## Guiding Principles

* **Inclusion**: supporting students’ multiple identities and experiences
* **Access as a human right:** utilizing partnerships, disability law, research and scholarship to shift campus environments to be accessible for all disabled people
* **Individualized Process:** recognizing that each person’s experience with disability is unique

## Goals, Objectives, and Learning Outcomes

1. **Degree completion (SS)**
   * Accommodation Management: The ability for students to communicate and implement their accommodations. The ability for students to recognize guidelines and timelines relevant to their accommodations.
     1. Students will be able to identify their responsibilities in seeking or utilizing their accommodations
     2. Students will be able to discuss their access needs with faculty or relevant offices
     3. Students will be able to initiate discussions on their ongoing access needs
2. **Full participation in curricular and Co-curricular offerings (DRC)**
   * Engagement: Connect students with campus partners to promote ongoing access to curricular and co-curricular opportunities. Proactive efforts to refer students based on salient needs.
     1. Students will be able to gather information on salient campus resources from DRC staff
     2. Students will be able to discuss any barriers that impact their participation in Curricular or Co-Curricular Opportunities
3. **Future planning (employment, future study) (SS)**
   * Forward Thinking: reflecting on and identifying their access needs and how they may shift from environment to environment over time.
     1. Students will be able to explain their access needs
     2. Throughout their experience at Purdue, students will be able to describe their post-graduation plans
     3. As they approach graduation, students will be able to translate their access needs into their next environment
4. **Dedicated citizenship (SS)**
   * Self-Advocacy: The ability for students to understand their rights. Knowledge of how to self-advocate in situations where access barriers may exist
     1. Through conversations with the DRC, students will be able to identify their disability rights under the ADA/other disability law or policy
     2. Students will be able to identify resources that can support them if they encounter barriers to their access (discrimination, poor design)
     3. Students will be able to discuss ways that the campus environment can be more accessible for themselves or others