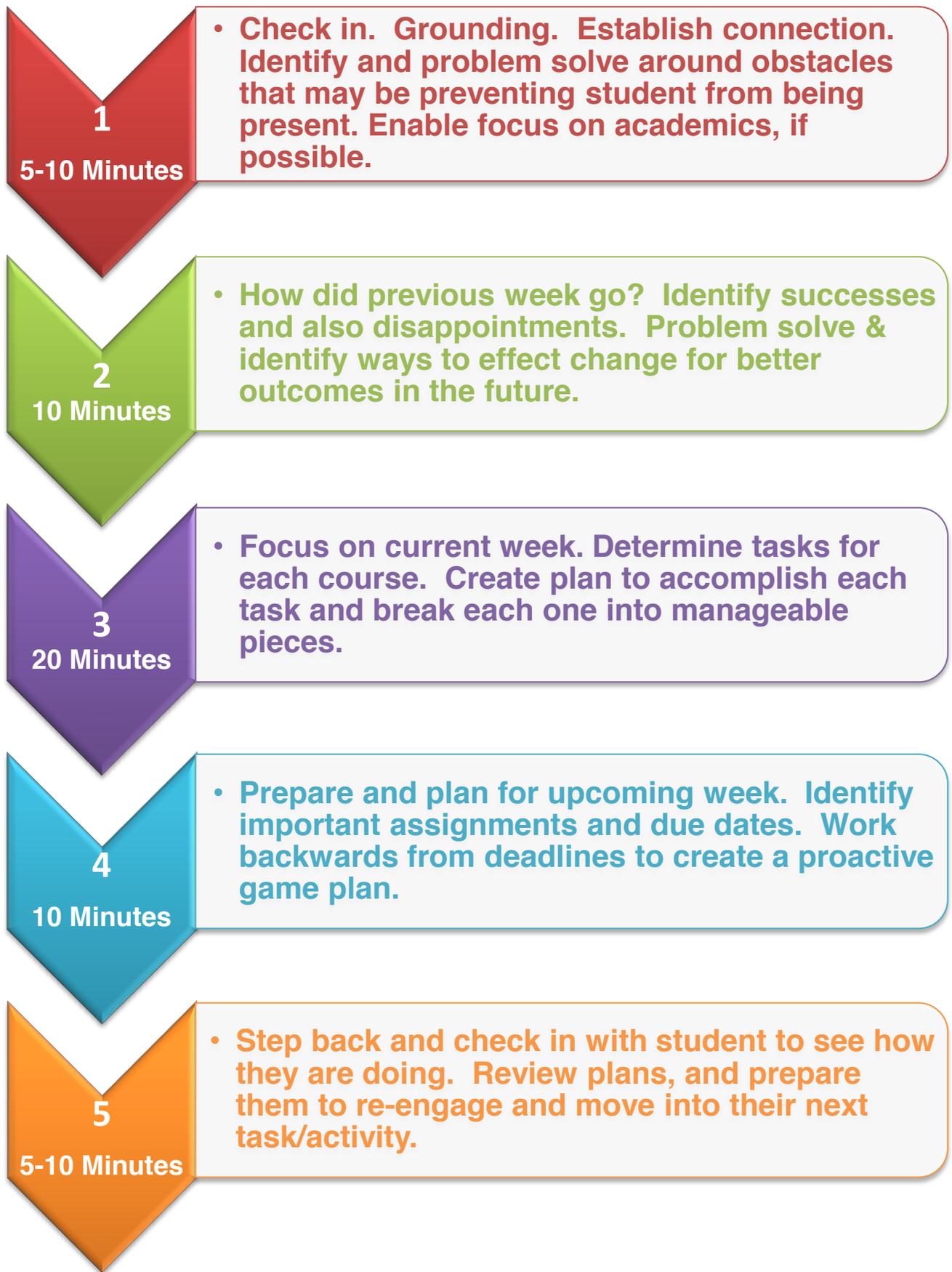


# Anatomy of a “typical” weekly LEP meeting



Foundational elements of most meetings are the weekly and 10 week calendars. Campus resources are continuously discussed. Refer back to those in each step.

# What Do LEP Weekly Student Meetings Look Like?

**There is not a concrete answer to that question. LEP student meetings almost never look the same. There are some basic structures, foundational pieces, and similarities.**

- LEP meetings have some basic structures and similarities; however they also change based on the year, the quarter, and the week within the quarter.
- A main focus is on flexibility. A counselor gauges where a student is, meets them there, works together with the student to determine what the best plan is to move forward, and then they work together to set the plan in motion.
- Academic counselors walk with the student through each phase of the DU experience and shadow and reflect back what the tasks and milestones encountered require of the student.
- The preference is for the student to accurately assess a situation and his/her needs, and then identify and access necessary resources, developing self-advocacy skills for themselves in the process.
- The counselor supports, listens, asks open ended questions, and when needed, provides suggestions and the location of resources to the student, and assists them in formulating a plan to access those resources.

## **Common ways of working together with students include:**

- Organization/Time Management – Reviewing planners and schedule - “Chunking ” bigger assignments back in order to break them into smaller more manageable pieces
- Allocating time for different tasks including studying, eating, working out, getting adequate sleep, doing laundry, spending time with friends, connecting with parents, etc.
- Flashcards - making and using flashcards, creating systems for effective studying
- Emails- reviewing emails, replying, constructing important emails to professors, family and employers, practicing professional email skills for future.
- Research- using the library databases to research for a paper or project.
- Active Reading- learning and practicing the skills that allow students to read with the intent to write about a subject later.
- Blackboard/Syllabus scouring- going through every prompt, paper and assignment to be sure it will be completed to the best of one’s ability.
- Wellbeing- planning workouts, looking at social clubs on campus, planning a healthy meal, mapping a bike ride...total wellness is examined.
- Applications- internships, jobs, grad schools and more, in conjunction with career center resources practice interview, drafts of cover letters and resumes can be reviewed in meetings, overall professional skills are honed.

## LEP meetings – 10 Weeks At-A-Glance

### WEEK ONE:

- General Introduction/Check-in
- Exchange contact information
- Review all intake forms:
  - FERPA/Discuss Parent/Guardian and Staff/Faculty Release of Information
  - Discuss accommodations student has requested and received
  - Give the student a copy of their LEP and DSP faculty letter
- Review the student's organization strategies
- Have student sign tutoring contract
- Review how to sign up for a tutor online
- Discussion of additional resources (e.g. Organizational and Time Management Support specialist, subject specific tutors, HCC etc.)
- Discuss current class schedule and address any adding or dropping
- Begin adding papers/exams/assignments from syllabi to 10 week calendar\*
  - \*May need an additional meeting to complete 10 week calendar

### WEEK TWO:

- 10 week calendar continued
- If desired, help student organize and complete online exam requests
- Discussion of DU activities, clubs, organizations, and groups (new students)

### WEEK THREE:

- Midterms begin
- Check in with student on how classes are going, ask student to bring ongoing/ completed work in
- Assist with organization
- Learning Styles Inventory

### WEEK FOUR:

- Midterms
- Assist with organization

#### **WEEK FIVE:**

- Midterms
- Encourage students to meet with professors to assess their grade. Assist with this process if necessary.
- Address drop option if needed

#### **WEEK SIX:**

- Midterms
- Typically the last week to drop without approval, check registrar
- Remind students to check on, and resolve holds in order to register
- Remind students in person and over email to sign up for advising

#### **WEEK SEVEN:**

- Advising Week
- Early Registration on Friday of Advising Week, Register for the following quarter

#### **WEEK EIGHT:**

- Registration Week, register for the following quarter
- Review the need to sign up for extra time for finals
- For early registration students, review confirmed schedule

#### **WEEK NINE:**

- Some early finals
- For regular registration students, review confirmed schedule

#### **WEEK TEN:**

- Finals - be present for students who may drop in for support, reassurance and stress reduction.

## Student Scenarios

**Mary First Year - Week 5 fall term:** Mary comes to her LEP appointment frustrated and tired. She was in the Art studio until 5 a.m. trying to complete a project for her 3D art class. The project is not complete and she slept through her morning classes. We begin our meeting by allowing her to vent. One of her issues is the frustration she has always felt in struggles with organizing details. It is a situation that she has never felt she can manage. After some time it is decided that we need to resolve the short term issues surrounding the classes she missed and the need to speak to her Art professor. An e-mail is sent to the professor to set up a meeting. Our long term goals are now the topic of conversation. Plans for prioritizing and chunking assignments in classes are now going to be put in the works.

**Tommy Second Year - Week 1 winter term:** Tommy shows up at his LEP meeting discouraged because of poor grades in two classes from last term. We discuss that he feels he was treated unfairly by professors and that their grading scales are unrealistic. After processing what happened, the student is willing to take responsibility and look a little deeper. He realized that he did many things correct and is a good student. We worked on what is happening in class that he may miss. At this point we decide that he needs to learn new strategies for note taking. He is to work on the new note taking techniques for next week. We will re-evaluate week by week.

**Carrie Third Year - Week 3 spring term:** Carrie comes to her LEP appointment organized with an agenda of things to work on. There are a number of tasks she feels as though she's falling behind, a paper that is due in 2 weeks that is bothering her, reading that she doesn't understand and a group presentation that she wants to practice. We have created a form together that helps her to prioritize her homework by order of importance and immediacy. After filling that out we work on her weekly schedule and how to plan out what needs to be done. Lastly she practices her part in the group presentation. I give her feedback and we work on eye contact with her audience.