

disAbility Resources for Students: Student Learning and Development Outcomes

Intellectual Growth

Student completes General University Requirements

Student earns a degree

Student sets and meets academic goals

Effective Communication

Students complete English 101

Student completes academic accommodations forms in a timely manner

Enhanced Self-Esteem

Student is a partner in academic advising and registering for courses (Student takes action toward completing academic & personal goals)

Student develops a strategy for making decisions independently

Realistic Self-Appraisal

Student articulates personal strengths and weaknesses

Student selects major based on academic strengths and interests

Clarified Values

Student can articulate personal values

Student identifies personal, work, and lifestyle values with an understanding of one's disability

Career Choices

Student can articulate realistic career choices based their interests, values, skills, and abilities including disAbility

Student can articulate the characteristics of a preferred and realistic work environment

Student can comprehend the world of work and is aware how to approach employers regarding disabilities

Student collaborates with departments such as Career Services Center and Department of Vocational Rehabilitation in order to create and act upon a career plan

Leadership Development

Student participates in group work in the classroom setting

Student articulates a leadership/teamwork philosophy or style; student articulates their strengths and weaknesses in a group setting

Healthy Behavior

Student engages in disAbility management: Attending doctor's appointments, managing medication(s), interacting with DVR, showing up for DRS appointments, using campus resources appropriately

Student balances academic, co-curricular, and personal obligations

Meaningful Interpersonal Relationships

Student utilizes faculty office hours

Student considers other points of view

Independence

Student self-advocates for accommodations and support

Student internalizes locus of control; holds self accountable

Collaboration

Student works as a partner in the accommodations process through open communication with DRS counselor and staff

Social Responsibility

Student understands and abides by WWU policies

Student follows DRS policies and procedures in order to receive accommodations

Student attains higher levels of moral reasoning (at least conventional)

Satisfying and Productive Lifestyle

Student designs and implements a time management strategy

Student functions on the basis of personal identity, ethical, spiritual, and moral values

Appreciating Diversity

Student determines the extent to which they participate in disAbility culture

Student understands their identities and cultures

Student challenges disAbility stereotypes used by others

Student allies with other groups

Personal and Educational Goals

Student graduates from WWU

Student uses personal and educational goals to guide decisions about the future

Student articulates future plans

Student enrolls in continuing education, apprenticeship, internship, training program, etc.