CAS Self-Assessment Guide

DISABILITY RESOURCES AND SERVICES
2015

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Table of Contents

Contextual Statement
Gives a functional and historical perspective to the area

Instructions
Instructions for conducting self-assessment using the SAG

Self-Assessment Instrument
Instrument comprised of criterion statements, rating scales, and evaluation forms to be used in self-assessment

Work Forms
Offer direction for developing an action plan (e.g. identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

Appendix A: CAS Standards for Disability Resources and Services

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, recognizing that disability is a social construct .In the 2013 revision of the CAS Disability Resources and Services (DRS) standards and guidelines, person-first terminology is used when referencing individuals, and disability-first terminology is 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 college educations 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, not merely reducing barriers, 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, www.ahead.org), 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, "education and societal environments that value disability and embody equality of opportunity," AHEAD 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 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 (U.S. Department of Education, 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 postsecondary settings, in order to qualify for accommodations, students must self-identify as having a disability, and they must do so through 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.

<div align="center">References, Readings, and Resources</div>

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
  I.   Self-Assessment Guide Organization and Process
  II. Rating Examples
  III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

Part 1. Mission	Part 7. Diversity, Equity, and Access
Part 2. Program	Part 8. Internal and External Relations
Part 3. Organization and Leadership	Part 9. Financial Resources
Part 4. Human Resources	Part 10. Technology
Part 5. Ethics	Part 11. Facilities and Equipment
Part 6. Law, Policy, and Governance	Part 12. Assessment

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence Define what constitutes evidence; then gather, collect,	7. Close the Loop Put action plans into practice; work to navigate politics and

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

    A.   Plan the self-study process
    B.   Assemble and educate self-study team(s)
    C.   Identify, collect, and review documentary evidence
    D.   Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process
Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team
The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence
Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:
- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
   b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop
Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

DISABILITY RESOURCES AND SERVICES
CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals
- The primary mission of Disability Resources and Services (DRS) is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.
- DRS provides institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship.
- DRS collaborates with partners to identify and remove barriers to foster an all-inclusive campus.
- DRS provides individual services and facilitate accommodations to students with disabilities.

Rationale:

1.2 Mission Implementation and Review
- Disability Resources and Services (DRS) develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement
- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does DRS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Contribution to Student Learning and Development
- Disability Resources and Services (DRS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- DRS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- DRS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

2.2 Assessment of Learning and Development
- DRS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- DRS uses evidence to create strategies for improvement of programs.

Rationale:

2.3 Program Design
- DRS bases its work on intentional student learning and development outcomes.
- DRS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- The scope of DRS includes appropriate and relevant office policies, procedures, and practices; individual consultation, accommodation, and service; proactive dissemination of information; institution-wide education, consultation, and advocacy; and guidance and technical assistance to the institution on disability-related laws and regulations.

Rationale:

2.4 Policies, Procedures, and Practices

- DRS clearly articulates 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 establishes and promulgates processes for disabled students to self-identify, to seek and obtain specific accommodations, aids, and services, and to grieve accommodation decisions.
- DRS establishes methods for informing faculty members and other identified institutional personnel of students' rights to specific DRS-identified accommodation(s) and a process for involving faculty members and identified institutional personnel in determining the reasonableness of identified accommodations.
- DRS develops relevant office policies, procedures, and processes that minimize extra burdens for disabled students.

Rationale:

2.5 Consultation, Accommodation, and Service
- Through individual consultation, accommodation, and service, DRS engages 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.
- Through individual consultation, accommodation, and service, DRS ensures that accommodations do not fundamentally alter essential components of the course, program, activity, or experience.
- Through individual consultation, accommodation, and service, DRS monitors the utilization and effectiveness of individual accommodations and is available to consult with students, faculty, and staff as needed.

Rationale:

2.6 Proactive Dissemination of Information
- Through proactive dissemination of information, DRS informs the institutional community of the location of disability services, key individuals to contact to request accommodations, the processes to follow in seeking accommodations, and the availability and location of equipment and technology useful to students with disabilities.
- DRS disseminates information to ensure that the community is provided with accessible wayfinding information and 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.
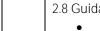
Rationale:

2.7 Institution-Wide Education, Consultation, and Advocacy
- DRS promotes and supports equitable and inclusive campus environments.
- DRS provides guidance to faculty members in providing reasonable and effective accommodations.
- DRS participates with academic decision-makers to ensure that policies do not have the effect of discriminating against students with disabilities.
- DRS provides consultation and training on disability-related topics across the institution.
- DRS advocates 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.

- DRS actively fosters the development of a campus culture that values the diversity of disability and that values disability as a core component of diversity.
- DRS proactively encourages the design of campus environments that welcome disabled students.
- DRS advocates for inclusion of a commitment across institutional departments.

Rationale:

2.8 Guidance and Assistance on Disability-related Laws and Regulations
- DRS provides guidance, advice, and technical assistance that informs and enables the institution to meet all applicable laws and regulations.
- DRS apprises key administrators of emerging issues relative to disability and access that may impact the institution.
- DRS ensures that students with disabilities receive reasonable and appropriate accommodations, aids, and services to have equal access to all institutional programs, services, and activities.
- Through guidance and technical assistance to the institution on disability-related laws and regulations, DRS fosters academic experiences that are as similar as possible to the experiences of non-disabled students.

Rationale:

2.9 Collaboration
- DRS collaborates with others across the institution in ways that benefit students.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of DRS?
2. What difference does DRS make for students who engage with it?
3. What is the demonstrated impact of DRS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:
1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents
- Disability Resources and Services (DRS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Institutional Authority
- DRS is situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations.

Rationale:

3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.
- Leaders of DRS 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 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.

Rationale:

3.3 Strategic Planning
- DRS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- DRS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- DRS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- DRS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- DRS leaders include diverse perspectives to inform decision making.
- DRS monitors emerging disability subpopulations and analyzes shifts in utilization of disability services.

Rationale:

3.4 Management

- DRS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- DRS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- DRS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- DRS leaders assess and take action to mitigate potential risks.

Rationale:

3.5 Supervision

- DRS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- DRS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- DRS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- DRS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.6 Program Advancement

- DRS leaders advocate for and actively promote the mission and goals of the programs and services.
- DRS leaders inform stakeholders about issues affecting practice.
- DRS leaders facilitate processes to reach consensus where wide support is needed.
- DRS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:
1. Explain the extent to which DRS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for DRS leader(s) as they seek to fulfill the program mission.
3. How do DRS leaders advance the organization?
4. How do DRS leaders encourage collaboration across the institution?
5. How are DRS leaders accountable for their performance?
6. How have DRS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:
1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)

4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support
- Disability Resources and Services (DRS) is staffed adequately to accomplish mission and goals.
- DRS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

4.2 Recruitment, Supervision, and Professional Development
- DRS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- DRS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- DRS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

4.3 Employment Practices
- Administrators of DRS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

4.4 Personnel Training
- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.

- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.
- DRS support staff are 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.

Rationale:

4.5 Professional Personnel
- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

Rationale:

4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of DRS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe the DRS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Disability Resources and Services (DRS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- DRS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.
- DRS personnel who are licensed or certified in other professions recognize and apply the professional ethical standards appropriate to their role and function at the institution.

Rationale:

5.2 Acting Ethically
- DRS personnel have a current understanding of disability as put forth by disability studies scholarship and the disability community and continually explore these conceptual frameworks.
- DRS personnel have an appreciation of disability as a valued aspect of diversity and as an integral part of the institution and postsecondary educational experience.
- To maintain ethical standards within their work, DRS personnel include disabled students in creating equitable and inclusive environments for the institution, including policy, procedure, and program development.

Rationale:

☐ 5.3 Statement of Ethical Standards
- Statements of ethical standards specify that DRS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

☐ 5.4 Ethical Obligations
- DRS personnel employ ethical decision making in the performance of their duties.
- DRS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- DRS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- DRS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.
- All DRS personnel respect the private nature of personal disability information in all elements of work and in relations with all institutional personnel.

Rationale:

Overview Questions:
1. What is DRS's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of DRS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:
1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities
- Disability Resources and Services (DRS) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- The institution adheres to appropriate laws and regulations in appointing a designated disability compliance officer for the entire institution.
- DRS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- DRS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- DRS informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.
- DRS personnel take advantage of professional development and continuing education opportunities to stay informed of changes in laws and regulations as well as best professional practices that pertain to the DRS function in higher education.

Rationale:

6.2 Policies and Procedures
- DRS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- DRS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- DRS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- DRS, in consultation and collaboration with legal counsel where appropriate, develops policies and procedures that reflect best professional practices and guidance from applicable higher education disability laws and regulations.
- DRS collaborates 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.

Rationale:

6.3 Harassment and Hostile Environments
- DRS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

6.4 Copyright Compliance
- DRS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

☐ 6.5 Governance
- DRS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:
1. What are the crucial legal, policy and, governance issues faced by DRS, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:
1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 7.1 Inclusive Work Environments
- Disability Resources and Services (DRS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- DRS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

☐ 7.2 Structural Aspects of Equity, Access, and Inclusion
- DRS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- DRS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- DRS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

☐ 7.3 Ensuring Diversity, Equity, and Access
- DRS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- DRS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- DRS personnel actively foster disability as a positive and integral part of the institution's diversity.
- DRS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- DRS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:
1. How does DRS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does DRS address imbalance in participation among selected populations of students?
3. How does DRS address imbalance in staffing patterns among selected populations of program personnel?
4. How does DRS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does DRS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 8.1 Internal and External Populations
- Disability Resources and Services (DRS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- DRS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of

students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- DRS reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Institutional Collaboration
- DRS maintains a high degree of visibility within the institution.
- DRS serves as liaison to institutional units on disability-related matters to foster the design of accessible experiences and consult on reasonable and effective accommodations.
- DRS works collaboratively with all institutional units that may provide direct services to disabled students, such as testing centers, dedicated programs, and grant programs.
- DRS maintains information about community resources that serve the disability community and makes appropriate referrals.
- DRS ensures that access is considered in institutional policy decisions either by participating on campus-wide committees or by ensuring that a disability perspective is represented.
- In working with institutional partners, DRS engages in an ongoing practice of identifying barriers in the curricular, co-curricular, physical, information, technology, and policy environments and works collaboratively to ensure equal access.

Rationale:

8.3 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.4 Procedures and Guidelines
- DRS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.
- In its role as institutional leader on disability-related matters, DRS promotes non-cumbersome, interactive processes for students to identify as disabled and request accommodations whether directly through DRS or to other institutional offices.
- DRS identifies institutional policies, practices, technologies, and environments that negatively impact disabled persons and propose strategies for removing the resulting barriers to access.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must DRS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does DRS maintain effective relationships with program constituents?

3. How does DRS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:
1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding
- Disability Resources and Services (DRS) has funding to accomplish its mission and goals.
- The allocation of DRS financial resources is 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.
- The institution does not deny the provision of auxiliary aids and services based on funding, unless the aids and services constitute an undue financial burden.

Rationale:

9.2 Financial Planning and Implementation
- DRS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- DRS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.
- DRS budget expenses include recognition of accommodation expenses that vary with enrollment.
- DRS regularly estimates variable accommodation expenses based on the institution's population of disabled students and advises administration of these estimates to ensure provision of accommodation to fulfill institutional obligations.

Rationale:

9.3 Policies, Procedures, and Protocols
- DRS administers funds in accordance with established institutional accounting procedures.
- DRS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for DRS, and why is this the most appropriate approach?
2. How does DRS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does DRS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:
1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology
- Disability Resources and Services (DRS) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

10.2 Use of Technology
- DRS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- DRS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

10.3 Data Protection and Upgrades
- DRS backs up data on a regular basis.
- DRS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- DRS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

10.4 Accessible and Assistive Technology
- DRS advocates for assistive and adaptive technology that ensures access.
- DRS is timely in securing or arranging for assistive technology necessary for a student's access to curricular materials.

- DRS collaborates 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 promotes systematic review and evaluation of institutional websites, course management systems, electronic course materials, adopted software, and hardware for accessibility.
- DRS apprises 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.

Rationale:

10.5 Student Technology Access
- DRS has policies on student use of technology that are clear, easy to understand, and available to all students.
- DRS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does DRS ensure that relevant technology is available for all who are served by the program?
4. How does DRS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does DRS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:
1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities
- Disability Resources and Services (DRS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the

confidentiality of sensitive information and conversations.

Rationale:

☐ 11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

☐ 11.3 Accessible Spaces
- DRS includes accessible offices, program spaces, and parking convenient to the facility.
- DRS includes adequate and appropriate spaces for alternative media production and administering accommodated exams.
- DRS includes conference room and training space adequate to accommodate persons who use wheelchairs and scooters.
- DRS includes nearby availability of accessible restrooms, water fountains, elevators or ramps, and corridors, and multisensory emergency warning devices.

Rationale:

☐ 11.4 Equipment Acquisition and Facilities Use
- DRS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, DRS takes into account expenses related to regular maintenance and life-cycle costs.
- DRS has access to the institutional student database, as well as database resources for DRS record keeping and report generation.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does DRS integrate sustainable practices?
3. How does DRS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is DRS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:
1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice
- Disability Resources and Services (DRS) develops an ongoing cycle of assessment plans, processes, and activities.
- DRS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- DRS documents progress toward achievement of goals and outcomes.
- A student data collection system is used to document and analyze utilization of DRS services.
- DRS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- DRS employs ethical practices in the assessment process.
- DRS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results
- DRS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- DRS reports aggregated results to respondent groups and stakeholders.
- DRS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for DRS?
2. What are priorities of the assessment program, and how are those developed?
3. How does DRS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure DRS achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does DRS use assessment results to inform program improvement?
7. How does DRS share assessment results with relevant constituencies?
8. How does DRS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
DRS content developed/revised in 1986, 1997, 2003, & 2013

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

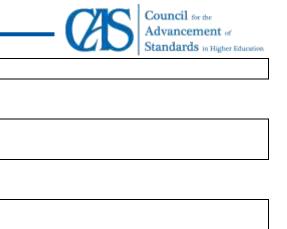| Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

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| |

Part 10. Technology

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| |

Part 11. Facilities and Equipment

| |
| |

Part 12. Assessment

| |
| |

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

DISABILITY RESOURCES AND SERVICES
CAS Standards and Guidelines

Part 1. 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 perform three duties:
- 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

Because disability touches all aspects of higher education, 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 contributes to the development of equitable higher education experiences for all disabled students.

DRS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Disability Resources and Services (DRS) must contribute to
- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, DRS must
- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

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

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

DRS must be
- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

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

The scope of DRS must include the following five program components:

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

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

Through 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
- establish and promulgate processes for disabled students to self-identify, to seek and obtain specific accommodations, aids, and services, and to grieve accommodation decisions
- establish methods for informing faculty members and other identified institutional personnel of **students' rig**hts to specific DRS-identified accommodation(s), when requested by students
- 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.
- develop relevant office policies, procedures, and processes that minimize extra burdens for disabled students

Through individual consultation, accommodation, and service 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.
- ensure that accommodations do not fundamentally alter essential components of the course, program, activity, or experience
- monitor the utilization and effectiveness of individual accommodations
- be available to consult with students, faculty, and staff as needed

Through proactive dissemination of information DRS must
- inform the institutional community of the location of disability services
- inform the institutional community of key individuals to contact to request accommodations
- inform the institutional community of the processes to follow in seeking accommodations
- inform the institutional community of the availability and location of equipment and technology useful to students with disabilities
- ensure that the community is provided with accessible wayfinding information

- 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

Through institution-wide education, consultation, and advocacy DRS must
- promote and support equitable and inclusive campus environments
  This includes 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.
- provide guidance to faculty members in providing reasonable and effective accommodations
- participate with academic decision-makers to ensure that policies do not have the effect of discriminating against students with disabilities
- 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.
- 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.
- actively foster the development of a campus culture that values the diversity of disability and that values disability as a core component of diversity
- proactively encourage the design of campus environments that welcome disabled students
- advocate for inclusion of a commitment across institutional departments

Through 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
- apprise key administrators of emerging issues relative to disability and access that may impact the institution
- 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.
- foster academic experiences that are as similar as possible to the experiences of non-disabled students

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Disability Resources and Services (DRS) must be purposefully structured for effectiveness. DRS must have clearly stated and current
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

DRS must be situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations.
DRS should involve advisory bodies that include students, faculty, and staff members with disabilities.

Leaders must model ethical behavior and institutional citizenship.

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

Strategic Planning
- articulate 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
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities

- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement
- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

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

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 4. HUMAN RESOURCES

Disability Resources and Services (DRS) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, DRS must
- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of DRS must
- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Specialized DRS personnel, whether contract or staff, must have appropriate qualifications and applicable certifications.

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 should actively seek to hire individuals with disabilities.

Personnel responsible for delivery of DRS must have written performance goals, objectives, and outcomes **for each year's 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 programs and services.

DRS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

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.

All DRS staff members should receive training in basic access technologies and accessible content-creation techniques.

DRS personnel, including student employees and volunteers, must have access to resources or receive specific training on
- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

DRS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of DRS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

DRS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

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.

Designated staff members may serve as practicum instructors or intern supervisors.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Disability Resources and Services (DRS) must
- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice

- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

DRS staff members 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.

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

To maintain ethical standards within their work, DRS staff members must
- have a current understanding of disability as put forth by disability studies scholarship and the disability community and continually explore these conceptual frameworks
- have an appreciation of disability as a valued aspect of diversity and as an integral part of the institution and postsecondary educational experience
- include disabled students in creating equitable and inclusive environments for the institution, including policy, procedure, and program development

Statements of ethical standards must
- specify that DRS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

DRS personnel must
- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Disability Resources and Services (DRS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

DRS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

DRS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

DRS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

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

DRS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

DSR must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

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 purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

DRS must inform personnel about internal and external governance organizations that affect programs and services.

DRS staff members must take advantage of professional development and continuing education opportunities to stay informed of changes in laws and regulations as well as best professional practices that pertain to the DRS function in higher education.

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.

Higher education institutions must adhere to appropriate laws and regulations in appointing a designated disability compliance officer for the entire institution.

The function of disability compliance officer is not necessarily assigned to DRS. 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.**

Part 7. DIVERSITY, EQUITY, and ACCESS

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 that are welcoming, accessible, inclusive, equitable, and free from harassment.

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

DRS must
- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

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

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.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Disability Resources and Services (DRS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

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

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

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

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

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

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.

In its role as institutional leader on disability-related matters, 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 identify institutional policies, practices, technologies, and environments that negatively impact disabled persons and propose strategies for removing the resulting barriers to access.

Proactive DRS consultation with institution-wide units on development of inclusive, non-discriminatory policies, practices, and language may positively affect people who do not self-disclose disability, thereby creating a welcoming culture of inclusion.

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.

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

DRS must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

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

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

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, institutions 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.

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

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

Administrators should recognize that accommodation costs can increase quickly and significantly and that providing accommodations is an institution-wide obligation.

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.

Disability Resources and Services (DRS) must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

DRS must administer funds in accordance with established institutional accounting procedures.

DRS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

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.

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 10. TECHNOLOGY

Disability Resources and Services (DRS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

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

DRS must use technologies to
- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

DRS should be consulted to ensure that selected student learning technology will work effectively for those who utilize assistive technology.

DRS must
- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information

- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

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

DRS should secure and maintain assistive technology resources suitable to the academic environment. Examples of assistive technology include assistive listening devices, note-taking devices, e-text readers, speech-to-text software, text-to-speech software, and screen readers.

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

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

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.

When providing student access to technology, DRS must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES and EQUIPMENT

Disability Resources and Services' (DRS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the **program's mission and goals.**

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

DRS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

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

DRS must include these features:
- accessible offices and 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
- nearby availability of accessible rest rooms, water fountains, elevators or ramps, and corridors
- adequate accessible parking convenient to the facility
- multisensory emergency warning devices.
- access to institutional student database
- database resources for DRS record keeping and report generation

Part 12. ASSESSMENT

Disability Resources and Services (DRS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

DRS must
- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

DRS must employ ethical practices in the assessment process.

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

A student data collection system must be used to document and analyze utilization of DRS services.

DRS data systems may be developed or purchased.

Data collected should reflect 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. Data should be collected and reported annually with comparative analysis to earlier years' data. Retention, attrition, and graduation data of students using DRS services should be compiled and compared with institutional averages. 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. 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 should collaborate with other departments on campus, such as institutional research, in developing evaluation reports.

General Standards revised in 2014;
DRS content developed/revised in 1986, 1997, 2003, & 2013