Thank you for your interest in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to these standards on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached materials in the design and assessment of your programs and for your staff training and development. These materials may not be duplicated or redistributed for other purposes without permission from CAS.

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) 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 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

The standards and guidelines published in CAS Professional Standards for Higher Education by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the CAS Self-Assessment Guides (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

Please direct your questions to the CAS Executive Director (executive_director@cas.edu or 202-862-1400).
The first evidence of assistance in career services dates back to the 19th century, when commercial employment agencies began to place graduates of the nation’s teacher training programs, also known as normal schools, into jobs. By the start of the 20th century, an increasing number of institutions had begun to realize their responsibility to help graduates find jobs. When the first institutional appointment and placement services were established, faculty members typically took responsibility for them on a part-time basis. Soon many institutions established programs staffed by full-time “appointment secretaries.” By 1920, approximately 75 percent of the nation’s normal schools had established placement services, and the number of commercial agencies decreased.

At the beginning of the 20th century, the concept and practice of choosing an occupation were based on Frank Parson’s (1909) Choosing a Vocation. Parsons developed a tripartite model—understanding one’s self, understanding the requirements of available jobs, and making choices based on true logic—often referred to as Trait and Factor Theory. This model was the forerunner of modern theories of career development and was the foundation for vocational guidance and career development practice until the early 1950s.

Following World War II, the economy exploded and employers sought to hire the nation’s college graduates to meet expanding needs. The GI Bill made it possible for returning veterans to attend colleges and universities in large numbers, and that influx gave rise to vocational counseling services and to “Placement Offices,” as they were frequently called, to facilitate the recruiting, matching, and hiring process. More than 65 percent of the current career services centers were established between 1947 and 1960. Over the next three decades the function of these offices shifted from solely providing placement activities to providing a broad range of career activities, including a focus on career counseling and personal development. Accordingly, this shift is reflected by office name changes from “placement office” to “career planning and placement office” to the most commonly used title, “career services.” As programs entered the 1990s, the digitization of information began to change student recruiting, selection, and hiring processes.

With a fluctuating economy and growing competition among higher education institutions, the power of networks became integral to career planning and efforts to identify opportunities for students through networks of alumni and employers (Casella, 1990; Cruzvergara & Dey, 2014). According to Cruzvergara and Dey (2014), “the dot-com boom reengaged employers on college campuses and created a stronger employer relations focus in career centers. Emerging technologies and social media advanced this ‘networking paradigm’ in the 2000s to a new level of connectedness for students and employers, as well as alumni, faculty and families” (para. 2). The rise of graduate degrees as a baseline credential led to expansion of advising and resources on applying to graduate schools.

The 21st century ushered in a new era of increasingly complex and sophisticated challenges that include keeping pace with a global, technologically-advanced and savvy society; an ever-changing economy; and changing workforce needs. The evolving practices of career services have been influenced by three significant factors. The first is the shift in higher education to a consumer-based environment that has elevated the emphasis on graduate destinations and outcomes data, with career services typically leading or playing a major role in gathering and disseminating this data. In 2014, the National Association of Colleges and Employers (NACE) established national standards and protocols to guide higher education institutions in collecting and disseminating the career outcomes of undergraduate graduating students; NACE subsequently developed standards in 2015 for career outcomes of advanced
degree graduating students. The second notable change is the shift in internship hiring as a primary recruiting/conversion strategy for various industries, which has significantly changed how career services work with students and faculty, and how institutional resources (e.g., unpaid internship funding) have been allocated. Support structures for internships and other experiential learning opportunities (or lack of them) are often differentiating factors for students, especially for students heavily dependent on paid employment. A growing number of career services are addressing this issue through fundraising and advancement initiatives. The third change is the national focus on the importance of college student professionalism and career readiness to ensure that students have the requisite competencies and are well prepared to transition into the workforce.

Through a taskforce of career services and HR/staffing professionals, NACE defined and developed seven career readiness competencies (NACE, 2015) that career services are incorporating into their career readiness formulas for guiding and preparing students. The American Association of Colleges and Universities launched the LEAP campaign organized around student learning outcomes deemed essential for progress through college and transition into the global workforce (AAC&U, 2008).

**Professional Associations**
The first professional associations focusing on job placement for college graduates were established in 1924. Today, career services professionals have access to local, state, regional, national and international organizations. Because the roles of career services professionals in higher education are evolving at a rapid pace in the 21st century, professional associations play an increasingly important role in the development of the broad set of skills necessary for those in career services roles. Associations deliver value by conducting research on benchmarks and best practices, reporting on current and emerging issues and trends, providing timely and relevant resources and tools, offering training and professional development, and facilitating networking and affiliation among professional colleagues.

The major associations providing support to career services professionals include the American Association for Employment in Education (AAEE); the American College Personnel Association: College Student Educations International (ACPA) with its Commission for Career Development; the National Association of Student Personnel Administrators: Student Affairs Administrators in Higher Education (NASPA), which offers a knowledge community of professionals who support the career development of students; the National Career Development Association (NCDA); and the National Association of Colleges and Employers (NACE), a comprehensive national association for career services. In 2014, NACE introduced professional standards for college and university career services, which were updated in 2016.

Associations have also emerged to address other aspects of career services and development. The National Society for Experiential Education (NSEE), Cooperative Education and Internship Association (CEIA), and NACADA: The Global Community for Advising are a few of the organizations that address topics such as experiential learning, cooperative education and internships, and academic advising, respectively.

**Theoretical Foundations**
Concurrent with the growth in institutional enrollments and creation of career services units, new theories emerged emphasizing a developmental approach to career development. These theories explored the stages of career development as a function of personal development, often exemplifying the blending of work identity and personal identity. As the complexity of individuals was further explored, the many factors that influence the career decision-making process became more evident and this coincided with the growth of student and career development theory.
The choices of the individual are at the core of many of these more modern theories, but also required is an understanding of external factors that inevitably shape the multiple career decisions an individual will make over the course of their lifetime. Major career development theory categories and some seminal theorists for each (Brown, 2002) include Trait and Factor Theory (Holland), Developmental Theory (Super, Gottfredson), Learning Theory (Kramberg), Social Cognitive Theory (Bandura, Lent), Values-Based Theory (Brown), Career Information Processing Theory (Peterson, Sampson, and Reardon), Transition Theory (Schlossberg), Contextualist Theory (Young, Valach, and Collins), Narrative (Savickas), and Planned Happenstance Theory (Mitchell). These representative theories provide practitioners a broad-based framework to guide intervention with students and other clients. Current career theories underscore practitioners’ recognition of the influence of intersectional identities, acknowledging how one’s cultural background and expressed identity impacts career decision-making. These theories are inclusive of race, gender and gender expression, class, sexual orientation, age, ability, veteran status, and other unique communities’ perspectives (Swanson & Fouad, 2015).

Structures of Career Services
Today, the majority of colleges and universities provide career services that include career counseling, advising or coaching; career resources; programming, such as job-search workshops and networking events; career and job fairs; assistance with co-op, internship, and externship programs; on-campus recruiting; graduate, professional school, and transfer or other education advising; and job posting and resume referral services. Many of these services are available electronically.

Organization of career services may vary from centralized to distributed, or a hybrid. Regardless of the reporting structure, career services programs, services, and outcomes should align with the institution’s mission and strategic priorities and be responsive to the students and constituents whom it serves. For example, a community college career services office may place a greater emphasis on workforce preparation and gaining work-related experience; a 4-year liberal arts career services may offer more career counseling, internship opportunities and preparation for graduate or professional school; and a for-profit institution career services may have an explicit expectation to assist students secure their next destination plans.

Trends, Challenges, Issues, and Needs
Career services professionals face rapid and changing expectations and demands stemming from increasing diversity, changing demographics, increased cost of higher education with growing student debt, globalization, increasing access and graduation rates, embedding career readiness into the learning experience for every student, and increased student engagement through better use of technology (Contomanolis & Steinfeld, 2013, 2014a). Career services professionals need to be both culturally sensitive in working with students and knowledgeable about career options in the United States and internationally. They must also be prepared to work with growing diversity among clients, including alumni, veterans, and others who are working on career transitions and turning to career services to provide assistance through traditional and nontraditional means.

There is an increasing need to prepare students for multiple career transitions over a life span, and to engage in an entrepreneurial approach to personal and career development (Collins, 2016). Students’ high comfort level with, and expectation of, technology and the increase in distance learning options require that career services professionals have a high level of technical competence and the ability to balance high-tech and high-touch service in engaging and delivering services to students and employers. Career services professionals must also be prepared to address the increased scrutiny facing colleges and universities from many stakeholders, including government agencies (state and federal), accreditors, parents and families, media, and the general public (Contomanolis & Steinfeld, 2013;
An increasing focus in higher education on assessment and accountability requires career services professionals to find meaningful measures by which to demonstrate their value to institutional and external constituents. The growing emphasis on assessment of student learning, using measurable outcomes, and evidence-based decision-making processes requires careful planning, effective implementation, and transparent reporting. It has never been more important to develop productive and collaborative relationships, not only with employers and community organizations but also with faculty and other campus constituencies such as academic advising, student success, service learning, leadership development, and international programs. Increased expectations by employers on career “readiness,” internships/co-ops, electronic recruiting, and diversity recruiting require a corresponding emphasis on the part of career services professionals.

Leadership for career services in the 21st century requires a broader range of skills and competencies beyond those once considered traditional. Leaders need sales, management, technical, financial, marketing, public relations, assessment, and analytical skills in addition to a foundation in education, counseling, or student affairs. A growing area that many leaders must also take into account relative to career services is advocacy. The ability to support the needs of students and also advocate on behalf of institutions in the public sphere and throughout campus is a necessary leadership skill. All these attributes point to the need for the career services leader to be adept at convening stakeholders; savvy at partnering with institutional leadership; connected with the vision and brand efforts of their institution; and proficient at analysis and translation of “big data” to portable, impactful, and relevant metrics of success.

The Career Services Standards and Guidelines from CAS distill the trends in the profession of career services in higher education and provide guidance on the essential elements of practice.

Users of the Career Services Standards are encouraged to refer to other sets of CAS Standards that complement and support components of their programs and services or particular populations they may serve. These may include Academic Advising Programs, Civic Engagement and Service Learning, Internship Programs, Education Abroad Programs and Services, Graduate and Professional Student Programs and Services, and International Student Programs and Services.

REFERENCES


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PART 1. MISSION

1.1 Programs and Services Mission

The mission of Career Services (CS) is to assist students and other designated clients in developing, evaluating, and implementing career, education, and employment readiness goals.

CS must develop and define its mission.

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

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

Consistent with institutional mission, other designated clients are defined as those eligible for assistance offered to students, and may include alumni, faculty, staff, and community members.

Consistent with institutional mission, constituents are defined as those CS engages or forms mutually beneficial relationships in support of its mission, and may include staff, faculty, employers, community, prospective families, affiliated partners, and donors.

Whether centralized or decentralized in its administration, CS must advance its mission.

CS must, regardless of model (centralized, distributed, or hybrid), consider the needs of all designated clients and constituents when developing resources, designing programs and delivering services.

1.2 Mission Statement

CS 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

Career Services (CS) must be guided by a set of written goals and objectives that are directly related to the stated mission.

CS goals and outcomes must advance

- career exploration and preparation
- experiential learning
- student success
- employer, alumni, and community engagement
The CS goals must be aligned with institutional priorities and expectations of the functional area.

Components of CS must be clearly defined, designed, and implemented to be in alignment with
- career development needs and the academic and occupational interests of students and other designated clients
- contemporary career services standards and practices
- current career and workforce development research, theories, and knowledge
- economic trends, opportunities, constraints, and the needs of external constituents
- institutional priorities
- technological advancements

CS must regularly develop, review, evaluate, and revise its goals.

CS must communicate goals and progress toward achievement to appropriate constituents.

CS should consult external constituents, such as employers and alumni, in program and services planning, development, and delivery.

2.2 Program Information and Services

CS must provide relevant information, services, and resources consistent with its mission and goals.

CS must include six essential services:
- career education, coaching, advising, and counseling
- career information and resources
- career readiness and employment services
- graduate and professional school or further educational planning
- employer development and recruitment services
- collaboration with faculty and other constituents

Career Education, Coaching, Advising, and Counseling

CS must provide career education, coaching, advising, and counseling to assist students and other designated clients at any stage of their career development to guide them through progressive steps in the process.

CS must help students and other designated clients make career choices based on knowledge of their individual interests, skills, abilities, values, and goals.

CS must help students and other designated clients identify the options they have for employment related to their career choices.

CS should help students and designated clients develop or clarify self-knowledge related to career choice and performance in the workplace.

CS should help students and designated clients identify and select academic programs and opportunities both on- and off-campus that leverage their interests, strengths, and competencies and optimize future educational and employment options.
CS must determine approaches and parameters for referral of students and designated clients in need of mental health support.

CS must provide access to current, valid, and reliable online resources and services that help students pursue their career goals.

CS must securely maintain notes on advising, coaching, or counseling sessions with students and designated clients.

Advising, coaching, or counseling notes should be detailed enough for future reference and use by any of the CS advisers, coaches or counselors.

**Career Information and Resources**

CS must make current and comprehensive career information and resources available to students and other designated clients as they explore and make career decisions.

CS should ensure students and designated clients have access to the occupational information required to support career decision-making, including current trends and future projections.

CS should include career information and resources that address
- self-assessment, career decision-making, and career planning
- occupational and job market information (local, regional, national, and global)
- graduate/professional school and other educational programs selection and application processes
- employment/job search
- resources and strategies for revising career plans
- job and experiential learning listings
- employer and industry information
- social media and professional digital presence
- current and emerging career and job search tools

CS must provide resources to help students and other designated clients assess and relate their interests, values, skills, competencies, identity-based needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.

Career information and resources must include those that address interests and needs of diverse, multicultural, post-traditional students, and designated clients with attention to students and designated clients who are underrepresented based on their experiences and identities.

CS should curate resources and help identify those most appropriate for students and designated clients.

Career information resources must be accessible, organized, current, and adaptable to change and available in a variety of media.

**Career Readiness and Employment Services**

CS must assist students and designated clients in preparing for and managing their careers before and after graduation.
CS must assist students and other designated clients in

- exploring and evaluating a full range of career and work possibilities that match their career goals, interests, values, competencies, and workplace/community fit
- developing job-search competencies
- presenting themselves effectively as candidates for employment to potential employers
- obtaining information on employment opportunities and prospective employers and industries
- connecting with employers through campus interviews, online job databases, referrals, direct application, networking, job-search events, publications, and social media
- connecting with professionals in target career fields for information and advice about internships, shadowing opportunities, employment outlooks, and job search strategies
- exploring high-impact and experiential learning opportunities provided by the institution, available through academic departments or with external/community resources
- learning how to secure workplace accommodations and consulting with disability experts as needed
- using social media to create a professional profile, connect with others, and search for employers, jobs, and internships
- building a digital presence
- learning about ethical principles and behaviors in the job search process and the workplace
- learning about various employment categories and how these might impact them; they may include part-time, full-time, contract, independent contract, commission-based, per diem-based, work-from-home, virtual, and self
- learning about the range of employer types and how different types of employment might affect them; they may include third-party employers, home-based employers, contract employers, and multi-level employers
- making informed choices among a variety of options

CS should consider, in collaboration with appropriate global education offices, different employment practices, laws, and regulations in other countries when assisting students.

When necessary, CS should seek out informed, valid, and current employment information for other countries to advise students and designated clients appropriately.

**Graduate And Professional School Or Further Education Planning**

CS must assist students and other designated clients or provide access to appropriate personnel or resources for assistance in

- identifying four-year, graduate, professional school programs, or professional certification/credentialing programs, that match their career goals
- developing application strategies, including knowing when and how to apply, how to evaluate personal needs and candidate competitiveness, and effectively present themselves as four-year/graduate/professional school candidates
- obtaining information on costs and funding sources for their identified four year/graduate/professional school programs

**Employer Development and Recruitment Services**
CS must develop strong relationships with employers and offer a variety of services to meet employer needs and interests and to benefit students, other designated clients, and the institution.

Employer development and recruitment services may include: site visits; campus recruiting; résumé referrals; pre-recruiting information sessions with students; student access to timely employer information; posting and publishing of job and internship openings; on-site or virtual career/job fairs; experiential learning options that may include shadowing experiences, internships, externships, student teaching, cooperative education assignments; remote electronic interviewing options; employer participation in career planning, career and workforce readiness courses, career conferences, résumé preparation, practice interviews, and job search readiness workshops.

CS must actively involve employers in programs and services that meet students' and other designated clients' career readiness and employment needs.

CS must define the various types of employers it will serve and articulate policies consistent with institution mission and goals that guide its working relationships with these employers.

CS must develop strategic objectives for employer development and recruitment services to maximize employer involvement, partnerships, and opportunities for students and designated clients.

CS must develop policies and practices to ensure high quality employer development and recruitment services.

CS must inform, educate, and consult with employers on the nature of services provided and candidates' availability.

CS should provide timely, pertinent information to employers regarding the institution's operations, enrollment, academic calendar, academic programs and curricula, and student/class profile in accordance with institutional policy and guidelines and availability of data to the public.

CS should provide information to employers on student demographics, needs, issues, and perspectives.

CS should develop and implement marketing strategies as part of a comprehensive employer relations program.

CS should provide information and services to assist employers to communicate their opportunities to targeted populations, enhance their visibility, and maximize students' exposure to employers.

CS should provide guidance to employers on working with student leaders, clubs, and organizations.

CS must facilitate employer involvement and communication with faculty, students, and administrators.

CS must consult with employers on opportunities and strategies for establishing long-term relationships with faculty and administrators.

CS should use employers' experiences and expertise in support of institutional activities.
CS should utilize employer development strategies and objectives in support of CS and institutional fundraising, sponsorship, and scholarship goals.

CS should invite employer membership on career advisory boards.

CS should encourage employers to provide timely information to CS personnel on job offers, salaries, and hires.

CS should encourage employers to share information with students and designated clients related to their organization’s policies and practices on topics such as sustainability, social justice, and family-friendly work practices.

CS must uniformly and consistently apply policies and procedures to all employers, unless otherwise specified by governmental guidelines.

CS must promote and educate employers about adherence to professional and ethical standards, principles and practices, and to laws, including but not limited to equal employment, immigration, and affirmative action.

CS personnel should understand the variety and diversity of needs and employment practices among U.S.-based businesses, corporations, government agencies, schools, and non-profit organizations.

CS must develop policies for working with third-party recruiting organizations. Policies must include recruiter disclosure of the identities of organizations they represent and agreement to abide by ethical guidelines.

Collaboration With Faculty and Other Constituents

CS must build collaborative and mutually beneficial relationships with a broad range of institutional constituents, including faculty, to advance career, education, and employment readiness goals.

CS must educate institutional constituents on the impact of intentional career and employment readiness initiatives on student success outcomes and on ways to enhance programs, services, curricular, and co-curricular offerings strategically.

CS must consult or collaborate with institutional constituents on the development of curricular and co-curricular initiatives focused on career readiness and success of students and designated clients.

CS must help facilitate the involvement by employers, organizations and other professionals in curricular and co-curricular initiatives focused on career readiness and the success of students and designated clients.

CS must be a resource to the institution on employment and workforce data, including trends regarding high impact learning experiences such as internships, cooperative education, externships, experiential learning, student employment, and service-learning.

CS must inform and educate faculty and administrators on topics related to

- career readiness
- employment requirements
• employment issues
• labor market trends
• job opportunities specific to the curriculum
• career development process
• community and industry linkages

CS should collaborate with faculty and administrators to design programs and activities that
• embed career readiness in the curriculum and co-curriculum
• involve employers, alumni, and campus and community members
• provide students with information about specific careers and requisite skills, career options, and
strategies for presenting themselves to employers

CS should support faculty and administrators by
• identifying and disseminating information on employment trends, top employing organizations,
and co-op and internship sponsors
• providing employer feedback on the preparation of students for internships and jobs, the
curriculum, and the hiring process
• raising awareness of appropriate ethical and legal guidelines for student referrals
• providing guidance on effective strategies for engaging employers in programs offered by
faculty and administrative units
• increasing awareness of career development issues and available resources
• providing and interpreting aggregate data on student learning, career-related and first-
destination outcomes, and employer engagement for purposes such as accreditation, marketing,
institutional development, enrollment management, and curriculum development

CS must develop and disseminate guidelines for providing references about students.

Practices regarding providing references about students must comply with laws and ethical
standards.

CS should find ways to recognize faculty and administrators who support the integration of career
readiness or the involvement by employers, organizations, and other professionals.

CS must develop and implement strategies for outreach and promotion.

2.3 Program Structure and Framework

CS 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

CS must be purposefully structured and resourced to balance efficiency and effectiveness and to
achieve programmatic and student learning and development outcomes.

Areas for consideration in determining structure and management of CS should include
• size, nature, and mission of the institution
• needs of students and designated clients
• number and scope of academic-related programs and services
• scope and intent of recruiting services
• philosophy and delivery system for services
• varied delivery methods (e.g., direct contact, technology)
• efficient and effective delivery of programs and services
• preferred approach for engaging employers

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

Whether organized as a central office within the institution; located within an academic department, school, or college; or structured as a cross-disciplinary team, CS leadership must work in close collaboration and coordination with others to provide strategic direction and to manage and align CS programs and services to meet the needs and interests of students, designated clients and constituencies.

CS must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

2.4 Program Design

CS must design programs and services to assist students and other designated clients in making career decisions, developing career and professional goals, and pursuing the skills and competencies necessary to compete and succeed in a rapidly changing, global workplace.

CS 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

When designing programs and services, CS should consult professional standards for other functional areas that may overlap with CS programs and services.

PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Career Services (CS) must contribute to students’ formal education, which includes both curricular and co-curricular experiences.

CS must contribute to students’ progression and timely completion of educational goals.

CS must help students and designated clients prepare for their careers and meaningful contributions to society.

CS must work with the institution to identify relevant and desirable student success outcomes.

CS must identify relevant and desirable student learning and development outcomes.

CS must implement strategies and tactics to achieve these outcomes.
### 3.2 Student Learning and Development Domains and Dimensions

CS must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

CS 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) for examples of outcomes related to these domains and dimensions.]

### 3.3 Assessment of Student Learning and Development
CS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

CS must promote and support institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.

CS must provide evidence of the extent to which student learning and development outcomes are achieved.

CS must provide evidence of the extent to which student success outcomes are achieved.

CS must use evidence to create strategies for improving student learning, development, and success.

PART 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Career Services (CS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

CS must design assessment plans that incorporate an ongoing cycle of assessment activities.

CS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

CS must identify goals, outcomes, and objectives to guide its work.

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

CS leaders must use approaches to program evaluation and assessment that infuse
  • ongoing quality improvement
  • improve operations
  • adjust to designated client needs
  • meet evolving institutional priorities
  • address changes to workforce and employment conditions

When collaborating with other departments on assessment activities, these activities must be consistent with the CS mission and assessment plan.

4.3 Assessment Plan and Process

CS 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

CS should develop a plan and timeline for implementation of the following assessment practices:
• assessing progress on strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document
• collecting feedback from participants on events, programs, and services pertaining to satisfaction, utilization, benefits, and learning
• collecting qualitative student success stories
• soliciting feedback from employers participating in events, programs and services pertaining to satisfaction, benefits, and areas of improvement
• conducting systematic needs assessment to guide program development
• tracking employment outcomes of graduating students through first destination surveys
• tracking students’ intent to transfer to 4-year institution or enroll in graduate, professional, or other post-graduation programs
• soliciting employer and student feedback regarding experiential learning programs
• collaborating with appropriate offices on alumni follow-up surveys administered at specific times after graduation
• soliciting feedback from other constituencies interacting with career services such as employers, faculty, and other post-secondary institutions

CS must implement the assessment process with methods that reflect universal design principles.

CS must employ ethical practices in the assessment process.

CS must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

CS must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

CS must identify priorities for assessment, including both formative and summative approaches.

CS must employ multiple methods and measures of data collection.

CS must develop manageable processes for gathering, interpreting, and evaluating data.

CS must adhere to institutional policies related to data access and management.

CS should collaborate with institutional research units, state agencies, accrediting bodies, regional or national professional associations, and other relevant groups that produce outcomes assessment and evaluation data.

CS must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

For comparative studies, CS should identify and consult with peers and professional associations.
4.5 Review and Interpret Findings

CS must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

CS must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

CS must use assessment results to demonstrate student learning, development, and success.

CS must use assessment results to demonstrate effectiveness and continuous improvement.

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

CS must monitor improvements implemented based on assessment results.

CS must apply results for future planning.

CS must inform constituents of assessment results and how data have been used for continuous improvement.

CS must prepare and disseminate annual and special reports.

CS reports may include career services philosophy, mission, goals and objectives, new initiatives, and trends; performance indicators pertaining to student utilization, satisfaction, and learning from current programs and services; student success stories; utilization and satisfaction by employers and other constituencies from current programs and services; service delivery information, first destination and graduate follow-up information.

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, Career Services (CS) 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.

CS 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.
CS must design and deliver programs and services based on the needs and interests of students and designated clients, including those underrepresented based on identity and experiences.

These groups may include traditionally underrepresented, evening, part-time, commuter, LGBT, international, veterans, athletes, and people with disabilities.

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

CS must provide equitable access to facilities and resources for all constituents.

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

To respond to the needs of students and other designated clients, CS should provide services in-person, online, and via telephone, e-mail, or other formats.

CS should be responsive to the needs of all its constituents through the establishment of office hours, customer service systems, and online operations.

CS must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

CS must address employers’ non-adherence to equal employment opportunity and affirmative action policies.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

CS must advocate for accessible facilities and resources, and address issues that impede access.

CS must advocate for inclusion, multiculturalism, and social justice within the institution.

CS must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

CS must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

CS must establish goals for access, equity, diversity, and inclusion.

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

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

CS must have an established protocol for, and foster expectation of, bias incident reporting.
Personnel within CS must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within CS must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, CS 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**

Career Services (CS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for CS must provide management and supervision as well as lead strategic planning and program advancement.

CS 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

CS 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

CS leaders must identify institutional priorities, objectives, practices, and policies relative to career development and readiness and determine ways to provide insights and recommendations to decision- and policy-makers.

**6.2 Management**
CS 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

CS 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

6.4 Strategic Planning

CS 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

CS leaders must advocate for representation in relevant strategic planning pertinent to student career development and readiness; this may include planning related to curriculum and co-curriculum, external relations, and institutional advancement.

PART 7. HUMAN RESOURCES

7.1 Staffing and Support
Career Services (CS) must identify the level of staffing necessary to achieve its mission and goals.

CS 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).

CS must have access to technical and support personnel to accomplish its mission.

CS 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.

CS professional personnel must, as a team, have competencies in

- career education, coaching, advising, and counseling
- brokering, networking, connecting, and linking
- information management
- marketing, promoting, and performing outreach
- program and event administration
- research, assessment, and evaluation
- teaching, training, and educating
- management and administration

Career education, coaching, advising, and counseling competencies should include

- providing needs assessments and developing action plans
- intervention, design, and implementation
- test administration and interpretation
- counseling
- working with individuals and groups
- use of career, occupational, and employment information

Brokering, networking, connecting, and linking competencies should include

- organizing information, logistics, people, and processes toward desired outcomes
- consulting with students and alumni, employers, faculty and campus community, external community, parents, and families
- building and managing advisory boards
- enhancing interpersonal skills
- developing job and experiential learning opportunities sourcing and planning for experiential learning
- fostering civic and community engagement
- fostering global and diverse connections

Information management competencies should include

- organization and dissemination; storage and retrieval
- computing systems and applications related to standard software and equipment, career planning and information resources, and career services management systems
- data entry and analysis
- acquisition of appropriate career resources
- web and social media design and management
Marketing, promoting, and performing outreach competencies should include
- marketing principles and strategies
- needs assessment and goal setting
- development and fundraising strategies
- sales and closing techniques
- relationship development and management
- written and interpersonal communication
- public speaking
- effective use of print, web, and personal presentation methods

Program and event administration competencies should include
- goal setting
- program planning relative to needs assessment and marketing
- program implementation and evaluation
- budgets and budgeting
- time management
- problem solving

Research, assessment, and evaluation competencies should include
- theoretical frameworks and methodologies relevant to research, assessment, and evaluation
- learning outcomes
- outcome-oriented programming
- evidence-based decision making
- assessment of needs, utilization, and satisfaction
- measurement and analysis
- outcomes-based assessment
- use of technologies for conducting research, assessment, and evaluation

Teaching, training, and educating competencies should include
- needs assessment
- program and workshop design and delivery
- researching, evaluating, and integrating information
- effective teaching strategies
- coaching, mentoring, and working with individuals and groups
- working with diverse populations
- use of technology for delivery of content

Management and administration competencies should include
- needs assessment and satisfaction measures
- program design, implementation, and evaluation
- strategic and operational planning
- program integration and integrity
- recruiting and hiring staff
- staff development and supervision
- budget planning and administration
- political sensitivity and negotiation skills
- synthesis, interpretation, and reporting of current and longitudinal information

**7.2 Employment Practices**
CS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

CS 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

CS 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 CS 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 CS.

7.3 Personnel Training and Development

CS personnel must receive training when hired and professional development throughout their employment.

Training should include customer service, program procedures, and information and resource utilization.

CS 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.

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

CS professional personnel should develop competencies by engaging in and providing professional development activities. Where competency or expertise is lacking within the team, CS should identify others within or outside the institution who can perform the professional competency or assist in training CS professional personnel.

CS 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

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

CS 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.

CS 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 CS must be enrolled in an appropriate field of study and/or have relevant experience.

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

CS leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

CS 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

Career Services (CS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

CS leaders should work in close collaboration and coordination with alumni units to develop connections with alumni that benefit students, CS programming, and the institution.

CS should be coordinated with and complement employment-related services provided by other institutional units.

CS 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

To foster an institution-wide commitment to engaging students in career development and readiness activities, CS must
• consult with, promote collaboration and linkages, and encourage involvement by other student and academic services, and faculty, particularly those providing career-related programs and services
• work with other offices and services (such as admissions, advancement, alumni affairs, research/assessment) to support mutual referrals, exchange of information, sharing of resources, and other program functions
• participate in campus-wide activities and events such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, leadership training, and student organization programs
• provide information and reports to the academic administration, faculty, key offices, and stakeholders of the institution regarding services for students, other designated clients, and employers, including usage data, student success stories, and first destination survey results
• provide feedback to faculty, administrators, and students on the preparation of graduates for employment, graduate/professional school, or further education to aid curriculum development and individual career planning

To engage external constituents, CS must
• encourage dialogue among employers, faculty, and administrators concerning career issues and trends for students, graduates, and other designated clients
• partner with other organizations and institutions to address the unique needs of students, designated clients, and constituents
• create and effectively use advisory groups to guide its work
• arrange programs that use alumni experience and expertise
• provide parents and family members with information and relevant data on career education programs and services and key results related to employment, graduate study, and further education outcomes as appropriate

CS advisory group members may include employers, alumni, faculty, staff, and students.

CS should encourage professional personnel to participate in professional associations and community activities related to career and employment issues (e.g., chambers of commerce, workforce development functions, employer open houses, workshops, federally mandated one-stop centers, or school-to-work efforts).

CS should collaborate with other departments and student clubs and organizations to provide educational programs that help clients from diverse backgrounds to identify and address their career development and employment needs.

CS should initiate partnerships and collaborative programming with other offices representing specific populations to ensure appropriate service delivery.
CS must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

8.2 Communication

CS must provide relevant information, services, and resources that explain its mission and goals.

CS must monitor media used for distributing information about CS to ensure content is current, accurate, appropriately referenced, and accessible.

CS must develop and implement strategies for outreach and promotion.

CS promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

CS 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

Career Services (CS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

CS 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

CS should establish ethical guidelines for working with alumni in their capacity as employers.

9.2 Ethical Practice
CS personnel must employ ethical decision making in the performance of their duties.

CS must ensure that employer recruitment services and processes are fair, equitable, and free from bias.

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

CS personnel must be honest, objective, and impartial in their interactions.

CS must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

Contracts between CS and outside vendors must be reviewed for language regarding adherence to ethics, confidentiality, security, institutional and other applicable codes, laws and policies, as well as reflect support of CS programs, goals, and standards.

CS must encourage and provide a forum for personnel to address and report unethical behavior.

CS must address issues surrounding scholarly integrity.

CS personnel must perform duties within the scope of their position, training, expertise, and competence.

CS personnel must adhere to ethical principles, standards, and guidelines for career counseling of students.

CS personnel must make referrals when issues presented exceed the scope of their position.

CS must determine approaches and parameters in accordance with established ethical standards and policies for referral of students in need of mental health support.

9.3 Legal Obligations and Responsibilities

CS 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, CS personnel who are concerned about students’ well-being must ensure that they are referred to appropriate resources.

CS must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

CS personnel must be informed about and seek advice from the institution's legal counsel or other appropriate professional resources when issues arise regarding
- privacy and disclosure of student information contained in educational records
- laws regarding references and recommendations on the behalf of students and other designated clients
• laws regarding employment referral practices of CS and others employed by the institution that refer students for employment
• affirmative action regulations and laws regarding programs for special populations
• regulations and laws regarding disabilities and accessibility
• labor standards and liability issues pertaining to experiential learning programs
• laws regarding eligibility to work and work authorization practices
• laws or regulations pertaining to contracts governing service provided by outside vendors
• privacy of data maintained in electronic format by entities engaged by CS
• laws pertaining to grant administration

CS must not discriminate based upon institutional policies, codes, or governmental laws.

CS 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

CS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CS 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.

CS must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

CS must have protocols and procedures in place for responding to complaints by students, designated clients, and constituents in a timely and prudent manner.

9.5 Communication of Ethical and Legal Obligations

CS must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

CS must educate faculty and administrators about ethical and legal issues relating to the referral and recommendation of students and other designated clients.

CS must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

CS personnel must provide guidance to students and designated clients regarding ethical expectations and behaviors in the workplace.

CS must support informed and responsible decision-making by students and designated clients relevant to job search and employment.

CS personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel’s disclosure obligations.
CS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

CS must collaborate with colleagues and other institutional departments to provide guidance and education on ethical principles and practices to persons involved in providing career services, including, but not limited to, entry-level professionals, support personnel, student staff, interns, graduate assistants, faculty and administrators, employers, service providers, and other administrators.

CS should educate and guide institutional development personnel about ethical principles and practices that may apply to prospective or current donors who may seek or expect special access to or referral of students or designated clients for employment or career-related opportunities or who may expect other special treatment as a result of contributions of financial support, gifts, affiliation, or in-kind services.

CS must inform personnel about internal and external governance organizations that affect the functional area.

CS 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

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

CS must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

CS must have protocols and procedures in place, including consultation with the institutional legal counsel, and equity, diversity, and inclusion offices, to respond to concerns about discrimination, inequity, fraudulent, and any other unscrupulous activities by employers using CS services.

CS must have protocols in place to inform and educate faculty and administrators about issues relevant to discriminatory practices related to their referral of students directly to employers.

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

PART 10. FINANCIAL RESOURCES

10.1 Funding

Career Services (CS) must have the funding that is necessary to accomplish its mission and goals.

CS must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

In establishing and prioritizing funding resources, CS must conduct comprehensive analyses to determine

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

CS must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

CS should develop a plan that outlines projects, programs, and related activity that can be further enhanced with additional funding and should identify potential funding sources, such as grants, sponsorship, corporate or alumni gifts, and user feeds.

CS 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

CS must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

CS must demonstrate responsible stewardship and use of fiscal resources.

Fees that may be charged to employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated CS objectives.

CS must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

Consistent with institutional policy, CS may generate revenue to supplement institutional funding.

CS must be provided with the institutional and financial resources to assist with professional development of personnel.

CS 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

Career Services (CS) must have current technology to support the achievement of its mission and goals.

CS must research and plan for the integration of new career program technology, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems.
CS must incorporate accessibility features into technology-based programs and services.

Technology selection for CS functions must address accessibility for distance learners and clients with unique needs and interests.

CS must ensure that personnel and constituents have access to training and support for technology use.

CS must back up data on a cycle established in partnership with the institution’s information technology department.

CS must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

CS must use technology to enhance the delivery of programs and services for all constituents.

CS must ensure that technology addresses constituent needs.

CS must employ technologies that facilitate user interaction.

CS must utilize online assessment and computer-assisted career guidance systems.

CS must provide online recruiting and employment systems that include job listings and student résumés.

Specific CS technology that should be considered includes: social media platforms, apps, and resources; appropriate tools to support virtual advising, programming, and recruiting.

Other applications may include student registration systems; student contact, record, and tracking systems; career portfolios; student surveys; employer satisfaction surveys; career fair management systems; résumé writing software; office intranet sites; e-mail-based career advising/counseling; video-based technology; mentoring; and social/professional networking sites.

CS must provide secure remote access.

11.3 Compliance and Information Security

CS must have policies on the appropriate use of technology that are clear and easily accessible.

CS must comply with governmental codes and laws and with institutional technology policies and procedures.

CS must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

CS must have updated websites that provide information to all constituents in accessible formats.
CS must provide updated program and contact information on its website.

CS must use technology that allows users to communicate sensitive information in a secure format.

CS must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

CS 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

Career Services (CS) facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

CS should be in a convenient location for students and employers and project a welcoming, professional atmosphere for its users. Parking for visitors should be adequate and convenient.

CS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

CS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

CS must incorporate universal design principles.

CS facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

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

CS personnel must be able to safeguard the privacy of their work.

CS should provide spaces including
- personnel work areas
- reception, registration, and waiting areas
- a career resource center with internet connectivity and other equipment to meet student and designated client needs
- storage space to accommodate resources, supplies, and equipment
- access to conference and large group meeting rooms equipped with appropriate levels of technology
- private, accessible interview facilities with appropriate technology for employers and a waiting area for students to accommodate the scope of the recruiting program
- private employer workspace with internet connectivity

12.3 Equipment Acquisition
When acquiring capital equipment, CS must take into account expenses related to regular maintenance and life cycle costs.

CS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

CS 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.

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

CS must develop sustainable practices for facilities use.

CS must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

CS personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised in 2018;
CS content developed/revised in 1986, 1997, 2000, 2010, & 2018

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