

CAS Sections and Themes

Mission: This section identifies the purpose and essential characteristics of the functional area.. It may also provide guidance on themes that are important to include in a mission statement for the functional area. Guidelines in this section may provide insight into how the functional area's scope varies depending on institutional type or context. This section should NOT include details of specific program elements and/or services provided by the functional area - that information will be identified in Part 2.

- 1.1 Programs and Services Mission
- 1.2 Mission Statement

Program and Services: This section explains how the functional area is structured and what it does. It further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.

- 2.1 Program and Services Goals
- 2.2 Program Information and Services
- 2.3 Program Structure and Framework
- 2.4 Program Design

Student Learning, Development, and Success: This section explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

- 3.1 Program Contribution to Student Learning, Development, and Success
- 3.2 Student Learning and Development Domains and Dimensions
- 3.3 Assessment of Student Learning and Development

Assessment: This section addresses the functional area's approach to assessment, including how it is conducted, analyzed, and used. It addresses the key assessment practices for this functional area.

- 4.1 Establishing a Culture of Assessment
- 4.2 Program Goals, Outcomes, and Objectives
- 4.3 Assessment Plan and Process
- 4.4 Gathering Evidence
- 4.5 Review and Interpret Findings
- 4.6 Reporting Results and Implementing Improvement

Access, Equity, Diversity, and Inclusion: This section outlines the functional area's role in advancing and maintaining access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

- 5.1 Inclusive and Equitable Educational and Work Environments
- 5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion
- 5.3 Advocating for Access, Equity, Diversity, and Inclusion
- 5.4 Implementing Access, Equity, Diversity, and Inclusion

Leadership, Management, and Supervision: This section describes the responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.

- 6.1 Leadership
- 6.2 Management
- 6.3 Supervision
- 6.4 Strategic Planning

Human Resources: This section covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications

or credentials, the functional area's employment practices, and personnel training and professional development.

- 7.1 Staffing and Support
- 7.2 Employment Practices
- 7.3 Personnel Training and Development
- 7.4 Paraprofessional Personnel

Collaboration and Communication: This section identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.

- 8.1 Collaboration
- 8.2 Communication
- 8.3 Procedures and Guidelines

Ethics, Law, and Policy: This section describes standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area. This section may identify laws or policies specific to the functional area that should be followed to ensure compliance with institutional policy or with state, provincial, or federal law. This section also addresses required or recommended ethical considerations that are unique to the field.

- 9.1 Ethical Statements
- 9.2 Ethical Practice
- 9.3 Legal Obligations and Responsibilities
- 9.4 Policies and Procedures
- 9.5 Communication of Ethical and Legal Obligations
- 9.6 Addressing Harassment and Hostile Environments

Financial Resources: This section provides an overview of important fiscal considerations for the functional area, including how programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

- 10.1 Funding
- 10.2 Financial Planning
- 10.3 Financial Management

Technology: This section describes the role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

- 11.1 Systems Management
- 11.2 User Engagement
- 11.3 Compliance and Information Security
- 11.4 Communication

Facilities and Infrastructure: This section details the facilities, equipment, space, and other infrastructure needs of the functional area. It may address issues related to how or where the functional area should be physically located; requirements or restrictions related to space, sustainability, or safety; and considerations that may exist regarding equipment acquisition and/or use.

- 12.1 Design of Facilities
- 12.2 Work Space
- 12.3 Equipment Acquisition
- 12.4 Facilities and Equipment Use