



Learning Effectiveness Program

PARENT & FAMILY HANDBOOK



UNIVERSITY of
DENVER



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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" 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 concepts 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.



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 also 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 the institution provides courses, credits, housing, and food. 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 welcome 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 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 the family members 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, and then decide what to do when a student is struggling. They need to learn to do all this when they are no longer participating as closely on a day to day basis and are not physically present. 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 students to be where they are. Family members will now participate from a distance, as observers and supporters. This is not always easy. They 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 may

be difficult to come to terms with. In this undertaking, family member's roles are most definitely not clear.

This handbook is intended to provide families with food for thought as they choose what their roles will look like. It is broken up in four main sections: 1) information on our greater division, Student Affairs & Inclusive Excellence, and where the LEP fits within the University's structure; 2) LEP 101 and all things LEP-related; 3) exploring your role as the parent and family member of a DU student in the LEP; and 4) supporting student wellness. It also contains resources to assist students as they share in struggles, get off track, get back on track, and celebrate successes along the way. We encourage you to refer to this handbook throughout your student's time at DU.



STUDENT AFFAIRS & INCLUSIVE EXCELLENCE (SAIE)

MISSION

Living. Learning. Thriving.

We are committed to providing students with the support and skills needed to become empowered citizens that positively impact the communities they are a part of, now, and in the future.

We do so by challenging students to:

- Reflect on their values and identities;
- Recognize their strengths and acknowledge areas for further growth;
- Understand the importance of needing support and seeking it;
- Cultivate their passions; and
- Foster the public good

ABOUT

Student Affairs and Inclusive Excellence is comprised of multiple interdisciplinary departments who in partnership provide wholistic student support, resources, and experiences that enable students to thrive academically, socially, and vocationally in order to lead lives of meaning and purpose. With over 160 full-time and part-time staff and 17 departments, we are committed to the growth and development of all students throughout their collegiate career and beyond. The division consists of the following departments:

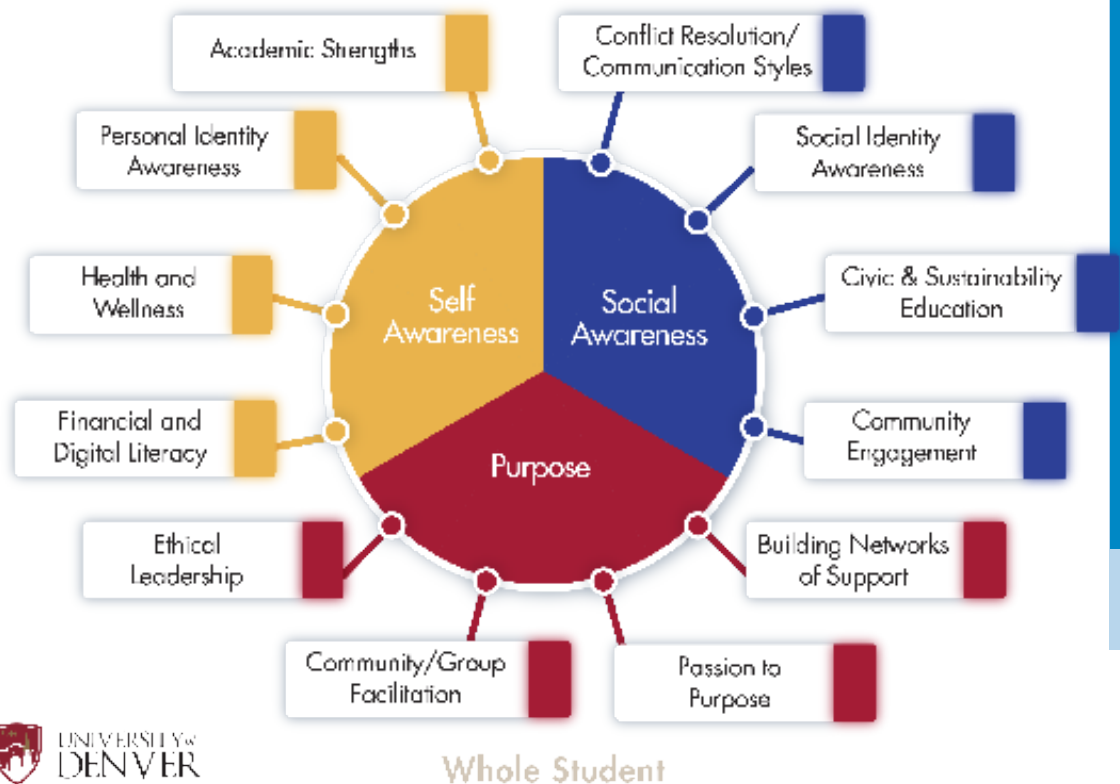
Budget & Operations
Center for Advocacy, Prevention and Empowerment (C.A.P.E.)
Collegiate Recover Community (CRC)
Culture, Access, & Transitions
Disability Services Program (DSP)
Health & Counseling Center (HCC)
Health Promotion
Housing & Residential Education (HRE)

Inclusion & Equity Education
Learning Effectiveness Program (LEP)
New Student & Family Programs
Student Engagement
Student Rights & Responsibilities
Student Outreach & Support (SOS)
Veterans Services

SAIE STUDENT DEVELOPMENT MODEL

LIVING, LEARNING, AND THRIVING:

Collaboration & Community Building for Student Success



OUR MISSION

The Learning Effectiveness Program (LEP) at the University of Denver provides individualized support for neuro diverse learners with Learning Disabilities, and/or Attention Deficit Hyperactivity Disorder (ADHD), students on the Autism Spectrum, and students who have 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 individualized settings to support and enable them as they:

- understand their learning difference and how it impacts their experience
- develop organizational and learning strategies based on their strengths
- identify, access, and effectively use resources
- develop executive functioning abilities and enhance metacognitive awareness
- find a healthy balance between social, personal, and academic activities
- develop educational goals consistent with their life's passion and objectives
- identify vocational goals that enable them to lead lives of meaning and purpose, as defined by them

The LEP also provides resources which include:

- weekly one-on-one academic counseling
- subject specific tutoring
- executive functioning support including organization and time management skill building
- social skill building resources
- peer mentoring (mentor and mentee opportunities for LEP students)
- Journey to Empowerment through Transition (JETT) transitional resources and experiences
- Eye to Eye
- Delta Alpha Pi International Honor Society – academic honor society for students with disabilities

The LEP works with the greater University of Denver community to expand the definition of Inclusive Excellence, to include those who learn “differently”.

We do this by:

- offering information and trainings to academic departments, faculty, and other student service professionals related to neuro diversity and learning differences
- making self- advocacy skill building a central focus for students so that academics, as well as other activities on campus, are accessible to all types of learners
- offering information and trainings related to the principles of Universal Design for Learning
- expanding awareness related to learning differences as important aspects of identity and identity development



MESSAGE FROM SCOTT VAN LOO, DIRECTOR OF THE LEP



Greeting Students and Families!

It is with joy that I welcome you to the 2020-2021 school year at the University of Denver and to the Learning Effectiveness Program (LEP)! On behalf of the LEP staff, we are so happy that you have chosen the University of Denver and the LEP to further your education.

This time of unprecedented change and uncertainty requires us to be extra cautious and vigilant, yet allows for responsive opportunities with a focus on creativity and innovation in how we learn, live, work and thrive. Our LEP team of professionals are excited to start the year with over 300 students enrolled; and we are working daily to update and align our actions to DU's high standards of health, safety and academic integrity. Even though our student supports will largely be virtual with potential for a hybrid contact model, all our programming will remain in-tact. Even though how we connect may change, you can expect the same support opportunities through the LEP including weekly meetings with Academic Counselors, tutoring sessions, social outlets, connecting to local k-12 students and more! To meet your needs, our Academic Counselors will work with you to set up video conferencing sessions and in-person visits within the guidelines of DU's campus action plan. To further provide support, our LEP offices will be staffed daily, between the hours of 8:00am to 4:30pm, with a front office staff person to answer questions and an on-call Academic Counselor to address immediate needs.

Family members, as a parent myself, I understand the efforts that all of you and your loved ones make to support the transition of our college students' journeys. It is our intention through the LEP to create and build relationships of trust and support to assist with each student's journey and support their development toward success and growth. I want to acknowledge the many roles you have played in supporting and developing the wonderful young person that will be walking through our doors. You have been their first and best advocate, tutor, nurturer, teacher, nurse and so much more. Now your role is about to change. We are grateful that you entrust us to continue to provide support and guidance to your child as they continue to grow into adulthood.

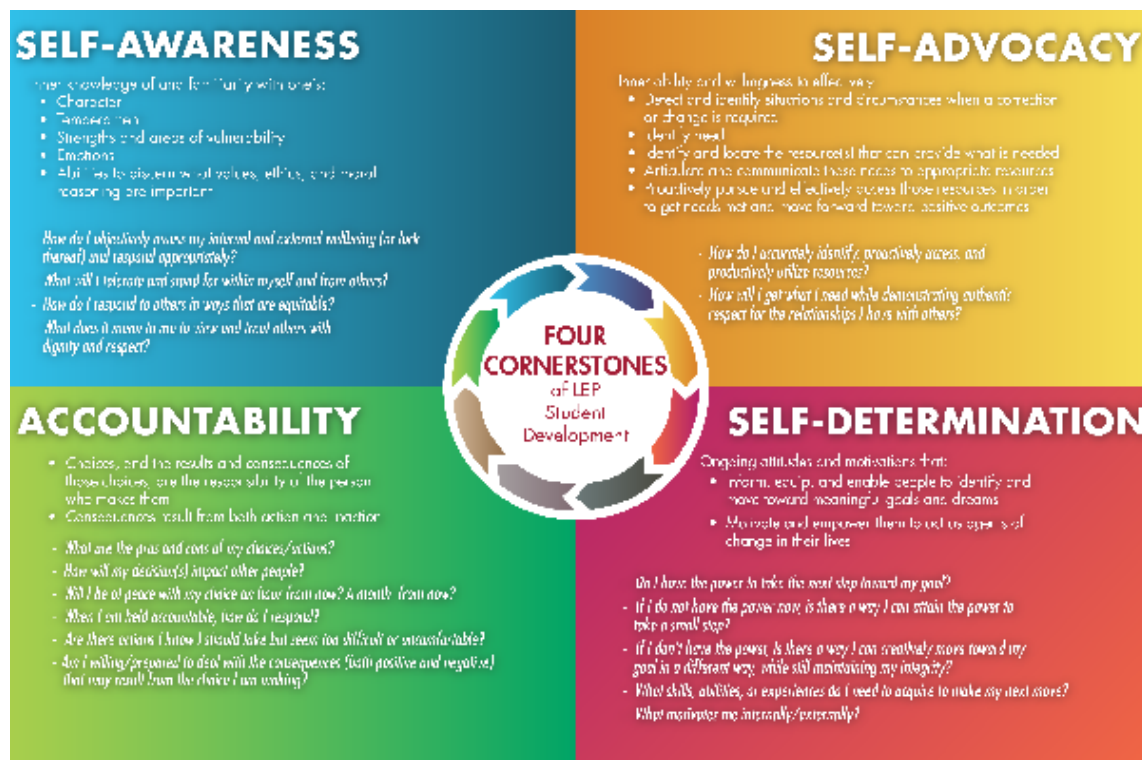
Students, the LEP is a self-directed program, meaning you will ultimately access the supports that you need and guide your own journey through the LEP. As you transition each year through your college experience, we will work with you to develop total responsibility to schedule and reschedule appointments, guide and direct your own learning, support your social-emotional growth and advocate for your strengths and needs.

I look forward to meeting each of you and welcome again to DU and to the LEP!

With gratitude,
Scott van Loo

THE FOUR CORNERSTONES OF LEP STUDENT DEVELOPMENT

The Four Cornerstones of LEP Student Development create a developmental path that all students in the LEP walk down. These Four Cornerstones include Self-Awareness, Self-Advocacy, Accountability, and Self-Determination. Throughout their time in the LEP, and hopefully beyond, the goal is for students to strengthen the skills related to the Four Cornerstones by continually addressing and answering the questions below associated with each Cornerstone.



SELF-AWARENESS = CRITICAL

A Must Have for Success - Questions we ask in the LEP

Each student who participates in the LEP 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 need.



GETTING THE MOST OUT OF LEP

The LEP is 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.

Students who benefit the most from the LEP commit to...

- Meeting every week with their LEP Academic Counselor for 45 to 60 minutes.
- Showing up for all appointments on time and prepared with relevant questions.
- Being open and honest with their counselor in order for the counselor to be most helpful to the student.
- Completing the 10-week calendar to use throughout the quarter.
- Tracking their class attendance, assignments, and grades.
- Proactively signing up for tutoring early in the quarter.
- Learning how to anticipate when extra support and guidance is needed
- Identifying, locating, and accessing appropriate resources when needed.
- Understanding all available LEP resources and being proactive with utilizing them.
- Meeting with their professors to ask questions and get clarification
- Dedicating approximately 20 hours a week outside of class on studying and doing homework.
- Being proactive as opposed to reactive with their commitments (academic, personal, and social).
- Maintaining their physical health through nutritious meals, regular exercise, sufficient sleep, consistent medication management, and regular hygiene practices.
- Cultivating and maintaining healthy relationships.
- Accessing appropriate mental health resources if and when the need arises.

Students who approach their academic workload proactively typically report the most satisfaction with the results they get. They assertively work and plan ahead, they sign up for tutors at the beginning of each quarter, they attend academic counseling meetings each week, and they identify and know how to access resources before they need them whenever possible.

LEARNING STYLES

Discovering a student's preferred learning style can be an important step in developing their self-awareness around learning and 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, and we offer you the opportunity to take the Learning Styles Inventory- maybe you'll confirm what you already knew, or maybe you'll learn something new about yourself!

LEARNING STYLE INVENTORY

1. When I try to concentrate...	I grow distracted by clutter, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by conversation, and I tend to retreat inside myself.
2. When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I talk with others...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote something we've discussed.	I remember what we did together and I may almost "feel" our time together.
6. When I relax...	I prefer to watch TV, view a movie, or visit an exhibit.	I play music, listen to the radio, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I spell...	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.
9. When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, or to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.

10. When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total	Visual: _____	Auditory: _____	Tactile/Kinesthetic: _____

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

Your learning style: _____

Your secondary learning style: _____

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.

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 with the LEP, 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 during Spring quarter, current LEP students are given the opportunity by their LEP counselor to sign a new contract in order to be guaranteed a place in the LEP for the upcoming year.

The student is obligated to fulfill the contract for the year unless a circumstance prevents them from participating in the LEP, at which time they will need to sign the Contract Release Form (CRF). They can do this via the online form on PioneerWeb. Reimbursement of the LEP fee will be prorated based on the date indicated on the Contract Release Form. A reimbursement cannot be made to a student without submitting the CRF.

TAKEAWAYS

- ✓ Once a student signs the LEP contract, a spot is held for them
- ✓ Students commit to using the LEP services and resources for a full academic year
- ✓ Students will be billed whether or not they use the services
- ✓ An additional contract and fee is required for using the LEP services during the summer or during the interterms
- ✓ Students re-contract for the upcoming year with their LEP Academic Counselors in Spring quarter of the current year
- ✓ Students must sign a Release Form on Pioneerweb to cancel their contract
- ✓ If a Contract Release Form is signed, reimbursement of the LEP fee is prorated



LEP SERVICES

1

ACADEMIC COUNSELING

Designated one-hour individual weekly meeting with an Academic Counselor. Students maintain consistency and continuity by meeting with the same counselor throughout their time in the program.

2

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 neuro diverse learners.

3

EXECUTIVE FUNCTION SKILL BUILDING

With their Academic Counselor and the Executive Functioning Specialist, students target specific executive skills to intentionally develop or find strategies or support techniques that will accommodate while skill building.

4

SOCIAL SKILL BUILDING

Under the leadership of an Academic Counselor with specialized training/experience in social skill building, students are provided with opportunities for growth in social skills competency areas. Social events, programming, coaching, and small group interaction are offered throughout each quarter.

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 their 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 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 students 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.

ACADEMIC COUNSELING VS. MENTAL HEALTH COUNSELING

The Academic Counselor and student relationship can be a wonderful and deep relationship. Students are navigating a developmental phase in which many life and identity questions are explored. It is important to remember that Academic Counselors are not Mental Health Counselors. We will strongly encourage students to seek professional help outside of LEP to support mental health issues. Because we want the best for students and because that is not our area of expertise, we want students to use the appropriate resources. The Academic Counselor can listen and let the student know that they support and care about them, and provide the student with contact information for other University resources such as the Health and Counseling Center (HCC); the Center for Advocacy, Prevention, and Empowerment (CAPE); the Title IX Office; or the Office of Student Rights and Responsibilities, among others, depending on the nature of the issue.



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 a highly qualified and professional 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 their concerns. If this does not resolve the student's concern, then the student should talk to LEP Leadership (Director, Associate Director, or Assistant Director). The concern will then be addressed 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.



ANATOMY OF A “TYPICAL” WEEKLY LEP MEETING

5-10 minutes

Check in. Grounding. Identify and problem solve around obstacles that may be preventing student from focusing on academics. Enable focus on academics, if possible.

10 minutes

Check in on the previous week. Refer to the 10-week calendar. Identify successes and disappointments. Review last week's to-do list and what was/was not completed. Discuss academic progress for each class – submitting assignments, how student prepares for exams, resources that would have been helpful.

20 minutes

Check in on the current week. Review the weekly and 10-week calendar. Check Canvas and email for details or assignments that have been posted or need responding to. Map out a to-do list for the week. Break tasks into manageable pieces. Determine times and places to complete work. Schedule tutoring if needed. Anticipate what might get in the way of completing the game plan.

10 minutes

Prepare and plan for the upcoming week. Refer to the 10-week calendar. Determine which assignments coming up will require chunking back and breaking into manageable pieces. Work backwards from deadlines and slot in time to complete assignment. Discuss what resources might be needed next week and schedule. Recap to-do list.



LEP MEETINGS:

10 WEEKS AT-A-GLANCE

WEEK ONE:

- ☐ General introduction/check-in
- ☐ Exchange contact information
- ☐ Review intake forms
 - FERPA, Accommodations, LEP and DSP Faculty Letters
- ☐ Review the student's organization strategies
- ☐ Review how to sign up for a tutor online and discuss potential tutoring needs
- ☐ Discuss additional resources (Executive Functions skill building, HCC, Academic Advising, etc.)
- ☐ Discuss current class schedule and address any adding or dropping
- ☐ Add papers/exams/assignments from syllabi to 10-week calendar*

*May need an additional meeting to complete

WEEK TWO:

- ☐ 10-week calendar continued
- ☐ Review process of requesting exam accommodations online through DSP
- ☐ If student desires, help organize and complete online exam requests
- ☐ Discuss DU activities, clubs, organizations, and groups with new students
- ☐ Revisit the need for tutors and signing up for midterms with extended time
- ☐ Discuss how things are going with living arrangements. Are they working well?
Is the living situation conducive to maximizing academic success?
- ☐ Students take the Learning Styles Inventory if they have not done so already

WEEK THREE:

- ☐ Midterms begin and may continue through Week 7
- ☐ Check in with students on how classes are going, encourage student to bring ongoing and completed work in (ongoing)
- ☐ Assist with organization, note-taking, study skills (ongoing)
- ☐ Students are encouraged to attend office hours and tutoring appointments as necessary (ongoing)

WEEK FOUR:

- ☐ Students are reminded to check Registrar's calendar for next quarter registration schedule; students with early registration will note this date in their calendar

- ☐ Students are reminded to sign up for advising with their FSEM advisor (first years) or a general Academic Advisor and their Major Advisor (second years and up) (ongoing through Weeks 6 and 7)

WEEK FIVE:

- ☐ Address drop option if necessary
- ☐ Create several course plan options for next quarter
- ☐ Spring quarter - Begin conversation about recontracting with LEP for upcoming year

WEEK SIX:

- ☐ Typically, the last week to drop without instructor approval – check Registrar's calendar
- ☐ Students are reminded to check on, and resolve, holds that will prevent them from registering

WEEK SEVEN:

- ☐ Typically, early registration for next quarter is Friday of this week – students are reminded of this and of regular registration

WEEK EIGHT:

- ☐ Review the need to sign up for extra time for final exams
- ☐ Typically, registration for next quarter is this week – students are reminded of this
- ☐ For early registration students, review confirmed schedule
- ☐ Likely the last week to drop – check Registrar's calendar. Instructor approval required

WEEK NINE:

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

WEEK TEN:

- ☐ Some early finals

WEEK ELEVEN - Bonus Week!:

- ☐ Final exams scheduled



INDIVIDUALIZED TUTORING PROGRAM

Tutors in LEP are great resources for students. Certified by the College Reading and Learning Association, we hire and train tutors by practices that align with the Association. Students enrolled in LEP have the opportunity to meet one on one with tutors who can teach them course content in a way they can understand. Additionally, when students meet with a tutor, and how often, is dependent on the desires of the student and availability of the tutor. As a tutoring program we are open from 7AM-10PM each day.

Tutoring in LEP might be a different structure than tutoring centers found in other high schools and colleges since we are not a drop-in center. Students are expected to schedule their own appointments using our online scheduling system. Students should work with their academic counselor to understand how to schedule appointments and get the most out of the tutoring experience. There are also videos on the LEP website that explain how to schedule and prepare for a tutoring session. Being proactive when scheduling tutoring sessions is the best approach students can take when using tutoring in LEP. Most of our tutors are graduate students and very busy with their own classwork. When students are proactive, preferably scheduling at least 24 hours beforehand, tutors have more flexibility with their schedules.

In LEP, we have between 60-70 tutors on staff. We try our best to have tutors on staff for most classes at DU and we are always willing to search for additional tutors. If there isn't a tutor on staff for a specific class, students are encouraged to contact the Tutoring Coordinator. One responsibility of the Tutoring Coordinator is to search and hire knowledgeable tutors. However, please be aware that it can take multiple weeks to find, interview, and hire a tutor. The best plan is for students to review their classes for the following quarter and make sure we have a tutor for classes before new quarters start.



LEARNING EFFECTIVENESS PROGRAM

TUTORING

After students schedule a tutoring appointment, their next step is to show up and be ready to engage. Listed below are the responsibilities of the tutor and student.

Responsibilities of the Student	Responsibilities of the Tutor
<ul style="list-style-type: none">• To be proactive about tutoring needs and schedule at least 24 hours beforehand.• To communicate with the tutor and share information that would be beneficial for the tutor to know ahead of time.• To come prepared with material that will be needed for the tutoring sessions (books, computer, class notes, etc.)• To show up on time and be ready to work hard.• To have a willingness to try new approaches to learn the content.	<ul style="list-style-type: none">• To show up on time and be ready to engage with students• To communicate with students before tutoring appointments.• To have advanced knowledge in a subject area.• To have multiple ways to teach information that are engaging and individualized.• To create a supportive environment





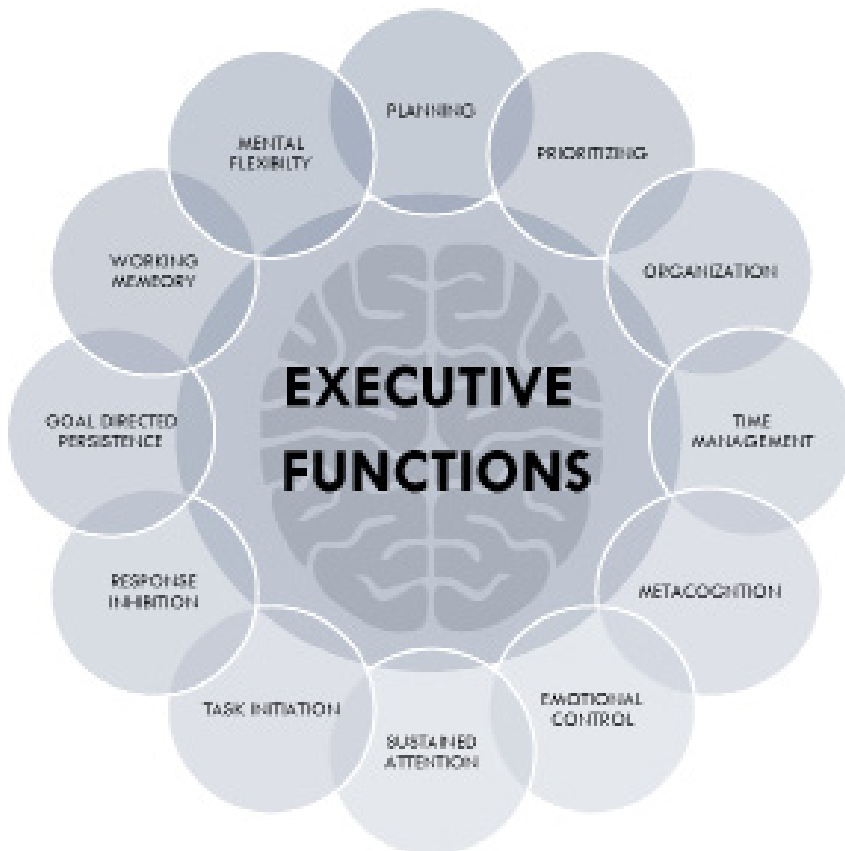
EXECUTIVE FUNCTIONING

MISSION

Executive Functioning is a component of the LEP dedicated to supporting the developing executive functioning abilities of our neurodiverse student population.

The essential goal of this section of the LEP is to enhance the metacognitive awareness of our students by helping them to identify their executive strengths and isolate places of potential growth for further development. It is our aim to teach students to separate the executive skills they can develop, from those that must be accommodated, while learning how to utilize the executive tools to successfully navigate the college experience.

Supporting Executive Function



EMERGING ADULthood AND THE DEVELOPING BRAIN

EXECUTIVE FUNCTIONING SKILLS FOR COLLEGE SUCCESS -

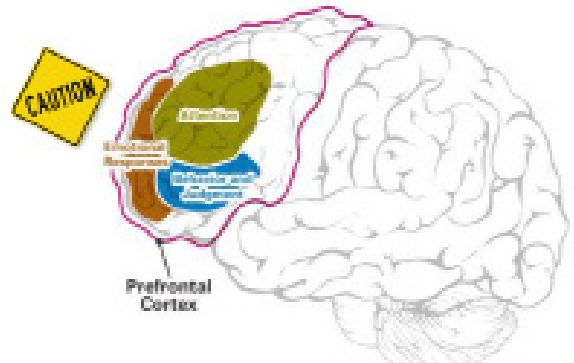
(Based on the work of Drs. Peg Dawson and Richard Guare)

The following Executive Functioning Skills are required to successfully navigate the college experience:

- Planning
- Prioritization
- Organization
- Time Management
- Metacognition
- Emotional Control
- Task Initiation
- Goal Directed Persistence
- Response Inhibition
- Working Memory
- Mental Flexibility
- Sustained Attention

CAUTION: BRAIN UNDER CONSTRUCTION

Until approximately 25-30 years after birth, the brain continues to undergo various stages of rapid growth and development. Neurological maturation begins at the back and mid-levels of the brain, and concludes in the area just behind the forehead in the frontal lobes of the cerebral cortex. The last part of the brain to fully develop is the dorsal lateral prefrontal cortex which is associated with executive functioning skills.



Executive Functioning is an umbrella term for the attention, emotional response, reasoning, and behavior skills used to navigate daily decision making. As the brain gradually matures, so does the depth of understanding and level of mastery over reasoning, thinking, and judgment.

NOTE FOR PARENTS:

Although the emerging adult brain and the executive functioning skills are typically fully developed after the college years, executive skills can be specifically targeted and intentionally developed or accommodated using technology, strategies, or support techniques. Have patience and empathy for the developing neurological maturation of emerging adulthood. Provide mentorship and modeling of executive skills to support neurological maturity.

EXECUTIVE FUNCTIONING

Thinking Skills



Planning

The ability to **create a roadmap to reach a goal** or complete a task. It involves: making decisions of what is important and what is not important.



Organization

The ability to **design and maintain systems** for keeping track of information and materials.



Time Management

The capacity to **estimate how much time** one has, how to allocate it, and how to stay within time limits and deadlines.



Working Memory

The ability to **hold information in mind while performing complex tasks**. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project the future.



Metacognition

The ability to **stand back and take a bird's-eye view** of oneself in a situation. It is the ability to observe how you problem solve and includes self-monitoring and self-evaluative skills. *Think about your thinking.*



EXECUTIVE FUNCTIONING

Emotional Management



Emotional Control

Self Regulation The ability to **manage emotions** in order to achieve goals, complete tasks, or *control and direct behavior*.



Task Initiation

The ability **to begin a task** without undue procrastination, in a timely fashion.



Response Inhibition

The capacity to **think before you act**. The ability to resist the urge to do or say something allows us the time to evaluate a situation and how our behavior might impact it.



Sustained Attention

The capacity to **continually attend to a situation or task**, in spite of distractibility, fatigue, or boredom.



Mental Flexibility

The ability to **revise plans in the face of obstacles**, setbacks, new information or mistakes. It involves *adaptability* to changing conditions.



Goal Directed Persistence

The capacity to drive or follow through **to the completion of a goal** and not be put off by other demands or competing interests.

SOCIAL SKILLS DEVELOPMENT

Transitioning to college presents our students with social challenges and opportunities for social growth and development as they enter new spaces of living and learning. In addition to the academic support we provide and the JETT Weekend of Welcome and programming throughout the year, a crucial component of our work in LEP is providing your student with opportunities to develop and practice social skills as they navigate their journey at DU.

Research and our experience shows that when students are involved on campus, have meaningful relationships with their peers, and are connected with their professors, they experience a greater sense of belonging and community at DU that leads to a more engaging, purposeful, and fun college experience as well as higher levels of personal and academic growth.

Our understanding of students’ social development in college is that it is an ongoing process. First, students must understand who they are as individuals. The foundation of LEP’s social development support guides students in developing self-awareness and life skills needed to move through college. Students then learn how to use their self-knowledge as they interact and build relationships with others, seek out resources, and practice collaborative and professional skills needed for their time at DU and in future careers. Finally, students are supported in learning how their identities, experiences, and relationships inform their place and roles within the DU community and the communities they will belong to in the future.



Through one-on-one social skills assessment, practice, and progress monitoring in weekly meetings with their Academic Counselors as well as LEP workshops and outings on and off campus, students will have opportunities to develop their skills in specific social skill competency areas. We have found these to be some of the most important areas of social development support for our students as they navigate their journeys at DU, become independent learners and individuals, and prepare for life after college. The table [below] outlines some of the competency areas, and skill topics within each, that students will have the opportunity to learn and practice with their Academic Counselors and their peers throughout their time in LEP.



SOCIAL SKILLS COMPETENCIES CHART



*Some aspects of the skill competencies and skill topics discussed were adapted from the following books:

Bellini S. (2016). Building social relationships 2: A systematic approach to teaching social interaction skills to children and adolescents on the Autism Spectrum. Lenexa, KS: AAPC Publishing.

Freedman, S. (2010). Developing college skills in students with Autism and Asperger's Syndrome. Philadelphia, PA: Jessica Kingsley Publishers.

LEP STUDENT LEADERSHIP

Weekend of Welcome Group Leaders

Each year, 20-25 current and former LEP students are hired and trained in leadership skills to prepare them for working with incoming LEP students and family members throughout the Weekend of Welcome. These students possess a strong knowledge of the LEP's services, campus resources, and the desire to help new students navigate their transition into the DU community.

Delta Alpha Pi Honor Society

Delta Alpha Pi International Honor Society is an academic honor society founded to recognize high-achieving students with disabilities who are attending colleges and universities as undergraduate or graduate students. Members work with faculty to increase awareness of specific disabilities and learning differences across the DU campus.

Eye-to-Eye

DU's student led chapter of Eye-to-Eye pairs LEP and D&P student mentors with LD/ADHD students from local elementary and middle schools. Mentors and mentees work on art projects at the local school and share their experiences of learning challenges and/or ADHD. This relationship helps build self-esteem, self-knowledge, and expands the awareness of what is possible to achieve within school and beyond.

LEP Peer Mentors

LEP Peer Mentors are students who are chosen based on their knowledge of the LEP's services, campus resources, and a strong desire to help other students feel at home within the LEP and the greater DU campus community. Peer Mentors must maintain a 2.5 GPA, attend regular trainings, and commit to staying in regular contact with their mentee throughout the academic year.



DSP AND LEP AT A GLANCE

Disability Services Program (DSP) and Learning Effectiveness Program (LEP) are two separate departments at the University of Denver. Students often find greater success when they work with LEP and DSP both as our work compliments each other.

DSP

DSP provides **no cost** reasonable accommodations to students who have a documented disability as required under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Accommodations are intended to afford students equal opportunity to participate in the University's programs, courses and activities. For more information about commonly provided accommodations please see the DSP Student Handbook.

Request accommodations from DSP by submitting:

_____ Request for Accommodation form
_____ Documentation

We do our best to review complete intakes as quickly as possible. Please expect approximately 2 weeks' turnaround time.

The Request for Accommodation form, Documentation Guidelines and the DSP Student Handbook can be found at www.du.edu/dsp.

LEP

LEP is a **fee based** program that offers support services to University of Denver (DU) students with learning differences, learning disabilities, ADHD, or students on the autism/Asperger spectrum.

LEP Services include:

- Transition skill building
- Academic counseling
- Subject specific tutoring
- Executive functioning support
- Social skill building

Apply to the Learning Effectiveness Program:

_____ Complete LEP online application www.du.edu/lep

_____ Provide a copy of your documentation if you are not currently registered with DSP

_____ Sign an LEP contract

BEING AN LEP FAMILY MEMBER

Parents are People, Too

Here in the LEP, we recognize that parents are experiencing their own transitions unique to each individual parent's life stage and experiences. As the parent of a student with a learning difference, you have been your student's greatest advocate and greatest resource. But now it is time to shift your role in a way that will encourage your student to become their own greatest advocate and their own greatest resource.

At the same time that you are launching your student from the family home and into the DU community, you also have other individual and family life cycle tasks to be attending to. These may include continuing to care for children still in the home or navigating the empty nest; reestablishing connections with lifelong friends; seeking fulfillment and satisfaction within your career of choice; possibly caring for your own parents who are growing older; reflecting on the deeper meaning of your life; returning your focus to your life partner and/or your relationship goals;

and financially supporting otherwise autonomous young adults who dismiss parent inquiries and guidance. We want you to know that we respect and understand these transitions that you may be experiencing while your student is experiencing a major transition of their own- being launched from the family home also means landing in the DU community.

Individual Mid-Life Cycle Tasks to Consider



CHOOSING 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 (Small, 2011). 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.

"...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."

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 can actually 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 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, 213).



"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.
3. My parent monitors my exercise schedule.
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.



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.

Rights and Responsibilities Related to Students with Disability Laws in HIGH SCHOOL	Rights and Responsibilities Related to Students with Disability Laws in COLLEGE
Students are protected by: <ul style="list-style-type: none">• IDEA (2004)• Section 504• ADA	Students are protected by: <ul style="list-style-type: none">• Section 504• ADA
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.

Daily Activities in HIGH SCHOOL	Daily Activities in COLLEGE
Parents get you up and out of bed in the morning.	You are responsible for getting yourself out of bed.
Your parents filled medical prescriptions and reminded you to take your medicine every day.	You are responsible for filling prescriptions and remembering to take them every day.
Parents reminded you about maintaining your personal hygiene.	You are responsible for your personal hygiene.
Parents helped alleviate temptations by creating rules in their house. This allowed you to focus more on school and stay on a schedule.	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.
Parents set a curfew and told you when you needed to go to sleep, so you could be ready for school in the morning.	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.
You lived with your family and you may have had your own room and shared a bathroom with a small number of other people.	You will be living with a roommate in the same room and be sharing a bathroom with an entire floor of other students.



Going to HIGH SCHOOL Classes	Succeeding in COLLEGE Classes
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into three separate 10-week quarters, plus a week after each quarter for exams.
You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You rarely need to read anything more than once, and sometime listening in class is enough.	You need to review class notes and text material regularly, and repeat this process as many times as it takes.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Guiding principle: you will usually be told in class what you need to learn from assigned readings.	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.



HIGH SCHOOL Teachers	COLLEGE Professors
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on the test.
Teachers remind you of your incomplete work.	Professors rarely remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	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.
Teachers often write information on the board to be copied in your notes.	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.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	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.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended class.
Guiding principle: High school is a teaching environment in which you acquire facts and skills.	Guiding Principle: College is a learning environment, where you take responsibility for thinking through and applying what you have learned.



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. View the FERPA guide for families at www.du.edu/registrar/media/documents/ferpa_family.pdf



FAMILY COMMUNICATION

You and your student are used to every day face-to-face contact and now you will be moving to a more sporadic contact probably via electronic devices. It's a major shift for both students and family members. 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 family members have been effectively advocating for their students to a higher degree for many years. For family members 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 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 and all its excitement and challenges.

Many times students and family members have different expectations about how/when/how much they will communicate with each other. Sometimes students may not have time to call. Family members 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 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, makes it likely that family members 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 family members 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 family members might be exaggerated and amplified, too. If students sit with an 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. Family members 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 family members 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 – that's the goal!

FAMILY COMMUNICATIONS EXPECTATIONS AGREEMENT

(To be completed by 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. Family members – 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:





HOW TO BE AN EFFECTIVE LEP FAMILY MEMBER

As a family member, 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 family member of an adult child. The role of the LEP counselor is not to take the place of the family member. 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

STEPS TO FOLLOW:

1. *Listen to the student.*
2. *Stay calm.*
3. *Allow the student to process the situation with you.*
4. *Help the student normalize the situation.*
5. *Remind the student of the resources available on campus.*
6. *Direct the student to the LEP counselor.*
7. *Communicate to the student that you are confident in their ability to problem solve with their LEP counselor.*
8. *Follow-up with the student.*

overnight, not even in a week, or the first quarter, but it does happen. We will continually build on the Four Cornerstones of the Learning Effectiveness Program: Self-awareness, self-advocacy, self-determination, and accountability.

Family members 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 the 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 the student. We will be guiding your student to successfully accomplish his or 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 family member 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 their 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.

Partnering with the LEP

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 figure everything 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.

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 they have 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 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 Assistant 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.

SUPPORTING STUDENT WELLNESS

Finding a way to balance the demands of college life, and relaxing and having fun, is a large part of what incoming DU students undertake during their first year on campus. As a foundational part of the team that supports students during this time, it is useful for family members to know about the environment students navigate and what tools and resources are available to them. Also, learning more about the ways the LEP supports students can assist family members when times get a little tougher and students need extra support. This is frequently very empowering to family members, and in turn it becomes very empowering for students. The following sections list and describe resources and services available to students, and information about various topics that can be useful to know in order to support students when times may be tougher.

THE QUARTER SYSTEM

The pace of the 10 week quarter is different from what many students are used to. There are a variety of responses and approaches to it. Many students like the shorter courses because the consistent pressure motivates them and they keep up with work more easily. They like having a longer winter break because it makes it easier to work at a job during that time, and the changing schedule reduces the chances they will get bored or unmotivated. Other students think the pace is too fast and they don't like the more frequent changes in routine. There is a rhythm to the quarter that students adjust to pretty quickly. For many, it becomes natural and comfortable, for others it remains a struggle. Academic Counselors in the LEP check in regularly and get a sense of how each student is reacting, and they will work together to make adjustments and monitor stress levels as they go.



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.
- ☐ Keep regular appointments with your care provider.
- ☐ Carry a record of your medications with you.
- ☐ Call a nearby pharmacy to fill your 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. If you have not already done so, become familiar with the process for getting prescriptions refilled while your are in Colorado. Do this as soon as possible. Those steps frequently add additional time that can be significant. The process may have some unanticipated added steps that need to be taken.

ALIGNING LIFESTYLE WITH ESTABLISHED AND EMERGING VALUES

A large part of what takes place during the college experience is students encountering and navigating the large increase in freedom and independence, and the large number of choices they are responsible for. These include physical health, nutrition, exercise, sleep, meaningful relationships, sexual health, substance use, medication management, academic/professional goals, and setting priorities.

STRESS LEVELS ON COLLEGE CAMPUSES

Significantly higher rates of students experiencing profound levels of stress related difficulties are being reported nationwide, as well as on the DU campus. Campus resources are being developed and put into place to support students and give them skills and tools to ease stress and mitigate the impact of anxiety and depression. Many more students are seeking assistance from the Health and Counseling Center and other campus resources. The current consensus is that a combination of factors led to these increases. It is an interwoven and layered set of factors and there is undoubtedly much more that will be discovered related to this increase. Some students are just naturally more vulnerable. That is and will always be true. In addition, other factors that likely contribute to this uptick are:

- hyper speed of social media communication does not allow for processing and coping skills to develop over time (responses are immediate, emotional, impulsive, and the consequences are not thought through and growth gets blocked)
- technological changes in communication have lessened face to face interaction and led to increased isolation
- increased social media pressure to craft a certain online persona and appear a certain way (I am on top of everything and life is effortless)
- changes in parenting approaches have been more likely to involve clearing the way for students to an extent that students have not had the chance to develop resilience and expertise at navigating difficulties
- students who have been diagnosed with mental health issues are getting the resources and opportunities they need earlier and are increasingly able to get into and succeed in college than ever before – anxiety and depression are simply more present



STRESS IS NORMAL AND SHOULD BE EXPECTED

Stress is a big part of life in college, it is normal and a physical response a body performs to sense and react to danger or threat. It is helpful in some situations, for instance when you are deciding whether you need to run from a lion, but we typically don't have to deal with that. Our body does not always know that, though, and it sends a stress response to get our attention. It responds like it is programmed to, and it tends to go farther than it needs to at times. What we are talking about then is OVERstress. Once it gets going, it can be hard to reign it in and we get too stressed and/or overwhelmed. We can get into a cycle of too much stress on top of too much stress. It is those times that can get in our way and cause us to struggle more than we need to. Managing that stress cycle is a big part of what we work on with students in the LEP.

Stress can help us respond to the demands of our environment and sometimes be life-saving, if it gets too intense or goes on too long it can be problematic and disrupt our lives. It can motivate us to write a paper or meet deadlines, and it can overwhelm us and cause us to shut down. When students are overly stressed, they may benefit from reminders about ways to move through it. Sometimes it can be the last thing they want to hear about from family members, however, frequently once they get past that reaction, having information and tools helps them through and past it. It also makes it easier and smoother the next time it happens.

STRESS MANAGEMENT

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 is 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

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.



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
- Non-surgical sports medicine
- Preventive medicine services
- Lab tests
- Confidential STD/STI testing (including HIV testing)
- Travel health advice / travel immunizations
- Nursing consultation and assessment
- Same day appointments for illness/injury
- After hours on-call service
- Referral services



STUDENT OUTREACH & SUPPORT - PIONEERS CARE

If your student is experiencing a challenging situation and needs help connecting with resources, The Office of Student Outreach and Support may be an option you want to consider. This is not a place for emergencies. This is a place where students can get connected to extra support they may need. Students Outreach and Support and the LEP work together at times to support and connect students with the resources they need to be able to take the next step toward where they want to go.

Part of the Office of Student Outreach and Support is the SOS Referral Form. Family members may submit reports through this system at any time.

Here is information regarding the SOS Referral Form: https://www.du.edu/studentlife/studentsupport/support_outreach

The SOS Referral Form is a process to submit information about a student who may be experiencing a challenging situation and needs help to connect to the appropriate resources. Each report is reviewed by staff members and then assigned to a Case Manager to outreach to the student and develop a support plan. This report activates the appropriate University protocol to support both the individual and the campus community in maintaining their safety, health and well-being. Please refer to our page on how to recognize and support student in distress for examples of indicators of concerning behavior. Please also always err on the side of reporting. It is critical for our students and campus community that we receive this information in a timely manner.

Additional signs include:

- Difficulties with family/home environment
- Difficulties with food security and housing
- Difficulties adjusting to the college experience
- Financial Concerns
- Relationship Concerns
- Unable to locate the student
- Witness to an accident

If you know of a student who is experiencing any of the above signs or stressors, we encourage you to submit an SOS Referral Form 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.

An SOS Referral Form 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. If you have a concern about our reporting process, please contact SOS at 303-871-4724.

You can get more information at www.du.edu/studentlife/studentsupport



ACADEMIC ADVISING

Occasionally, confusion exists concerning the terms Academic Counselors (LEP) and Academic Advisors. 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 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 course 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.

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.

PIONEER CAREERS www.du.edu/career

Students attending the University of Denver have support from a coordinated set of offices that collaborate to provide career coaching, programming, and employer and alumni engagement opportunities for students. Career & Professional Development, an office available to all undergraduates, assists your students in navigating the career planning and development process. Specifically, career staff members are trained to help students select a major or career path, assist students in securing internships as well as help students learn the skills needed to achieve their post-graduation employment, service or continuing education goals.

Daniels Career Services

Students studying business receive additional tailored support from Daniels Career Services. This office provides business majors with services and tools needed to realize their career goals. Students can explore career options, prepare for interviews, advance their own professional development and build successful business networks.

Increasingly, companies are looking to start engaging with business students as sophomores, or even during their first year in college. To help get business students prepared for internships and full-time jobs, Daniels Career Services, in conjunction with Daniels Undergraduate Programs, has created the Daniels Professional Development Program (DPDP). DPDP is designed to help students achieve success by fine tuning student leadership skills, ethical development and business communication.

Internships

Gaining experience outside of the classroom through internships, research or relevant work experience is highly recommended for all students. DU undergraduates who participate in internships earn, on average, \$5,000 more in their first job after graduation than students who do not participate in an internship. Nearly 50% of employers also report that they prefer students to have 2 or more internships by graduation. As a result, it is very important for students to connect with career services in their first year and to start internships early!

To support and encourage internship participation, students have access to Pioneer Careers, a job and internship posting site that connects students to employers seeking DU students. Internship programs and career fairs are offered throughout the year to help students uncover internship opportunities related to their career interests. Staff members are also well equipped to assist students seeking internships in other areas across the country and globe.



Yearly Action Items

Your student should plan to complete, at minimum, the following items during each year of their undergraduate experience. Students in the Daniels College of Business will have additional milestones to complete during their first two years as part of the Daniels Professional Development Program (DPDP).

- Year 1: Resume Review – Identify your current skills and experience to complete an approved resume.
- Year 2: Connect with Professionals – Develop your One DU community of support which includes staff, employers, alumni and friends of the University by attending one of our numerous Connect events.
- Year 3: Secure an Internship or Professional Experience – Practical experience outside of the classroom is key to achieving post-graduation goals.
- Year 4: Practice Interview – Learn to articulate your DU story in a compelling manner for any interview.

Parent Action Items

So, what can you do as a parent to support the career and professional success of your student?

- Encourage your student to meet their Career Advisor in their first year... and EVERY year!
- Post a job or internship for a University of Denver student or alum.
- Resist the temptation to do the job or internship search for your student.
- Visit www.du.edu/career for information on upcoming career events and for useful career articles.

ACADEMIC SUPPORT CENTERS

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.

Science & Engineering 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.



IMPORTANT UNIVERSITY PHONE NUMBERS AND WEBSITES

Academic Advising

303-871-2455

www.du.edu/studentlife/advising

Bursar's Office

303-871-4494

www.du.edu/bursar

Campus Safety

Emergency 911, then dial 303-871-3000

Non-emergency 303-871-2334

www.du.edu/campus-safety

Career Center

303-871-2150

www.du.edu/career

Center for Advocacy, Prevention &
Empowerment (CAPE)

303-871-3853

CAPE confidential help line

303-871-3456

www.du.edu/cape

Housing and Residential Education

303-871-2246

www.du.edu/housing

Disability Services Program (DSP)

303-871-3241

www.du.edu/studentlife/disability/dsp

DU Bookstore

303-871-3251

www.bkstr.com/denverstore/home

Equal Opportunity

303-871-3931

www.du.edu/equalopportunity

Financial Aid Office

303-871-4020

www.du.edu/financialaid

Health & Counseling Center

303-871-2205

www.du.edu/hcc

New Student and Family Engagement

303-871-3708

www.du.edu/studentlife/parents

Registrar's Office

303-871-4095

www.du.edu/registrar

Student Outreach and Support (SOS)

303-871-2400

www.du.edu/studentlife/studentssupport

Student Rights & Responsibilities

303-871-2455

[www.du.edu/studentlife/studentconduct/
rightsresponsibilities](http://www.du.edu/studentlife/studentconduct/rightsresponsibilities)

Title IX

303-871-7016

www.du.edu/equalopportunity/titleix



CONTACT US

Learning Effectiveness Program (LEP)
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