiences including graduate assistantships and internships. CAS users have helped graduate students conduct site self-assessments, assisted students with identifying and gathering assessment evidence, and allowed students to serve on interdepartmental self-assessment committees.

Encourage use of the CAS standards for candidate preparation and the job search. CAS standards can be used as a framework for developing interview questions and determining mutual best fit between candidates and employers.

Visit our [CAS Resource Center for graduate program faculty](#) for more CAS-related resources!