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## Suggested Advising Guide For Students With Disabilities:

### Allowing students to self-disclose:

- What is important for me to know to better help you put together a manageable schedule?
- What factors/variables are important in choosing your schedule?

### Course selection:

- Is math an area of difficulty for you?
- How do you handle a lot of reading?
- What foreign language experience have you had? Is it required for your major?

Give options & information (e.g. majors or schools without language requirement; alternatives to language, such as "area of concentration" or computer skills or culture courses; degree options, B.A vs. B.S.). CONSULT THE DEPARTMENT.

### Differences that matter:

- MWF classes are approximately 1-hour long; TR classes are approximately 1 ½ hours long. What difference does that make to you?
- What about large classes vs. small classes? Explain options of how to meet needs, i.e. permission from instructor for enrollment, different class for same requirement, and summer vs. fall vs. spring.
- How many hours do you want to take? Explain that rule-of-thumb is 1- hour in class = 3 hours out-of-class preparation.
- When are you most alert? Is there anything that would affect you taking AM classes? PM classes?
- How much time are you allowing between classes? Is that enough time to get there? To get organized? To re-focus? To prepare for class? Point out potential issues/facts, e.g. takes 10-minutes to get across campus.

### Course style:

- Instructor style-how do you learn best (lecture, participation, read on own)?
- Test format- explain how you perform on different types of tests (multiple choice, essay, short answer).
- Encourage students to talk with instructor/department head and/or look at a syllabus BEFORE enrolling in a course, if possible.

Include the following statement on the course syllabus and/or announce it during first class meeting: If you need accommodations in this class related to a disability, please make an appointment as soon as possible.