Dear Colleagues,

Thank you for joining in the mission of Trinity Christian College to prepare Christ-like servants who are equipped to apply the understandings gained through academic pursuits to their lives and vocations. This mission isn’t for the faint of heart, as the social, business, and educational worlds facing our graduates grow in complexity.

Our students come to us from increasingly diverse cultural and educational settings. Combine a complex world, a diverse student population, and the fact that each member of Christ’s body has unique God-given gifts, learning styles and learning needs, and the challenge of providing excellent, appropriate instruction becomes clear.

This handbook, prepared by Nancy Kwasteniet, Director of Trinity’s Office of Learning Services, is meant to be a resource for the faculty. In the following pages you will find definitions of disabling conditions, best practices for accommodating diverse learners in the college classroom, and details about the types of academic support services the Program provides. I hope you will find it to be a useful resource as you seek to comply with the laws of the land and serve our students.

Best wishes,

_Liz Rudenga_

Liz Rudenga
Provost
# Table of Contents

## An Introduction to Academic Support and Services at Trinity Christian College
- Mission and Goals
- Brief History
- Two Frequently Asked Questions

## Types of Services Provided by The Office of Learning Services
- An Overview of Services
- Services to Students with Disabilities
- Services to Students with Probationary Status
- Peer Tutoring and Study Assistance – Available to All Students
- Peer Mentoring – Available to All Students
- The Writing Center – Available to All Students
- Academic Counseling/Diagnostic Testing – Available to All Students
- Advocacy Services – Available to All Students
- The Bridge Program

## Supports to and Expectations of Full-Time and Part-Time Faculty Members and Advisors
- Services to Faculty and Faculty Advisors
- Basic Understandings about the Nature of Disabilities
- Issues of Confidentiality
- General Expectations of Faculty Members
- Guidelines for Advising Students Receiving Support Services

## The Definition and Implementation of Accommodation Plans
- Procedures for Note Taking Accommodations
- Procedures for Proctored Testing Accommodations

## Best Practices for Accommodating Diverse Learners in the College Classroom

## An Overview of Disabilities with Guidelines for Faculty
- Acquired Brain Injuries
- Attentional Disorders
- Blindness and Visual Impairments
- Chronic Health Disorders
- Deafness and Hearing Impairments
- Learning Disabilities
- Mobility Impairments
- Psychiatric/Emotional Disabilities

## Appendices
- Appendix A Section 504 of the Rehabilitation Act; the Americans with Disabilities Act
- Appendix B Comparison of the Types of Services Mandated by Law for Students with Disabilities in K-12 Systems and in Higher Education
- Appendix C Compliance with Disability Services
- Appendix D Responsibility Comparison Between K-12 Systems and Higher Education
- Appendix E Accommodation List
- Appendix F First Quarter Report
- Appendix G Probationary Agreement Form
- Appendix H Tutor Agreement Form
- Appendix I Commonly Asked Questions about the Bridge Program
- Appendix J What Parents Should Know About Academic Support
- Appendix K Disability Statement for Syllabi
- Appendix L Questions About Learning Disabilities
- Appendix M National Resources, Organizations, and Support Centers

## Reference List
An Introduction to Academic Support and Services at Trinity Christian College

The Mission and Goals of The Office of Learning Services at Trinity Christian College

The following excerpts are taken from the College’s mission statement:

The mission of Trinity Christian College is to provide Biblically informed liberal arts education in the Reformed tradition.

The Reformed worldview affirms the Biblical truths that creation is the work of God, that our world has fallen in to sin, and that redemption is possible only through the gracious work of Christ. In all programs, including liberal arts and sciences, professional and pre-professional, we strive to offer the highest quality of instruction to prepare students for excellence in further study and careers beyond Trinity. We seek to graduate students who are well-equipped to bring the discipline of rigorous academic work into their chosen vocations and the practice of Christ-like service toward others into their personal and public lives.

Because our mission in Christian higher education is not limited by ethnic or cultural boundaries, we consciously seek to develop a multiethnic, multinational, and multidenominational student body. The major criteria for admission are academic potential, an explicit desire to participate in the unique Trinity experience, and a readiness to be an active member of a community based on the Biblical requirements of justice, humility, and love.

The Office of Learning Services (OLS) recognizes that the unique challenges faced by individuals with learning or physical disabilities and/or psychiatric or attentional disorders call for accommodations and services that maximize their potential for success and support their full participation in the academic, spiritual, and social life of the College. In addition, students who have not consistently been exposed to competent teaching and those who may not have a learning disability yet have not found the keys to academic success may also require supportive services.

In its efforts to support the College in its mission to graduate competent, well-rounded Christ-like servants, The OLS has developed its own mission statement. “Trinity Christian College’s Office of Learning Services seeks to provide students, faculty, and the Trinity community with services and academic supports to enhance the dignity, independence, full participation, and learning of all to their highest God-honoring potential.”

For every post-secondary learner accepted by the college, Trinity’s Office of Learning Services is committed to preserve and make possible educational opportunities, develop in each learner the skills and attitudes necessary for the attainment of academic, career and life goals, maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses, and enhance the retention of students.

In addition to supporting the College in its mission to offer quality instruction, the department complies with the laws of federal government regarding individuals with disabilities as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which provide the basis for assured services and protection from discrimination for individuals with disabilities at the post-secondary level.

For information about special education legislation and Trinity’s compliance policy see:

- Appendix A Section 504 of the Rehabilitation Act; the Americans with Disabilities Act
- Appendix B Comparison of the Types of Services Mandated by Law for Students with Disabilities in K-12 Systems and in Higher Education
- Appendix C Compliance with Disability Services
The History of Academic Support and Services at Trinity Christian College

Historically The Office of Learning Services has developed from the vision of individuals who have identified and met needs that arose. Some of those people involved in advocating academic support for students include Marilyn Soderlund, Jonathan Lightfoot (an admissions counselor who first developed the Bridge Program concept), Laretta Henderson, Donna Dickerson (a residence director who first taught the Student Development course), and Ginny Carpenter. In addition various academic departments coordinated and conducted tutoring for individual courses.

These efforts provided services and encouraged forward thinking that aligned with College’s mission. However, the efforts lacked unification and the breadth of services needed to meet the needs of a growing college population.

In 1996 Felicia Thompson was hired as the first full-time coordinator of Academic Support Services. Her duties also included working with international students. In 2001, Academic Support Services moved into the Groot 131-132 office space. Nancy Kwasteniet was appointed director in 2004 and the responsibilities for working with international students were transferred to the Vice President for Student Development.

During its developmental phases, the work of academic support services was overseen by the student development office. In the 2005-06 academic year that supervision was moved to the office of the provost, although close ties remain between The OLS and the student development department.

Trinity’s Office of Learning Services now works to provide academic support for undergraduate and Adult Studies students. It encompasses identifying and implementing accommodations for students with disabilities, monitoring the progress of students with probationary status, coordinating individual and group tutorials, and preparing first-year students entering through the Bridge Program.
Two Questions Frequently Asked
of Trinity’s Academic Support Services

Question #1:
Is it the college’s long-range goal to help students with accommodation plans become self-sufficient to the point where fewer or even no “special considerations” are needed?

The only students at Trinity with accommodation plans are those who have documented learning of physical disabilities and/or psychiatric or attentional disorders. Students on the autism spectrum or with Asperger’s Syndrome are included in this description. This does not include students with below-average cognitive capabilities, but does include those who, without accommodations, are not likely to be able to fully utilize their intellectual capacities when in the academic arena.

The majority of these students are accepted unconditionally to the college. The laws of our country and our Christian ethics demand that an intellectually capable college student who presents an identified “disadvantage” such as a slowness in processing speed, impaired eyesight, or an inability to sustain attention be afforded accommodations not available to the student body at large.

By the time such learners reach the college level, it is not expected that they will “grow out of” their disabilities. There are a handful of specialized colleges in the US with trained numbers of support staff who work intensively with students to strengthen their weak areas. At Trinity, students are afforded accommodations and are encouraged to continue to seek ways to use their strengths to offset their weaker areas. In some cases, fewer accommodations may be required for a senior than were needed in previous years. However, the fact that a student continues to require accommodations should not be viewed negatively.

Question #2:
Trinity accepts first year students through the Bridge Program and others who seem underprepared to manage the rigors of college-level work. Are these students entitled to accommodation plans and special modifications in the classroom?

Students who enter through our Bridge Program do so because of low high school grades and/or low ACT/SAT scores. Relatively few have identified disabilities, although some have disabilities which have never been diagnosed. The goal of the late-summer week of orientation and the fall semester Student Development course is to enable students to analyze and improve their study skills, motivational levels, and organizational skills to better prepare them for academic success.

Aside from the week-long Bridge Orientation and the fall semester course, no other special modifications or accommodations are made. These students are entitled to the same academic supports such as tutoring, mentoring, and access to the Writing Center which are available to all students at Trinity.

In light of the fact that in our country, racial/cultural background is closely tied to socioeconomic advantages, it’s no surprise that, compared to the body of first-year students, a higher percentage of students in the Bridge Program are from non-majority backgrounds. A disproportionate number of students of minority status and those for whom English is not their native language, compared to the total college population, have experienced disadvantages in their academic preparation for college. It is only ethical that the College has services in place to adequately support the students whom it accepts. Ongoing assessment of the types and duration of services is necessary to ensure that we, at the college, are providing adequate and appropriate supports.
The Academic Support & Services Program at Trinity Christian College is designed to provide a depth of services that benefit the students, the faculty, and the Trinity community. A broad overview of the services available to students includes academic support to all students as well as specific services to students with disabilities, students with probationary status, and conditionally accepted first-year students.
1. **Services to Students with Disabilities**
Academic accommodations are available to students with documented learning disabilities, physical limitations, emotional disorders or attentional disorders. Trinity’s academic support office will work with students with disabilities to determine the accommodations that will assist them in their studies.

   **Student Responsibilities:**
   - take the initiative to contact the director of the academic services program
     (See Appendix D – Responsibility Comparison Between K-12 Systems and Higher Education.)
   - provide documentation of his/her disability, verified within the past 3 years
   - plan with the director a list of accommodations. (See Appendix E – Accommodation List.)
   - discuss the needed accommodations with his/her professors
   - update the accommodation plan each year with the director

   **Support Services Responsibilities:**
   - review the documentation presented by the student
   - determine with the student the appropriate accommodations
   - notify professors through a confidential memo of accommodations required
   - monitor the use of accommodations and provide support to student and faculty
   - serve as a liaison between the professors and the student
   - request in writing a first quarter progress update of professors when indicated
     (See Appendix E – Accommodation List)
     (See Appendix F – First Quarter Report)

2. **Services to Students with Probationary Status**
The College sets specific regulations for students with probationary status. The academic services office, along with the registrar’s office, assists in monitoring the academic process of students with probationary status. The office will also help the student in goal setting.

   **Student Responsibilities:**
   - meet with the director at the beginning of each semester to discuss academic progress
   - agree to the conditions set by the College for continued admission.
     (See Appendix G – Probationary Agreement Form.)

   **Support Services Responsibilities:**
   - review academic goals and conditions with the student
   - notify appropriate professors in writing of the probationary status
   - request in writing a first quarter progress updates of professors and copy to student
     (See Appendix F – First Quarter Report.)
   - monitor academic progress through progress updates and mid-term grades
   - evaluate the student’s status at the end of each semester
   - share progress updates with student’s advisor to assist in course planning

3. **Peer Tutoring and Study Assistance - Available to All Students**
The College provides peer tutoring to any student who requests it. Tutoring services may be made available on a group or individual basis. Sessions are generally scheduled once or twice each week. The goal is to provide regularly-scheduled support, emphasizing consistent review and advance planning rather than scheduling on a “needs only” basis. Students who fail to meet the following expectations may be denied the privilege of working with a tutor.

   **Student Responsibilities:**
   - contact the support services office to request a academic assistance
   - complete the tutor request form and secure a signature from the professor
   - keep appointments set up with the tutor
   - abide by the terms of the tutee agreement (See Appendix H – Tutor Agreement Form.)
   - complete a end-of-the semester tutor evaluation and self-evaluation form

   **Support Services Responsibilities:**
   - provide a capable peer tutor/mentor on an individual or group basis
   - request bi-weekly tutor reports of peer tutors and copy to appropriate professors
• provide materials and training for tutors
• require an end-of-the-semester tutee evaluation and self-evaluation form

4. Peer Mentoring - Available to All Students
Some students are challenged in their ability to approach course requirements in an organized and consistent manner. Rather than an academic tutor, these students are assigned a peer mentor with whom they meet on a consistent basis. Planning, task analysis, and accountability are stressed.

Student Responsibilities:
• contact the academic support office to request a mentoring assistance
• complete the request form
• keep appointments set up with the mentor
• complete a end-of-the-semester tutor evaluation and self-evaluation form

Support Services Responsibilities:
• procure services of a capable peer mentor
• request bi-weekly mentor reports and keep on file
• provide materials and training for mentor
• require an end-of-the-semester mentor evaluation and self-evaluation form

5. The Writing Center - Available to All Students
The Writing Center is a student-staffed, drop-in tutorial at which assistance is given in structuring research papers and reports and in identifying proper grammatical form. The emphasis is on enabling students to become more proficient at understanding the basic elements of grammar, using correct form in their writing, and identifying their own types of grammatical errors. The Writing Center is held in the Vander Weele Curriculum Center on the second floor of the library. The schedule can be found on the College’s website under Academic Support.

Student Responsibilities:
• report to the tutorial with writing projects
• utilize the knowledge and suggestions of the tutor

Support Services Responsibilities
• provide a capable tutor with knowledge in grammar and composition
• provide tutoring sessions that meet the needs of the students
• request bi-weekly mentor reports and keep on file
• provide materials and training for mentor
• complete an end-of-the-semester self-evaluation form

6. Academic Counseling /Diagnostic Testing - Available to All Students
The director of Academic Support & Services is available to meet with students to discuss their academic progress and situations which may be limiting success. Goal setting is encouraged, support services are reviewed and questions can be answered about the types of disabilities college students may have. Referrals can be made for testing. Trinity has an agreement with Moraine Valley Community College for full-scale diagnostic evaluations at a reduced rate.

Student Responsibilities:
• contact the director to discuss needs
• schedule an appointment for a diagnostic evaluation when indicated and share the results with the director

Support Services Responsibilities
• gather the necessary informational materials
• make referrals to appropriate services when indicated
• serve as a liaison between the student and the professors

7. Advocacy Services - Available to All Students
If a student who is on the caseload of the Academic Support Center perceives a difficulty in communication with a professor or an inability to come to a mutually agreeable solution to a course
concern, the student may request the director of support services to set up a meeting with him/her and the professor.

Student Responsibilities:
- contact the director to discuss the situation

Director of Support Services Responsibilities:
- convene a meeting with the student and the professor
- act as a neutral presence at the meeting to assist in open communication and to ensure that both parties accurately recall the details of the meeting

8. The Bridge Program
The Bridge Program is available only to incoming first year students who have been conditionally accepted to the College by an appointed admissions review committee. The Program includes students who have not achieved either the high school grade point average or ACT/SAT score needed to be unconditionally accepted but who do show the potential of academic success given the additional supports offered through the Bridge Program. Through a five-day end-of-the-summer orientation and a semester-long academic wellness course, the program teaches study skills and learning strategies as well as emphasizes motivation and personal goal-setting.

During the week of the Bridge Orientation, all of the students in the program live on campus and become familiar with its resources, learn and practice college-level academic skills, and participate in recreational and team-building activities.

During the fall semester they participate in a one-credit-hour Student Development 101 class that reinforces the concepts introduced during the orientation week. The class addresses topics such as time management, note-taking, working with others, test-taking strategies, responding to diversity, and critical reading. As with all college courses, a grade is assigned.

(See Appendix I – Commonly Asked Questions about the Bridge Program)
(See Appendix J – What Parents Should Know About Academic Services)

9. Coordination with Other College Divisions
An academic support center straddles the academic and student development divisions of a college. At Trinity, the Support Center is under the auspices of the provost with strong connections to the Vice President of Student Development.

The director coordinates with the registrar and the director of admissions to determine acceptance of applicants who do not meet the College’s entrance requirements.

The director coordinates with the Vice President for Student Development and the registrar to consider academic dismissals and appeals and probationary standing.

Review sessions in English and math are offered to traditional and adult studies education students in preparation for taking the state of Illinois Basic Skills test.

10. Services to the Community/Constituency
Parents of high school students with disabilities and their children often begin the search for an appropriate college years before graduation. Trinity’s Academic Support & Services offices responds to inquiries, sends out informational packets, and schedules meetings with prospective students and their parents. In order for support services to easily transfer from high school to college, it’s important that an Individualized Educational Plan (IEP) or a Section 504 Plan (a more streamlined accommodation plan often in place for students with attentional disorders) be in place for at least two years, and that a updated diagnostic evaluation be conducted in the student’s senior year.
It’s common for parents of Trinity students with identified disabilities to seek regular contact with the college to discuss progress and concerns. The director of Academic Support & Services serves as the college’s liaison and facilitates communication between faculty, parents, and administration.

11. **Ongoing Program Development**

The director of the Academic Support & Services Department is responsible for the implementation of current programs and for future planning. Ongoing changes in legislation and practice within the field of special education have both moral and legal implications for the College. Retention of students is strongly connected to perceptions of academic success and to the ways in which students are supported in their studies.

Due to the fact that in our country, racial/cultural background is closely tied to socioeconomic advantages, increasing diversity at the College depends in part on developing appropriate measures to provide academic assistance and on the effectiveness of established supports such as the Bridge Program and the Student Development 101 course. Supporting a healthy enrollment involves meeting the learning needs of prospective students as does moving them through to degree completion.
Supports To and Expectations of Full-Time and Part-Time Faculty

1. **Services to Faculty and Faculty Advisors**
   - As part of new faculty orientation, faculty members are given an orientation to support services at the College and are given a folder of information and forms.
   - Each faculty member of the college has been given a personalized folder of information and forms relating to academic support services.
   - Faculty members are officially notified in writing at the beginning of each semester which students in their courses and which students on their advising load have accommodation plans and have academic probationary status.
   - Tutor request forms have a space for the faculty signature so instructors can be informed which students in their courses have requested peer tutoring that semester.
   - Bi-weekly tutor reports are required of each peer tutor throughout the semester. These reports are copied to the professor.
   - If a full-time or part-time faculty member perceives a difficulty in communication with a student on the caseload of the Academic Support Center or an inability to come to a mutually agreeable solution to a course concern, the faculty member may request the support center director to set up a meeting with him/her and the student. It is the responsibility of the director to convene a meeting with the student and the professor and to act as a neutral presence to assist in open communication and to ensure that both parties accurately recall the details of the meeting.

2. **Basic Understandings about the Nature of Disabilities**
The types and severity of disabilities differ from student to student. Not all students, even with accommodations, will find academic success. Yet, by law, those who meet a college’s entrance requirements may not be denied entrance based on a disability. It is important to realize that students with verified learning disabilities have the intellectual capacity essential for college success. Accommodations are a means of assuring that every student with the capabilities for success has equal access to the academic experience.

3. **Issues of Confidentiality**
Students have the right, under law, to confidentiality. The fact that a student has a disability or is entitled to accommodations may not be shared by an instructor with anyone else, including classmates of the student. Accommodations are not unfair advantages and may not be described as such.

All documentation and information kept in the department files are confidential and are treated as such by the office staff. No information regarding a student with a disability will be shared without a signed consent form. Access to disability-related information is on a need-to-know basis and is only for the purpose of assuring appropriate accommodations. It should be noted that this includes sharing information with parents whose child is of the age of majority.

4. **General Expectations of Faculty Members**
The Academic Support and Services department depends on the faculty to assist in the efforts to ensure the success of all students. Open communication between the department, students, and faculty are vital.

Full-time and part-time faculty members are asked specifically to assist the academic support center in the following ways:
   - include a college-required disability statement in all course syllabi (See Appendix K – Disability Statement for Syllabi.)
   - remind classes of available services like the Writing Center and tutoring assistance
   - implement accommodation plans as needed (See Appendix C – Compliance with Disability Services.)
- discuss needed accommodations privately with the student
- communicate concerns, questions, and progress to the student and the academic support office
- suggest possible tutors to the academic support office when requested
- Complete first quarter progress updates for requested students (See Appendix F – First Quarter Report.)

5. **Guidelines for Advising Students Receiving Support Services**

Faculty advisors will receive copies of the accommodation plans for their advisees every fall. In addition, copies of first-quarter student updates required for students with probationary status, for students taking
Student Development 101, and for some students with identified disabilities will be sent each semester to faculty advisors. It is hoped that this information will help advisors as they recommend course loads and as they help students determine appropriate majors.
The Definition and Implementation of Accommodation Plans

An accommodation plan is a written document, updated on a yearly basis, which has been created by both the student and the director of Academic Support & Services. Every semester, a copy of the required accommodations for a student is communicated in writing to each of his/her instructors by the academic support offices. Students are officially entitled only to the accommodations which are indicated on their individual plans. If a faculty member has questions or is skeptical about part of an accommodation plan, s/he should first discuss concerns with the director of academic services, not the student.

As stated on the following page of this handbook, faculty attitudes are critical to the academic success of students with special needs at the college level. The faculty attitudes listed as being most beneficial for the 10% of the undergraduate population who are identified as having a disability include a willingness to honor and carry out accommodations which are in place for a student, an openness in interacting with such a student, and an ability to make the student feel both comfortable and appreciated in his/her class.

Procedures for Note Taking Accommodations
One of the accommodations that a student may require is assistance in note taking during class. This is not to excuse the student from attendance or active participation in class.

▪ It is up to the student to approach the instructor to request help in procuring a note taker.
▪ The professor will keep the information confidential and privately speak to another student in the class to ask if he/she would be willing to serve as a voluntary note taker.
▪ The student and the note taker will make arrangements for copying notes.

Procedures for Proctored Testing Accommodations
It is not possible for the Academic Support Center to assist faculty members with arrangements for test takers other than those who have this testing accommodation listed on their accommodation plans.

When students require extended time and/or a distraction-free environment for testing, they must make arrangements with instructors prior to a scheduled test. If an instructor can arrange an appropriate testing site within close proximity, this will permit easy access for any questions that may surface during the test. If this is not feasible, in addition to notifying the instructor, the student must contact the Academic Support & Services offices at least three school days prior to the test to ensure the availability of a supervised testing site.

To ensure confidentiality, tests/quizzes should be delivered or emailed by the professor to the director of support services so that the student reports directly to the Academic Support Center, not the classroom, to take the test. It is not the student's responsibility to obtain the test from the instructor.

The student will not be allowed to use notes, books, tapes, or any supplemental material unless specified by the professor. The support services office does not make copies of exams or maintain an exam file.

▪ Professors will receive a confidential accommodation plan indicating whether the student requires out-of-the-classroom proctored testing.
▪ The student must discuss this accommodation plan with the professor and make arrangements prior to each test. The student may decide to take some tests/quizzes in the classroom.
▪ Students must contact the academic support office three school days prior to the test.
▪ Tests should arrive in a sealed envelope with specific instructions, name of student(s), professor’s, name, date and time.
▪ When possible, the completed test will be delivered either to the instructor’s office or college mailbox. Professors may request to pick up completed tests.
▪ If indicated on the accommodation plan, the support center may provide a test reader.
▪ If indicated on the accommodation plan, the support center may provide a test scribe or may allow the supervised use of a computer for recording answers.
Best Practices for Accommodating Diverse Learners in the College Classroom

College educators bring the strength of specialized knowledge to the classroom yet may not have extensive preparation in teaching methodology and theory. College teaching experts such as Bill McKeachie (McKeachie’s Teaching Tips) and Ken Bain (What the Best College Teachers Do) offer practical techniques.

Research shows that not only will college students with learning challenges benefit from the following best practices, but that the learning of most if not all students in our classrooms will be enhanced. Most of the teaching strategies and methods included in this section come from the above-mentioned college teaching gurus and from concepts taught in methodology courses to future teachers.

Faculty Attitudes Are Found to Be Critical in Supporting Students with Disabilities

Ever-increasing numbers of students with learning disabilities are seeking entrance into colleges and universities. A 2004 study conducted by the Institute for Higher Education Policy states that ten percent of higher education undergraduates have a disability and that a large percentage of these students come to the college classroom underprepared to make a successful transition (Wolanin & Steele, 2004).

According to this 2004 report, the two major factors influencing the academic success of students with special needs at the college level are faculty attitudes and the prevailing academic culture. The faculty attitudes listed as being most beneficial for the 10% of the undergraduate population who are identified as having a disability include a willingness to honor and carry out accommodations which are in place for a student, an openness in interacting with such a student, and an ability to make the student feel both comfortable and appreciated in his/her class. If a faculty member has questions or is skeptical about part of an accommodation plan, s/he should first discuss concerns with the director of The Office of Learning Services, not the student.

Suggestions for Supporting Cultural Diversity at Trinity

The fact that in our own state, over 130 languages are spoken by children within the public school system (Woolfolk, 2007) presents a tremendous challenge for our Trinity interns and student teachers. Our College’s desire to increase percentages of students from underrepresented minority backgrounds brings challenges as well.

The research time and time again supports the fact that one’s cultural heritage impacts the way one is oriented to such things as group interaction, time, conflict management, collaboration, competition, educational expectations, and to the value of academic success. It is an undisputed fact that, in our country, educational resources are not distributed equally across economic and cultural lines. As a result, students from non-majority backgrounds may require structured academic support services in order to find academic success at the post-secondary level.

Debra Humphreys, in her 2007 address to the Trinity community entitled, Making Excellence Inclusive: Diversity in the College Curriculum quoted extensive research showing that a college’s successful diversity efforts improved the retention and the academic success of all students (Humphreys, 2006).

Bill McKeachie (2002) suggests the following strategies to make one’s college classroom more inclusive:

- Be aware that many American college classrooms stress competition, power, verbal communication, and logic while the culture of students with minority status may value harmony, egalitarian social relationships, holistic thinking, and intuitive reasoning.
- Professors are urged to move beyond neutrality in relation to students, to learn students’ names, and to initiate open communication. Because students from minority backgrounds have traditionally experienced exclusion in society, they, more than their counterparts from the dominant culture, may feel personally rejected by a “business as usual” attitude in the classroom.
- State publicly that a variety of opinions and perspectives are valued.
- State explicitly that diversity is valued in the classroom.
- Include in course content materials from diverse perspectives and infuse diverse perspectives into homework assignments and class discussion.
- Never ask a student to serve as a representative of his/her social group.

First Impressions Do Matter
Angela McGlynn (2001) argues that the way college instructors utilize the very first class session sets the stage for the semester. She urges engagement of students on day one along with open enthusiasm for the course/discipline shown by the professor. The more novel and attention-grabbing the introduction, the better.

Short Attention spans
Young adults with attentional disorders often go undiagnosed. They may be intellectually capable but because of their concentration and memory problems perform poorly in college and the workplace and may fail to reach their full potential.

We’re told that the ability of today’s college students to attend in the classroom, whether or not they have an attentional disorder, is influenced by video media with its rapidly shifting images and tempo. One Trinity professor, challenged by the research on brain activity, divides lecture material into no more than 15 - 20 minute segments and instructs students to time him to insure that he doesn’t exceed these restraints. After each 20-minute segment of lecture, students are required to use or manipulate the lecture information in some way, such as writing a minute summary, writing down the most important thing they can remember, writing down a “muddy point” or by suggesting test questions which could be derived from the lecture. After the brief activity, students and professor are ready to move on to the next segment. The instructor is intentional about tying the segments of lecture together and summarizing each day’s discussion, linking it to the previous day’s information, and to the course as a whole.

The Chunkier the Better: The Need for Concept Integration Within Departments
K-12 curriculum developers have long used the concept of “chunking” when writing textbooks. The underlying pedagogy is that when new knowledge is bonded to previously learned concepts, the learner is better able to comprehend, manipulate, and remember it. As a result, concepts “spiral” throughout the grades. Subjects are introduced at one level, revisited and enlarged upon at another. In the instructor’s manual, teachers are repeatedly encouraged to introduce new topics by saying, “Remember in the ___ grade when you learned about ___? Well, now we’re going to learn how ___.

The “middle school” concept is designed around the idea of integration across subject areas. Collaborative teaching and cross-discipline studies help make learning a more cohesive experience.

Compare this to a typical college department in which instructors select texts for their individual courses. Within that discipline, students with differing abilities are apt to see courses as distinct and unrelated bodies of knowledge due to the fact that the authors of their texts write from many perspectives, use differing vocabularies, and emphasize varied approaches to thinking about the discipline. The intentionality of members within a department in making what may seem to them obvious connections between (and within) courses and enabling students to revisit prior knowledge and to step back and see the “big picture” greatly influences the ability of all students to access higher-ordered thinking skills, store knowledge more efficiently and hopefully retrieve it long after the test, semester, or graduation.

The Chunkier the Better: The Need for Concept Integration Between Departments
If making connections between concepts and bodies of knowledge enables the learner to more efficiently comprehend and retrieve new information, it follows that students in liberal arts colleges would benefit from purposeful cross-connections between foundational, core classes. If, when discussing a theory of human behavior, a student’s psychology instructor would use for an example the social event that student is studying in his history class, and his theology professor would require him to complete an assignment connecting a Biblical truth to the writings of an author he is studying in his literature course, this student might receive a more comprehensive, well-rounded education and be led to appreciate how all of his classes prepare him to live a life of kingdom service.
Integration Between/Within Lecture Periods
Taking time at the beginning of a lecture to connect with what was discussed previously as well as relating the topic to the course as a whole, will help all students to experience more cohesion within a course. This cohesion will lead to an enhanced ability to move from understanding information to analysis, synthesis and evaluation.

Fight or Flight?
Science teaches us that when individuals feel threatened, their bodies pump oxygenated blood to their extremities to prepare them to defend themselves or to flee. The same concept applies to the less-than-confident student in the college classroom who may feel uncomfortable or nervous about a perceived lack of skill. The result: clammy hands and less oxygen rushing to the central nervous system where it’s needed to enhance performance on a test or in class activities.

The solution? Create a classroom climate of acceptance by knowing students as individuals and validating effort. Small group interactions and cooperative learning build communication. Before asking for replies to higher-ordered questions, consider allowing students a minute to chat to a neighbor or to write out a response. This allows classmates to build knowledge from each other, to gain confidence in their ideas, and to formulate more thoughtful responses.

Thinking Like a Scientist, Educator, Mathematician, Philosopher…
There is an emerging body of research based on the idea that not only should professors teach subject matter but also demonstrate how to think and learn in the discipline. This is done by directly teaching or modeling those skills/strategies involved in learning and synthesizing knowledge within the subject area. Claire Weinstein from the University of Texas is a leading researcher in this area (Weinstein & Hume, 1998).

Ken Bain in his book What the Best College Teachers Do (Bain, 2004), which was discussed in small groups by Trinity faculty in the fall of 2006, stresses that not only must we teach students what we know within a discipline, but also how conclusions have been reached and how to take up the ongoing struggle to weigh evidence and examine conclusions. This can be done by creating an environment in which students can make attempts to draw conclusions, fail, and try again when tackling authentic tasks.
He also asks professors to consider in what conversations they are preparing their students to participate and to repeatedly remind students by the end of the course to whom and about what they should be prepared to speak.

The Anticipatory Set
For every lesson they teach, Trinity’s student teachers are required to write down the way in which they will set up or introduce the lesson. The more interesting, humorous, or creative the introduction, the more students (and the teacher) will be drawn into the subject.
Perhaps you have seen some of our student teachers in action introducing lessons with short sound or movie clips, with a question or challenge of the day, and by role playing.

At the onset of each class briefly preview where you’ve been and where you are planning to go in that period. When possible, write this plan in a visible place. At the end of the class, check to see if you (and they) got there.

In the last minutes of class, ask a student to summarize key points. Or, allow trios or duos to come up with a summary and ask for volunteers, perhaps voting on the best. This summary can be used at the start of the next class to review what has been taught and to set the stage for that day’s lesson.

Reality TV – Reality College: Perceived Relevance
Encouraging students to consider a variety of ways in which course material might be useful in their current and/or future lives generates interest and motivation. Ken Bain (2004) says that the intuitive teacher asks her students what she would have to do to get them to care about the topic.
What's in a Name?
A student who is addressed by name orally or in writing feels validated and recognized. When student names or life information is incorporated into hypothetical situations for class discussion or as part of lecture material, a feeling of community is fostered. Some professors insist that students learn their classmates’ names and use them in discussion.
One Trinity professor warns that photos of classmates will appear on tests for identification. Many Trinity professors make up photo pages for all of their courses, and start learning names at the first session.

What do Instructors’ Questions Have to do with Bloom’s Taxonomy?
The author of the country’s most popular Educational Psychology text (Woolfolk, 2007), states that high school teachers ask over 300 questions each day - most of them requiring a factual response rather than critical analysis or inference, two of Bloom’s higher-level objectives.

Trinity’s student teachers are required to actually write down the questions they plan to ask during each lesson; questions which will stimulate critical thinking. They are also instructed to wait several seconds before allowing students to respond, allowing time for higher-ordered thinking and more thoughtful responses.

A CAT is a Professor’s Best Friend:
Waiting for the results of a midterm exam to gauge student learning opposes the research of effective teaching summarized by Ken Bain (2004) in which instructors find out how students are learning before administering an assessment. Such instructors allow for grappling with a subject, coming up short, receiving feedback and trying again before they are tested. One way to do this is to conduct frequent in-class assessments.

Most of the in-class techniques used to gauge students’ levels of understanding identified by Angelo and Cross in their acclaimed book Classroom Assessment Techniques: a Handbook for College Teachers are brief and ungraded. CAT stands for classroom assessment technique.

*The Background Knowledge Probe
This CAT involves a simple questionnaire that helps professors discover how much knowledge their students have on a certain topic, and helps students see what is ahead in the class. Background Knowledge Probes are often times distributed during the first class, or at the start of a topic. They use open ended short answer, multiple-choice, or both types of questions.

*A Show of Thumbs
Very simply, an instructor asks for “a show of thumbs” about how well students are comprehending a topic: thumbs up, down, or sideways.

*The Minute Paper
Students respond to one or two questions posed by the instructor. The first question often pertains to what they remember or what was most important about a class discussion or assigned reading. The first question could also be a little more specific concerning the topic. The second question asks students if they have any questions about the topic that were not addressed in class.

*The Muddiest Point
The professor asks the students to write down the “muddiest point” of a lecture, reading, or video. This uncovers what is confusing to students, what they do not understand, and what might need to be covered more thoroughly during the next class. This does not require any preparation, and may be done on the spur of the moment if students appear confused.

*The One-Sentence Summary
Students sum up a topic, lecture, reading or video in one sentence. The information put into the sentence comes from answering each part of the following question: “Who does what to whom, when, where, how, and why?” This is very useful for helping students compress a lot of information into a shorter form.
*Invented Dialogues*
This CAT has students writing imaginary conversations or dialogues concerning topics or people learned about in class. The instructor gives a situation, a person or a controversy for the students to start with. Students then work alone or in groups to write out the dialogue with the prompts in mind.

*Concept Maps*
This CAT allows the instructor to see how the student organizes and relates information. One word or term is written in the center of the concept map. The student then branches off that main term by creating connections to other terms that describe it (primary associations). Depending how in-depth the map is to be, students may also branch out from those terms and concepts, and draw more connections.

*Punctuated Lectures*
This CAT occurs in the middle of a class lecture. The professor stops, after about ten or twenty minutes of lecturing and asks the students to take a few minutes and reflect on what they had been doing during the lecture — what they have been doing physically, what they may have been thinking about and other distractions that hindered their full attention to the lecture. After thinking about it for a few minutes, students are given a few more minutes to write out realizations they had about themselves and how they listen and pay attention. Then the students are to write short, anonymous notes to the teacher concerning what was distracting them and what could be done to help stop it.

**Additional Best Practices:**
*Paraphrase a class discussion. Tell students what you have done and the value of paraphrasing text material or class notes prior to a test. (If you can’t paraphrase, it means you do not wholly understand the topic.)*

*Preview the textbook and its structure with the class. What holds it together? How do chapters relate to each other and to the broader subject? Is there a logical progression?*

*Model taking notes of your own lecture and talk out loud, saying why/how you chose certain ideas to write down. Ask students to compare notes from a section of a lecture and generalize what makes for good notetaking in your course.)*

*Give specific feedback. Rather than “Good work,” say or write, “I can see the effort you put into this, John.” Or, “Mary, You are improving in your …” Feedback should be specific, tied to effort or progress, believable, and personalized.*

*If possible select a textbook with an accompanying study guide for optional student use.*

*Teach in a multi-modality format to reach all learning styles. Combine visual and auditory modalities when presenting lecture material and then create experiential learning through group work and hands-on application of the material.*

*Provide hard copies of PowerPoint presentations and write key phases and lecture outlines on the board or overhead projector.*

*Encourage revision of written work*

*Give assignments both orally and in written form to avoid confusion.*

*Ensure that methods used to evaluate the achievement of students in a class do not measure a student’s impaired skills, unless that skill is the one that is being tested.*

*When appropriate, be open to allowing students to demonstrate mastery of course material using alternative methods such as oral exams or a written paper instead of an exam.*
An Overview of Disabilities with Guidelines for Faculty

A 2004 study conducted by the Institute for Higher Education Policy states that ten percent of the undergraduate student body has a disability and that many of these students come to the college classroom underprepared to make a successful transition (Wolanin & Steele, 2004).

This section includes a brief overview of some of the kinds of disabilities which may impact the health, mobility, strength, interpersonal skills, and learning of students attending Trinity. It's important to note that individuals are unique in the ways in which they are impacted by disabling conditions and in the type(s) of supports they may require to find academic success.

**Acquired Brain Injuries (ABI)**

ABI is an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychosocial, and sensory/perceptual abilities.

The consequences of injury to the brain injury are complex. Most college students with an acquired brain injury will exhibit varying levels of impairment in memory or concentration and focus, processing speed, language fluency (written, oral, and listening), spatial reasoning, social judgment, goal setting, organization, conceptualization skills, emotional stability, and/or physical skills. Depending on the nature of the injury, Post Traumatic Stress may be present.

**Attentional Disorders (ADD and AD/HD)**

Attention Deficit Disorder is diagnosed with or without hyperactivity – ADD or AD/HD. Along with hyperactivity, an impaired ability to maintain focus and/or to ignore distractions may be present. In addition, an individual may exhibit inappropriate or poorly developed social skills.

A medical/psychiatric diagnosis is necessary for a Trinity student to receive accommodations under this category. It’s not unusual for students to first be identified in college as having an attentional disorder as this condition is not always easy to diagnose. Students typically develop compensatory strategies for attentional challenges and private K-12 schools often provide structured settings and supportive services without requiring a medical diagnosis. Because this disorder may involve poorly developed interpersonal skills, students may be incorrectly perceived as acting rudely or in an unconcerned manner.

Including psychostimulants such as Ritalin or Concerta in the treatment of attentional disorders has been a matter of debate for decades. Research supports the idea that psychostimulants provide a chemical lacking in the individual’s neurological makeup. Because these medications are controlled substances, prescriptions cannot be refilled monthly without a written, dated prescription from the physician/psychiatrist. This prescription must be filled within a week’s time, or it becomes invalid. As a result, individuals who tend to be organizationally challenged have an additional obstacle to maintaining an unbroken regimen of medication.

**Blindness and Visual Impairments**

Individuals with these disabilities may experience a range of visual limitations from a total loss of light perception to impaired peripheral vision, to a lack of color vision. Accommodations may include the use of a guide dog, Braille text or text readers, tape recorders, and/or the use of enlarged print materials and books on tape/CD.

Instructors should be advised to speak in a normal tone of voice at a normal rate, as people often have a tendency to speak more loudly and/or slowly to an individual with limited vision. Doors should be kept either opened or closed, as a half-opened door presents a hazard. Before assisting an individual, first ask if he/she needs assistance and, if so, how you can best help. Guide dogs should not be spoken to or touched when they are assisting their masters. Don’t be afraid to use phrases like, “Do you see what I mean?” It is no more appropriate to touch a person with limited vision than it is to touch a person with vision.
**Chronic Health Disabilities**

Chronic health disabilities may include physical impairments and/or systemic illnesses. Multiple sclerosis, cancer, chronic fatigue syndrome, cerebral palsy, chemical sensitivities, spinal cord injuries, seizure disorders, rheumatoid arthritis, AIDS, muscular dystrophy and spinal bifida are all examples of chronic health disorders. Because many of these conditions or illnesses are unpredictable in the ways in which they impact individuals on a day-to-day basis, students may have more difficulty during some days/weeks/months than others and may have higher-than-average levels of absenteeism due to hospitalization, treatment, pain, or fatigue.

*Instructors should be advised that circumstances such as the distance between classrooms, inclement weather, and unavailable handicapped parking spaces may impact a student’s ability to be in class on time on a daily basis.

*If a student suffers a seizure during class, the instructor should call 911.

**Deafness and Hearing Impairments**

The age at which an individual acquired an impairment in hearing and the severity of that impairment greatly impact that person’s ability to function in a hearing world. Generally speaking, deafness is more socially isolating than is blindness due to its impact on basic communication. Accommodations may include the use of notetakers, assistive listening devices which include an amplifier or transmitter for the instructor, interpreters, teletypewriters, or speech-to-print systems.

*Instructors should speak directly to the individual who has impaired hearing and not to a person, such as an interpreter or recorder, who may be accompanying that individual.

*The use of visual aides such as outlines, PowerPoint slides, overheads, charts, and graphic organizers are especially essential in the instruction of students with limited hearing.

*Directions/assignments should be presented both orally and in writing.

*If you do not understand what an individual has said, ask him/her to repeat it, and resist the temptation to act as if you have understood.

*Speak in a clear, normal tone, not in an overly loud or slow manner.

*Limit distracting behaviors such as playing with hands or objects or looking at a distance when speaking.

*Face the individual when speaking.

**Learning Disabilities**

Almost all students have more difficulty in some subjects than others, but that does not necessarily indicate a learning disability. According to the most commonly agreed upon definition, a learning disability does indicate “significant” difficulty with the acquisition and/or demonstration of listening, speaking, reading, writing, reasoning, and/or mathematical proficiencies. Obviously, every human exhibits varying abilities in each of these areas. The criteria used to identify the presence of a learning disability (or a "significant" difficulty) differs from state to state and even within school districts. As a result, the term "learning disability" includes a broad spectrum of potential learning problems as well as a broad range of severity.

The presence of a learning disability does not indicate a lack of intelligence. On the contrary, by its very definition, an individual with a learning disability must possess an intelligence which falls within the normal range. Many individuals with this disorder have above average intellectual capabilities yet struggle to excel in traditional academic settings.

*Instructors should be aware that many college students have developed compensatory strategies for learning difficulties and may not be aware that they could, with a diagnostic evaluation, be identified as having a learning disability and therefore be eligible for accommodations.

*It’s common for private K – 12 schools to provide supportive help without requiring a diagnosis of a disability. Many students are identified as having a learning disability during the college years. This can relieve feelings of inadequacy over believing himself/herself to be lazy, unintelligent, or not well suited to formal learning.
**Mobility Impairments**
Mobility impairments are not always obvious and may be secondary to chronic illness. Some may intensify during certain times of the year and under certain conditions. They range from broken bones to cerebral palsy to permanent paralysis.

Mobility impairments may involve any of the body's systems (respiratory, muscular, cardiovascular, etc.) and may impact coordination, strength, endurance, balance, focus, fluency of speech, and articulation. Involuntary movements may be present.

*Instructors should be advised that circumstances such as the distance between classrooms, inclement weather, and the availability of handicapped parking spaces my impact a student’s ability to consistently be punctual for class.*

**Psychiatric/Emotional Disabilities**
This term refers to impairments in an individual’s emotional or mental health. Examples of psychiatric disorders include depression, obsessive-compulsive disorder, panic and stress disorders, schizophrenia, autism, Asperger’s Syndrome, eating disorders, sleep and mood disorders, and bi-polar disorder.

*A medical diagnosis is required for Trinity students to receive accommodations based on any of these disorders. Advances in medications and therapies have resulted in an increased enrollment of individuals with disabilities of this type in colleges and universities.*
Appendices

Appendix A - Laws and Acts

Section 504 of the Rehabilitation Act
"No otherwise qualified handicapped individual in the United States….shall, solely by reason of his handicap, be denied the benefits of, be excluded from participating in, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Colleges may not:
  • limit the number of students with disabilities admitted.
  • inquire about a disability prior to admission.
  • use admissions tests or criteria which do not allow for special provisions.
  • exclude a qualified student with a disability from a course of study.
  • discriminate in the administration of financial assistance or scholarships.
  • counsel a student with a disability toward a more restrictive career.
  • measure student achievement using modes that adversely discriminate against a student with a disability.
  • establish rules and policies that may adversely affect students with disabilities.

Americans with Disabilities Act
Definitions:
  • Disability: a physical or psychological condition which substantially limits one or more major life activities.
  • Major life activity: the functions of caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working
  • Substantially limits: if an individual with a disability is unable to perform a major life activity or is significantly restricted a to the condition, manner or duration under which a life activity can be performed when compared with the average person
## Appendix B - Comparison of the Types of Services Mandated by Law for Students with Disabilities in K-12 Systems and in Higher Education

<table>
<thead>
<tr>
<th></th>
<th>K-12 Educational Systems</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who attends</strong></td>
<td>Compulsory attendance</td>
<td>Voluntary attendance</td>
</tr>
<tr>
<td><strong>Acceptance</strong></td>
<td>Open to all</td>
<td>Not all applicants are accepted</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>Education for all through age 16 is mandated. Education is available for students with disabilities from birth through age 21.</td>
<td>Students may be dismissed for low academic performance.</td>
</tr>
<tr>
<td><strong>Educational plans</strong></td>
<td>Individual Educational Plans (IEPs) are mandated for all students with verified disabilities. An IEP provides a structured process including yearly assessments and individualized goals.</td>
<td>An accommodation plan must be requested by a student with a disability. This plan lists the accommodations which must, by law, be granted by instructors, but is not course specific. The individual student determines what accommodations are needed in what courses, at what times.</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td>All public schools are mandated to make a free and appropriate education available. Services may include a one-on-one aide, individualized health services, speech and language services, or many others.</td>
<td>Colleges are required to make “reasonable accommodations” but are not required to make “fundamental alterations” to a program or to take on an “undue” financial or administrative burden.</td>
</tr>
<tr>
<td><strong>Legal issues</strong></td>
<td>Legal disputes may arise over the definition of appropriate services.</td>
<td>Legal disputes may arise over the definitions of fundamental alterations and undue burden.</td>
</tr>
</tbody>
</table>
Appendix C - Compliance with Disability Services

In order to be in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the following expectations must be met.

<table>
<thead>
<tr>
<th>Students with disabilities at Trinity Christian College who are seeking support services:</th>
<th>Professors/Instructors at Trinity Christian College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• are required to have an initial meeting with the director of the College’s academic services program to discuss accommodations.</td>
<td>• will be informed in writing at the onset of each semester of the accommodation plans of students in their courses.</td>
</tr>
<tr>
<td>• must provide adequate documentation of disability/disabilities.</td>
<td>• are required by federal law to make the required accommodations in his/her courses.</td>
</tr>
<tr>
<td>• should be aware that accommodations will not begin prior to the provision of documentation.</td>
<td>• are invited to consult with the director of support services if they have concerns about making any accommodations or seek assistance in making them.</td>
</tr>
<tr>
<td>• are required to review their accommodation plans at the beginning of each school year and give the support services office permission to inform instructors of appropriate accommodations.</td>
<td>• are required to respect student privacy and to understand that the law prohibits the support services director from sharing the nature of a student’s disability.</td>
</tr>
<tr>
<td>• must discuss their accommodations with individual instructors to determine what accommodations are appropriate in each class.</td>
<td>• have the right to ask for a meeting with the support services director and a student if disagreements or uncomfortable situations arise with the student.</td>
</tr>
<tr>
<td>• must remember to request testing accommodations of their professors several days prior to each successive test if they decide to take the test out of the classroom and to make necessary arrangements with the support center office several days prior to each test.</td>
<td>• must be willing to self-advocate much more than was necessary in high school.</td>
</tr>
<tr>
<td>• must inform the support center director immediately if an instructor is not willing to or is unable to make the agreed-upon accommodations.</td>
<td>• have the right to ask for a meeting with the director of the SS and an instructor if disagreements or uncomfortable situations arise with an instructor.</td>
</tr>
<tr>
<td>• should be aware that the only way to add additional accommodations is through a meeting with the director of the support center program. Accommodations are not negotiated with instructors.</td>
<td>• will be informed in writing at the onset of each semester of the accommodation plans of students in their courses.</td>
</tr>
<tr>
<td>• must be willing to self-advocate much more than was necessary in high school.</td>
<td>• are required by federal law to make the required accommodations in his/her courses.</td>
</tr>
<tr>
<td>• have the right to ask for a meeting with the director of the SS and an instructor if disagreements or uncomfortable situations arise with an instructor.</td>
<td>• are invited to consult with the director of support services if they have concerns about making any accommodations or seek assistance in making them.</td>
</tr>
<tr>
<td>• must be willing to self-advocate much more than was necessary in high school.</td>
<td>• are required to respect student privacy and to understand that the law prohibits the support services director from sharing the nature of a student’s disability.</td>
</tr>
<tr>
<td>• have the right to ask for a meeting with the director of the SS and an instructor if disagreements or uncomfortable situations arise with an instructor.</td>
<td>• will be informed in writing at the onset of each semester of the accommodation plans of students in their courses.</td>
</tr>
</tbody>
</table>
## Appendix D – Responsibility Comparison between K-12 Systems and Higher Education

<table>
<thead>
<tr>
<th>Issue</th>
<th>K-12 Systems</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Students with Disabilities</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Arrangement of Cost and Evaluation</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Determination of Arrangement of Accommodations</td>
<td>School/Parent</td>
<td>Student/Institution</td>
</tr>
<tr>
<td>Advocacy</td>
<td>School/Parent</td>
<td>Student</td>
</tr>
<tr>
<td>Decision Making about the Student’s Schedule and Program</td>
<td>School/Parent</td>
<td>Student with director of academic services</td>
</tr>
</tbody>
</table>
Appendix E - Accommodation List

Accommodation Form for a Student with an Identified Disability
Trinity Christian College

Students with diverse abilities are often capable of academic success within a suitable environment. After a review of this individual's records, in keeping with Section 504 of the Rehabilitation Act and in keeping with the Americans With Disabilities Act, it has been determined that he or she requires the following accommodations:

(Please refer only to checked items.)

_____ Volunteer note-takers recruited from class by the Instructor
_____ Tape recording of lectures by the Student
_____ Copies of lectures provided by the Instructor (if available)
_____ Tutor(s) provided by Academic Support Services
_____ Enlarged printed materials (i.e., syllabi, handouts, quizzes, tests, etc.) provided by the Instructor
_____ Oral exams provided by the Instructor
_____ Reader to assist in test taking provided by Academic Support Services
_____ Scribe to assist in test taking provided by Academic Support Services
_____ Preferential front row seating provided by the Instructor
_____ Taped recordings of textbooks provided by Academic Support Services
_____ Tests given in a distraction-free setting provided by Instructor and/or Collaborative Effort*
_____ Extended time tests provided by Instructor and/or Collaborative Effort*(time and one-half to double time)
_____ Please do not penalize the student for spelling errors during in-class writing. Out-of-class writing should be assessed normally.
_____ First quarter progress report requested by Academic Support Services and copied to student
_____ The Kurzweil 3000 Reading System
_____ Other __________________________________________________________

*When students require extended time and/or a distraction-free environment for testing, they must make arrangements with instructors prior to each scheduled test if they wish to utilize testing accommodations. Students may choose to take some tests/quizzes in the classroom without accommodations. It is not the instructor’s responsibility to ask the student if accommodations will be required on an upcoming test.

When testing accommodations are requested, the best procedure is for the instructor to arrange an appropriate testing site within close proximity. This will permit easy access for any questions that may surface during the test. If this is not feasible, the student must contact the support services office at least three school days prior to the test to ensure the availability of a supervised testing site.

Students are expected to self-advocate for any other lesser accommodations and are urged to maintain open communication with their instructors and the support services staff. If concerns arise either the student or the professor should contact this office.
Appendix F - First Quarter Report

First Quarter Student Update

TO: TCC Full time and Adjunct Faculty

FROM: Nancy Kwasteniet, Director, Academic Support & Services

RE: First Quarter Student Update Request

This progress report is required for each student in your course(s) who appears on your individualized “master list” (a student who has been identified by this office as having a disability or probationary status and/or receiving tutoring assistance.)

This form can be found on the Trollweb under Printable Forms→Academic Support & Services→First Quarter Student Update Form. The lower half of this sheet can then be saved as a Word file and attached to an email message (nancy.kwasteniet@trnty.edu) or it can be copied, stapled shut and sent through inner-campus mail addressed to “Academic Support Services, Groot 132.”

Please note that this is the only semester update that will be asked of you and that a copy of your response will be sent to the student. Additional, confidential comments may be sent on a separate sheet or emailed to nancy.kwasteniet@trnty.edu.

Thank you for partnering with this office in support of our Trinity students.

FIRST QUARTER STUDENT UPDATE

Date:

Name of Student:

Course and Section:

Name of Instructor(s):

(Please underline a response.)
1. Number of absences: 0 1 2 3 4 5 5+ Unknown
2. Quality of work: Excellent Good Average Needs improvement
3. Work Completion: All work on time Some missing assignments Many missing assignments NA
4. Student Attitude: Positive Neutral Negative

If this student is not doing well, is he/she seeking additional help from you?

5. Approximate first quarter grade: A B C D F

6. Please comment on the student’s overall progress:
Appendix G - Probationary Agreement Form

Before the beginning of each semester, students with probationary status are notified in writing of their status by the registrar. In the letter, along with being limited to 13 credit hours, students are instructed to meet with the director of the Academic Support & Services Program prior to the end of the first full week of classes.

At this meeting, each student completes a student profile which includes goal setting and a learning history. The director discusses with the student the types of learning disabilities which can interfere with academic progress and outlines the types of support services Trinity makes available to students.

The student’s professors are notified in writing about the current probationary status. Near the end of the first quarter of the semester, an academic progress report is requested of each of the student’s professors. These reports are copied to the student and sent to his/her campus mailbox.
Appendix H – Tutor Agreement Form

Student Request/Agreement for Tutoring Assistance

Tutoring is provided for Trinity students at no additional charge as long as the student agrees to the following:

1. Once you are assigned a tutor, you will meet the same tutor at least once a week at the appointed time. Plan to stay the full time of the scheduled session. It is assumed that you are signing up for continuing sessions throughout the semester. (You do have the right to end tutoring after you begin, but don’t sign up if you only want a session or two.)

2. If you absolutely must miss a tutoring session, it is your responsibility to notify your tutor at least 24 hours in advance or it will be considered an unexcused absence.

3. Two unexcused absences will result in termination of services. The tutor coordinator will notify you that you are no longer eligible for tutoring in this course.

4. Repeated tardies or multiple excused absences can also result in termination of tutoring. Because there are a limited number of tutors available, we cannot secure a tutor for a student who is not committed to attending the sessions. Furthermore, you are depriving your tutor of anticipated income if you do not show up.

5. You are responsible for reading and completing your assignment (as much as possible), attending class faithfully, studying on your own, knowing what your questions are, etc. before coming to a tutoring session. Tutors need to know with what you need help.

6. Another way of being prepared for tutoring sessions is to always bring with you your course textbook, class notes, and any other related materials.

I have read the six expectations, agree to meet them, and would like to have a tutor assigned to me.

___________________________________________________             ___________________
(Student’s Signature)                 (Date)

To the Instructor:
The Academic Support & Services Office expects that the student who is requesting a tutor has discussed this with you. Students must plan to meet at least once a week with their tutors and seek the advice of their instructors as well.

INSTRUCTORS, PLEASE COMPLETE THE FOLLOWING FOUR ITEMS:
1. This student has been faithful in class attendance       _____ Yes       _____ No
2. I believe that this student can benefit from this assistance      _____ Yes      _____ No
3. Campus mailbox location:   ___________________   Email address ______________________
4. Please add what suggestions you have as to what kind of work/review will help this student the most.

___________________________________________________  _________________
(Instructor’s Signature)      (Date)
Appendix I - Commonly Asked Questions About the Bridge Program

1. Who is included in the Bridge Program?
Every year the program averages 20 – 25 first-year students from across the country and around the world. All have been accepted to Trinity conditionally either because of a lower SAT, ACT, or high school grade point average.

2. I received an orientation packet from the Student Development Office with a different arrival date.
Please ignore that date. You are included in the intensive orientation week which begins on the Sunday prior to the arrival date of the majority of the first year students.

3. Are there expectations after this week of orientation?
Yes, all students in the program will also be enrolled in Student Development 101 (SDEV 101), a one-credit course which meets three hours a week for the fall semester.

4. Is participating in the orientation week and attending the SDEV 101 course in the fall semester mandatory for me to be able to attend Trinity?
Yes, without exception. It is the condition upon which you were admitted to Trinity.

5. Even though I’m a commuter student, will I be living on campus during the Bridge orientation week?
Yes. All students in the program will be staying in the residence halls from Sunday until noon on Friday.

6. I’m flying into Chicago. How will I get from the airport to campus, and is it possible for me to arrive any earlier than the 1:00 Sunday move-in time?
Contact your admissions counselor and/or the Student Development Office to make arrangements. (Admissions: 1(800)748-0085. Student Development: 1(708)239-4704.)

7. Can I forward some of my things to Trinity before I arrive on campus?
Yes! Be sure to call your admissions counselor or the Student Development Office to make arrangements.

8. Who else will be on campus during the orientation week?
The residence hall staff will be on campus along with many student athletes and students who are serving on the orientation and First Year Experience committees.

9. Who will lead the orientation week?
Professor Nancy Kwasteniet, the director of Academic Support and Services, will direct the program along with the help of upper class students and some of the admissions staff. She will also be teaching the Student Development 101 course.

10. I have been diagnosed with a learning disability or with an attentional disorder. I have a physical disability which may impact my academic success. Can I receive accommodations at Trinity like I did in high school?
Most certainly. It will be necessary for you to contact Professor Kwasteniet prior to arriving on campus to discuss your situation and to set up a time for a meeting to determine accommodations. In addition, copies of your diagnostic evaluation along with copies of any Individual Educational Plan information must be received in the Services for Student Success offices before August 15. This information must be current within the past three years.
Appendix J – What Parents Should Know About Academic Support

What Parents Should Know About Academic Support Services
at Trinity Christian College

What academic services does the College provide?

The Academic Support & Services Center is a student’s primary source for academic support at the college. There are six major ways in which all Trinity students are supported through the Center:

1. Academic counseling and referrals for diagnostic testing (It is not unusual for students with learning disabilities to be identified for the first time at the college level.)
2. Tutoring and mentoring services
3. Accommodation plans and services for students with disabilities
4. Services to students with probationary status
5. Advocacy services for concerns between student and instructor
6. The Bridge Program for first year students with conditional acceptance.

What should parents know about supporting their students?

1. College isn’t high school!
   - Students are responsible to manage their time and workload.
   - Each professor has individual expectations and methods of grading.
   - Active, independent critical thinking is required.

2. Help is available!
   - Each course syllabus is a road map to that course’s requirements.
   - Syllabi should be saved and consulted throughout the semester.
   - When in doubt, check with the professor, not a roommate.
   - Entering course due dates and items from the college academic calendar into some type of daily/weekly planner is a must.
   - A student’s assigned faculty advisor is a valuable resource to be consulted throughout the semester.
   - Attending all classes is critical, even if an instructor doesn’t take attendance.
   - Reviewing and summarizing the material after each class and reading over this summary before the next class has been proven to be more powerful than long study sessions prior to a test.
   - Reading Trinity/Angel email is essential to stay in contact with professors and community events.
   - Residence life staff is prepared to listen and support.

How parents can prepare for “the conversation.”

Adjusting to college life and its academic demands is a challenge for most students. It’s helpful for parents to prepare for academic problems.

1. LISTEN and then LISTEN some more. Hold off with judgment, advice, interruptions, OR with examples of how you handled things “back in the day.”
2. Restate in your own words what you hear your student saying.
3. Ask your student to clarify and to talk about feelings.
4. Help your student change “I have to” language to “I choose to … because” language. (“I have to read 100 pages” becomes “I choose to read 100 pages because I want to participate in the class discussion.”)

5. Become your student’s reality check.
   - Is your student working too many hours, expecting too many high grades, taking too many credits, participating in too many activities?
   - The first semesters require more adjustments than will any following semesters. Perspective and patience are needed.
   - Overwhelmed students are not likely thinking rationally. Think of examples in the past when they overcame challenges and express your continued confidence in their abilities.

6. Be prepared to brainstorm an action plan.
   - Help your student consider what small steps can be taken to accomplish a large task. Writing down this action plan is helpful.
   - What resources are available to help address the concern?
   - Be sure that your student has spoken with his/her professor and that all available study sessions and advice have been accessed.
   - Where is your student studying and during what time periods?
   - Reading an assignment should always involve writing notes and questions in the margin of the text.

Parents should also know...

   - that federal law prohibits college faculty and staff from sharing specific information about a student with parents or guardians.
   - that midterm grades are provided for every student and course.
   - that students who seek tutoring assistance early in the semester and attend sessions faithfully are the most successful.
   - that consistent, short daily review of material has been proven to be much more beneficial than long “cramming” sessions.
   - that the college publishes dates for withdrawing from classes and for dropping classes.
   - that the final exam schedule is available at the beginning of the semester and that exam concessions are not made for early travel arrangements.
   - that advisors provide checklists for their major and help students plan courses over their college years. Ask to see your student’s plan.
   - that friends and roommates are not the best sources of advice on academic matters. Your student’s tuition dollars help to pay professors’ salaries. Students should not hesitate to ask questions.
   - that balance is everything. Neither too much studying nor too much socializing is healthy. Striking a balance is key.
   - that “hoping things get better” is not an effective strategy. Encourage your student to work with professionals who are ready to provide assistance. Confidentiality is assured.
   - that the bookstore carries a variety of study aids.
   - that the world wide web contains a wealth of valuable study assistance sites.
   - that procrastination can heighten a student’s temptation to plagiarize. The college has guidelines for academic integrity.
   - that the college experience is among the most formative periods of a person’s life. Celebrate the positive changes you see!

Remember that the Academic Support & Services Center has an open door policy.
Tutoring, counseling, advising, and mentoring are just a phone call away!
Tutoring: 708.293-2199
Disability services & academic counseling: 708.239.4765
Appendix K - Disability Statement for Syllabi

Trinity Christian College will make reasonable accommodations for students with disabilities. Students should meet with their instructors during the first two weeks of class and should contact Professor Nancy Kwasteniet, the Director of Academic Support and Services (x 4765; nancy.kwasteniet@trnty.edu) to discuss accommodations.
Appendix L - Questions About Learning Disabilities

▪ When I accommodate a student with a learning disability, is it fair to the other students?
Even though a person in a wheelchair is quite different from a person with a learning disability, comparisons can be made between these two groups. A student in a wheelchair who needs to use an elevator does not have an unfair advantage. When you allow a student with a learning disability to take an exam in a different way, you are allowing that student to use the elevator. Both a person in a wheelchair and a person with a learning disability have legitimate disabilities that will need accommodations.

When students with learning disabilities are not given accommodations they need, you are not testing them on their knowledge; instead you are testing them on their disability. From a legal standpoint the decision about fairness has already been made for us under section 504 of the Rehabilitation Act of 1973.

▪ How do I know the student is not just making up an excuse?
The Academic Support office has documentation about the student’s learning disability on file to prevent this from happening. Getting the documentation by a professional is extremely expensive and time consuming. Along with the official documentation the student provides a learning history and is interviewed by the Academic Support director. You can be sure that a student with a documented learning disability is not just making up an excuse.

▪ What is the big deal about having the documentation on file in the Academic Support office?
It is important to have documentation on file in the Academic Support office to protect both the student and the faculty member. For students, SSS can serve as a liaison to faculty, answering specific questions about the learning disability and making suggestions about specific accommodations. For faculty, the documentation assures that the student does have a legitimate need.

▪ If I know a student in my class has a learning disability, should I approach him/her?
It is crucial that students with learning disabilities learn to become their own self-advocates; therefore, we suggest that you wait until the student approaches you. The SSS staff will help the students gain these self-advocacy skills. We stress that the student talk to their professors about their learning disability within the first week of classes. We also encourage them to keep the lines of communication open with their professors throughout the semester.

If a student in your class appears to be having difficulty, it would be in the student’s best interest if you would speak to him/her in private about what the problem might be. You may then want to suggest some different learning strategies, or seeking out a tutor, or making an appointment with the SSS director to discuss learning strategies to accommodate his/her learning style. It is advisable not to present a possible diagnosis or even suggest diagnostic evaluation at this time. This may have the opposite desired effect.

▪ What is the best way to open the lines of communication between a student with a learning disability and a faculty member?
When a student contacts you about the learning disability, schedule an appointment with the student to discuss the nature of the disability and the kind of accommodations that have been successful in the past. Schedule the appointment early in the term so that arrangements can be made well in advance of the first exam or assignment.

▪ Why are some people with learning disabilities reluctant to tell anyone that they have a learning disability?
There are many factors that contribute to this reluctance and one of those is, unfortunately, that many people with a learning disability have emotional scars. Learning disabled youngsters don’t “look” any different than the other children and often times they are expected by educators who should know better, to perform the same as others regardless of their “hidden handicap”. Some of these people may have come across educators who were not understanding of their learning disability and difficulties and have had
terrible experiences in their younger years. For example, may people with learning disabilities have been told at one time or another that they are stupid, lazy, are not motivated, don’t care, or aren’t trying. Some continue to believe this. If they say they are learning disabled they believe they are telling people that they are stupid.

▪ **Why can’t people just accept that they have a learning disability and ask for help?**

People with learning disabilities have to go through many stages before they can accept that they have a learning disability. Some of these stages are anger, denial, grief, and finally acceptance. Each person is different so the stages do not occur in the same order or at the same time for all people with a learning disability. Unfortunately, some people never reach acceptance. A learning disability affects more than just their academic lives.

▪ **What about a professor who is not willing to cooperate with accommodations?**

If the Academic Support office has decided that an accommodation is reasonable and the instructor refuses to permit the accommodation on the basis of academic freedom, then section 504 of the Rehabilitation Act has been violated. It is important to hear the professor's concern, but if he/she refuses to comply and the college does not require compliance, then both the professor and the college are liable. When documentation is present stating that certain accommodations will allow the student to be tested on his/her knowledge of the subject matter instead of testing the disability, the college has an obligation to make sure these accommodations are being carried through. (See Appendix A, Appendix B, Appendix C)
Appendix M – National Resources, Organizations, and Support Centers

Adult Attention Deficit Foundation
132 North Woodward Avenue
Birmingham, MI 48009
313-540-6335

Americans with Disabilities Act (ADA)
U.S. Department of Justice-Civil Rights Division
P.O. Box 66118
Washington, DC 20035-6118
ADA Hotline 800-466-4232

Association of Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(Voice/TT)

Attention Deficit Disorder Association (ADDA)
P.O. Box 972
Mentor, OH 44061
800-487-2282

Children and Adults with Attention Deficit Disorder (CH.A.D.D.)
499 NW 70th Avenue, Suite 308
Plantation, FL 33317
305-587-3700

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589

Council on Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
913-492-8755

DORS –Department of Rehabilitation Services
2301 Argonne Drive
Baltimore, MD 21218
888-554-0334
dors@dors.state.md.is
HEATH Resource Center
American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193
1-800-544-3284 (Voice/TT)

The International Dyslexia Society
40 York Road
Baltimore, MD 21286-2044
800-ABCD-123 or 410-296-0232

Learning Disability Association (LDA)
4156 Library Road
Pittsburg, PA 15234
412-341-1515

The National Center for Learning Disabilities
99 Park Avenue
New York, NY 10016
212-687-7211

National Rehabilitation Information Center 800-346-2742
(Data Bank to assist in locating adapted products and materials)

Office of Civil Rights—U.S. Department of Education
Section 504 of the Rehabilitation Act of 1973
Region V: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
401 South State Street—Rm. 700C
Chicago, IL 60605-1202

The President’s Commission on Employment of People with Disabilities
Suite 608, 1111 20th Street N.W.
Washington, DC 20036
202-653-5044

Recording for the Blind and Dyslexic (RFB&D)
20 Rozel Rd.
Princeton, NJ 08540
800-221-4792
Reference List


