Implementing the Council for the Advancement of Standards (CAS) in Higher Education for Disability Resources & Services

Postsecondary Disability Training Institute

Bryanna Anderson, Katie Hudd, & Christine Wenzel
June 9, 2016
Philadelphia, PA
Overview

• Overview of purpose and history on CAS
• Discuss the most recent iteration of the 12 CAS standards and guidelines for Disability Resources and Services that were amended in 2013
• Learn ways to promote community responsibility and ownership for access and accommodations
Why CAS?

The 3 C's

• Climate

• Complexity

• Compliance
Learning Outcomes

• Working knowledge and understanding of the CAS standards and guidelines in order to assess and enhance practice

• Become aware of strengths as well as deficits in an effort to partner with the campus community to address these areas

• Understand how to begin the process to create an individualized campus specific action plan that incorporates appropriate changes to enhance access and accommodations
“promote the improvement of programs and services to enhance the quality of student learning and development”
A consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

Has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979.
• Each CAS standard contains 12 common criteria categories

• 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
CAS Standards & Guidelines
“The primary mission of Disability Resources and Services (DRS) is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.”
Guiding Principle One: Mission

Disability Resources & Services must:

- Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship
- Collaborate to remove barriers to foster an all-inclusive campus
- Provide individual services and facilitate accommodations to students with disabilities
Guiding Principle Two: 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”
Guiding Principle Two: Program

Disability Resources & Services must:

- Be intentionally designed and responsive to the needs of individuals, populations with distinct needs, and relevant constituencies
- Be guided by theories & knowledge of learning & development
- Reflect the developmental & demographic profiles of the student population
- Be delivered using multiple formats, strategies & contexts
- Collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success
Guiding Principle Two: Program

The scope of the DRS must include these 5 program components:

– Appropriate & relevant office policies, procedures, and practices
– Individual consultation, accommodation, and services
– Proactive dissemination of information
– Institution-wide education, consultation, and advocacy
– Guidance and technical assistance to the institution on disability-related laws and regulations
Guiding Principle Three: Organization and Leadership

Disability Resources & Services must:

– Be structured purposefully and organized effectively
– Clearly state goals
– Have current and accessible policies and procedures
– Provide written performance expectations for employees
– Must have an organizational chart demonstrating clear channels of authority
Guiding Principle Three: Organization and Leadership

DRS must also:

• Be situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations

• Leaders with organizational authority for the DRS must provide:
  – Engage in strategic planning
  – Supervise & manage
  – Advance the organization
  – Maintain integrity
Guiding Principle Four: Human Resources

Disability Resources & Services must:

- Be staffed adequately by individuals qualified to accomplish mission and goals
- Establish procedures for staff recruitment & selection, training, performance planning, and evaluation
- Set expectations for supervision & performance
- Assess the performance of employees individually & as a team
- Provide access to continuing & advancing education and professional development opportunities
Guiding Principle Four: Human Resources

DRS must also:

- Maintain position descriptions for all staff
- Institute recruitment & hiring strategies that encourage individuals from under-represented populations to apply
- Develop promotional practices that are fair, inclusive, proactive, and non-discriminatory
- Have personnel who are qualified and have applicable certifications & degrees
- Consider work/life initiatives such as compressed work schedules, flextime, remote work
- Provide appropriate training and professional development opportunities to all staff
Guiding Principle Five: Ethics

Disability Resources & Services must:

- Publish and adhere to statements of ethical practice
- Orient new staff to ethical standards & statements of ethical practice
- Have statements of ethical practice that specify that staff must respect privacy & maintain confidentiality in all communications & records
- Ensure staff understand disability within the framework of the disability community, as a valued aspect of diversity, and as an integral part of the educational experience
- Inform users of programs and services of ethical obligations & limitations stemming from codes, laws, and licensure requirements (including software and technology)
- Must include students with disabilities in helping to create inclusive environments for the institution
Guiding Principle Six: Law, Policy, & Governance

Disability Resources & Services must:

– Be in compliance with laws, regulations, and policies that relate to their respective responsibilities
– Inform staff members, appropriate officials and users of programs about legal obligations, risks & liabilities, & limitations
– Have written policies on all operations, transactions, or tasks that have legal implications
– Review policies as appropriate (at least annually)
Guiding Principle Seven: Diversity, Equity, & Access

Disability Resources & Services 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
Guiding Principle Eight: Institutional and External Relations

Disability Resources & Services must:

- Establish, maintain, & promote understanding with those who have an interest or may impact students served by DRS
- Garner support & resources as defined by mission
- Disseminate information about DRS
- Collaborate to offer or improve programs for students
- Engage diverse individuals, groups, & organizations to enrich educational environment & experience
Guiding Principle Nine: Financial Resources

Disability Resources & Services must:

– Have funding to accomplish the mission & goals, support the infrastructure of service delivery, and ensure that accommodations are fully funded

– DRS must estimate variable accommodation expenses based on institutions population of disabled students & advise administration of these estimates
Guiding Principle Ten: Technology

Disability Resources & Services must:

– Have adequate assistive and adaptive technology to support mission and goals and ensure access
– Use technology to provide information regarding DRS
– Upon request, be timely in securing or arranging for assistive technology necessary for a student’s access to materials
– Collaborate to ensure technology is accessible, usable, and compatible with other assistive technologies
– Promote review & evaluation of institutional websites, management systems, course materials, etc. for adaptability
– Apprise institution of emerging issues regarding accessibility & technology
Guiding Principle Eleven: Facilities and Equipment

Disability Resources & Services must:

- Have adequate, accessible, suitably located facilities & equipment that support their mission & goals
- Have work space that is well-equipped, adequate in size, and designed to support work
- Provide staff members with access to private space
- Design facilities that guarantee security of records & ensure confidentiality
Guiding Principle Twelve: Assessment & Evaluation

Disability Resources & Services must:

– Have a clearly articulated assessment plan to document achievement of stated goals & learning outcomes
– Demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs & services
– Use assessment results to identify needs & interests in revising DRS
  – Document and analyze utilization of DRS services
Small Group Activity: Putting CAS into Practice!