



## Academic Advisement 101 for Students with Disabilities

### Self-Disclosing to Your Academic Advisor

What is important for your academic advisor to know to better help you put together a manageable schedule?

- The time of day your condition may most likely affect you
- Things that may trigger your condition (e.g., seizure, anxiety, post-traumatic stress, etc.)
- Subject matter you consider to be the most difficult
- The time of day you are most alert
- Your need to eat and take medication(s) throughout the course of the day
- Your preferences for face-to-face classes versus online classes

### Course Selection

- What are the requirements for your major?
  - Understand your degree plan
  - Course requirements and options for you major
  - Pre-requisites and/or co-requisites for certain courses
- What subjects or topics are most difficult for you?
  - Create a schedule that will allow more time for difficult topics
  - Take fewer credit hours during a possibly difficult semester
  - Take certain courses in which the material you learned in high school will be relatively recent, especially if you don't plan to pursue these fields (e.g., math and/or science)
  - Consider taking courses in the summer at another school (e.g. community college)
- How many hours do you think you want to take?
  - Rule-of-thumb is 1 hour in class = 3 hours out-of-class preparation
  - What is desired/manageable versus advised/required
  - Impact on scholarship, financial aid, Texas Workforce Commission/Vocational Rehabilitation, or other factors
  - Concern of time (years to graduate and/or cost) versus level of achievement (GPA)

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## DISABILITY SERVICES®

- How do you handle a lot of reading?
  - Inquire how much reading is required in the courses you will be taking
  - Get texts early and begin reading ahead
  - If you have a print disability, ask about materials in alternative formats (e.g., Word document, PDF, EPUB, etc.) and/or types of assistive technology
- On what days and at what times should you take your classes?
  - Number of days/weeks of being in-class for continuity and practice
  - Amount of time required to pay attention and be seated
  - The time of day you are most alert
  - Anything that would affect you if you took AM classes, afternoon classes, and/or PM classes
- What about the structure of the class?
  - Class size (e.g., large versus small)
  - Class format (e.g., lecture, group discussion, online, etc.)
- The professor's teaching style
  - Exam format (e.g., essay, short answer, multiple choice, or combination)
  - Different courses may fulfill the same requirement
  - Ability to hear, see, focus, and interact
- How much time are you allowing between classes?
  - Consider the amount of time necessary to get to next class (look at the campus map)
  - Recognize your ability to become organized and focused before class begins
  - Possible time necessary to prepare for class (e.g., read, write lab report, review notes, complete project, etc.)
  - Include time to relax, study, eat, take medication(s), etc.
  - Consider how back-to-back classes will affect testing accommodations

Adapted from: "College 101: Students with Disabilities" (Oklahoma State University)