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

DISABILITY RESOURCES AND SERVICES

CAS Contextual Statement

Professionals who serve disabled students have had pivotal roles in expanding access to college and university campus environments by encouraging colleagues and administration to adopt the pedagogical principles and practices of universal design (UD), universal design for instruction (UDI), and in playing key roles in transforming sociopolitical consciousness of disability (Vance, Lipsitz, & Parks, 2014). In the 21st century, disability is now viewed as a form of diversity and a part of the range of natural expression of difference in the human condition rather than a deficiency by definition.

The language of disability has also undergone changes over time in response to ever-emerging scholarship from the field of disability studies as well as from the perspectives of social justice and disability advocacy. Further influences on the language of disability flow from concepts of universal design, which emphasize universal access through intentional design and barrier removal, thus moving toward equality of experience for all individuals and removing distinctions and stigmas of disability.

Person-first language has been used extensively since the second half of the 20th century and is typically seen in the phrases “persons with disabilities” or “students with disabilities.” More recently, disability rights advocates and disability studies scholars have endorsed use of disability-first language when referring to a group of persons who have disabling impairments. Using the term “disabled persons” with pride and ownership recognizes disability as a social construct. The CAS standards and guidelines for Disability Resources and Services used person-first terminology in its 2013 revision; in that edition, person-first terminology was used when referencing individuals, and disability-first terminology used when referencing groups. It is important that DRS professionals and institutional administrators be alert to the evolving language of disability and its implications for and impacts on the design and delivery of resources and services.

Prior to the mid-20th century in the United States, disabled college students were supported primarily by rehabilitation services. In the rehabilitation model, college personnel and family members primarily assisted students by attempting to reduce barriers in postsecondary educational environments. However, buildings were not physically accessible; texts in accessible formats, such as braille, were limited; and most aspects of campus life remained inaccessible to disabled students.

Many U.S. veterans returning from World War II who were recently injured (wounded warriors) sought a college education and began a process of opening doors that coincided with the Disability Rights Movement (Church, 2009). Other voices for change included disability and independent living advocates like Ed Roberts, Judy Heumann, and Justin Dart, who knew that colleges needed to make their campuses and programs more accessible by removing barriers, not merely reducing them, if disabled individuals were to have true equal opportunities for education.

The Rehabilitation Act of 1973, which included Section 504 subpart E, stipulated that recipients of federal funds could not deny access or admission based solely on disability and must provide auxiliary aids and services to accommodate for a person’s disability. The Americans with Disabilities Act (ADA) of 1990, amended in 2008, expanded and further clarified the rights of persons with disabilities to equal access and accommodation in public and private spheres (ADA, 2008). Disability rights and inclusive education are also international human rights issues, as seen in the 2008 United Nations Convention on the Rights of People with Disabilities (United Nations, 2008). Some countries have nationwide laws such as the Americans with Disabilities Act; others, like Canada, have enacted disability laws in their provinces or regions.

In the 1970s and 1980s, U.S. postsecondary institutions began to establish offices and departments to address the access needs of disabled students (Linton, 1998). These offices, aligned with student affairs or academic affairs, facilitated academic adjustments and modifications for disabled students. Services included administering tests when extra time or other accommodations were needed, arranging for sign language interpreters, securing accessible instructional materials, and coordinating room assignments in residence halls. The medical, or individual rehabilitation, model of disability was the framework for much of this early disability services work on campuses. As a result of these early initiatives, work of the disability services professional is now linked with all sectors of the campus community in a collaborative network that includes study abroad, residence life, food service, security, administration, financial aid, diversity, career services, library services, academic advising, and other campus services.

The Association of Handicapped Student Service Personnel in Postsecondary Education (AHSSPPE) was established in 1977 as a professional association for individuals working in disability resource and service offices around the U.S. In 1992, AHSSPPE became the Association on Higher Education And Disability (AHEAD), reflecting progress both in nomenclature and breadth of mission. With over 2,800 U.S. and international members, AHEAD is the principal, professional resource for disability professionals in higher education. Driven by its vision of “postsecondary experience that embraces disability and is free from barriers” (“Mission, Vision and Core Values”), AHEAD (n.d.) provides professional development, professional engagement and networking, information, and technical assistance; has 38 state and multi-state affiliate groups around the U.S., in addition to an international affiliate program; and is active with allied international organizations sharing common missions. AHEAD also produces a refereed publication, the *Journal on Postsecondary Education and Disability*.

Disability services professionals serving in colleges and universities have varied educational and career backgrounds, including counseling, social work, education, psychology, rehabilitation, and disability studies. The majority of directors and coordinators of disability resource and service departments have master’s degrees, and many have doctorates across these academic disciplines (Kasnitz, 2011).

In the 21st century, colleges and universities are being challenged to provide inclusive education to an expanding population of disabled students (The Higher Education Opportunity Act, 2008). The number of disabled students attending colleges and universities continues to grow (U.S. Government Accountability Office, 2009). Special education under the Individuals with Disabilities Education Act (IDEA) has resulted in higher enrollment of disabled students at postsecondary institutions than a couple of decades ago (Wagner, Newman, Cameto, Garza, & Levine, 2005). Learning disability is the most prevalent type of disability, both in the PK-12 system and at the postsecondary level (Kasnitz, 2011).

In order to qualify for accommodations in post-secondary settings, students must self-identify as having a disability to disability resources and services or other designated office. Some students who experience disability could benefit from accommodations but, for various reasons, do not self-identify. Students who are wounded warriors or from other countries are examples of those who may not request disability accommodations. The use of UDI as a pedagogical practice benefits all students, especially those who choose not to disclose disability.

Postsecondary disability services professionals are transitioning from a perspective of strict compliance to a resource-oriented model. This transition is in compliance with ADA regulations, as amended in 2008, and in alignment with emerging models of student development theory and disability philosophy. However, they continue to be aware that other campus departments and staff must provide equal access for disabled students (Colker & Grossman, 2014). Disability resources and services offices vary in size. AHEAD’s guideline is that each campus must have appropriate levels of full-time professional staff in these roles; rarely can this be accomplished by just one person.

Challenges for institutions of higher education and disability services professionals and departments are numerous. They include retrofitting and adapting poorly designed services, programs, and offerings where accessibility by all students was not a consideration at inception; adapting to a new and emerging population of disabled students with, such as wounded warriors who do not self-identify as disabled; adapting to the rapidly evolving world of technology, in particular to technology designed for access by persons with disabilities; securing or facilitating use of accessible instructional materials; facilitating equal access in online course management systems; and educating campus personnel regarding the shared institutional responsibilities of creating just, equitable, and usable environments through the elimination of barriers in any and all areas of the academic experience.

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DISABILITY RESOURCES AND SERVICES

CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

PART 1. MISSION

1.1 Programs and Services Mission

The primary mission of Disability Resources and Services (DRS) is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.

To accomplish its mission, DRS must

- provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship
- collaborate with partners to identify and remove barriers to foster an all-inclusive campus
- provide individual services and facilitate accommodations to students with disabilities

DRS must develop and define its mission.

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

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

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

1.2 Mission Statement

DRS 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

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

The DRS goals must be aligned with institutional priorities and expectations of the functional area.

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

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

2.2 Program Information and Services

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

DRS components must include

- **appropriate and relevant office policies, procedures, and practices**
- **individual consultation, accommodation, and service**
- **institution-wide education, consultation, and advocacy**
- **guidance and technical assistance to the institution on disability-related laws and regulations**
- **proactive dissemination of information**

DRS may be assigned responsibilities for performing these five program components for faculty, staff, or visitors.

Appropriate and Relevant Office Policies, Procedures, and Practices

DRS must clearly articulate both the rights and responsibilities of the institution for providing accommodations, aids, or services and the rights and responsibilities of individuals identifying as disabled and seeking accommodation.

DRS must establish and promulgate processes for disabled students to self-identify, to seek and obtain specific accommodations, aids, and services, and to grieve accommodation decisions.

DRS must establish methods for informing faculty members and other identified institutional personnel of students' rights to specific DRS-identified accommodation(s), when requested by students.

DRS must establish a process for involving faculty members and identified institutional personnel in determining the reasonableness of identified accommodations.

DRS should support students in learning how to advocate for themselves and discuss who needs to know their DRS-recognized accommodations.

DRS must develop relevant office policies, procedures, and processes that minimize extra burdens for disabled students.

Individual Consultation, Accommodation, and Service

DRS must promote non-cumbersome, interactive processes for students to identify as disabled and request accommodations whether directly through DRS or to other institutional offices.

DRS must engage in an interactive process with each student to understand how his or her disability intersects with the institutional environment and how accommodation(s) would reduce barriers.

DRS may request access to information about the student's disability from external sources, such as health care providers or psychoeducational evaluators and focus those requests on a need to understand the disability in the higher education context.

DRS must ensure that accommodations do not fundamentally alter essential components of the course, program, activity, or experience.

DRS must monitor the utilization and effectiveness of individual accommodations.

DRS must be available to consult with students, faculty, and staff as needed.

Institution-Wide Education, Consultation, and Advocacy

DRS must promote and support equitable and inclusive campus environments.

This should include active involvement with campus leaders responsible for curricular, co-curricular, technological, physical, and policy environments.

DRS should collaborate with faculty members and faculty developers to support inclusive pedagogy.

DRS should collaborate with faculty to infuse disability content into the curriculum, such as literary works by disabled authors, linguistic development of braille or ASL, accessibility in architecture, disability in film, and the disability experience in social sciences.

DRS must provide guidance to faculty members in providing reasonable and effective accommodations.

DRS must participate with academic decision-makers to ensure that policies do not have the effect of discriminating against students with disabilities.

DRS must provide consultation and training on disability-related topics across the institution.

Relevant entities may include admissions and registration, housing and residential life programs, career services, leadership programming, communications, risk management, facilities and renovation, purchasing, website design and management, parking and transportation, human resources, and distance education and study abroad experiences.

DRS must advocate for disabled students to have access to the same level of service from campus offices as is available to non-disabled students and to receive from DRS only those services not provided elsewhere by the institution.

To reduce the need for individual accommodations, DRS staff members should consult and collaborate with faculty and other institutional personnel to explore design solutions for disability-related barriers to minimize differential treatment of students with disabilities.

DRS must actively foster the development of a campus culture that values the diversity of disability and that values disability as a core component of diversity.

DRS must proactively encourage the design of campus environments that welcome disabled students.

DRS must advocate for inclusion of a commitment across institutional departments.

Guidance and Technical Assistance to the Institution on Disability-Related Laws and Regulations

DRS must provide guidance, advice, and technical assistance that informs and enables the institution to meet all applicable laws and regulations.

DRS must apprise key administrators of emerging issues relative to disability and access that may impact the institution.

DRS must ensure that students with disabilities receive reasonable and appropriate accommodations, aids, and services to have equal access to all institutional programs, services, and activities.

In providing institutional guidance and technical assistance for fulfilling legal and regulatory commitments, DRS should convey that regulations reflect minimum standards, which are not always adequate to achieve full access.

DRS must foster academic experiences that are as similar as possible to the experiences of non-disabled students.

DRS must develop and implement strategies for outreach and promotion.

Proactive Dissemination of Information

DRS must inform the institutional community of the location of disability services.

DRS must inform the institutional community of key individuals to contact to request accommodations.

DRS must inform the institutional community of the processes to follow in seeking accommodations.

DRS must inform the institutional community of the availability and location of equipment and technology useful to students with disabilities.

DRS must ensure that the community is provided with accessible wayfinding information.

DRS must promote inclusion of information about DRS resources and services in institutional publications, including but not limited to recruitment materials, student and faculty handbooks, brochures, departmental websites, and catalogs.

2.3 Program Structure and Framework

DRS 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**

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

DRS must be situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations.

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

DRS must serve as liaison to institutional units on disability-related matters to foster the design of accessible experiences and consult on reasonable and effective accommodations.

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

2.4 Program Design

DRS 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**

The values and practices of DRS should advance the philosophy that human variation is natural and vital in the development of dynamic communities; inclusion and equal participation are matters of social justice; accessible and usable design is a shared responsibility essential for equity and full participation; and disability is a sociopolitical construct that includes people with a variety of conditions who share common experiences.

DRS leaders must use information on best practices and current research to advise their institution and community on means to achieve inclusive education through universal design, removal of barriers, accessible technology, and instructional practices that can minimize the need for individual accommodation.

PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Disability Resources and Services (DRS) must contribute to students' formal education, which includes both curricular and co-curricular experiences.

DRS must contribute to students' progression and timely completion of educational goals.

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

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

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

DRS must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

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

DRS 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

DRS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

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

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

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

PART 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

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

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

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

4.2 Program Goals, Outcomes, and Objectives

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

DRS must monitor emerging disability subpopulations and analyze shifts in utilization of disability services.

DRS should collect data that reflects the number and demographics of students who use the office, their identified disabilities, accommodations used and requested, and other pertinent data to reflect the work of DRS.

DRS assessments should measure student satisfaction with DRS services, student perceptions of the institutional climate relative to disability, and student learning outcomes specific to DRS.

DRS should consider assessing the institutional disability climate, including data from faculty, administrators, and students with and without disabilities.

DRS should collect data on the effectiveness of its resources and services from students and institutional colleagues.

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

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

4.3 Assessment Plan and Process

DRS 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

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

DRS must employ ethical practices in the assessment process.

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

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

DRS should collaborate with other departments on campus, such as institutional research, in developing evaluation reports.

4.4 Gathering Evidence

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

DRS must employ multiple methods and measures of data collection.

DRS must use a student data collection system to document and analyze utilization of DRS services.

DRS data systems may be developed or purchased.

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

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

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

4.5 Review and Interpret Findings

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

DRS should collect and report data annually with comparative analysis to earlier years' data. DRS should compile data on retention, attrition, and graduation data of students using DRS services and compare with institutional averages.

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

4.6 Reporting Results and Implementing Improvement

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

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

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

Suggestions for improvement and feedback on the effectiveness of collaborations, trainings, and consultation should be collected and analyzed to support program development.

All DRS assessment findings should be used to inform resource allocations for future development.

DRS must monitor improvements implemented based on assessment results.

DRS must apply results for future planning.

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

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, Disability Resources and Services (DRS) 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.

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

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

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

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

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

DRS must identify institutional policies, practices, technologies, and environments that negatively impact disabled persons and propose strategies for removing the resulting barriers to access.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

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

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

DRS personnel must actively foster disability as a positive and integral part of the institution's diversity.

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

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

5.4 Implementing Access, Equity, Diversity, and Inclusion

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

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

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

DRS must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within DRS must cultivate understanding of identity, culture, self-expression, and heritage.

DRS personnel must have an appreciation of disability as a valued aspect of diversity and as an integral part of the institution and postsecondary educational experience.

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

When educational and/or workplace accommodations are requested, DRS 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

Disability Resources and Services (DRS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

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

DRS 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

DRS leaders must keep abreast of best practices within the field of disability resources and services, changes in the understandings of disability, and changes in laws and regulations that pertain to disability in higher education.

DRS 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

DRS must ensure that access is considered in institutional policy decisions, either by participating on campus-wide committees or by ensuring that a disability perspective is represented.

DRS must include disabled students in the process of creating equitable and inclusive environments for the institution, including policy, procedure, and program development.

DRS must apprise institutional leadership of emerging issues and guidance from governmental agencies related to the use and adoption of technology to ensure accessibility of campus instructional and infrastructure platforms, programs, and hardware.

6.2 Management

DRS 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

DRS 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

DRS 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

PART 7. HUMAN RESOURCES

7.1 Staffing and Support

Disability Resources and Services (DRS) must identify the level of staffing necessary to achieve its mission and goals.

DRS 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).

DRS must have access to personnel knowledgeable in the use and support of current and appropriate assistive technology.

Specialized DRS personnel may include sign language interpreters, real-time translators, braille transcribers, adaptive technology experts, and those who prepare alternative instructional materials for the institution.

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

DRS 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.

DRS personnel must have a current understanding of disability as put forth by disability studies scholarship and the disability community and continually explore these conceptual frameworks.

7.2 Employment Practices

DRS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

DRS 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

DRS should actively seek to hire individuals with disabilities.

DRS 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 DRS 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 DRS.

7.3 Personnel Training and Development

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

DRS support staff must be given training on the DRS mission to remove barriers within the institution through consultation, collaboration, and accommodation as well as on models of disability and concepts of universal design.

DRS personnel should receive training in basic access technologies and accessible content-creation techniques.

DRS 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.

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

DRS 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**

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

DRS 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.

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

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

Designated DRS personnel may serve as practicum instructors or intern supervisors.

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

DRS 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

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

DRS must maintain a high degree of visibility within the institution.

DRS must work collaboratively with all institutional units that provide direct services to disabled students, such as testing centers, dedicated programs, and grant programs.

In working with institutional partners, DRS must engage in an ongoing practice of identifying barriers in the curricular, co-curricular, physical, information, technology, and policy environments and work collaboratively to ensure equal access.

DRS should partner with these offices to promote inclusive education initiatives.

DRS should proactively consult with institution-wide units on the development of inclusive, non-discriminatory policies, practices, and language in order to positive affect people who do not self-disclose disability, thereby creating a welcoming culture of inclusion.

DRS 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**

DRS should involve advisory bodies that include students, faculty, and staff members with disabilities.

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

DRS must maintain information about community resources that serve the disability community and make appropriate referrals.

Community resources may include offices of vocational rehabilitation, veterans' centers, school districts, and transition specialists, diagnosticians, and others.

8.2 Communication

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

DRS must develop and implement strategies for outreach and promotion.

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

8.3 Procedures and Guidelines

DRS 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

Disability Resources and Services (DRS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

DRS must have clearly defined and documented ethical statements addressing

- **conflicts of interest, or appearance thereof, by personnel in the performance of their work**
- **management of institutional funds**
- **acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies**
- **solicitation of gifts, in accordance with institutional advancement reporting policies**
- **research and assessment with human participants or animal subjects**
- **confidentiality of research and assessment data**
- **personnel, student, and other designated clients' rights and responsibilities**
- **disclosure of information in student, personnel, and other designated clients' records**

9.2 Ethical Practice

DRS personnel must employ ethical decision making in the performance of their duties.

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

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

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

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

DRS must address issues surrounding scholarly integrity.

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

DRS personnel who are licensed or certified in other professions must recognize and apply the professional ethical standards appropriate to their role and function at the institution.

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

9.3 Legal Obligations and Responsibilities

DRS 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 relevant laws and regulations, DRS must advocate that the institution appoint a designated disability compliance officer for the institution.

DRS may or may not perform the function of disability compliance officer. If the director of DRS functions as compliance official for the institution, another campus administrator should be designated to handle grievances directed at DRS.

DRS must collaborate with the designated institutional disability compliance official to promote and support non-discriminatory practices, equal opportunities, and reasonable accommodations for those who utilize the institution's programs or services.

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

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

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

DRS 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

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

DRS must, in consultation and collaboration with legal counsel where appropriate, develop policies and procedures that reflect best professional practices and guidance from applicable higher education disability laws and regulations.

DRS should be at the forefront as institutional policies are developed and implemented and as systems evolve. Through collaboration with institutional allies, networks, and community partners, DRS leadership should contribute to the development of equitable higher education experiences for all disabled students.

DRS 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.

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

9.5 Communication of Ethical and Legal Obligations

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

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

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

DRS personnel must respect the private nature of personal disability information in all elements of work and in relations with all institutional personnel.

DRS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

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

DRS 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

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

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

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

PART 10. FINANCIAL RESOURCES

10.1 Funding

Disability Resources and Services (DRS) must have the funding that is necessary to accomplish its mission and goals.

DRS must determine with administrative leadership what funding is necessary.

The allocation of DRS financial resources must be adequate to support the infrastructure of service delivery, ensure that accommodations determined to be reasonable are fully funded, and meet the obligations of the institution under relevant laws and regulations.

Although funding models may vary, DRS must not deny the provision of auxiliary aids and services based on funding, unless the aids and services constitute an undue financial burden.

In considering undue financial burden, an institution should look at its overall budget and not the DRS budget alone.

10.2 Financial Planning

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

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

DRS must regularly estimate variable accommodation expenses based on the institution's population of disabled students and advise administration of these estimates to ensure provision of accommodation to fulfill institutional obligations.

DRS budget expenses must include recognition of accommodation expenses that vary with enrollment.

DRS should make administrative leadership aware that accommodation costs can increase quickly and significantly and that providing accommodations is an institution-wide obligation.

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

DRS 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

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

Funding for accommodations should come from a centralized institutional source and be administered by DRS.

DRS must demonstrate responsible stewardship and use of fiscal resources.

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

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

DRS 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

Disability Resources and Services (DRS) must have current technology to support the achievement of its mission and goals.

DRS must advocate for assistive and adaptive technology that ensures access.

DRS should secure and maintain assistive technology resources suitable to the academic environment.

Examples of assistive technology may include assistive listening devices, note-taking devices, e-text readers, speech-to-text software, text-to-speech software, and screen readers.

DRS must have access to technology for record keeping and report generation.

DRS must have access to information technology, including the institutional student database.

DRS must incorporate accessibility features into technology-based programs and services.

DRS must collaborate with decision-makers to ensure that technology is accessible, usable, and compatible with assistive technologies and that institutional technology procurement practices factor in accessibility, usability, and compatibility with assistive technologies.

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

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

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

11.2 User Engagement

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

DRS must ensure that technology addresses constituent needs.

DRS should collaborate across the institution to ensure that selected student learning technology will work effectively for those who utilize assistive technology.

DRS must employ technologies that facilitate user interaction.

DRS must be timely in securing or arranging for assistive technology necessary for a student's access to curricular materials.

DRS must provide secure remote access.

11.3 Compliance and Information Security

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

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

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

11.4 Communication

DRS must have updated websites that provide information to all constituents in accessible formats.

DRS must promote systematic review and evaluation of institutional websites, course management systems, electronic course materials, adopted software, and hardware for accessibility.

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

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

DRS 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

Disability Resources and Services (DRS) facilities must be located in suitable spaces designed to support the functional area's mission and goals.

DRS must have access to

- **accessible program spaces**
- **appropriate space for alternative media production**
- **adequate and appropriate spaces when administering accommodated exams**
- **conference room and training space adequate to accommodate persons who use wheelchairs and scooters**
- **nearly accessible rest rooms, water fountains, elevators or ramps, and corridors**
- **adequate accessible parking convenient to the facility**
- **multisensory emergency warning devices**

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

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

DRS must incorporate universal design principles.

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

12.2 Work Space

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

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

12.3 Equipment Acquisition

When acquiring capital equipment, DRS must take into account expenses related to regular maintenance and life cycle costs.

DRS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

DRS 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.

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

DRS must develop sustainable practices for facilities use.

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

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

*General Standards revised in 2018;
DRS content developed/revised in 1986, 1997, 2003, & 2013*

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