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DU Families

We recognize and celebrate that families are created by birth, by life events, and by choice. We use the terms “parent” “guardian” and “family” interchangeably to address the communities of support and care that sustain students throughout their college years.

Inclusive Excellence, Equity, Respect, and Acceptance

Every dimension of diversity, every identity, every person deserves to feel welcome and valued at the University of Denver. Our identities, our cultures, and humanness should be honored and respected. There are many resources on campus to foster learning and development with conceptions of Inclusive Excellence, Inclusion, and Equity. We all have shared responsibility and ownership in continuing to create an inclusive campus community where difference is acknowledged, celebrated, respected, and accepted. And, we must open our minds and our hearts to new ways of seeing the world. As we welcome you, the newest members of our community, we look forward to having you join us on this journey to become more inclusive participants in a global society.
Message from Niki Latino

Dear Parents and Families,

Welcome to the Academic Resources Cluster in Student Life at the University of Denver. The Academic Resources Cluster consists of three departments: Academic Advising and Discoveries Orientation (AADO), the Disability Services Program (DSP), and the Learning Effectiveness Program (LEP). Together, we empower students to take ownership of, and responsibility for, their education by partnering with faculty, staff, administrators, and families to create an inclusive learning environment and to develop a comprehensive network of academic support resources.

You are important partners in your student’s success. Our goal is to provide you and your students with materials such as this handbook to be informed partners with the University of Denver. Through our programs and services, students are equipped with the knowledge, skills, and strategies to meet their academic goals. We expect students to follow-through with their communication, individual plans, meetings, and all other responsibilities to fulfill their role in this partnership. Students who experience the most success are those who proactively use the resources available in all three departments.

Our dedicated staff cares about our students and their experience. We provide both challenge and support to create an environment where students have the opportunity to reach their full potential.

Thank you for our partnership. We look forward to this journey together.

Niki Latino, Ph.D.
Executive Director-Academic Resources
Academic Resources Mission Statement

The Academic Resources team empowers students to take ownership of their education by partnering with faculty, staff, administrators, and families to create an inclusive learning environment and network of resources.
Message from Jimmie Smith

Dear Parents and Families,

Welcome to the Learning Effectiveness Program at the University of Denver. This is a day that I know you and your student have been anticipating for a long time. Your student recently accomplished the task of graduating from high school and is now entering the adult world. I am so happy that your student chose the University of Denver and the Learning Effectiveness Program (LEP). We are excited to spend the next few years providing academic support to your student.

LEP is a student-centered and student-directed program. The successful LEP student takes full advantage of the services we provide by meeting weekly with their LEP Academic Counselor, signing-up and meeting with tutors at the beginning of each quarter, and working with one of our organizational/time management specialists. The successful student also meets with the professors to talk about their learning needs and to ask for help, spends 20 hours a week studying, turns in all assignments on time, enjoys social opportunities on campus and in the community, eats in a healthy way, and gets plenty of sleep.

Let me congratulate you as a parent or family member of a student who is now entering a new phase of life as a college student. I very much recognize and appreciate your part in making this a reality for your student. You have been the advocate, the tutor, the time management specialist, etc. Now, your role is about to change. Your student is an adult and the expectation is that your student will become their own advocate and will seek out the resources and services that are needed to be successful. We are aware that there is nothing magical that happens on the day your student turns 18 making them a self-sufficient adult with all the answers. That is why we are here. We are here to guide and support your student. Please know that we have your student’s best interest at heart.

Again, welcome and thank you for all that you have done for your student.

Sincerely,

Jimmie Smith, Director, Learning Effectiveness Program
Academic Resources, University of Denver
LEP Mission Statement

The Learning Effectiveness Program (LEP) at the University of Denver provides individualized support for dynamic learners with Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), or a history of learning differences.

The mission of the LEP is two-fold:
1. To support and serve DU students.
2. To serve as a resource to the University community.

We partner with students in one-on-one meetings to help them:
• understand their learning difference and how it impacts their collegiate experience
• develop organizational and learning strategies based on their strengths
• identify, implement and effectively use University resources
• emphasize continual development of self-advocacy skills
• find balance between social and academic activities
• discover confidence, inherent motivation, and self-awareness; and
• develop educational goals consistent with their life’s passion and objectives.

Additionally, the LEP:
• provides intentional outreach to students who are struggling academically
• provides in-house resources which include organizational specialists and subject-specific tutoring.

The LEP works with the greater University to expand the definition of Inclusive Excellence, to include diverse learners.

We seek to:
• educate academic departments, faculty, and other student services about learning differences, and Inclusive Excellence as it relates to learning differences
• educate academic departments, faculty and other services by providing training on the principles of Universal Design for Learning
• advocate on behalf of our students so that academics, as well as other activities on campus, are accessible to all types of learners.
Services Provided by the LEP

The LEP offers a variety of individualized academic services to help support LEP students in their journey through college.

- **Academic Counseling** – Designated one hour individual weekly meeting with academic counselor. Students maintain consistency and continuity by meeting with the same counselor throughout their time in the program.
- **Subject-Specific Tutoring** – Professional tutoring staff provides individual tutoring services, as needed. Tutors have received training in working with and meeting the academic needs of diverse learners.
- **Time and Organizational Management** – Experienced specialists provides individual and/or group skill-building in time management and organization.

Introduction

As brand new members of the DU campus community, students have a clear role. They are here to earn college degrees. That’s the objective. That’s their job. That’s the ultimate goal. Hopefully, along the way, they gain knowledge, critical thinking skills, reasoning skills, and the credentials and ability to land a job or continue with their education. And oh yeah, by the way, while they’re at it, they are working on growing up, forming new friendships, contributing to the community, and figuring out what they want to be when they grow up. And oh yeah, they should also be having fun. Students in the LEP often have other tasks and considerations on top of those that significantly add to the workload. College is a complex undertaking with many moving parts, and there are certainly other components involved in this massive and life changing task, but the role of the student is clear.

The role of DU as a provider of the things that are necessary to earn a degree is clear as well. At a fundamental level it provides courses, credits, housing, and food as far as the basics go. It has policies and procedures that guide staff and faculty. It creates space to allow students to test, challenge and stretch themselves in a structured and somewhat protective environment. It also encourages them to expand and test their comfort zones in a place that has resources nearby to support them if (more likely when) they stumble. Stumbling and mistakes are not only expected, but welcomed here. DU also serves as the setting for exploration of different interests and subjects. Social skills are practiced and tweaked and potential vocational choices are pursued. The LEP provides extra support and resources to enable students to thrive and succeed in the campus setting and acquire skills to advocate for themselves both here and in the life they will create for themselves later. LEP staff members, as a part of DU, are here for what is best for students, and that is always their priority and focus. Again, the task is complex and massive, but the role of the institution is clear.
Relative to the roles of students and of DU, the role of a parent is much less clear. They need to find the right balance of involvement and support, figure out when they are needed and when a student needs to be on their own, gauge what is happening from a distance, decide what to do when a student is struggling, and do all this while they’re not a day-to-day participant in the process. And oh yeah, gracefully let go of the control they’ve had and the advocacy they’ve contributed through the years that have helped make it possible for student’s to be where they are. Parents will now participate from a distance, as observers and supporters. This is not always easy. Parents will definitely be invested in the outcome (mentally, emotionally and financially). But in many ways they have limited power and control over the outcomes of this endeavor and that might be difficult to come to terms with. In this undertaking, the parent’s roles are most definitely not clear.

This handbook is intended to provide parents/families with food for thought as they choose what their roles will look like. It also contains resources to assist them as they share in struggles, get off track, get back on track, and celebrate successes with students along the way. It provides information about how the LEP works with students, and also lists resources available on the DU campus. It can be used throughout the student’s time at DU.
How Will You Choose What Your Role Will Look Like?

There is no doubt that for the vast majority of students, communication and contact with support systems is beneficial. That is undeniable and that’s the way it should be. Parents are invaluable supporters of students and team members, and the staff of the LEP respects and salutes them. Student communication with parents has consistently been shown to improve academic performance, and increase reported levels of psychological well-being and happiness for most students. Research findings indicate that it even has mitigating effects on alcohol consumption by first year students. In one study, the more frequently students communicated with their parents and the longer the conversations were, the less likely students were to consume alcohol, and if they did drink, their blood alcohol levels were lower. Communication with support systems has the effect of grounding students and reminding them of their foundational goals and values. It connects them with a stronger sense of themselves and who they want to be. This effect was even more significant if the communication occurred on weekend days, when the likelihood of alcohol consumption is obviously much higher (Small, 2011).

At the same time, levels of parental involvement can be excessive and disproportionate to what benefits students most. As children mature and move into early adulthood, their needs for autonomy increase, and parental involvement ideally shifts downward over time to align with those needs. When that shift gets out of alignment and parental involvement is disproportionate to what students need, students have consistently reported academic underperformance, increased feelings of alienation from their parents, increased levels of anxiety and depression, decreased self-regard and satisfaction with life, and delays in the development of autonomy and self-sufficiency (Schiffrin, 2013). Parent’s best intentions actually can end up having the opposite of the desired effect.

The experience of making a mistake or getting a disappointing grade and then addressing and correcting the issues involved can be much more valuable than getting into a tough spot and having someone come in and fix everything. At the same time, it is hard to watch someone struggle. It is even harder to resist the urge to jump in to make it all better when it is happening to someone you care about, someone you are so close to, and someone you have effectively advocated for over the course of many years. Larger issues will come up and students will need additional help then, but if students have experience and...
success in dealing with struggle, it will equip them well to take on more challenges and develop more confidence and self-worth. The staff of the LEP is here to help students in times of struggle. We can provide expertise, support, and additional resources.

Parents get to decide how involved they are in the life of a student. There is no right or wrong answer; however, there are some things that have been shown to be more helpful in the long-term. Self-determination theory suggests that human beings have three basic psychological needs which support healthy development and functioning. The first and most important is the need for autonomy, the second is the need to feel competent and confident in one’s abilities, and the third is the need for genuine and caring relationships. Research findings indicate that over-involved parenting undermines all three of these needs and is correlated with negative consequences for students (Schiffrin, 2013).

“Students in the LEP have varying degrees of need as far as amount and type of support are concerned. Finding the right levels for both parent and student is a process and will take time and patience.”
So how do you determine what over-involvement looks like? Here is a scale illuminating some factors correlated with excessive involvement, and some factors correlated with supporting autonomy. The scale was created using responses from traditionally-aged college students.

1. My parent had/ will have a say in what major I chose/will choose.
2. My parent encourages me to discuss any academic problems I am having with my professor.
4. When I am home with my parents, I have a curfew (a certain time I must be home every night).
5. My parent has given me some tips on how to shop for groceries economically.
6. My parent encourages me to make my own decisions and take the responsibility for the choices I make.
7. My parent wants me to regularly call or text them to let them know where I am.
8. My parent encourages me to deal with any interpersonal problems between myself and my roommate or my friends on my own.
9. If I were to receive a low grade, that I felt was unfair, my parent would call my professor.
10. My parent monitors my diet.
11. My parent monitors who I spend time with.
12. My parent encourages me to keep a budget and manage my own finances.
13. My parent calls me to track my schoolwork (i.e. how I’m doing in school, what my grades are like etc.).
14. If I am having an issue with my roommate, my parent would try to intervene.
15. My parent encourages me to choose my own classes.

*Items associated with helicopter parenting: 1, 3, 4, 7, 9, 10, 11, 13, 14
Items associated with supporting autonomy: 2, 5, 6, 8, 12, 15* (Schiffrin, 2013)

Students in the LEP have varying degrees of need as far as amount and type of support are concerned. Finding the right levels for both parent and student is a process and will take time and patience.
Family Communication

You and your student are used to every day face-to-face contact and now you will be moving to more sporadic contact probably via various electronic devices. It’s a major shift for both students and parents. You are giving up control and knowledge about what is going on and students are attempting to pick-up and handle that control on their own. Sometimes it works really well and the handoff looks neat and seamless, and sometimes it is messy, hurtful, and contentious. Aspects of all of these characteristics may occur in one conversation. They are all to be expected and are all okay. It’s a complicated endeavor and the handoff can be even trickier when parents have been effectively advocating for their students to a higher degree for many years. For parents in this scenario, the line between advocacy and interference may be difficult to locate. The line is a moving target, changes unpredictably, and is influenced by numerous factors. Navigating the handoff is not an exact science, can be difficult, and mistakes will be made. It is doable however, and can be immensely rewarding. The staff of the LEP is here to support your student and help them move into a place of comfort with their new responsibilities. We are not here to replace you or what you have been providing; we are team members, coaches, and cheerleaders to walk through the college experience with you and your student with all its excitement and challenge.

Many times students and parents have different expectations about how/when/how much they will communicate with each other. Sometimes students may not have time to call. Parents may feel ignored and as if students don’t need them, and they may not call as often as a student would like because they don’t want to bother them. Agreeing on a communication plan and determining how everyone’s needs can best be addressed is something that people often don’t think about until problems come up, feelings are hurt, and misunderstandings arise. Discussing expectations while everyone is together minimizes the likelihood of those things happening. Investing the time and energy in that discussion before students are on their own can save time and energy, and can lead to closer, more meaningful and productive relationships in the future.

Instantaneous messages are now part of everyday life and are likely to be exchanged multiple times per day (sometimes per hour). In the early days/quarters on campus, students face brand new challenges multiple times per day as well. Before instant communication became widely used, students would have processing time between the time they bumped-up against a difficult situation and the time they communicated their distress. Now, they are able to share it in real time. This scenario, combined with the fact that emotions are often running high in first year students make it likely that parents will
receive distress messages more frequently than ever. Determining whether an issue is large and needs to be addressed right away, or is a short lived blip on the radar, is an art, but it is grounded in knowledge you have from your relationship with your student. Developing language and a methodology for communicating the makeup and seriousness of different situations is an important task for both parents and students.

Early on, students encounter things that at other times in their lives would impact them little, if at all. At first, those things may appear to be insurmountable, and reactions to them are frequently exaggerated and amplified. Messages to parents might be exaggerated and amplified too. If students sit with the issue for a while, identify and access resources, and get some perspective back, they will likely calm down, do what needs to be done, and move on. Parents may be unnerved, flip into crisis mode, and think they need to take action related to an issue that the student has resolved and now sees as a minor annoyance. In the early days/months, emotions of parents are running high too, and their responses are more likely to be disproportionate to the needs of the student. If students get a chance to develop expertise at taking care of more things for themselves, larger issues that arise may be smaller to begin with, more infrequent, easier to navigate, and less stressful.

**Students:**

- **Sometimes just need to vent.** They may not mean everything they say and they just want you to be there. They need a safe space to let everything out. You might be worrying about them afterwards; but they may feel better and have moved on.

- **Sometimes just want you to listen** – Working through issues out loud with people who are close to them can be very helpful. They may not want advice, they might just want to know you are there and are hearing them.

- **Students may understate their distress and really need more help than they are asking for.** Sometimes they may not realize how upset they are, or how big a roadblock they are facing. Sometimes they may not tell you something because they don’t want you to worry. They may freeze and not be able to reach out and access the resources they need. Encouraging them to talk to you in these situations can help them start to move. Reaching out to their Academic Counselor is always something they can do as well. When students are frozen, they may not see the options they have open to them, and working through those options with Academic Counselors can be immensely helpful.
• **Need to figure out how to tell you when things are more serious.** Developing ways for your student to let you know whether issues are major or minor is a good investment of time and energy. Doing it when you are together and things are calm makes it easier when things are ramped up and more intense.

• **May not want to talk.** They may want you to carry the conversation for a while and they just want to listen. They frequently want to hear what is going on at home. You may not think that they will be interested in everyday life at home, but they can feel left out and excluded if too many things change and they don’t hear about them.

• **May suddenly hate everything about DU.** The place that was magical and the most perfect school on earth may all of a sudden seem like an inhospitable wasteland. The honeymoon phase does end, and when the newness and excitement wear off, and they get tired of the classes, food, etc., things may sound bleak. Usually students move through this phase and find a middle ground that is more realistic, balanced, and satisfying.

• **May not communicate with you as much as you would like.** It doesn’t necessarily mean they don’t care or that they are struggling. They just might be busy and it could be a good thing, they might be doing things with new friends or busy studying. They will be in touch.

• **May get overwhelmed and shut down.** They may stop communicating with everyone. Again, it can be very advantageous to have a plan in place if this happens. You might not ever need to use it, but if it’s there, it could make a big difference.

Yes, there are contradictions in this list and it is sometimes impossible to give the “right” response, or do the “right “thing. Don’t view these times as defeats, it will likely even out and you and your student will find a language, methodology, and balance for communication that is right for you, and that is the goal.

The staff of the LEP is here to help students move through experiences, teach them how to use their resources, help them stop and notice how and why they made the choices they did, and decide how they will address the next difficult experience that comes along. This process takes time. Students do not get everything figured out immediately and their first responses are frequently not the ones they will choose in the future. Giving them time and space to figure things out for themselves (with the knowledge that support and resources are nearby) may not be easy, but it is a gift that can be given over and over again.
Family Communications Expectations Agreement
(To be completed by Parent/Family members and Students. Everyone’s expectations should be communicated)

1. I would like to communicate _____ times per week.
2. I would like to communicate _____ times per day.
3. I would like to receive:
   a. Texts
   b. Phone Calls
   c. Emails
   d. Letters/cards
4. I would like to hear/talk about:
   a. Friends
   b. Daily Happenings
   c. Classes
   d. Activities
   e. Struggles
   f. What is happening at home
   g. Things that have changed at home
5. ______ I would like to feel free to call/text/email just to say hello and check in.
6. ______ I would like to feel free to say I can’t talk right now, and I will call you back later. I will commit to remembering to call you back if at all possible that day, and if not that day, the next day. If I am having trouble remembering, I will find an effective system for reminding myself.
7. ______ I will tell you if our communication is too much or not enough and I will be open to discussing ways to change it. I will also tell you if the time of day we are communicating is not working and we will discuss what time works better.
8. Students - If I stop communicating because I am overwhelmed or stressed, I want you to:
9. Parents – If you stop communicating and I am concerned about you, I want to have your OK to submit a Care Report with Pioneers CARE: www.du.edu/studentlife/studentsupport/pioneers_care/
10. Other things I would like you to know about my preferences for how we will communicate while we are apart:
FERPA Introduction

FERPA is likely to be a term you have heard before, and if not, you will be hearing about it soon in other places on campus. FERPA refers to an act that dictates what information will be shared and under what circumstances. The LEP adheres to the terms of this act and below is a description of what it is and how it works.

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of and limit access to the educational records of students. FERPA identifies four fundamental rights of students:

• The right to have access to their educational records;
• The right, through consent, to specify which third parties may access their records;
• The right to challenge/correct information in their records; and
• The right to be informed of their privacy rights.

These rights apply to ALL students, regardless of their age. Education records comprise nearly all records on a student maintained by the University, including:

• Grades
• Test Scores
• I.D. Numbers or Social Security Numbers
• Financial Records
• Housing Information
• Disciplinary Records (or results of hearings)
• Class Schedule
• Enrollment and Attendance Information
• Quarter, Cumulative, or Major GPA
• Academic Continuation, Dismissal, or Probationary Status
• Dean’s List Status

These records, maintained by the University of Denver or any agent of the University, include any document or information directly related to a student. FERPA mandates that institutions generally must withhold such information from parents and others, even if they believe that their relationship with the student entitles them to have the information. As a result, we sometimes encounter frustrated parents, guardians, or spouses (or even faculty members who do not have “an educational need to know” as defined by federal law) who question why they cannot have information about a student’s grades, financial obligations, or standing within the University.

To help prevent the frustration caused by this law, the University is pleased to share this information from educational records if the student submits an authorization to release specific information from the student’s educational record to a designated individual. Without such a release, the University will not make exceptions to FERPA.
High School vs. College

Some differences in the college experience versus what students were used to in high school are more obvious than others. The following sections are adapted from material included in the University 101 Program at the University of South Carolina. They are very helpful in outlining some differences that students encounter in a variety of situations that might not be as obvious.

<table>
<thead>
<tr>
<th>Rights and Responsibilities Related to Students with Disability Laws in HIGH SCHOOL</th>
<th>Rights and Responsibilities Related to Students with Disability Laws in COLLEGE</th>
</tr>
</thead>
</table>
| Students are protected by:  
  • IDEA (2004)  
  • Section 504  
  • ADA | Students are protected by:  
  • Section 504  
  • ADA |
<p>| The school district is responsible for the identification and evaluation at the district’s expense. | The student must self-identify and provide documentation of a disability at his or her own cost. |
| School districts are responsible for providing special education programs and services as identified in the student’s IEP. The IEP team will decide on issues of placement, accommodations, or modifications and it may be necessary to alter a program or curriculum in order for the student to be successful. | Students are responsible for notifying the Disability Services Program staff of their disability and are required to request reasonable accommodations. Accommodations are approved in order for students with disabilities to have equal access to all programs and activities, but the essential college requirements are not altered. |
| School districts must provide personal services when noted in the student’s IEP, including assistive technology, transportation, and personal attendants. | Postsecondary institutions are not responsible for providing any services that are not available to all students. |
| The IEP team or the school professional in charge of the students 504 plan is required to oversee the implementation of the student’s services. | The student is responsible for asking the Disabilities Services Program staff to provide letters notifying professors of approved accommodations. |
| Guiding Principle: Parent or guardians and school districts personnel are the primary advocates for a student’s needs. | Guiding Principle: Students must advocate for their own academic needs and services. |</p>
<table>
<thead>
<tr>
<th><strong>Daily Activities in HIGH SCHOOL</strong></th>
<th><strong>Daily Activities in COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents get you up and out of bed in the morning.</td>
<td>You are responsible for getting yourself out of bed.</td>
</tr>
<tr>
<td>Your parents filled medical prescriptions and reminded you to take your medicine every day.</td>
<td>You are responsible for filling prescriptions and remembering to take them every day.</td>
</tr>
<tr>
<td>Parents reminded you about maintaining your personal hygiene.</td>
<td>You are responsible for your personal hygiene.</td>
</tr>
<tr>
<td>Parents helped alleviate temptations by creating rules in their house. This allowed you to focus more on school and stay on a schedule.</td>
<td>There are temptations all around you in college and you have to learn how to set your own boundaries. This may include when to do your homework, go out with friends, and when to say no to those temptations.</td>
</tr>
<tr>
<td>Parent set a curfew and told you when you needed to go to sleep, so you could be ready for school in the morning.</td>
<td>You have to be the person to give yourself that curfew, so you can get adequate sleep in order to be successful the next day.</td>
</tr>
<tr>
<td>You lived with your family and you may have had your own room and shared a bathroom with a small number of other people.</td>
<td>You will be living with a roommate in the same room and be sharing a bathroom with an entire floor of other students.</td>
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<tr>
<td><strong>Following the Rules in HIGH SCHOOL</strong></td>
<td><strong>Choosing Responsibly in COLLEGE</strong></td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>High school is mandatory and usually free.</td>
<td>College is voluntary and expensive.</td>
</tr>
<tr>
<td>Others structure your time.</td>
<td>You manage your own time.</td>
</tr>
<tr>
<td>You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.</td>
<td>You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.</td>
</tr>
<tr>
<td>Each day you proceed from one class directly to another, spending 6 hours each day—30 hours a week—in class.</td>
<td>You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in classes.</td>
</tr>
<tr>
<td>Most of your classes are arranged for you.</td>
<td>You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.</td>
</tr>
<tr>
<td>You are not responsible for knowing what it takes to graduate.</td>
<td>Graduation requirements are complex, and differ from major to major. You are expected to keep track of requirements, and take the necessary classes to fulfill them.</td>
</tr>
<tr>
<td>Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.</td>
<td>Guiding principle: You are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.</td>
</tr>
<tr>
<td>Tests in HIGH SCHOOL</td>
<td>Tests in COLLEGE</td>
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<td>------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of</td>
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<tr>
<td></td>
<td>material. You, not the professor, need to organize the material to prepare for</td>
</tr>
<tr>
<td></td>
<td>the test. A particular course may have only 2 or 3 tests in a semester.</td>
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<tr>
<td>Makeup tests are often available.</td>
<td>Makeup tests are almost never an option, unless there are extenuating</td>
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<td></td>
<td>circumstances. If the professor approves these circumstances then you can</td>
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<td></td>
<td>request the makeup test.</td>
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<tr>
<td>Teachers frequently rearrange test dates to avoid conflict with school events.</td>
<td>Professors in different courses usually schedule tests and other course</td>
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<td></td>
<td>material without regard to the demands of other courses or outside activities.</td>
</tr>
<tr>
<td>Teachers frequently conduct review sessions, pointing out the most important concepts.</td>
<td>Professors rarely offer review sessions and when they do, they expect you to</td>
</tr>
<tr>
<td></td>
<td>be an active participant, one who comes prepared with questions.</td>
</tr>
<tr>
<td>Guiding principle: Mastery is usually seen as the ability to reproduce what you</td>
<td>Guiding principle: Mastery is often seen as the ability to apply what you've</td>
</tr>
<tr>
<td>were taught in the form in which it was presented to you, or to solve the kinds of</td>
<td>learned to new situations or to solve new kinds of problems.</td>
</tr>
<tr>
<td>problems you were shown how to solve.</td>
<td></td>
</tr>
<tr>
<td>Going to HIGH SCHOOL Classes</td>
<td>Succeeding in COLLEGE Classes</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>The school year is 36 weeks long; some classes extend over both semesters and some don’t.</td>
<td>The academic year is divided into three separate 10-week quarters, plus a week after each quarter for exams.</td>
</tr>
<tr>
<td>You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.</td>
<td>You need to study at least 2 to 3 hours outside of class for each hour in class.</td>
</tr>
<tr>
<td>You rarely need to read anything more than once, and sometime listening in class is enough.</td>
<td>You need to review class notes and text material regularly, and repeat this process as many times as it takes.</td>
</tr>
<tr>
<td>You are expected to read short assignments that are then discussed, and often re-taught, in class.</td>
<td>You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.</td>
</tr>
<tr>
<td>Guiding principle: you will usually be told in class what you need to learn from assigned readings.</td>
<td>Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.</td>
</tr>
<tr>
<td>HIGH SCHOOL Teachers</td>
<td>COLLEGE Professors</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Teachers check your completed homework.</td>
<td>Professors may not always check completed homework, but they will assume you can perform the same tasks on the test.</td>
</tr>
<tr>
<td>Teachers remind you of your incomplete work.</td>
<td>Professors rarely remind you of incomplete work.</td>
</tr>
<tr>
<td>Teachers approach you if they believe you need assistance.</td>
<td>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.</td>
</tr>
<tr>
<td>Teachers are often available for conversation before, during, or after class.</td>
<td>Professors expect and want you to attend their scheduled office hours.</td>
</tr>
<tr>
<td>Teachers have been trained in teaching methods to assist in imparting knowledge to students.</td>
<td>Professors have been trained as experts in their particular areas of research.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you were absent.</td>
<td>Professors expect you to get from classmates any notes from classes you missed.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook reading.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied in your notes.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.</td>
</tr>
<tr>
<td>Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.</td>
<td>Professors expect you to think about and synthesize seemingly unrelated topics.</td>
</tr>
<tr>
<td>Teachers often take time to remind you of assignments and due dates.</td>
<td>Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.</td>
</tr>
<tr>
<td>Teachers carefully monitor class attendance.</td>
<td>Professors may not formally take roll, but they are still likely to know whether or not you attended class.</td>
</tr>
<tr>
<td>Guiding principle: High school is a teaching environment in which you acquire facts and skills.</td>
<td>Guiding Principle: College is a learning environment, where you take responsibility for thinking through and applying what you have learned.</td>
</tr>
</tbody>
</table>
About the LEP

What are the differences between the services provided by the Learning Effectiveness Program (LEP) and the services provided by the Disability Services Program (DSP)?

LEP and DSP are two separate programs; however they work very closely to ensure that the needs of students are met.

**LEP**

LEP is a fee-based program that offers support services to DU students with LD, ADHD or a history of learning differences.

LEP Services include:
- One-on-One weekly meetings with Academic Counselors
- Subject-specific tutoring program
- Time Management and Organizational Specialists

**DSP**

DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

DSP Accommodations may include but are not limited to:
- Extented time on tests
- Alternate format text
- Note-taking services
Four Cornerstones of LEP Student Development

**SELF-AWARENESS**
Inner knowledge of, and familiarity with, one’s temperament, strengths, weaknesses, and emotions, and the ability to discern what values, ethics, and moral reasoning are important.
Who am I, how will I choose to engage with the world? What will I and what won’t I tolerate and stand for? How do I determine what is necessary to remain true to myself?

**SELF-ADVOCACY**
Inner ability and willingness to effectively identify and communicate one’s needs, and proactively pursue ways to get those needs met in order to move forward toward positive outcomes.
How do I accurately identify, proactively access, and productively utilize the resources I need, while demonstrating authentic respect for relationships I have with others?

**ACCOUNTABILITY**
Choices, and results and consequences of those choices, are the responsibility of the person who makes them. Consequences result from action and inaction.
What are the potential results of this decision for me, and how will it impact other people? Will I be happy with this choice an hour from now? A month from now? Would I feel good about telling someone whose opinion I value, that this is what I decided to do?

**SELF-DETERMINATION**
Ongoing attitudes and motivations that inform and enable people to identify and move toward meaningful goals and dreams, and empower them to act as agents of change in their lives.
Do I have the power to take the next step toward my goal? If I do not have the power now, is there a way I can attain the power to take a small step, or is there a way I can creatively move toward my goal in a different way, while still maintaining my integrity?
Signing the LEP Contract

Signing the contract means that a student is making a commitment to use the services and resources provided by the LEP for a full academic year (3 quarters: fall, winter, and spring). This includes, but is not limited to, attending meetings, coming prepared, following-through on agreements, treating staff and other students with respect and using recommended resources. (We expect students to take this commitment seriously). Once the student signs the contract we hold a place for them in the program. They are assigned to a counselor who will then hold a space on his or her calendar each week to meet with them. If the student does not use these services, they are not only depriving themselves of the services, but may be keeping another student (who would really like to use the services) from being able to use the LEP.

Once a student signs a contract the student will be billed whether or not they use the services because a time and space has been designated for them. The contract runs for the 3 quarters of the academic year and billing is done each quarter. If a student wishes to use the LEP services during the summer or during interterms, the student will be required to sign an additional contract and pay additional fees. The LEP contract is renewable each year and current LEP students are given the opportunity by their LEP counselor to sign a new contract at the end of each year in order to be guaranteed a place in the LEP for the next year.

The student is obligated to fulfill the contract for the year unless the student leaves the University, at which time they will need to sign a Release Form. They can do this in the LEP office. Reimbursement of the LEP fee will be based on the date on the Release Form and will be prorated from that date to the end of the quarter.
Matching Students and Counselors

A strong relationship between the student and the Academic Counselor is an important factor in the success of the student. The relationship needs to be one of trust and respect on the part of both the counselor and the student. Because of this, we take the process of assigning students to counselors very seriously.

We look at the areas of strengths and challenges of the student, and what we know about the interest and personality of the student, and then we look at the areas of expertise among our counselors, their backgrounds and interests, and we match students with counselors.

Our success rate is extremely high. Very seldom do we change a student from one Academic Counselor to another. We ask you to trust us in this process. We have an amazing staff. All of our counselors are excellent. They may have different styles, personalities, etc., but remember, we work to select the best counselor for each student.

If a student feels that the counselor is not a good match, we ask that first of all the student talk to the counselor about his/her concerns. If this does not resolve the student’s concern, then the student should talk to the Associate Director or the Director. The Associate Director or Director will then address the concern with the Academic Counselor to determine if this can be resolved or if a counselor change is in the student’s best interest. Remember, our relationship is with the student and this is a process that needs to be initiated and followed through by the student.
How to be an Effective LEP Parent

As a parent, you have been and will continue to be a very important part of your student’s support system. Although your student is now in college and in what we consider the “adult” world, we do not expect you to disappear out of his/her life. However, your role will change as your student transitions into adulthood and you transition into the parent of an adult child. The role of the LEP counselor is not to take the place of the parent. We will be supporting your student and providing the tools that they will need to become their own advocate. This does take time and it does not happen overnight, not even in a week, but it does happen. We will continually build on the Four Cornerstones of the Learning Effectiveness Program: Self-advocacy, Self-awareness, Self-determination, and Accountability.

Parents are partners with us in the LEP. You know your student well. You have been there for them, modeled how to advocate, given them structure, helped them stay organized and now, they are on their own. You have done a great job! They are here at the University of Denver! Now your student, along with the support of LEP, will take what you taught them and put it into practice.

Our first responsibility is to your student. The relationship that we build in the LEP is between the counselor and your student. We will be guiding your student to successfully accomplish his/her goals. We need your help in being able to do this. There are going to be times when your student may feel stressed, overwhelmed, tired, or homesick. This is normal. It is also normal for you as a parent to be concerned about your student. You may feel helpless because you are not here. But, you can help by staying calm and listening to your student. Then, direct your student to contact his/her LEP counselor to work through the situation and to develop some strategies to move forward. By doing this you are empowering your student to take control of the situation. You are reminding them that there is support in place to help them problem solve and you are showing that you have confidence in their ability to use the resources available to them, which builds their confidence.
Please understand that our communication is primarily with your student. If you have information that would be helpful to us in academically supporting your student, we are happy to hear from you. If you call us to ask questions about your student, even though he/she has signed a FERPA form, we are going to ask you if you have talked with your student before calling us. We will also tell you that we will need to talk to your student before answering your questions or we can have a three-way conference call.

Please do not ask us to keep information from your student or to not tell them that you called. We do not work that way. Our ability to support your student academically is based on a relationship of trust and respect between the Academic Counselor and the student. Talking behind the student’s back breaks that trusting relationship.

If you have questions, start with your student; if you still have concerns, call the student’s Academic Counselor. It is not appropriate to start with the Director or Associate Director. They will direct you back to your student and then to your student’s Academic Counselor. The Academic Counselor is the one who is working with your student and is most aware of what is going on.
How to be an Effective LEP Student

The LEP is a student-centered, student-focused program. It is also student-directed. This means that the student is expected to take the lead in using the resources and support available through LEP. We can guide, direct, recommend, and encourage, but the student has to make it happen.

- The effective LEP student will meet every week with his/her LEP Academic Counselor. The student will listen and follow through on recommendations made by the counselor. The student will complete, with the counselor, a 10 week calendar and will use the calendar throughout the quarter.
- The student will be honest and open with the counselor concerning class attendance, grades, etc.
- Students will show up for all appointments prepared. Having a set of questions to ask is very helpful.
- Students should plan to spend between 45 minutes to an hour with the counselor. The counselor will also have items to work on with the student as we continuously build on the Four Cornerstones: Self-advocacy, Self-awareness, Self-determination, and Accountability.
- If the student knows he/she will need a tutor, he/she will talk to the counselor right away in order to connect with a tutor.
- Time management is very important to the success of a student. If this is an area in which he/she especially struggles, the student will talk to the counselor about meeting with one of the organizational/time management specialists in addition to meeting with the counselor.
- The effective student will attend all scheduled appointments with the tutors or the specialists.
- The effective LEP student will also meet with his/her professors to ask questions or get clarification. Professors have office hours when they are available to help students. Students will also meet with their Major and Academic Advisors on a regular basis to discuss major requirements and classes to register for each quarter.
- LEP students will spend approximately 20 hours a week outside class, studying and doing homework. If students need help finding this time, the LEP organizational/time management specialists can help them do so.

There are many resources available to our students across campus and the LEP Counselors can help students determine the resources that can be helpful to them. We strongly encourage our students to be aware of these resources and to use them as the need arises.
Academic Counseling

What Do LEP Weekly Student Meetings Look Like?
There is not a singular concrete answer to that question. LEP student meetings almost never look the same. They change from week to week based on student needs, the time within the quarter, the time within the year, and whether a student is just starting out or preparing for a specific task that happens later in their experience at DU (Study Abroad application, internship interview, graduate school application, graduation, etc.). However, there are some basic structures, foundational pieces, and similarities that are part of a student’s experience and the work the student does with his/her Academic Counselor.

- The Academic Counselor supports, listens, asks questions, and when needed, provides suggestions and resources.
- 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.
- Our preference (and goal) is for the student to accurately assess a situation and his/her needs. The student then works with the LEP Academic Counselor to problem-solve, decide on the best course of action, and develop self-advocacy skills in the process.
- A main focus is on flexibility. There are times when students can’t move forward due to various factors that arise. Academic Counselors become trusted and consistent resources to help students navigate around roadblocks and help them get back to where they need to be in order to be present and effective learners.

What LEP Counselors May Be Working On With Your Student:

- **Organization and Time Management:** Completing 10 week calendars each quarter; reviewing schedules and work plans; planning for projects, tests and deadlines; breaking bigger assignments into smaller, more manageable pieces.

- **Creating Schedules:** Accurately estimating time for tasks (i.e. studying, eating, sleeping, working out, laundry, time with friends, connecting with family, travel time etc.); intentionally creating realistic schedules; learning how to adjust plans based on needs and circumstances.

- **Study Skills:** Creating systems and environments for effective studying; using learning styles and strengths to determine the best ways to approach study time; learning and practicing active reading skills; using library data bases and other resources to conduct research.
- **Emails**: Reviewing emails; replying as needed; keeping emails organized; communicating appropriately with instructors; practicing professional communication skills and tone; communicating and sharing information with family members.

- **Course Management**: Reviewing Canvas/Blackboard for course syllabi and grades; reviewing syllabi for course requirements; reviewing for clarity and completeness; compiling lists of questions for instructors.

- **Overall Well-Being**: Working with student to find the work/life balance that is right for them; assist them as they create strategies to ensure that medications are taken and refilled as needed.
Anatomy of a “typical” weekly LEP meeting

1. 5-10 Minutes
   • Check in. Grounding. Establish connection. Identify and problem solve around obstacles that may be preventing student from being present. Enable focus on academics, if possible.

2. 10 Minutes
   • How did previous week go? Identify successes and also disappointments. Problem solve & identify ways to effect change for better outcomes in the future.

3. 20 Minutes
   • Focus on current week. Determine tasks for each course. Create plan to accomplish each task and break each one into manageable pieces.

4. 10 Minutes
   • Prepare/plan for upcoming week. Identify assignments and due dates. Look ahead to upcoming weeks to identify tasks that will require advanced planning. Work backwards from deadlines to create a proactive game plan.

5. 5-10 Minutes
   • Step back and check to see how the big picture is looking. What tasks need extra attention resources or time allocated to them? Review plans, and prepare to move into the next task/activity.

Foundational elements of most meetings are the weekly and 10 week calendars. Campus resources are continuously discussed.
LEP meetings – 10 Weeks At-A-Glance

WEEK ONE:
- General Introduction/Check-in.
- Complete/Update Student Contact Information Form.
- Review all intake forms.
- FERPA/Discuss Parent/Guardian and Staff/Faculty Release of Information.
- Discuss accommodations student has requested and received.
- Student learns where to find a copy of his/her LEP and DSP faculty letter.
- Review student organization strategies.
- Review process for signing up for tutoring.
- Discussion of additional resources (e.g. Organizational and Time Management Support specialist, subject specific tutors, HCC etc.)
- Discuss current class schedule and address any changes that need to happen (i.e. adding or dropping classes).
- Begin adding papers/exams/assignments from syllabi to 10 week calendar (may need an additional meeting to complete 10 week calendar – student might not have received all syllabi before the first week’s meeting).

WEEK TWO:
- 10 week calendar continued.
- If desired, students organize and complete online exam requests.
- Discussion of DU activities, clubs, organizations, and groups (new students).
- Discuss how things are going with living arrangements. Are they working well? Is living situation conducive to maximizing academic success? There is a roommate change day every quarter (usually on the 3rd Friday of the quarter) in the residence halls. It is best if students have a new arrangement (roommates, room to swap) worked out, but it is not necessary.

WEEK THREE:
- Midterms begin.
- Students check in on how classes are going.
- Students bring ongoing/completed work in.
- Ongoing assistance with organization.
Learning Styles Inventory can be completed/reviewed.

WEEK FOUR:
- Midterms.
- Fine tuning of organization.
- Good time to check on how classes are going and verify that student’s perception aligns with actual performance. Ask each professor to fill in a Grade Tracking Form.

WEEK FIVE:
- Midterms.
- Students are encouraged to meet with professors to assess their grade. Discuss how to frame conversations in this process if necessary.
- Address drop option if needed.
- Meet with advisers (or for first year students, meet with FSEM instructors) to decide what classes to take next quarter.
- Create several potential schedules for next quarter. Courses may be closed, so there need to be different options/backup plans.

WEEK SIX:
- Midterms.
- Typically the last week to drop without instructor approval, check Registrar’s calendar.
- Students are reminded to check on, and resolve holds in order to register.
- Students reminded in person and by email to sign up for advising.

WEEK SEVEN:
- Advising Week.
- Early Registration on Friday of Advising Week.

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.
Typically the last week to drop (check with Registrar) – instructor’s approval needed. This requires that a drop slip, signed by the instructor, be turned in at the Registrar’s Office by 4:30 pm on the last day to drop. This process takes some time, so decisions and contacts with instructors need to be made with plenty of time allowed.

WEEK NINE:

☐ Some early finals.
☐ For regular registration students, review confirmed schedule.

WEEK TEN:

☐ Complete preparation for Finals:
  • Organize notes, flash cards, etc.
  • Schedule extra face time with instructors, TA’s, tutors.
  • Work with writing tutors to put finishing touches on papers, projects, presentations.
  • Focus on getting good sleep.
  • Eat healthy diet – lots of times nutrition goes out the window when time is short and stress is high.
  • Take regular study breaks – not too long, but long enough (10 minutes) to give the brain a chance to rest a bit. Getting up, walking around, and stretching, can be energizing and get the circulation going. Movement helps.
  • Use stress management techniques.
Anatomy of a “typical” weekly tutoring meeting

Pre-Tutoring

• Take time to prepare for your tutoring meetings. Be an active learner. Make note of questions you have or topics to cover. **What is your goal for the tutoring session?**
• Be sure to bring relevant materials with you (i.e. class notes, textbook, study guides, graded quizzes/tests, practice tests, assignment details and your syllabus.)

5-10 Minutes

• Arrive for your tutoring session on time.
• Review your goals with the tutor.
• Share relevant materials with your tutor.

3

40 Minutes

• Work on necessary assignments with tutor. Tutors can help with understanding material learned in class, understand homework, studying for exams, editing and constructing papers and much more.

4

5-10 Minutes

• Prepare a plan on what you will work on before the next tutoring meeting. This could be working on a study guide, writing an outline or section of a paper, or finding new concepts to study next week.

5

Post-Tutoring

• If you come of with any other questions for your tutor and they can wait till the next tutoring session make sure you write them down in your notebook so that you do not forget.

This meeting is based on a one hour weekly meeting recurring across the quarter.
## Individualized Tutoring

<table>
<thead>
<tr>
<th>Responsibilities of a Tutor</th>
<th>Responsibilities of a Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ <strong>To be a learning resource.</strong> Tutors are here to help provide clarification, guidance, and offer strategies for success. They cannot guarantee outcomes on assignments, tests, or classes.</td>
<td>✓ <strong>To be present.</strong> It is your responsibility to schedule appointments with a tutor, and then to attend those meetings. Arrive on time. Make use of the full hour.</td>
</tr>
<tr>
<td>✓ <strong>To support your path to independent learning.</strong> Tutors are not here to complete the assignment (or any other task) for you or act as a substitute for not attending class. Rather they are available as a resource as you build confidence and understanding with a topic, course, or assignment.</td>
<td>✓ <strong>To be an active learner.</strong> You are expected to <strong>actively engage and participate in the learning process.</strong> The tutor is not there to do the work for you, but is to help you understand the material so that you are able to complete the work on your own.</td>
</tr>
<tr>
<td>✓ <strong>To have advanced knowledge in a subject area.</strong> LEP tutors have advanced knowledge in their particular subject area. We often hire professionals in the field, or graduate students. These tutors are not students in your class, so they will work with you to understand the context of your class, while helping you understand the content.</td>
<td>✓ <strong>To clarify your goals and needs.</strong> <strong>Come prepared</strong> with a sense of what you want to work on during your tutoring session. <strong>Discuss your plan and needs.</strong> Make sure that you <strong>ask questions</strong> of your tutor so that you can understand all the material before you go home.</td>
</tr>
<tr>
<td>✓ <strong>To provide different learning methods.</strong> LEP tutors are trained in working with students with learning differences and different learning styles. They are able to try different methods of working with content to try to best connect with each student.</td>
<td>✓ <strong>To continue your learning.</strong> Repetition is important in learning. It is important to <strong>go over what you learned at the end of the tutoring session</strong> as this will help solidify what you have learned. <strong>Review it again</strong> when studying on your own.</td>
</tr>
<tr>
<td>✓ <strong>To make use of all available resources:</strong> Sometime you will be unable to meet with your tutor and you have a pressing question to get answered. It is important to know that you have other resources, such as your professor, TA, writing center, math center, etc. <strong>Be sure to make use of all of these available campus resources.</strong></td>
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Anatomy of a “typical” Organizational Meeting

1. 5 minutes
   - Discuss how the week went since the last meeting. Was the student able to stick to the schedule set last week? What was accomplished? Where can we improve?

2. 20 minutes
   - Map out the specific workload the student has coming up over the next week.
   - What is due next week? What is due in two weeks that you need to get started?
   - What extracurricular activities do you have scheduled? When can you be social?

3. 5 minutes
   - Any questions or thoughts about the upcoming week.
Quarterly Commitments for Students

This is a tool for students to use to remember what priorities they want to have in place, and to recommit to academic goals each quarter.

Will You Use Your Time Productively and Efficiently?

When each quarter begins....

• Will you make everything that leads to your goal of earning your college degree a top priority in your life?
• Will you strive to find balance in your life between work and play, so that you will have time for both?
• Will you make a commitment to yourself to maintain a work/life balance and to keep social activities from interfering with your study time?
• Will you take care of yourself mentally and physically?
• Will you take time to estimate how many hours you will need to study each week?
• Will you make a commitment to yourself to turn every assignment in on time, no matter what?
• Will you begin working on quarter-long projects, early in the quarter?
• Will you make a daily “to do” list?
• Will you set specific goals for each study period?
• Will you think of being a full-time student the same way you would a full-time job?

5 Steps to Efficient and Productive Time Management

1. Set specific and detailed academic and personal goals. Keep them in a place where you can see them frequently.
2. Create a quarterly calendar each and every quarter, put each task (exam, paper, presentation, reading, etc.) on it and update it continuously.
3. Each and every Sunday evening, create a detailed calendar/to-do list for the upcoming week.
4. Each and every evening, before you go to bed, make a to-do list for the next day. Refer to that list often during each day.
5. If you start to drift from your plan, make sure that you notice it quickly and make corrections to get yourself back on track. By noticing early that you have veered off course, you can change your direction quickly. It is much easier to stay on track than to get yourself back on it after you have fallen behind. If you get off track, do not panic; just get yourself back on track as soon as you possibly can.
The Four Cornerstones of LEP Student Development in Action

As mentioned previously, much of the work that the LEP does is grounded in the concepts outlined in the Four Cornerstones of LEP Student Development. The following sections provide some further descriptions of how those concepts manifest themselves in the lives of our students.

Self-Awareness is a Key to Success

Each student who participates in the LEP program is here because they are seeking specialized support due to a learning disability, an attention-related disability, or another established learning difference. While we do not believe a student is defined by his or her disability, we do believe a student needs to be able to define their disability. Can you, as a person with a disability, explain in everyday language what that disability is? We aren’t looking for memorization of the diagnosis in some clinical language. We mean, do you know what it is and what it means?

Once you know what that disability is, and can explain it, can you also explain the functional limitations that come from it? Functional limitations are simply the day-to-day ways that living with this disability impacts you. How do you actually experience the impact of the disability in your everyday life as a student? How does it impact how you learn, how you take-in information, how you express what you know, how you study, how you complete projects, how you concentrate, how you procrastinate, and how you complete your work?

Last but not least, do you know what skills and strategies you possess as a student? Do you know and use good practices with taking notes, studying, taking tests, reading and writing? How about managing your time? Managing projects? Getting things done and staying organized? How about communicating with friends, teachers, advisors, and others? How are you at making decisions and determining priorities?
All of these skills make up a critical tool kit for your day-to-day success as a student in college. Operating as a student in high school versus in college is very different. In the K-12 environments these skills and strategies can be closely guided by teachers, school staff and parents. However, in college, you (the student) are responsible for possessing these skills and using them effectively. Part of being an effective student, an independent learner, and an effective self-manager is knowing your strengths, knowing your limitations, and knowing when to ask for help. This is true for students with specific learning disabilities or differences, as well as for students without these. The final key to success is actually making use of the resources around you to provide the help or support or guidance that you needs.
Discovering a student’s preferred learning style can be an important step in determining what study approach(es) are most effective. Taking a few minutes to go through a Learning Styles Inventory is a good investment of time. Many of our students have found this to be extremely helpful.

### Learning Styles - Learning Style Inventory

<table>
<thead>
<tr>
<th>1. When I try to concentrate...</th>
<th>I grow distracted by clutter, and I notice things around me other people don’t notice.</th>
<th>I get distracted by sounds, and I attempt to control the amount and type of noise around me.</th>
<th>I become distracted by commotion, and I tend to retreat inside myself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. When I visualize...</td>
<td>I see vivid, detailed pictures in my thoughts.</td>
<td>I think in voices and sounds.</td>
<td>I see images in my thoughts that involve movement.</td>
</tr>
<tr>
<td>3. When I talk with others...</td>
<td>I find it difficult to listen for very long.</td>
<td>I enjoy listening, or I get impatient to talk myself.</td>
<td>I gesture and communicate with my hands.</td>
</tr>
<tr>
<td>4. When I contact people...</td>
<td>I prefer face-to-face meetings.</td>
<td>I prefer speaking by telephone for serious conversations.</td>
<td>I prefer to interact while walking or participating in some activity.</td>
</tr>
<tr>
<td>5. When I see an acquaintance...</td>
<td>I forget names but remember faces, and I tend to replay where we met for the first time.</td>
<td>I know people’s names and I can usually quote something we’ve discussed.</td>
<td>I remember what we did together and I may almost “feel” our time together.</td>
</tr>
<tr>
<td>6. When I relax...</td>
<td>I prefer to watch TV, view a movie, or visit an exhibit.</td>
<td>I play music, listen to the radio, read, or talk with a friend.</td>
<td>I play sports, make crafts, or build something with my hands.</td>
</tr>
<tr>
<td>7. When I read...</td>
<td>I like descriptive examples and I may pause to imagine the scene.</td>
<td>I enjoy the narrative most and I can almost “hear” the characters talk.</td>
<td>I prefer action-oriented stories, but I do not often read for pleasure.</td>
</tr>
<tr>
<td>8. When I spell...</td>
<td>I envision the word in my mind or imagine what the word looks like when written.</td>
<td>I sound out the word, sometimes aloud, and tend to recall rules about letter order.</td>
<td>I get a feel for the word by writing it out or pretending to type it.</td>
</tr>
<tr>
<td>9. When I do something new...</td>
<td>I seek out demonstrations, pictures, or diagrams.</td>
<td>I want verbal and written instructions, or to talk it over with someone else.</td>
<td>I jump right in to try it, keep trying, and try different approaches.</td>
</tr>
<tr>
<td>Question</td>
<td>Visual</td>
<td>Auditory</td>
<td>Tactile/Kinesthetic</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>10. When I assemble an object...</td>
<td>I look at the picture first and then, maybe, read the directions.</td>
<td>I read the directions, or I talk aloud as I work.</td>
<td>I usually ignore the directions and figure it out as I go along.</td>
</tr>
<tr>
<td>11. When I interpret someone's mood...</td>
<td>I examine facial expressions.</td>
<td>I rely on listening to tone of voice.</td>
<td>I focus on body language.</td>
</tr>
<tr>
<td>12. When I teach other people...</td>
<td>I show them.</td>
<td>I tell them, write it out, or I ask them a series of questions.</td>
<td>I demonstrate how it is done and then ask them to try.</td>
</tr>
</tbody>
</table>

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: ____________________________

Your secondary learning style: ____________________________

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Learning Styles

Auditory Learners:
You learn and remember information best when you **HEAR IT**, and when you **SAY IT** - it is easiest for you to process information when it is **SAID TO YOU** and you **REPEAT IT**.

**Study strategies and tips:**
- **Highlight main concepts and read them out loud to yourself.** Listen to the words as you go.
- **Record yourself as you read notes and textbook information.** Play it back and repeat it over and over to memorize it.
- **Ask someone else to ask you questions.** Then you can repeat the information you have learned verbally, and at the same time hear yourself say it.
- **Participate in a study group where you can discuss material, or explain it to a friend.**
- **Use rhymes and jingles, or make up acronyms to help you recall facts.**
- **Make flash cards and read them out loud.** Repeat over and over.
- **Go to every class and pay attention.** You are going to absorb a lot of information from lectures.

Visual Learners:
You learn and remember information best when you **LOOK AT IT** – it is easiest for you to process information and to remember it when you can **SEE IT** and/or **VISUALIZE IT**.

**Study strategies and tips:**
- **Before you start reading, make sure you look ahead at all of the maps, charts, graphs, and diagrams, in the material in order to start forming an idea of what you will be reading about.**
- **When you are finished with the reading, redraw the maps, charts, diagrams, and graphs yourself to make the information stick.** Vary the size of the writing. Write the information very small and then poster sized.
- **Visualize what you read.** Picture the concepts in your mind.
- **Use flashcards.** Flashcards are a great way to make visual representations of information. Draw pictures and diagrams that will help you remember.
- Use different colors. Highlight main concepts and key words when you are reading and taking notes. Use different colored highlighters and pens for different kinds of information. Color code notebooks, notes, flashcards, calendars and schedules.

- Rewrite notes in a neat and organized manner and go over them repeatedly. Often, if students study and organize the material this way, during exams they can picture the pages and see in their mind’s eye where different information is on the pages, and remember it.

- Get as much information as possible in writing. Write down instructions that are given in class and copy down what the instructor writes on the board.

**Tactile Kinesthetic Learners:**

You learn information best when you can **EXPERIENCE IT** through your body and through movement - it is easiest for you to process information when you are able **TO MOVE**, and turn learning into **HANDS ON** experience.

**Study strategies and tips:**

- Walk around while you are reading to improve comprehension. This gets your whole body involved in the process.
- Follow along with your finger or a bookmark as you read.
- Write down important facts and concepts as you read. Using your hands improves the strength of the connections between your brain and the information you are learning.
- Rewrite your class notes as many times as possible.
- Take breaks and move around, do this every 30 minutes if possible.
- Take field trips to places that relate to what you are learning.
- If it is an option, choose projects that allow you to use your hands.
- Study flashcards while walking around.
- For some people, fidgeting or playing with a small toy helps them absorb information better. Activating tactile senses allows students to actively participate in the learning environment and remember what goes on there.
- Chew gum while you study.
Stress

Stress is a big part of life in college. In some ways, it is a carefree time and there are lots of ways to have fun, but it is also a great deal of work. That work includes figuring out how to do things for yourself and meeting the expectations you have for yourself as well as the expectations others have of you. Stress management is a big part of what the LEP helps students with.

Stress Management

What is stress? What are we talking about?

There are many definitions of stress. One definition that describes it clearly is:

“Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize.” (Richard S. Lazarus)

Here’s another one from Allen Elkin, from The Stress Management & Counseling Center in New York City:

“Stress is what you experience when you believe you cannot cope effectively with a threatening situation.”

What makes an event stressful?

• Stress is multi-layer- it can be physical, mental, or emotional but usually it is a combination.
• Stress is contextual-what is stressful in one situation could be no problem in another situation.
• Something you could easily handle on its own is experienced as stressful and might seem overwhelming and impossible when it is faced with other challenges, or when your built-in coping mechanisms are compromised by other factors (i.e. lack of sleep, hangover, argument with boyfriend/girlfriend etc.).

Factors exerting influence on how events are perceived are:

• Training/preparation
• Knowing what to expect/experience
• Singularity of purpose
• Attitude/confidence
• Tools
• Lack of distractions
• Self care
Is stress always bad?
- The stress that we experience now originated as a flight or fight response. It is part of our hard wiring. Originally, it could literally mean the difference between life and death.
- Stress focuses our attention and motivates us to take action.
- Stress can alert us to things we need to attend to that we might not notice otherwise.
- Some stress is good. Too much though isn’t good.

What happens in our bodies when we are extremely stressed?
- System goes into high gear.
- Breathing increases.
- Body produces adrenaline, epinephrine, and cortisol.
- Heart speeds up - blood pressure rises.
- Digestion slows so that energy can go to other areas of the body.
- Blood is directed from skin and organs and goes to brain and muscles.
- Muscles tense-people feel stronger.
- Blood clots faster.
- Pupils dilate so you can see better.
- Liver converts glycogen to glucose for fast energy.

Can your body keep all this activity going for long periods of time?
- No.
- The way your body responds to stress is a survival response that was useful to humans in life or death situations but now is rarely needed. (When was the last time a tiger chased you across Driscoll Green?)
- Now it is usually an over response and it is impossible for your body to sustain over long periods of time.
- When you’re feeling stressed your body tries to do it anyway, and this effort can produce negative effects.
- It’s like you’re trying to drive fast with the brake on.
How does stress affect people over extended periods of time?

Physical effects:
- Fatigue
- Significant loss of energy
- Muscle aches
- Headaches
- Skin problems
- Digestive problems
- Tics
- Suppressed immune system (leading to increased incidence of colds, flu, etc.)

Emotional effects:
- Feeling helpless – “this is never going to end and there’s nothing I can do about it”
- Feeling nervous – “I can’t sit still”
- Anxiety
- Feeling irritable – “everything and everyone makes me mad”
- Impatience – “just get on with it”
- Depression
- Feeling angry
- Crying – this is actually a good thing (your body needs to do it, don’t be ashamed of it)

Mental effects:
- Forgetfulness
- Racing thoughts
- Intrusive thoughts
- Restfulness
- Difficulty concentrating
- Decreased focus
- Difficulties with comprehension

Behavioral effects:
- Trouble sleeping, or wanting to sleep all the time
- Withdrawing from friends and/or family
- Excessive drinking
- Eating more or less than usual
- Smoking
- Excessive spending
- Overuse of medication
- Use of recreational drugs
- Spending too much time on the Internet, partying, playing video games, watching TV
The actual ways you react to stress will likely be a combination of the symptoms listed above and will likely include other symptoms that are not mentioned here. Stress affects us in many ways; some of those ways make sense and seem connected, and some are totally random.

What is the difference between stress and anxiety?

Anxiety is defined as:

- “an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs, by doubt concerning the reality of the threat, and by self-doubt about one’s capacity to cope with it”.

Lots of people experience anxiety, and while unpleasant, is not a reason for concern. There are some recognizable differences between “normal” anxiety and anxiety that may be more serious. “Normal” anxiety might be characterized by:

- Occasional intense worry about circumstantial events such as an exam, or breakup, that may leave you upset. It typically resolves after a period of time has elapsed after the instigating event/circumstance.
- Anxiety that would be a cause for concern (and consultation with a mental health professional), might be characterized by:
- Constant chronic and unsubstantiated worry that causes significant distress, disturbs your social life, and interferes with classes and work.

Am I stressed, and if so, how?

Events that occur in our lives are not equal in terms of how much stress they produce. Dealing with the death of a loved one is not equal to taking an exam in school. And taking one exam is not equal to taking four exams. It is useful to measure the stress we may be carrying and think about how to deal with it.

The Social Readjustment Rating Scale (page 51), developed by Thomas H. Holmes and Richard H. Rahe is a well known instrument that quantifies the amount of stress we are dealing with.

To score your stress levels, circle the value listed next to each event that has happened to you in the last year. Note: If you experienced an event more than once, add the score again for each extra occurrence of that event.
### The Social Readjustment Rating Scale

<table>
<thead>
<tr>
<th>LIFE EVENT</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Death of spouse</td>
<td>100</td>
</tr>
<tr>
<td>2. Divorce</td>
<td>73</td>
</tr>
<tr>
<td>3. Marital separation</td>
<td>65</td>
</tr>
<tr>
<td>4. Jail term</td>
<td>63</td>
</tr>
<tr>
<td>5. Death of close family member</td>
<td>63</td>
</tr>
<tr>
<td>6. Personal injury or illness</td>
<td>53</td>
</tr>
<tr>
<td>7. Marriage</td>
<td>50</td>
</tr>
<tr>
<td>8. Fired at work</td>
<td>47</td>
</tr>
<tr>
<td>9. Marital reconciliation</td>
<td>45</td>
</tr>
<tr>
<td>10. Retirement</td>
<td>45</td>
</tr>
<tr>
<td>11. Change in health of family member</td>
<td>44</td>
</tr>
<tr>
<td>12. Pregnancy</td>
<td>40</td>
</tr>
<tr>
<td>13. Sexual difficulties</td>
<td>39</td>
</tr>
<tr>
<td>14. Gain of new family member</td>
<td>39</td>
</tr>
<tr>
<td>15. Business readjustment</td>
<td>39</td>
</tr>
<tr>
<td>16. Change in financial state</td>
<td>38</td>
</tr>
<tr>
<td>17. Death of close friend</td>
<td>37</td>
</tr>
<tr>
<td>18. Change to a different line of work</td>
<td>36</td>
</tr>
<tr>
<td>19. Increased arguments with spouse</td>
<td>35</td>
</tr>
<tr>
<td>20. A large mortgage or loan</td>
<td>31</td>
</tr>
<tr>
<td>21. Foreclosure of mortgage or loan</td>
<td>30</td>
</tr>
<tr>
<td>22. Change in responsibilities at work</td>
<td>29</td>
</tr>
<tr>
<td>23. Son or daughter leaving home</td>
<td>29</td>
</tr>
<tr>
<td>24. Trouble with in-laws</td>
<td>29</td>
</tr>
<tr>
<td>25. Outstanding personal achievement</td>
<td>28</td>
</tr>
<tr>
<td>26. Spouse begins or stops work</td>
<td>26</td>
</tr>
<tr>
<td>27. Begin or end school/college</td>
<td>26</td>
</tr>
<tr>
<td>28. Change in living conditions</td>
<td>25</td>
</tr>
<tr>
<td>29. Revision of personal habits</td>
<td>24</td>
</tr>
<tr>
<td>30. Trouble with boss</td>
<td>23</td>
</tr>
<tr>
<td>31. Change in work hours or conditions</td>
<td>20</td>
</tr>
<tr>
<td>32. Change in residence</td>
<td>20</td>
</tr>
<tr>
<td>33. Change in school/college</td>
<td>20</td>
</tr>
<tr>
<td>34. Change in recreation</td>
<td>19</td>
</tr>
<tr>
<td>35. Change in church activities</td>
<td>19</td>
</tr>
<tr>
<td>36. Change in social activities</td>
<td>18</td>
</tr>
<tr>
<td>37. A moderate loan or mortgage</td>
<td>17</td>
</tr>
<tr>
<td>38. Change in sleeping habits</td>
<td>16</td>
</tr>
<tr>
<td>39. Change in family get-togethers</td>
<td>15</td>
</tr>
<tr>
<td>40. Change in eating habits</td>
<td>15</td>
</tr>
<tr>
<td>41. Vacation</td>
<td>13</td>
</tr>
<tr>
<td>42. Christmas</td>
<td>12</td>
</tr>
<tr>
<td>43. Minor violations of the law</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
Score Interpretation

300 or over  High to very high level of stress-high risk of becoming ill
150-299     Moderate to high level of stress-moderate risk of becoming ill
Less than 150 Low level of stress-low risk of becoming ill

College students are frequently surprised by how high they score on this scale. If you look at all the events that are related to changes they are experiencing alone, that can result in an elevated score. Many students are also experiencing stressful events on top of that.

If I’m stressed, what do I do?

As mentioned before, stress affects us on several fronts; physical, emotional, mental, and behavioral. This is also how we can look at ways to minimize its impact. There is quite a bit of attention being given to stress management today and there are numerous approaches that can be helpful. Here are a few that can help:

Calming your body

- EXERCISE/ACTIVITY—some of the net effects of exercise are a decrease in blood pressure, a lower heart rate and slower breathing. These are opposite effects of what a flight or fight response causes in your body. Exercise and increased activity also causes your body to produce endorphins, which can cause feelings of well-being and calm, which are powerful fighters of stress.

- NUTRITION – Eating the right food gives your body a stable source of energy, makes it stronger to stay well and makes it produce helpful biochemical elements (serotonin) that make you better able to cope and manage stress that comes your way. Complex carbohydrates, protein and vegetables are foods that provide balanced energy and can help support mental functioning.

- SLEEP – Being stressed is tiring. Your body and your brain are working overtime and it takes its toll. Your body is also much more vulnerable to stress when it is tired. Getting enough sleep is the answer to both scenarios. Getting good quality sleep, and getting enough of it, is vital. Going to sleep and waking up at the same time every day helps your body know when it needs to be awake and fully functioning and when it needs to go to sleep.
• RELAXATION – Relaxing your body is the opposite of stressing your body. You can relax your body in lots of ways. Here are a couple of things you can do just about anywhere.

• BREATHING – When you are stressed, your breathing is likely to become faster and shallower, and some people hold their breath. This leads to less oxygen in your bloodstream and your brain, it makes your heart rate and blood pressure go up, and you could feel shaky and tense. This is not good for your stress level. When many people take a breath, they raise their chest and shoulders. This is actually not an efficient or relaxed way to breathe. Breathing so that your stomach expands gets more oxygen into your system and helps your body get rid of excess carbon dioxide. If you breathe in through your nose and out through your mouth, it is easier to do this.

• YAWNING - Yawning is a great way to reduce stress. It’s also a great way to get a lot of oxygen into your system at one time. Yawn and see how much you can expand your stomach. Apolo Anton Ohno does this before each race (he says he does it to relax), and he usually does pretty well.

• PROGRESSIVE RELAXATION – Lots of people don’t realize when their body is tense. By tensing and then relaxing muscles, it can help you recognize when you are tense, and this process can also be very relaxing. Start with your toes and tense them for about 10 seconds. Then let go of that tension quickly and notice the difference in how it feels. Part of what you are doing is training yourself to become an expert at detecting the difference between tension and relaxation. Then enables you to notice when you are stressed ASAP. When you are through with your toes, move on to your foot, then your ankle, then your calf and on and on until you are at the top of your head. Obviously, if you did every single part of your body it would take awhile. Try doing that sometime, but when you don’t have enough time, just work on the major muscles and give special attention to your neck and shoulders.

Quieting your mind

Many events that happen in our lives are not stressful by themselves. The stress comes from how we perceive them. The event in a way gets its power from how you view it. That’s not to say that feeling stressed if your fault, but what you tell yourself can make a difference in how stressful an event is for you and it can also make a difference in how and when the stress is resolved. Again, there are many helpful ways to talk to yourself; here are a few:
TRY TO MINIMIZE CATASTROPHIC THINKING – there are things that can go wrong in your life, no doubt about it, but there is an infinite number of catastrophic things you can think of that could happen but are highly unlikely. Try to identify the unrealistic possibilities you are worrying about, and replace them with more realistic, more positive outcomes of the situations you are facing.

TRY TO BE OKAY WITH NOT HAVING CONTROL OF SITUATIONS IN YOUR LIFE - lots of stress that people experience comes from worrying about things they have no control over. It would be nice if all of your instructors asked only the material you knew on every exam, or if you could make all the traffic you encounter disappear, but those are things you cannot control. Yet those are things that people frequently get stressed over. Recognizing this and accepting it (easier said than done) takes the stress of the illusion that you can change things out of the equation. It frees you up from having to worry about it.

TALK TO YOURSELF KINDLY AND SUPPORT YOURSELF – talk to yourself the way you would talk to a friend. You probably wouldn’t tell a friend that they should be able to handle things better and they should get their act together, yet that is the way lots of us talk to ourselves. Allen Elkin suggests talking to yourself like an air traffic controller. Try giving yourself guidance in a supportive, calm, confident, step by step manner, encouraging yourself as you go. You want what’s best for yourself, so steer yourself there like you would a friend who was struggling.

Changing your behavior (just some of it)
There are some things we can change and some things we can’t. If we work on some of things we can change, it makes it easier to handle the things we can’t, and anything we can do to make a dent in the stress we experience allows us to save some of our reserves to deal with larger issues and events. Every little bit helps. Here are a few things that can add up to help us out.

ORGANIZE YOUR ENVIRONMENT – little annoying things that happen don’t have the impact of major challenges, but if you stack up enough of them, they can push you closer to feeling overwhelmed, and less able to deal with the stressful events that matter to you. If you have to locate your keys 25 times in one day, that is going to be a drain on your stress tolerance reserves. If you get organized just a bit and always put your keys in a designated place, you will save yourself a build-up of aggravation and free up that energy to be used on something bigger and more important. That is just one example of what you can do that would not only reduce
your stress level a bit, but would also be empowering, showing you that you can affect the way you experience stressful events. Think of other ways (there are a lot of them), and other things you could do to organize your world.

- **ORGANIZE YOUR TIME** – time is always trying to push us around. When we are looking forward to something, time seems to drag by. When we are trying to beat a deadline, time speeds up. By pacing ourselves a bit and planning for how and when we are going to get things done, we end up accomplishing more and stressing less. Also, the quality of work will improve. What’s not to like about that?

- **KEEP YOUR PRIORITIES IN MIND** – related to organizing your environment and time. Spending your time and energy working towards things that are life giving and most important to you increases the satisfaction you will feel, and gives you more energy to counter the effects of stress. Keep your eyes on the prize and know that the stress that is pushing you around right now will not last forever.
Medication Management

College is an extremely active time in your student’s life. They will most likely be involved in many extracurricular activities both inside and outside the campus, while being full-time students. Time becomes an issue for most college students and if they are not well organized they can forget daily activities that need attention. Managing your student’s medication was most likely your job, however in college you will not be there to remind them to take their medication and arrange for refills. Therefore, you may want to develop a plan with your student on how to best manage their medication. Below are some tips and tricks for effective medication management:

- Pick a specific day and time each week to put pills for the entire week in a medication organizer. This helps to ensure that a double dose of medication is not accidentally taken, and that if a dose has been missed, it will be noticed.
- Keep your pill box or organizer in a place where it will be seen every day (e.g., on a dresser or next to the toothbrushes).
- Take medication at the same time each day and pick a time when you are almost always home (for example, when you wake up in the morning or when you go to sleep at night). This will help you get into a routine that can be maintained.
- Set automated reminders. Set a daily alarm on a cell phone or computer. Many free online calendars allow you to set daily email or text message alerts (e.g., Google Calendar).
- Keep a diary or checklist documenting the times when medication was taken. If you have a Smartphone, there may be applications available to help you track your medication.
- Keep regular appointments with your care provider.
- Carry a record of your medications with you in your wallet.
- Call a nearby pharmacy to fill you medication 5 days before you run out. You can set reminders to do this as well.
- Laws related to the use of stimulant medication vary by state. Make sure to allow enough time to get prescriptions written by health care providers in other states filled before medication runs out. The process may have some unanticipated added steps that need to be taken.
Campus Resources

Academic Advising/Discoveries Orientation (AADO)

Occasionally, confusion exists concerning the terms Academic Counselors (LEP) and Academic Advisors (AADO). In fact, it is not uncommon for LEP Academic Counselors to be referred to as “advisors”. However, there are substantial differences between these two roles and the two departments. LEP Academic Counselors assist students with organization and time-management, schoolwork, selecting tutors, reading comprehension, study strategies, and more. LEP Academic Counselors assist students with organization and time management, schoolwork, selecting tutors, study strategies and more. LEP Academic Counselors work specifically with students with learning differences. LEP Academic Counselors are not trained as Academic Advisors. On the other hand, Academic Advisors help all DU students regardless of disability status to understand DU academic policies, particularly concerning Common Curriculum (or general education) requirements, graduation requirements, academic warning and probation, formulating a class schedule, completing a course tracking sheet, requesting academic exceptions, and requesting a medical leave of absence. These are tasks that Academic Advisors are specifically trained to perform. LEP Academic Counselors are going to encourage students to visit the Academic Advising Office when students have questions related to these matters.

Discoveries Orientation

When students arrive on the DU campus for their first year, they will embark on what is called “Discoveries Week.” In conjunction with professors who teach freshman seminars and with Orientation Leaders (2nd, 3rd and 4th-year students hired to assist with orientation to DU), Discoveries Week is the comprehensive introduction to the DU experience put on by AADO. During Discoveries Orientation, first-year students will get a thorough and sometimes overwhelming introduction to all DU has to offer. Discoveries Orientation week is also the time when first-year students will meet their freshman seminar professor and classmates, take a field trip with the class and start the process of forming friendships. The culmination of the week is the Pioneer Carnival where students will enjoy the opportunity to learn about the myriad extracurricular activities available to them, activities ranging from intramural and club sports to Greek Life to volunteer and service learning opportunities to student organizations predicated on a broad scope of interests.
Medical Leaves

Sometimes students experience physical and/or psychiatric emergencies, or other life events that necessitate the taking of a Medical Leave of Absence. Academic Advising is the place to go for assistance with this process. When an event arises that necessitates a Medical Leave of Absence, the student must have the treating physician or specialist submit on official letterhead documentation of the medical or psychiatric issues being addressed. This will require the student to sign a HIPPA consent form. The letter must be sent to the Executive Director of Academic Resources at DU. Moreover, in order to reenroll, the student’s treating medical professional must submit, again on official letterhead, information concerning the well-being of the student and readiness to resume studying.

Guidelines for medical professionals can be found at: www.du.edu/studentlife/advising/media/documents/healthcarequestionaire_2014.pdf

The official DU policy for medical leaves of absence is available at: www.du.edu/studentlife/advising/policies-forms

For additional questions concerning Academic Advising/Discoveries Orientation please visit www.du.edu/studentlife/advising/ or call 303-871-2455 or e-mail advising@du.edu.

DU Career Center

One of the key outcomes of an undergraduate education is to prepare students to launch into a successful career. Coursework and extracurricular activities will set the foundation for embarking on a career. However, the DU Career Center serves students by assisting with choosing career paths and then developing strategies for securing internship and job opportunities.

Often, students enter college not knowing what they want to study or what they might like to do after graduation. Taking a variety of courses can help students to find their passions. So, too, can the Career Center. DU’s center offers career interest inventories at reduced cost that can help to shed light on career paths that might be of interest and in line with students’ strengths and gifts, and, in turn, help students to select fields of study that will prepare them for entrance into professions where they will enjoy job satisfaction. www.du.edu/career/careerplanning/careerassessment.html

Because the market is competitive, securing internships during the undergraduate years is crucial for acquiring hands-on experience, for building a resume and in
generating additional professional references. The Career Center hosts career fairs each quarter, workshops on resume writing and interviewing, assistance in building a network and in locating jobs, internships and job shadowing opportunities as well as 1-on-1 career counseling.

Recently, the Career Center has initiated “Pioneer Pathfinder” www.du.edu/career/careerplanning/pioneerpathfinder.html, a systematic approach students can undertake to prepare for entrance into the workforce beginning their first year at DU. For more information about the myriad services the Career Center provides DU students, please visit www.du.edu/career or call 303-871-2150.

**Writing Center**

The Writing Center supports and promotes effective student writing across the University of Denver campus. In a non-evaluative collaborative setting, the staff helps DU students with all kinds of writing projects: class assignments, personal writing, professional writing, and multimedia projects. The Writing Center serves any student affiliated with the University and invites students in all classes, at all levels of writing ability, and at any stage of the writing process to visit. The Writing Center is located in the Anderson Academic Commons, on the main floor.

**Math Center**

The Math Center is located in the Anderson Academic Commons. The Math Center offers free, drop-in assistance for algebra, trigonometry, business calculus, and calculus I, II and III classes. The Math Center is open to all DU students.

**Library Research Center**

The Research Center offers expert guidance through the research process: from refining a topic to finding and evaluating relevant sources to creating a bibliography. One-on-one research consultations are available to current DU students, faculty, and staff at any stage of the research process. A consultation session can ease anxiety about a project or paper and teach research and evaluation skills for life-long learning.

**Chemistry, Physics and Engineering Help Center**

Graduate and undergraduate TAs will be available to help with problems regarding both lecture and lab courses for engineering, general chemistry, university physics, general physics, and 21st century physics and astronomy (NATS) throughout the quarter. This center is open to all DU students.
Pioneers Care

If a situation comes up that raises your level of concern enough that you want additional resources and support for your student, The Office of Student Outreach and Support is an option that is available to you. This is not a place for emergencies. This is a place where student can get connected to extra support they may need. You can get more information here: www.du.edu/studentlife/studentsupport/index.html

On this page, there is a place you can submit a Pioneers Care Report. Some things to consider when looking at this option:

Student Outreach & Support connects students in need of resources to appropriate campus or community services. Support comes through an individualized approach using the C.A.R.E. philosophy (Communicate, Assess, Refer, Educate). When situations arise, Student Outreach & Support communicates with appropriate campus resources on student issues, including hospitalizations, and crisis situations.

The Student Outreach and Support office is committed to supporting students and empowering them to become self-reliant members of our educational community, and to help them maximize their educational experience while pursuing their degrees.

Pioneers CARE (Communicate, Assess, Refer, Educate) outreach program helps find solutions for students experiencing academic, social and crisis situations including mental health concerns. Members of the University community can submit a Pioneers CARE report for a student who might benefit from services. We review these reports to understand each student issue and the on- and off-campus resources that may guide them to success.

When working with students, try identifying signs or stressors. These signs may include but are not limited to:

- Academic difficulty
- Difficulties with family/home environment
- Difficulties with adjusting to the college experience
- Excessive or unexplained absences
- Financial concerns
- Mental health issues
- Physical health issues
- Relationship issues
- Self-harm concerns
- Unable to locate a student
- Witness to an incident
If you know of a student who is experiencing any of the above signs or stressors, we encourage you to submit a Pioneers CARE report through the online reporting system:

A note about confidentiality:
As a part of this process, we work very hard to maintain confidentiality for students so they trust the work we’re doing. As a result, if you submit a report, we don’t generally report back or communicate with you about the details of how we’ll be working with individual students.

A Pioneers CARE report is not for emergencies. If there is an immediate threat to a student (either through self-harm or interpersonal violence) or the community, please call Campus Safety at 303-871-3000, or if dialing from a campus phone, 1-3000.
Health and Counseling Center

The Health and Counseling Center (HCC) is located in The Ritchie Center on the DU campus. The (HCC) provides many medical and mental health services. All University of Denver students, part-time or full-time, undergraduate or graduate, can use the services of the Health & Counseling Center.

Counseling Services for Students

The following counseling services are available:

- Counseling/Psychotherapy (individual, couples, group) 12 session model for students
- Psychological testing (e.g., for learning disabilities and attention deficit disorder)
- Crisis intervention and emergency services (24 hours/day, 7 days/week)
- Psychiatric consultation (medication management) when referred by HCC medical or counseling staff
- Consultation/Outreach
- Sport psychology, health psychology, and behavioral medicine
- Training and research
- Referral services

Medical Services for Students

The following medical services are available:

- General medical care for illnesses and injuries
- Women’s health care
- Non-surgical sports medicine
- Specialist services (except in Summer): Dermatology, Gynecology, Nutrition
- Preventive medicine services
- Procedures, EKG’s, IV infusions, immunizations, allergy shots, injections
- Lab tests
- Confidential STD/STI testing (including HIV testing)
- Discounted prescriptions and birth control
- Travel health advice / travel immunizations
- Immunizations (including MMR and HPV)
- Nursing consultation and assessment
- Same day appointments for illness/injury
- After hours on-call service
- Referral services
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<thead>
<tr>
<th><strong>Important University Phone Numbers and Websites</strong></th>
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<td><strong>Academic Advising/Discoveries Orientation</strong></td>
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<tr>
<td>303-871-2455</td>
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<tr>
<td><a href="http://www.du.edu/studentlife/advising">www.du.edu/studentlife/advising</a></td>
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<tr>
<td><strong>Daniel L. Ritchie Center Box Office</strong></td>
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<tr>
<td>303-871-TIXS (8497)</td>
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<td><a href="http://www.denverpioneers.com">www.denverpioneers.com</a></td>
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<tr>
<td><strong>Alumni Relations</strong></td>
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<tr>
<td>303-871-2701</td>
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<tr>
<td><a href="http://www.du.edu/alumni">www.du.edu/alumni</a></td>
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<tr>
<td><strong>Disability Services Program</strong></td>
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<tr>
<td>303-871-2372</td>
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<tr>
<td><a href="http://www.du.edu/studentlife/disability/dsp">www.du.edu/studentlife/disability/dsp</a></td>
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<tr>
<td><strong>Anderson Academic Commons</strong></td>
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<tr>
<td>303-871-3707</td>
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<td><a href="http://www.du.edu/commons">www.du.edu/commons</a></td>
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<tr>
<td><strong>DU Bookstore</strong></td>
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<tr>
<td>303-871-3251</td>
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<td><strong>Bursar’s Office</strong></td>
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<td>303-871-4494</td>
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<td><a href="http://www.du.edu/bursar">www.du.edu/bursar</a></td>
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<tr>
<td><strong>Financial Aid Office</strong></td>
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<tr>
<td>303-871-4020</td>
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<tr>
<td><a href="http://www.du.edu/financialaid">www.du.edu/financialaid</a></td>
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<td><strong>Campus Operator</strong></td>
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<tr>
<td>303-871-2000</td>
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<td><strong>Health &amp; Counseling Center</strong></td>
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<td>303-871-2205</td>
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<tr>
<td><a href="http://www.du.edu/hcc">www.du.edu/hcc</a></td>
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<tr>
<td><strong>Campus Safety</strong></td>
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<tr>
<td>Emergency 911, then dial 303-871-3000</td>
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<tr>
<td>Non-emergency 303-871-2334</td>
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<tr>
<td><a href="http://www.du.edu/campus-safety">www.du.edu/campus-safety</a></td>
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<tr>
<td><strong>Housing and Residential Education</strong></td>
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<tr>
<td>303-871-2246</td>
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<td><a href="http://www.du.edu/housing">www.du.edu/housing</a></td>
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<td><strong>Career Center</strong></td>
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<td>303-871-2150</td>
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<td><strong>Learning Effectiveness Program</strong></td>
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<td>303-871-2372</td>
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<td><a href="http://www.du.edu/studentlife/lep">www.du.edu/studentlife/lep</a></td>
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<td><strong>Center for Advocacy, Prevention &amp; Empowerment (CAPE)</strong></td>
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<tr>
<td>303-871-3853</td>
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<td>CAPE confidential help line – 303-871-3456</td>
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<td><a href="http://www.du.edu/health-and-counseling-center/cape">www.du.edu/health-and-counseling-center/cape</a></td>
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<td><strong>Parent and Family Relations</strong></td>
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<tr>
<td>303-871-3708</td>
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<td><a href="http://www.du.edu/studentlife/parents">www.du.edu/studentlife/parents</a></td>
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<td><strong>Center of Multicultural Excellence</strong></td>
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<tr>
<td>303-871-2942</td>
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<td><a href="http://www.du.edu/cme">www.du.edu/cme</a></td>
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<tr>
<td><strong>Parking Services</strong></td>
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<tr>
<td>303-871-3210</td>
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<td><a href="http://www.parking.du.edu">www.parking.du.edu</a></td>
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