

Prospective Phase

The prospective phase covers the year leading up to a student's first quarter at Western Washington University. The knowledge gained during this phase is critical in cementing a foundation for future learning and development throughout the first year of university courses. During the prospective phase, students gain the cultural capital necessary to succeed in the university setting. The prospective phase is also perhaps the greatest area of student and parent co-involvement with disAbility Resources for Students and Western Washington University as a whole.

Activity	Student Learning/Development Outcome	DRS Program Outcome
Admissions	<ul style="list-style-type: none"> Personal and educational goals <i>Student sets, articulates, and pursues individual goals. Uses personal and educational goals to guide decisions. Understands the effect of one's goals on others.</i> Student is able to articulate why WWU is a good fit for them. Student discusses educational goals and rationale for attending higher education, specifically at WWU. Realistic Self-Appraisal <i>Student articulates personal skills and abilities. Acknowledges strengths and weaknesses.</i> Student is able to evaluate WWU's disAbility Resources for Students and recognize whether or not the office will fully meet the student's needs and preferences. Student reflects back on K-12 experiences and acknowledges strengths and weaknesses that may emerge during their college career. Clarified values <i>Student articulates personal values. Makes decisions and acts in congruence with personal values.</i> Student develops congruence between institutional values and personal values. 	<ul style="list-style-type: none"> DRS office offers informational resources to students and parents considering different educational options. DRS Counselor meets with prospective students and illustrates a comprehensive picture of the rights and responsibilities afforded to students with disAbilities at WWU. DRS Counselor articulates what students may experience in their first year at WWU. Explain DRS policies and procedures.
Summer Start and Transitions	<ul style="list-style-type: none"> Independence <i>Student exhibits ability to function interdependently</i> Student demonstrates the ability to locate several workshops on campus. Student initiates (or renews) contact with disAbility Resources for Students. Intellectual growth <i>Student uses information from a variety of sources to make an informed decision</i> Student applies information gained through DRS and WWU's orientation program to a first quarter schedule Meaningful Interpersonal Relationships <i>Student treats others with respect. Develops and maintains satisfying relationships.</i> Student develops relationships with new peer group and various resources on campus. 	<ul style="list-style-type: none"> DRS staff leads AccessAbility workshop during orientation programs. DRS staff tables during the 2nd day information fair. DRS Counselors offer academic advising and registration assistance, specifically addressing disAbility-related needs. DRS Counselors offer one-on-one appointments and Needs Assessments during the orientation programs.

Fall Quarter

Fall Quarter represents a significant time of transition for a first year student with disAbilities. Not only is this the first quarter that they are at WWU, this is also the first quarter that they will receive accommodations through disAbility Resources for Students. For some students, Fall Quarter is the first time that they will have to initiate accommodations or fill out accommodations-related paperwork. Fall Quarter is also a popular time for students to schedule Needs Assessments with a DRS Counselor.

Activity	Student Learning/Development Outcome	DRS Program Outcome
Needs Assessment	<ul style="list-style-type: none"> • Meaningful Interpersonal Relationships <p><i>Student listens to and considers others' points of view</i></p> <p>Student understands the relevant support services offered through DRS</p> <ul style="list-style-type: none"> • Independence <p><i>Student exhibits self-reliant behaviors</i></p> <p>Student adheres to timelines developed during the Needs Assessment</p> <ul style="list-style-type: none"> • Realistic Self-Appraisal <p><i>Student learns from past experiences</i></p> <p>Student articulates accommodations previously received in other institutions (K-12)</p>	<ul style="list-style-type: none"> • DRS Counselor reviews disAbility documentation in order to deem the accommodations for which the student may be eligible. • DRS Counselor engages in dialogue with the student in order to capture the student's accommodation history. • DRS Counselor provides a clear orientation to paperwork and/or corresponding deadlines necessary for specific accommodations.
Academic Accommodations	<ul style="list-style-type: none"> • Social Responsibility <p><i>Student understands and participates in relevant governance systems</i></p> <p>Student follows DRS policies and procedures in order to receive accommodations</p> <ul style="list-style-type: none"> • Healthy Behavior <p><i>Student chooses behaviors and environments that promote health and reduce risk</i></p> <p>Student engages in disAbility management</p>	<ul style="list-style-type: none"> • DRS office publicly displays policies and procedures in a universally accessible manner • DRS Counselor monitors the progress of student's accommodations and updates as necessary • DRS office offers disAbility management resources such as workshops, referrals, and one-on-one appointments
Transition to WWU	<ul style="list-style-type: none"> • Enhanced self-esteem <p><i>Student initiates action toward achievement of goals. Takes reasonable risks.</i></p> <p>Student engages in self-advocacy</p> <ul style="list-style-type: none"> • Collaboration <p><i>Student works cooperatively with others. Seeks involvement of others.</i></p> <p>Student demonstrates interpersonal growth in academic, co-curricular, and residential settings.</p> <ul style="list-style-type: none"> • Satisfying and Productive Lifestyle <p><i>Student progresses toward achieving balance between education, work, and leisure time.</i></p>	<ul style="list-style-type: none"> • DRS office provides support for student self-advocacy, acting as a liaison between student and faculty, student and staff, student and family members, etc, when the need arises • DRS Counselor provides students with tools and information necessary to embark on interpersonal growth.

Student is able to articulate a personal time management strategy.

- Intellectual Growth

Student employs critical thinking in problem solving

Student demonstrates increasing academic knowledge in a measurable way.

- Realistic Self-Appraisal

Student learns from past experiences

Student reflects on first quarter experiences in order to inform registration choices for the second quarter.

Examples include discussing: Roommate Agreement Contract, faculty office hours, student activities

- DRS Counselor provides time management assistance if necessary.
- DRS Counselor tracks academic progress and refers students to resources such as the Tutoring Center if necessary.
- DRS Counselor provides academic advising before and during registration.

Winter Quarter

Students begin Winter Quarter with the knowledge of how they performed during Fall Quarter. Students have experienced an entire WWU quarter, but most are also returning from a long break away from campus.

Activity	Student Learning/Development Outcome	DRS Program Outcome
Academic Progress	<ul style="list-style-type: none"> Personal and Educational Goals <p><i>Uses personal and educational goals to guide decisions</i></p> <p>Student distinguishes preferred learning environments</p> <p>Student evaluates progress on General University Requirements</p> <ul style="list-style-type: none"> Effective Communication <p><i>Communicates coherently and effectively. Able to influence others through writing, speaking, or other forms of expression</i></p> <p>Student demonstrates progression through a liberal arts core</p> <p>Student articulates needs, thoughts, and opinions effectively</p> <ul style="list-style-type: none"> Social Responsibility <p><i>Student understands and participates in relevant governance systems</i></p> <p>Student works to ameliorate academic difficulties</p> <p>Student understands WWU academic policies</p>	<ul style="list-style-type: none"> DRS Counselor explains the General University Requirements and collaborates with student in order to plan for GUR completion DRS Counselor suggests academic courses that may compensate for a student’s weaker academic areas DRS Counselor challenges student to articulate needs, thoughts, and opinions DRS Counselor stages an academic intervention, if necessary
Accommodations	<ul style="list-style-type: none"> Social Responsibility <p><i>Student understands and participates in relevant governance systems</i></p> <p>Student follows DRS policies and procedures in order to receive accommodations</p> <ul style="list-style-type: none"> Healthy Behavior <p><i>Student chooses behaviors and environments that promote health and reduce risk</i></p> <p>Student engages in disAbility management</p>	<ul style="list-style-type: none"> DRS office publicly displays policies and procedures in a universally accessible manner DRS Counselor monitors the progress of student’s accommodations and updates as necessary <p>DRS office offers disAbility management resources such as workshops, referrals, and one-on-one appointments</p>

Spring Quarter

Spring Quarter is the final component in the first year cycle. Ideally, students are working through General University Requirements at a steady pace by this time and may wish to begin exploring specific areas of academic interest.

Activity	Student Learning/Development Outcome	DRS Program Outcome
Academic Progress	<ul style="list-style-type: none"> Personal and Educational Goals <p><i>Student uses personal and educational goals to guide decisions</i></p> <p>Student evaluates progress on General University Requirements</p> <p>Student explores areas of academic interest (potential majors)</p> <ul style="list-style-type: none"> Effective Communication <p><i>Student communicates coherently and effectively. Able to influence others through writing, speaking, or other forms of expression</i></p> <p>Student completes ENG 101 with a C- or better</p> <ul style="list-style-type: none"> Enhanced Self-Esteem <p><i>Student functions without the need for constant reassurance from others</i></p> <p>Student develops a judgment system based upon experience and ethical/moral values</p>	<ul style="list-style-type: none"> DRS Counselor explains the General University Requirements and collaborates with student in order to plan for GUR completion DRS Counselor provides information on major requirements DRS Counselor validates the student as the knower when questions/problems arise
Transition to the Second Year Experience	<ul style="list-style-type: none"> Satisfying and Productive Lifestyle <p><i>Student articulates long-term goals and objectives</i></p> <p>Student describes general plans for the next year at WWU</p> <ul style="list-style-type: none"> Appreciating Diversity <p><i>Student seeks involvement in diverse interests</i></p> <p>Student explores new academic and co-curricular opportunities</p> <ul style="list-style-type: none"> Clarified Values <p><i>Student makes decisions that reflect personal values</i></p> <p>Student participates in opportunities that strengthen sense of self and sense of purpose</p>	<ul style="list-style-type: none"> DRS Counselor offers academic advising before and during Fall registration (in May) DRS office promotes co-curricular opportunities that bridge into the second year, such as summer positions and internships DRS Counselor works with student to reflect upon the year and surface salient insights