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

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

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT
The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES
Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “must” and “shall” and appear in bold print so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES
The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

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

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Marybeth Drechsler Sharp, Executive Director, www.cas.edu)
The Role of Disability Resources and Services

*CAS* Standards Contextual Statement

Professionals who serve students with disabilities have played a pivotal role in expanding access to college and university campus environments. Students with disabilities and their advocates have encouraged the adoption of the pedagogical principles and practices of Universal Design for Instruction (UDI) and have helped to transform sociopolitical consciousness of disability. Disability is now viewed as a part of the range of natural expression of difference in the human condition rather than a deficiency by definition.

In the United States prior to the mid-20th century, college students with disabilities were supported primarily by rehabilitation services. In the rehabilitation model, although college personnel and family members assisted students in many ways to overcome the challenges of postsecondary educational environments, buildings were not readily accessible, texts in accessible formats such as braille were very limited, and many aspects of campus life remained closed to students with disabilities.

U.S. veterans returning from World War II—many of them recently injured—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 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 cannot 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 students with disabilities (Linton, 1998). These offices, aligned with student affairs or academic affairs, facilitated academic adjustments 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 rehabilitation model of disability was the framework for much of this early disability services work on campuses. The work of the disability services professional on a brick-and-mortar or virtual college campus 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 AHSSPPPE became the Association on Higher Education And Disability (AHEAD), reflecting progress both in nomenclature and breadth of mission. With over 2,500 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 34 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 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 students with disabilities (U.S. Department of Education, 2008). The number of students with disabilities 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 students with disabilities 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 offices 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. 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 students with disabilities, 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
responsible of creating just, equitable, and usable environments through the elimination of barriers in any and all areas of the academic experience.

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.

References, Readings, and Resources


**Contextual Statement Contributors**

Jean Ashmore, President, AHEAD, and Disability Director Emerita, Rice University
Kate Broderick, Old Dominion University, AHEAD, assisted by David J. Thomas, Doctoral Graduate Assistant for the Office of Educational Accessibility
Beth Hunsinger, The Community College of Baltimore Maryland, AHEAD
Mary Lee Vance, Purdue University Calumet, AHEAD
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. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Disability Resources and Services (DRS) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, DRS must identify relevant and desirable student learning and development outcomes from among the six domains and related 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 Developmental Outcomes statement for examples of outcomes related to these domains and dimensions.]

DRS must
• 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
• articulate contributions to or support of student persistence and success
• use evidence gathered through this process to create strategies for improvement of programs and services

DRS must be
• intentionally designed
• guided by theories and knowledge of learning and development
Where institutions provide distance education, DRS must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

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’ rights 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 student and program outcomes, Disability Resources and Services (DRS) must be structured purposefully and organized effectively. DRS must have

- clearly stated goals
- current and accessible policies and procedures
- written performance expectations for employees
- functional work flow graphics or 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 with organizational authority for the DRS must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes
- facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
• promote environments that provide meaningful opportunities for student learning, development, and engagement
• develop and continuously improve DRS in response to the changing needs of students served and evolving institutional priorities
• intentionally include diverse perspectives to inform decision making

Supervising
• manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
• influence others to contribute to the effectiveness and success of the unit
• empower professional, support, and student staff to accept leadership opportunities
• offer appropriate feedback to colleagues and students on skills needed to become more effective leaders
• encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession

Managing
• identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
• plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
• 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 DRS
• be knowledgeable about codes and laws relevant to DRS and ensure that staff members understand their responsibilities through appropriate training
• assess potential risks and take action to mitigate them

Advancing the Organization
• communicate effectively in writing, speaking, and electronic venues
• advocate for DRS
• advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
• initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
• facilitate processes to reach consensus where wide support is needed
• inform other areas within the institution about issues affecting practice

Maintaining Integrity
• model ethical behavior and institutional citizenship
• share data used to inform key decisions in transparent and accessible ways
• monitor media used for distributing information about DRS to ensure the content is current, accurate, appropriately referenced, and accessible
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.

Within institutional guidelines, DRS must

- establish procedures for staff recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- assess the performance of employees individually and as a team
- provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

DRS must maintain position descriptions for all staff members.

To create a diverse staff, DRS must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions. DRS must 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.

To further the recruitment and retention of staff, DRS must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.
Professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

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

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

DRS must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

**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.**

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

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

All staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

All DRS staff members should receive training in basic access technologies and accessible content-creation techniques.
DRS must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.

DRS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Part 5. ETHICS

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

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

DRS must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

DRS must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.
Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students’ rights and responsibilities.

Statements of ethical standards must include the expectation that staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, DRS staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

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

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

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

DRS must adhere to institutional policies regarding ethical and legal use of software and technology.

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 inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

DRS must have written policies on all relevant 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.

DRS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. DRS staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

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

DRS 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.

DRS staff members 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 obtain permission to use copyrighted materials and instruments. DRS must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

DRS staff members must be knowledgeable about internal and external governance systems 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 unique mission and in accordance with institutional polices and all applicable codes and laws, Disability Resources and Services (DRS) must create and maintain educational and work environments that are

- welcoming, accessible, and inclusive to persons of diverse backgrounds
- equitable and non-discriminatory
- free from harassment

DRS must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); 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.

DRS must

- advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel
- modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities
- include diversity, equity, and access initiatives within their strategic plans
- foster communication that deepens understanding of identity, culture, self-expression, and heritage
- promote respect about commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work
- respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources
- ensure physical, program, and resource access for persons with disabilities
- recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region

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. INSTITUTIONAL and EXTERNAL RELATIONS

Disability Resources and Services (DRS) must reach out to relevant 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 DRS
- garner support and resources for DRS as defined by the mission statement
- disseminate information about the DRS
- collaborate, where appropriate, to assist 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

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.

DRS must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- 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 funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and 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.

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

Part 10. TECHNOLOGY

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

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

DRS must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

DRS must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, DRS must select technology that reflects intended outcomes.

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

DRS must
- maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

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.

Technology, as well as workstations or computer labs maintained by DRS for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When DRS provide student access to technology, they must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- provide instruction or training on how to use the technology
- inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

**Part 11. FACILITIES and EQUIPMENT**

Disability Resources and Services (DRS) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, DRS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

DRS staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.
DRS staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

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

DRS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Part 12. ASSESSMENT and EVALUATION

Disability Resources and Services (DRS) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

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

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving DRS, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes
resulting from the use of assessments and evaluation must be shared with stakeholders.

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 2011; DRS content developed/revised in 1986, 1997, 2003, & 2013*