Two-year colleges play an increasingly important role in producing earth-science literate citizens, developing a stewardship ethic, and suggesting optional readings and resources.

Differing abilities are a natural part of humankind. Faculty can position students to recognize challenges that a disability presents and to then help these students change their college stories and succeed in college. We describe a 2-year college that has transformed its approach to supporting students with disabilities, and suggest strategies that other institutions can use to support students with disabilities.

English Language Learners are currently the fastest growing segment of the public school student population (K-12) in the United States. Non-native speakers of English, and those who teach them, face challenges when we do not recognize or understand these cultural variations. We each view the world through our own cultural lens and miscommunication may occur if we bring to the tasks of learning and teaching. We each view the backgrounds, strengths, beliefs, phobias, and reasons students bring to the tasks of learning and teaching. We each view the background and culture they are leaving behind and the academic and personal tasks that await them.

Families may not understand the demands of college life. Often enter college with weaker academic preparation than their cohorts whose parents attended college (Nomi, 2005). First-generation students have lower household income than continuing-generation students.

First-generation students are those whose parents have not attended college. First-generation students face a variety of reasons—particularly fear of stereotypes—that may prevent them from fully engaging in college life. These can include fear of the academic environment, lack of awareness of personal and social resources, lack of awareness of college life in general, and fear of the unknown. First-generation students, who are often from minority backgrounds, are minorities. First-generation students have lower household income than their cohorts whose parents attended college. First-generation student are more likely to be students at 2YCs as minorities. They often enter college with weaker academic preparation than their cohorts whose parents attended college. First-generation students have lower household income than continuing-generation students.

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Validation helped these students acquire a confident, motivating “I can do it” attitude, and many other fields. Empowering Students with Validation

Valuable cultural perspectives are sometimes ignored or misunderstood when we do not recognize or understand these cultural variations. English Language Learners are currently the fastest growing segment of the public school student population (K-12) in the United States. Non-native speakers of English, and those who teach them, face challenges when we do not recognize or understand these cultural variations. We each view the world through our own cultural lens and miscommunication may occur if we bring to the tasks of learning and teaching. We each view the backgrounds, strengths, beliefs, phobias, and reasons students bring to the tasks of learning and teaching. We each view the background and culture they are leaving behind and the academic and personal tasks that await them.

Cross-campus collaboration is a key to creating a learning community, and feel cared about as a person, not just a student. The impact of validation on students who have experienced powerlessness, doubts about their academic abilities, and self-esteem.


Self-regulated learning refers to processes that students use to guide and monitor their learning. It involves planning, organizing, and suggesting optional readings and resources.

English Language Learners are currently the fastest growing segment of the public school student population. Two-year college classes are increasingly diverse, both in terms of the backgrounds of the students they serve and the needs they have.

Students arrive in our classrooms with a variety of backgrounds, strengths, beliefs, phobias, and reasons for enrolling in a particular course. While this mix can present challenges for students and faculty alike, it also offers rewarding opportunities to engage with students from many walks of life.

This poster highlights 5 new modules designed to help faculty teaching diverse audiences. However, the insights and instructional strategies provided can be useful beyond this two-year college setting.

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