

A SUCCESSFUL disABILITY STUDENT AT BC

Office of disABILITYservices, ODS
www.brazosport.edu/disabilityservices

Students who are going to be successful in college need to have basic skills. This is not a comprehensive list of skills needed, but should be carefully and thoughtfully reviewed when considering college.

Students need to be able to:

- Read college level textbooks; even developmental classes and books require a high reading skill level.
- Write competently, writing in complete sentences and with complete thoughts is essential in almost all college classes, even those that are not English.
- Have basic understanding of math and concepts. Developmental math classes move quickly and if the student is confused they will be responsible for seeking assistance from the Learning Lab.
- Have a good general knowledge of the world, discussions in class will include world events, critical thinking and higher level though processes and processing skills.
- Have a maturity level to act as an adult and be treated as an adult. All responsibility is on the students, attendance, finding academic help, being academically competitive in class.
- Have good time management skills, and ability to prioritize tasks.
- Have a reasonable level of competency with technology, registration is online, grades are online, written assignments must be submitted online.
- Have a reasonable level of competency with assistive technology, use of JAWS, RFB&D recorders, scanners etc.
- Have a working knowledge of what assistive technology works best for certain classes.
- Have realistic goals. Everyone must make choices. Not all students are able to go into the career of their dreams.
- Know both strengths and weaknesses. Understand that accommodations do not make up for extreme weaknesses or deficits.

We also included a list of comparisons between high school and college. We want you to be a successful student here at BC and want to help you meet your educational goals!

Comparison between High School & College

High School (A Right)

Class Time:

6 hours per day, 5 days a week

Price: Free, including books

Study Time: 2 hours per day?? Frequent test & quizzes, variety of assignments including worksheets

Grades: Report cards sent to parents student, graded on effort & modifications

Graduation: Can graduate without passing TAKS, no specific GPA required, can't be expelled for grades

Teachers: Active role in your progress

Knowledge: Memorization of facts, grammar rules, following class experiments in science

Academic Feedback & Pace: day to day homework, graded often, teacher monitoring, special services monitoring, limited work outside class, slower pace

Structure: High, limits set by teachers, parents, other adults

Legal Protection: IDEA, ADA, Section 504

Goal: Assist & ensure SUCCESS

Identifying Students with Disabilities: School

Documentation & Supporting Need for Accommodation: School, umbrella coverage in all academics

Timeline: Decided on by school district, testing may carry over for years

Providing Accommodations: School

Modifications: Shortened assignments, textbooks on reading level, graded on effort, revisions & assistance on test, exempt from tests

Planning Course of Study: School

Advocating to Obtain Services: Parent & student, ARD, 504 & IEP meetings

Deciding on Coursework: IEP team including student

Related Services: Schools provide all services related to educational needs, including rehabilitation & personal

Responsibility: School & parents are held responsible for some actions & behavior

College (A Privilege)

Class Time: 12-18 hours per week, 1-3 times a week, classes might last 1-4 hours each

Price: Several hundred dollars tuition & must pay for books

Study Time: 2 hours of study for every one hour of class: 4+ hours per day. Infrequent tests & quizzes, mostly papers assigned

Grades: Report cards sent to student (access from web site), graded on performance only, no modifications

Graduation: Cannot graduate without passing TSI requirements, must have 2.0 GPA or higher to graduate, can be suspended for low grades

Teachers: Passive role. You may need to initiate assistance

Knowledge: Critical thinking, critically thinking about literature, define & experiment on own

Academic Feedback & Pace: long range assignments, student works independently, extra work outside of class, quick pace, expectation to get tutoring on own if behind

Structure: Low limits set by you. No one will come to you

Legal Protection: ADA, Section 504

Goal: Assist & give ACCESS

Identifying Students with Disabilities: Student Initiative

Documentation & Supporting Need for Accommodation: Student, each accommodation must be justified. Accommodations are specific to area of disability

Timeline: Documentation must be less than 5 years old & often less than 3 years old

Providing Accommodations: College

Accommodations, not modifications: Books on tape, note takers, extra time on test, alternative location for exam

Planning Course of Study: Student/College

Advocating to Obtain Services: Student must know own strengths & weakness

Deciding on Coursework: Student

Related Services: College provides physical & academic access only. Personal needs are student's responsibility

Responsibility: Student is an adult & held responsible for all actions & behavior