

**STUDENT SUPPORT AND DISABILITY RESOURCES & SERVICES  
DEPARTMENT WITHIN STUDENT AFFAIRS**

**Success Guide for DRS Students**

When attending a Coyote Kickoff event or meeting with an Academic Advisor, the DRS Office suggests you review this worksheet in order to plan successfully:

- Be an active participant in developing your college success plan
- Share that you are registered and receiving services from DRS
- Be realistic when planning your class schedule, credit loads and study time
- Placement testing may be suggested to gain a better idea of proper course placement
- Understand your financial commitment, deadlines, all processes, and consequences for not completing courses or failure of a course

Communicate how your disability affects your ability to learn: “I have...I am”

- Difficulty participating in group activities
- Difficulty focusing, or concentrating for long periods of time
- Difficulty organizing and prioritizing work
- Difficulty with a specific subject matter like Math or Science courses
- Easily overwhelmed with homework, long projects, or tests
- Easily overwhelmed with large amounts of reading

Clarify class format and grading options:

- Standardized grading system A-F, Pass/fail, or credit-noncredit
- Traditional 16 weeks, 8 weeks, on campus or online courses
- Alternative start date classes: meet for less than 16 weeks, accelerated, same course requirements and expectations
- Hybrid Courses: meets in person, and have an online outside classroom component
- Learning Community: Co-taught, 2 subjects taught together with integrated assignments

Consider the following when planning your schedule:

- Plan class schedule around the time of day you feel the best
- Allow appropriate break time between classes for transitioning
- Leave room in daily schedule to utilize Learning Center, Computer lab, Library, Testing Center
- Be aware of transportation issues, time restraints, work and personal commitments
- May need to reduced course load for success based on subject
- Accelerated 8-week, summer, or hybrid courses: have less face to face time, longer class periods, accelerated increased workloads, and require independent work outside