STUDENT LEADERSHIP PROGRAMS
CAS STANDARDS and GUIDELINES

Part 1. MISSION

Student Leadership Programs (SLP) must incorporate student learning and student development in its mission. SLP must enhance overall educational experiences. SLP must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. SLP must operate as an integral part of the institution's overall mission.

The mission of SLP must be to prepare students for leadership roles and responsibilities. To accomplish this mission, the program must:

- provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- assist students in gaining varied leadership experience
- use multiple leadership techniques, theories, and models
- recognize and reward exemplary leadership behavior
- be inclusive and accessible

Student leadership development should be an integral part of the institution's educational mission.

SLP should include a commitment to student involvement in the institution's governance activities. SLP should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

Part 2. PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Student Leadership Programs (SLP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

SLP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes:</th>
<th>Examples of Achievement</th>
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The table below offers examples of evidence of achievement of student learning and development.
<table>
<thead>
<tr>
<th><strong>Intellectual growth</strong></th>
<th>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</th>
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<tbody>
<tr>
<td><strong>Effective communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
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<tr>
<td><strong>Enhanced self-esteem</strong></td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
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<tr>
<td><strong>Realistic self-appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
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<tr>
<td><strong>Clarified values</strong></td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
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<tr>
<td><strong>Career choices</strong></td>
<td>Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
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<tr>
<td><strong>Leadership development</strong></td>
<td>Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
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<tr>
<td><strong>Healthy behavior</strong></td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibit behaviors that advance a healthy community</td>
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<tr>
<td><strong>Meaningful interpersonal relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
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<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
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<tr>
<td><strong>Social responsibility</strong></td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td><strong>Satisfying and productive lifestyles</strong></td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
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<tr>
<td><strong>Appreciating diversity</strong></td>
<td>Understands one’s own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on</td>
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Spiritual awareness

<table>
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<tr>
<th>Personal and educational goals</th>
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<tr>
<td>Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and education goals on others</td>
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</table>

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

SLP must be comprehensive in nature and must include (1) opportunities to develop the competencies required for effective leadership; (2) training, education, and developmental activities; and (3) multiple delivery methods.

- Opportunities to Develop

A comprehensive leadership program must be based on a broad philosophy of leadership upon which subsequent competencies are built. The program must contain components that assist the student in gaining self awareness, the relationship of self to others (differences and commonalities), the uniqueness of the institutional environment within which leadership is practiced, and the relationship to local and global communities. It must advance competencies in the categories of foundations of leadership, individual development, and organizational development.

Competencies should accrue from both cognitive and experiential development in the following areas:

**Foundations of Leadership**
- Historical perspectives and evaluation of leadership theory
- Theoretical, philosophical, and conceptual foundations of leadership of several cultures
- Cultural and gender influences on leadership
- Ethical practices in leadership
- Moral leadership
- Leadership and followership

**Personal Development**
- Awareness and understanding of various leadership styles and approaches
- Exploration and designing of personal leadership approaches
- Human development theories
- The intersections of human development theories, sexual orientation, national origin, and environment
- Personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision-making
- Oral and written communication skills
- Critical thinking skills
- Risk taking
- Creativity
- Wellness lifestyle development
- Supervision
- Motivation

**Organizational Development**
- Team building
• Shared leadership
• Group dynamics and development
• Organizational communication
• Group problem-solving and decision making models
• Planning
• Conflict management and resolution
• Methods of assessing and evaluating organizational effectiveness
• Organizational culture, values and principles
• Community development
• Power and empowerment
• Collaboration
• Developing trust
• Organizational politics
• Leadership in diverse organizations

• Training, Education, and Development Activities

Leadership Training
Training involves those activities designed to improve performance of the individual in the role presently occupied or that are concretely focused at helping the individual being trained to translate some newly learned skill, or information, to a real and immediate situation. Examples of training include programs for the preparation of residence hall student staff, student government, student judicial board members, community service volunteers, and employment.

Leadership Education
Education program elements are designed to enhance participants' knowledge and understanding of specific leadership theories, concepts, and models. Education occurs as students gain information in their present roles that serves ultimately to provide generalized theories, principles, and approaches to prepare them for future leadership responsibilities. The student leadership program should explore the processes by which decisions affecting students, faculty, and staff are made. Examples of education include a course on leadership and politics and a seminar on the evolution of leadership theories.

Development Activities
Development requires an environment which empowers students to mature and develop toward greater levels of leadership complexity, integration, and proficiency over a period of time. Developmental activities promote positive behavioral, cognitive, and affective outcomes. Examples of developmental activities include peer mentoring and peer leadership consultant programs.

Multiple delivery methods and contexts

A comprehensive leadership program must involve a diverse range of faculty, students, and staff members in the delivery of programs and must recognize the diverse contexts of leadership. Regular assessment of the developmental levels and needs of participants must be conducted to implement multiple delivery strategies and contexts.

Examples of delivery methods include internships, panel discussions, movies, lectures, mentor programs, adventure training, and participation in local, regional, and national associations. Examples of contexts for leadership include diverse academic and career fields, campus organizations and committees, employment setting, community involvement, family settings, international settings, and social and religious organizations in both formal and informal positions.

Part 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower Student Leadership Programs (SLP) leaders within the administrative structure to accomplish stated missions. SLP leaders at various levels must be
selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of SLP must exercise authority over resources for which they are responsible to achieve their respective missions.

SLP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

SLP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

SLP leaders must promote campus environments that result in multiple opportunities for student learning and development.

SLP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

There should be a person or group of persons designated as responsible for the coordination of direction of the leadership program including allocation and maintenance of resources and developing student leadership opportunities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Student Leadership Programs (SLP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. SLP must provide channels within the organization for regular review of administrative policies and procedures.
SLP are typically organized in a variety of offices and departments both in student services and in academic and other administrative areas. An advisory group with representatives from the involved areas should be established for the purpose of communication.

Part 5. HUMAN RESOURCES

Student Leadership Programs (SLP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program and service must strive to improve the professional competence and skills of all personnel it employs.

SLP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

SLP should have adequate and qualified staff or faculty members to implement a comprehensive program.

Professional staff or faculty involved in leadership programs should possess:
- ability to work with diverse students
- knowledge of the history and current trends in leadership theories, models, and philosophies
- leadership experiences
- followership experiences
- knowledge of organizational development, group dynamics, strategies for change and principles of community
- knowledge of diversity issues related to leadership
- ability to evaluate leadership programs and assess outcomes
- effective oral and written communication skills
- ability to effectively organize learning opportunities that are consistent with students' stages of development
- ability to use reflection in helping students understand leadership concepts by processing critical incidents with students

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

SLP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all SLP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

SLP must institute hiring and promotion practices that are fair, inclusive, and non-
Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

SLP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

SLP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Program staff should engage in continuous discovery and understanding of emerging leadership models, research, theories, and definitions through disciplined study and professional development activities.

Student organization advisors should be considered as resources to assist both formally and informally in student leadership programs. Advisors can provide information about issues that need to be addressed. The student leadership program staff should assist advisors in conducting leadership training, education, and development for their respective student groups.

**Part 6. FINANCIAL RESOURCES**

Student Leadership Programs (SLP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

SLP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Funding for the student leadership program may come from a variety of sources, including institutional funds, grant money, student government funds, fees for services, and government contracts. Where possible, institutional funding should be allocated regularly for the operation of leadership programs.

**Part 7. FACILITIES, TECHNOLOGY and EQUIPMENT**

Student Leadership Programs (SLP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Leadership program facilities should be conveniently located on campus. Staff, faculty, and student space should be designed to encourage a maximum level of interaction among students, faculty, and staff.

**Part 8. LEGAL RESPONSIBILITIES**

Student Leadership Programs (SLP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.
SLP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for SLP staff members as needed to carry out assigned responsibilities.

The institution must inform SLP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

**Part 9. EQUITY and ACCESS**

Student Leadership Programs (SLP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. SLP must adhere to the spirit and intent of equal opportunity laws.

SLP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, SLP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

**Part 10. CAMPUS and EXTERNAL RELATIONS**

The student leadership program must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

SLP should maintain positive relations through effective communication and encourage participation with a variety of offices, departments, agencies, and constituencies both on and off campus for leadership involvement opportunities.

**Part 11. DIVERSITY**

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Student Leadership Programs (SLP) must nurture environments where commonalties and differences among people are recognized and honored.

SLP must promote educational experiences that are characterized by open and continuous
communication that deepens understanding of one's own identity, culture, and heritage, and that of others. SLP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

SLP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

All persons involved in the delivery of Student Leadership Programs (SLP) must adhere to the highest principles of ethical behavior. SLP must develop or adopt and implement appropriate statements of ethical practice. SLP must publish these statements and ensure their periodic review by relevant constituencies.

SLP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All SLP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

SLP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

SLP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all SLP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

SLP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

SLP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

SLP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

SLP staff members must ensure that facilitators have appropriate training experience and credentials. Expertise, training, and certification are essential in the administration and
Part 13. ASSESSMENT and EVALUATION

Student Leadership Programs (SLP) must conduct regular assessment and evaluations. SLP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

SLP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Areas to be assessed should include learning outcomes, student satisfaction, goal achievement, and effectiveness of teaching techniques. Particular efforts should be made to conduct longitudinal studies on program evaluations.