



WEST VIRGINIA
WESLEYAN COLLEGE

Learning Center



West Virginia Wesleyan College
Learning Center

- Comprehensive and centralized services for students with diagnosed disabilities
- The Day-Time Check-In Program (fee-based)
- The Mentor Advantage Program – Transition and Persistence Phase (fee-based)
- Lindamood-Bell ® Learning Methods*p. 8 (fee-based)
- Professional organizational mentoring and academic tutoring, through the Mentor Advantage Program (fee-based)
- Assistive Technology and Study Lab with state-of-the-art software
- Professional staff with graduate degrees in Education, Psychology, Special Education, Counseling, and Reading
- One-on-one academic strategy guidance
- Support for the transition to college level academics
- Exploration of individual factors influencing student motivation
- Assistance with academic goal setting, self-monitoring, and organization skills
- Small group study strategy classes (COLL 104 – campus services)
- Walk-in Peer Tutoring System certified by the College Reading and Learning Association (campus services)

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Mission

The staff of the Learning Center strives to support the college in its mission to help students think critically and creatively, communicate effectively, act responsibly, and to demonstrate local and world citizenship. We guide our students to:

- plan, organize, and set goals based on self-understanding,
- become aware of and draw on personal and cognitive strengths,
- link current education to long-term goals,
- become active and independent learners,
- make decisions for healthy and positive outcomes,
- continue to develop respect for themselves and others, and
- appreciate the merits of hard work and perseverance.

Vision

In addition to serving all students on campus through various academic support initiatives, the structured program for students with learning, attention, and executive functioning challenges will model excellence in the field. The Learning Center seeks to stay current with research in the disciplines of cognitive psychology and special education to implement best practices. This knowledge will continue to be the foundation for offering a broad range of services, assistance, and guidance to support students with varying levels of need and for delivering individually structured support through the provision of comprehensive yet flexible services.

Overview of Services

The Learning Center offers assistance to students who are interested in enhancing their academic performance. Through individual conferencing and small group classes, individuals are encouraged to target and correct problems that interfere with academic functioning and to use cognitive strengths to deepen their learning process.

The College is strongly committed to providing excellent support to students with documented disabilities. Our comprehensive facility provides an excellent foundational service and two fee-based, optional programs designed to assist with the transition to college level academics and to develop skills that help students persist to graduation.

The following programming selections can stand alone or be combined to fit student needs:

- Foundational Program
- Mentor Advantage Program
- Day-Time Check-In Program
- Lindamood-Bell® Learning Techniques*p. 8

The **Foundational Program** is individually structured and accommodates students with varying needs. Professionals who have earned graduate degrees in the fields of Education, Psychology, Special Education, Counseling, and Reading work to help each student design strategies for academic success. Students who enroll in our optional programs, on a semester by semester basis, will also be served by the foundational services prior, during, and after enrollment in the programs described below.

The **Mentor Advantage** program is an innovative optional support developed from research on the transition and persistence of postsecondary students with learning disabilities and from self-regulated learning theory. It is designed to create a bridge to academic regulation in the college environment and to help students develop skills to continue to graduation. The program is composed of four elements: strategic content tutoring, organizational mentoring, a weekly small group discussion class, and evening check-in.

The student enrolled in the **Mentor Advantage Program** will meet with professional tutoring staff several hours each week to organize and carry out coursework preparation. Strategic content tutoring sessions focus on the student and the mentor designing strategies to manage the content and pace of specific coursework. Organizational strategy sessions train the student to develop, continue, and adapt overarching plans for the semester. During the first two semesters, students in the Mentor Advantage Program will enroll in a small group class, College Transition I and II, courses that center on adapting to college life and the development of personal wellness and academic self-regulation. Evening Check-In provides enrolled students with structured study times and access to a professional tutor 16 hours per week in a specified Learning Center study area.

In the **Day-Time Check-In** program a professional tutor will be on duty to provide organizational and academic support between the hours of 8:00 AM and 4:30 PM in our Mentor Advantage study area, Monday through Friday, while the College is in session. When signing in to this area, students make or revise to-do lists for the day or week, get started on school work before the first class, work on assignments and readings between classes, and review for quizzes and tests. Students may sign up for this program on a semester-by-semester basis, in keeping with our usual advising process.

Clinical language processing intervention through the use of **Lindamood-Bell® Learning Techniques*** (p. 8) has been in existence since 1992. This program focuses on the improvement of reading and math skills and language comprehension. Consistent application with this approach will improve skills required for accurate decoding, quick word recognition, and comprehension for the increased volume of information facing today's college student. Test scores and improved academic performance have validated a record of success with our students. Clinical instruction in phonemic awareness, comprehension skills, and application to course work has provided a foundation for making the necessary transition from high school courses to a college level curriculum. Pre-testing results determine instructional placement. The initial phase of instruction consists of daily one-on-one clinical sessions. Post-testing is completed at significant points during the student's enrollment. The advanced phase provides instruction in strategies applicable to specific courses within each student's academic program.

To serve the entire campus, the Learning Center provides small group classes in study strategies (COLL-104) for college academic credit toward graduation, a comprehensive walk-in peer tutoring system, certified by the College Reading and Learning Association, graduate school test preparation (COLL 305), and final exam coaching.

Class Offerings

Study Strategies - COLL-104/1 credit - offered both 1st and 2nd quarters - College Study Strategies is designed to help students make the academic adjustment to college life. The small group structure of the course enables the instructors from the Learning Center to assist students with differing needs. In this class, students will: 1) develop a working knowledge of the Information Processing Model of Memory, 2) demonstrate an understanding of personal learning style, 3) choose effective academic strategies to understand and remember information associated with current academic course work, 4) learn to monitor academic progress, 5) develop an awareness of personal reasons for attending college.

Tutor Training Level 1 - COLL-109/1 Credit - Prerequisites: cumulative B average and Tutor Supervisor permission - Tutor Training Level 1 instructs capable students to become effective tutors. The training is founded upon the principle of facilitating the academic independence of students who use the tutoring service. The class emphasizes tutor guidelines, goals, responsibilities/roles, and strategies appropriate for the tutorial session. This one-quarter course is among the requirements for students preparing to tutor in the Learning Center's tutoring program. It has been designed to meet the tutor program certification criteria through the College Reading and Learning Association.

Graduate School Test Preparation – COLL-305/1 credit - This course gives students an opportunity to practice for the various tests required for admission to graduate school (GRE, LSAT, GMAT, etc...). Students take practice tests to determine strengths and needs, analyze the results, and use the analysis to plan a course of study.

Mentor Advantage Program – COLL-120-125/1 Credit

The Mentor Advantage Program offers strategic organizational and academic support to the student who is making the transition to college. Through participation in strategic content tutoring and organizational mentoring, the student is guided to plan academics, to start to work, to develop strategies to understand and complete course requirements, and to follow through on academic tasks. Students are assisted to build personalized strategies based on their unique processing strengths. In the **Transition Phase (COLL 120)**, students enrolled in the Mentor Advantage Program have the opportunity to meet one-on-one with mentoring staff four-five hours weekly to organize and carry out coursework preparation. One of our Mentors will be on duty for **Evening Check-In (DEVL 024)** 16 hours per week to provide academic support between the hours of 4:30 and 8:30 p.m. in the evening study area (Haymond 122), Monday through Thursday, while the College is in session. During the first two semesters, students will participate in the **Transition to College I and II classes** for which they receive one academic credit toward graduation. Weekly discussions focus on adapting to college life, developing self-regulated learning skills, mindfulness based stress reduction, wellness as a life style, and exploration of personal values. After a successful transition to the College is made, the opportunity to stay enrolled in the Mentor Advantage Program while scaling down to a less intense level of assistance in the **Persistence Phase (COLL 121)** of the program is available. Students may enroll in individual components of the Mentor Advantage Program as well. *Prerequisite:* Permission of instructor and additional fee required. **See pages 6-7 for a detailed description of the fee schedule.*

Day-Time Check-In Program – DEVL 032 and DEVL 033 /0 hrs.

A professional tutor will be on duty to provide organizational and academic support between the hours of 8:00 AM and 4:30 PM in our Mentor Advantage study area, Monday through Friday, while the College is in session. When signing in to this area, students make or revise to-do lists for the day or week, get started on school work before the first class, work on assignments and readings between classes, and review for quizzes and tests. Students may sign up for this program on a semester-by-semester basis, in keeping with our usual advising process. **See page 7 for a detailed description of the fee schedule.*

Mentor Advantage Strategic Content Tutoring I - V - DEVL 025 – 029 – (1 – 5 hours per week / 0 hrs.

The strategic content tutor works with the student to manage the pace of specific coursework. Students are supported in their work of structuring and setting up strategies for class readings, preparing for learning in the class setting, structuring class assignments, reviewing and reworking class notes, and organizing learning for quizzes and tests. *Prerequisite:* Permission of instructor and additional fee required. **See page 6-7 for a detailed description of the fee schedule.*

Lindamood-Bell ®* (p. 8) approach to learning – Dev – 040 – 043 / counts toward hours enrolled – fee-based*; permission of the instructor required; 1-2 development hours - Instructors trained in the Lindamood-Bell ® Learning Processes use a clinical approach to enable students to improve their written and verbal language. In one-on-one sessions, students gain automaticity with word recognition, greater accuracy with spelling, and increased reading speed. Other sessions focus on comprehension by using concept imagery to process meaning, organize thought, and retain information. **See page 8 for a detailed description of the fee schedule.*

Support for Students with Learning Disabilities and other Special Needs

Foundational Program

The College is strongly committed to providing excellent support to students with documented disabilities. An individually structured program has been designed to accommodate students with varying needs. Professionals who have earned graduate degrees in the fields of Education, Psychology, Special Education, Counseling, and Reading work to help each student design strategies for academic success. Accommodation Plans are determined through a review of the documentation provided by the student and the recommendation of the student's Comprehensive Advisor, who works closely with each individual. The student will have access to our foundational services prior to, during, and after enrollment in our fee-based programs. The following services are provided when appropriate to the needs of the student:

- Individual support from a Comprehensive Advisor who plans and coordinates accommodation of student needs and acts as liaison with other departments of the College. The Comprehensive Advisor mentors the student through graduation with intensive emphasis on the student's first and second year.
- Specialized academic advising
- Self-Advocacy and social coaching, as needed
- Implementation of accommodations to be used for college classes
- Preferential registration for the first three semesters
- Assistive Technology Lab with state-of-the-art software
- Test Taking Lab including readers, scribes, and word-processing, and extended time as needed
- Note Takers, as needed
- Alternative textbook format, i.e., available computer software, enlarged print, digital textbooks
- Linkage with campus offices and organizations
- Mentor Advantage Program: Professional one-on-one strategic academic tutoring and organizational mentoring, evening check-in, and weekly group discussion focusing on the transition to and persistence in college (this program is fee based) **See pages 5-7 for a full description.*
- Day-time Check-In: a professional tutor will be on duty to help students make or revise to-do lists for the day or week, get started on school work before the first class, work on assignments and readings between classes, and review for quizzes and tests between the hours of 8:00 AM and 4:30 PM in our Mentor Advantage study area, Monday through Friday (this program is fee based) **See page 7 for a full description.*
- Utilization of the Lindamood-Bell® approach to learning, available as requested (this program is fee-based) **p. 8, See page 8 for a full description.*

The Comprehensive Advisor

Each student who is enrolled in the Learning Center foundational services for students with diagnosed disabilities will have the opportunity to meet with a Comprehensive Advisor on a weekly basis.

Many of our students tell us the Comprehensive Advisor relationship is key to making the transition to college life; our first year students have described the Comprehensive Advisor as an “anchor.”

The Comprehensive Advisor offers to work with students in the following ways:

- Developing academic, organizational, and self-monitoring strategies
- Discussing priorities and motivational outlook
- Deciding about accommodations to be used for college classes
- Self-Advocacy coaching to describe needed accommodations to faculty

- Advising and preferential registration for academic scheduling the first three semesters (we continue to stay involved to graduation)
- Connecting to services within our program support system
- Linking with other campus offices for additional referral and support
- Processing the individual's transition to college and general functioning

Requirements for Documentation

In order that we may provide for the academic needs of our students and make judgments regarding specialized program placement, students should submit an educational assessment, completed within the last two to three years, to the Director of the Learning Center. Documentation will include the Wechsler Adult Intelligence Scale (WAIS) and the Woodcock-Johnson Standard Achievement Battery. Alternate assessment will be considered with the approval of the Director of the Learning Center. Both numeric scores and a narrative report, which interpret a perceived or diagnosed learning disability, are required. Additional materials, such as an Individual Educational Plan (IEP), will also be helpful.

Professor Notification

The student will be given a personalized letter from the Learning Center which states the name and contact information of the student's Comprehensive Advisor and acknowledges the existence of the student's learning disability. The student may share this letter with the professor of the class for which accommodations are being requested. The Comprehensive Advisor will coach each student to become a self-advocate in describing the need for accommodations. The professor may contact the student's Comprehensive Advisor as a resource in providing effective strategies that may enhance the learning process, or to verify the accommodation request.

Appropriate documentation for students with diagnosed disabilities will be kept on file in the Learning Center office. The student is responsible for making a specific request to the professor of each class in which accommodations are needed. In order to receive testing accommodations, the student must provide the required documentation for the disability in a timely manner to the Learning Center office and must comply with the procedures for accommodations that have been described in this handbook.

The Mentor Advantage Program

The professional mentoring program, developed from research on the transition and persistence of postsecondary students with learning disabilities and from self-regulated learning theory, is designed to create a bridge to academic regulation in the college environment and to continue to support as the student persists to graduation. The program is composed of four elements: organizational mentoring, academic strategic content tutoring, small group discussion based class focusing on the transition to college, and evening check-in.

The student enrolled in the Mentor Advantage Program will meet with professional tutoring staff several hours each week to organize and carry out coursework preparation. The organizational strategy sessions will train the student to develop, continue, and adapt overarching plans for the semester. The academic strategic content tutoring sessions focus on the student understanding and managing the content and pace of specific coursework. Weekly class discussion focuses on adapting to college life and developing academic and personal self-regulation during the first two semesters. Evening check-in provides enrolled students with structured study times and access to a professional tutor 16 hours per week in a specified Learning Center study area, Monday through Thursday from 4:30 – 8:30 PM.

Components of the Mentor Advantage Program*

1) Organizational Mentoring

The mentor assists the student to develop, continue, and adapt overarching plans for the semester. This work includes designing a repertoire of strategies for success appropriate to the student's need and instruction in the following areas:

- analyzing the course syllabus to map out short- and long-term plans for the semester
- planning the logistics of class preparation for the student's coursework
- setting and monitoring weekly study schedules
- designing personally meaningful and workable calendars and lists
- troubleshooting organizational and focusing problems

2) Strategic Content Tutoring

The mentor works with the student to understand and manage the content and pace of specific coursework and provides guidance in the following areas apropos to each class:

- structuring and setting up strategies for class readings
- preparing for learning in the class setting
- structuring class assignments
- reviewing and reworking class notes
- organizing learning for quizzes and tests

3) College Transition Class – Mentor Advantage program

During each of the first two semesters, students in the Mentor Advantage Program are enrolled in academic credit bearing small group discussion based classes, College Transition I and II. College Transition I focuses on adapting to the academic side of college life by practicing self-regulated learning skills and college level study strategies. College Transition II covers wellness as a lifestyle, mindfulness-based stress reduction, values supporting career goals, and other personal development topics.

4) Evening Check-In – Mentor Advantage Program

A professional tutor will be on duty to provide academic support between the hours of 4:30 and 8:30 p.m. in the Mentor Advantage study area, Monday through Thursday, while the College is in session.

** Students may enroll in any element of the Mentor Advantage Program*

Fee Structure for the Mentor Advantage Program*

Transition Level: \$4,000.00 per semester includes a combination of four to five hours of one-on-one strategic content tutoring and organizational mentoring each week, 16 available hours of Evening Check-In with a professional tutor each week, and the College Transition class, plus the foundational program services. This level counts for one hour of academic credit each semester because of the College Transition class.

Persistence Level: \$3,300.00 per semester includes a combination of two to three hours of one-on-one strategic content tutoring and organizational mentoring each week, 16 available hours of Evening Check-In with a professional tutor each week, and the College Transition class if the student is in the first two semesters, plus the foundational program services. This level counts for one hour of academic credit each semester because of the College Transition class.

Optional Supplements available for students who are enrolled in the Foundational Services:

First year students who are not enrolled in the Mentor Advantage Program have the option of enrolling in the following additional services:

- College Transition Class: \$750.00 per semester, for the first two semesters
- Evening Check-In: \$750.00 per semester
- Strategic Content Tutoring: \$700.00 per semester for one hour of strategic content tutoring each week; \$1,400.00 for two hours strategic content tutoring each week, etc...

Sophomore, juniors, and seniors who are not enrolled in the Mentor Advantage Program have the option of enrolling in the following additional services:

- Evening Check-In: \$750.00 per semester
- Strategic Content Tutoring: \$700.00 per semester for one hour of strategic content tutoring each week; \$1,400.00 for two hours strategic content tutoring each week, etc...

Course Numbering for the Mentor Advantage Program (DEVL 020-029)

COLL 120 - Mentor Advantage - Transition Phase (first semester)
COLL 121 - Mentor Advantage - Persistence Phase (first semester)
COLL 122 - College Transition Class I, Guide to Self-Regulated Learning (first semester)
COLL 123 - Mentor Advantage - Transition Phase (second semester)
COLL 124 - Mentor Advantage - Persistence Phase (second semester)
COLL 125 - College Transition Class II, Personal Wellness (second semester)
DEVL 024 - Evening Check-In
DEVL 025 - Strategic Content Tutoring I - 1 hour of strategic content tutoring
DEVL 026 - Strategic Content Tutoring II - 2 hours of strategic content tutoring
DEVL 027 - Strategic Content Tutoring III - 3 hours of strategic content tutoring
DEVL 028 - Strategic Content Tutoring IV - 4 hours of strategic content tutoring
DEVL 029 - Strategic Content Tutoring V - 5 hours of strategic content tutoring

**The listed fee structure applies to the 2014 – 2015 academic year.*

Day-Time Check-In Program

Day-Time Check-In is the newest component of our Learning Center programing. It may be used as a stand alone program or be added to Strategic Content Tutoring, level 3 or above, or the Transition or Persistence levels of the Mentor Advantage program, or Lindamood-Bell, level 3 or above at a reduced fee. A professional tutor will be on duty to provide academic support between the hours of 8:00AM and 4:30PM in our Mentor Advantage study area, Monday through Friday, while the College is in session. When you sign in to this area, students may:

- Make or revise to-do lists for the day or week
- Get started on school work before your first class
- Work on assignments and readings between classes
- Review for quizzes and tests

Fee Structure for the Day-Time Check-In Program*

DEVL 032 – **Day-Time Check-In:** if Strategic Content Tutoring III or above, the Transition or Persistence levels of the MAP program, or if Lindamood-Bell Level Three or Four (\$1000 per semester)

DEVL 033 – **Day-Time Check-In:** all other program configurations (\$1800 per semester)

Instruction in Lindamood-Bell® Techniques *p. 8

The Learning Center has utilized the Lindamood-Bell® approach in one of its fee-based programs since 1992. Test scores and improved academic performance have validated a record of success with our students. Clinical instruction in phonemic awareness and comprehension skills has provided a foundation for making the necessary transition from high school courses to a college level curriculum.

Classes offering instruction in this technique help students who have reading, writing, mathematical, cognitive processing, and verbal expressive difficulties. Consistent application using Lindamood-Bell® methods will improve skills required for accurate decoding, quick word recognition, and comprehension for the increased volume of information facing today's college student. Test scores and improved academic performance have validated a record of success with our students. The components of this program include: **LiPS®** (Lindamood Phoneme Sequencing®), **V/V®** (Visualizing and Verbalizing for Language Comprehension®), **SI®** (Symbol Imagery), and **Application** (applying these skills to actual course work). Students will focus on one or more of the following instructional components as needed.

LiPS® is a process-oriented approach to word reading using articulatory feedback to enable individuals to verify and conceptualize the identity, number, and order of phoneme segments within single and multi-syllable words. This auditory conceptual judgment can then be applied for independence and self-correction in **reading and spelling**.

V/V® focuses on developing reading and **language comprehension** by stimulating the ability to create an imaged gestalt or "whole" from concepts in oral and written language and then using the imaged "whole" as the base from which to process high level comprehension and critical thinking skills. Some of these skills involve main idea, inference, conclusion, prediction, and evaluation.

SI® utilizes **LiPS®** techniques and imagery to help students who have language and working memory difficulties succeed in reading. **SI®** helps students develop skills in visualization, decoding, phonemic awareness and working memory

Application is the phase of this program where students learn to apply the above techniques to their actual college reading, writing, and note-taking.

Fee structure for the classes utilizing Lindamood-Bell® Techniques*

Level 4 is the initial enrollment phase of this program. The student may level down during subsequent semesters as progress is made and/or as the family indicates.

Level 4 - \$3,400 per semester includes 4 hours of full clinical instruction each week plus 1 to 2 hours of guided independent application.

Level 3 - \$2,550 per semester includes 3 hours of full clinical instruction each week plus 1 to 3 hours of guided independent application.

Level 2 - \$1,700 per semester includes 2 hours of weekly application clinical instruction each week plus 1 to 2 hours of guided independent application.

Level 1 - \$850 per semester includes 1 hour weekly of application clinical instruction each week plus 1 to 2 hours of guided independent application.

**The listed fee structure applies to the 2014-2015 academic year.*

*Lindamood-Bell®, LiPS®, V/V®, Lindamood Phoneme Sequencing®, Visualizing and Verbalizing for Language Comprehension and Thinking®, and SI® are trademarks of Lindamood-Bell Learning Processes (<http://www.lindamoodbell.com>). Lindamood-Bell in no way guarantees the quality of the materials or services that may be supplied by West Virginia Wesleyan College. West Virginia Wesleyan College is not affiliated with, certified, endorsed, licensed, monitored or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood, or Pat Lindamood.

Peer-Based Tutoring

The Learning Center's peer-tutoring program, certified with commendation by the College Reading and Learning Association (CRLA), serves all students at Wesleyan. The program has been recognized by the CRLA International Tutor Program as a "long-standing and polished program." The mission of the tutoring program is to promote independence in learning. The tutoring program provides faculty-recommended tutors who are trained and supervised to assist students.

Walk-In Tutoring: Students who would like assistance with class assignments, projects, reports, etc., may attend one of the regularly scheduled subject matter tutoring sessions offered on a walk-in basis. All these sessions are held in Haymond Hall. Walk-In Tutors maintain at least a B average and are recommended by the faculty of the department for which they tutor. The tutors offer consistent, reliable, and personalized help in 100 and 200 level courses of the listed department.

The Business Walk-In Tutor, for example, offers help in such classes as Principles of Financial Accounting, Principles of Managerial Accounting, Principles of Management, and Principles of Marketing. The Psychology Walk-In Tutor can help students in classes such as General Psychology, Behavior Modification, Developmental Psychology, and Introductory Statistics for the Social Sciences.

Current Walk-In Tutoring sessions are posted in the residence halls, on the tutor bulletin board located on the top floor in Haymond Hall, in the academic buildings, and on the Learning Center's web page. Any changes in the tutoring schedule will be posted outside the assigned tutoring room.

Study Groups: Peer-led study groups may be organized for some classes not covered by the Walk-In Tutoring Program. If students need help for a class in a department not listed on the Walk-In Tutor schedule, they contact the Tutor Supervisor. The Tutor Supervisor works with the professor who teaches the class to organize a study group for the class. Study group times and locations will be announced in the class.

Test Lab

Phone: x8560

email: testlab@wvwc.edu

Regular Semester Hours*

Access to Testing Accommodations

Monday – Friday 8:00 a.m. to 5:00 p.m.

Access to Technology and Notes

Monday – Thursday 8:00 a.m. to 8:30 p.m., and

Friday 8:00 a.m. to 4:30 p.m.

**Hours are subject to modification during holidays, final exams, and campus events.*

The Test Lab serves the campus in three ways:

- Students with diagnosed learning disabilities may request the use of the Test Lab for the provision of extended time and other special testing accommodations that are indicated by documentation submitted by the student. The Comprehensive Advisor, who works closely with the student, will review this documentation and determine appropriate testing accommodations.
- Students currently or previously enrolled in the College's English as a Second Language Program (ESL) are eligible to use the Test Lab for quizzes, tests, and exams.
- By special request, a member of Wesleyan's faculty may arrange for a student to take a make-up test to be proctored by the Lab Coordinator on duty.

Special note for your information and the protection of your belongings:

- Personal dictionaries are permitted in the Test Lab **only** with prior permission from the professor. This permission must be written or communicated directly to the Test Lab Supervisor or Coordinator.
- Since personal belongings are not permitted inside the lab while you are testing, we have provided storage shelves outside of the Test Lab.
- We ask that you leave your valuable items locked in your dorm room. The Test Lab and West Virginia Wesleyan College cannot protect your belongings while you are testing.

Test Lab Policies

It is very important that students follow procedures listed below in order to utilize the Test Lab for accommodations, students will not be permitted to take a test in the Test Lab without an appointment

- **Students should call the Test Lab (304-473-8560) between the hours of 8:00 a.m. and 4:30 p.m. to schedule an appointment a minimum of one day in advance.** Tests are to be taken **at the same time** the class meets, unless the professor has given prior approval to take the exam at an alternate time. The faculty member must give this approval directly to the Test Lab Supervisor or Coordinator. If a student has permission to begin early, he or she will not be permitted to leave the Test Lab until 15 minutes after the scheduled class time has passed. Make-up exams can be scheduled at an indicated time by your professor.

No tests will begin after 3:00 p.m. in the Test Lab.

- The student should **notify the professor** of his or her need to test in the lab **at least two days in advance of each test.** The student should check with the professor in person, **not by email**, the class period before the test will be given, about the arrangement for test delivery. In addition, the student must notify the Test Lab Supervisor if the Test Lab is responsible for test pick up or if the professor plans to drop the test off to the Test Lab.
- If a **reader or scribe** is necessary for testing, the student should notify the Test Lab Supervisor at least three **(3) days in advance** so that arrangements may be made. Otherwise, there is a chance that a reader or scribe will not be available.
- If a **word processor** is needed for an essay exam, the student should notify the Test Lab Supervisor or Coordinator when he or she makes the appointment to take each test.
- **The student should arrive at the Test Lab at the same time the class meets** unless written or verbal permission from the professor has been given directly to the Test Lab Supervisor or Coordinator. If a student arrives late for an exam, the student should contact the professor to arrange for a make-up exam (unless the professor indicates to the Test Lab Supervisor that the exam can be taken at any time).
- **The student will not be permitted to leave the Test Lab** once testing has begun. Take care of your physical needs before entering the Test Lab.
- All personal belongings should remain outside of the Test Lab while testing (including electronic devices). The Test Lab will provide students with spell-check technology and calculators as needed.
- The Test Lab Supervisor arranges for the confidential return of the test to the professor.

Note Use Policy

The notes on file in the Test Lab are to be used by three groups of students:

- Students with diagnosed **learning disabilities and attention difficulties** who are enrolled in the Learning Center
- Students enrolled in the **ESL Program** (when notes are available because a student with a diagnosed learning disability previously requested them for the semester)
- Students that have medical documentation of an extended illness or **serious injury**

Note-Taking System*

Our note-taking system may be used by students with diagnosed learning disabilities when indicated by educational documentation on file and deemed appropriate by the student's Comprehensive Advisor. Approved students may request a note-taker by contacting the Test Lab Supervisor or Coordinator (Haymond 202) and completing the short note-request form. It is important that the student request notes **early** in the semester; the Test Lab staff members need sufficient time to process student requests.

The following conditions apply to the note-taking service:

- The student is expected to use the notes on a regular basis and as soon as possible after class. *Notes are discontinued if the student is not using them on a weekly basis.* It is the student's responsibility to cancel the notes if they are no longer needed.
- Notes are used in Haymond 202 or with an LBP Clinician or Mentor.
- Notes can be photocopied if specified by medical/educational documentation. Most often, the students rework their own class notes by comparing them with those of the note-taker.
- Notes are kept on reserve for one week at a time. In special circumstances, notes from previous weeks will be retrieved for student use.

***Students will have access to notes Monday - Thursday from 8:00 a.m. to 8:30 p.m. and Friday from 8:00 a.m. to 4:30 p.m.**

Technology Lab

Regular Semester Hours

Monday – Friday 8:00 a.m. to 5:00 p.m.

Hours are subject to modification during holidays, final exams, and campus events.

Alternate Text Accommodation Policy

Alternate text formats are available to assist students with reading. All students are welcome to use any text-to-speech programs/services, such as Kurzweil 3000. These programs read the material to the student. Kurzweil 3000 shows the text on the screen as it is read to the student in a synthesized voice, so the student receives multiple sensory inputs of the material. (Students' textbooks are downloaded electronically or scanned for use with the software program.) Students should TRY programs in the Technology Lab before having any installed on their laptop to be sure it is a program they like and will use. Students can work with the Technology Lab to request electronic books, request scanning of books, and to create personal Bookshare accounts. Bookshare files can be accessed with either Kurzweil 3000 or other software programs that open DAISY files, such as Learning Ally's ReadHear, HumanWare's Victor Reader Soft Bookshare Edition, and Don Johnston's Read:OutLoud Bookshare Edition. Students may also create an individual account with Learning Ally. More information is available below.

1. The student may use the Kurzweil 3000 software in the Assistive Technology Lab in the Learning Center or in the Library. Please visit <http://www.kurzweilededu.com/products.html> for more information about Kurzweil 3000.
2. The student may have the Kurzweil 3000 software installed on his or her laptop to use for the duration of the time as a student at WVWC. The cost for this is a \$100 technology fee to the Learning Center. This fee must be paid in cash or by personal check made out to “Friends of the Learning Center – WVWC.” The student will sign an agreement to bring his or her laptop to the Technology Coordinator before taking it to the Helpdesk for any repairs and prior to graduation and leaving campus to have the software uninstalled. If the student purchases a new laptop, the software must be uninstalled from the old laptop before it can be installed on the new laptop. See the Technology Coordinator for Kurzweil 3000 installations.
3. Bookshare is an online library of accessible text material. Bookshare memberships are free for individuals with a qualifying print disability (<https://www.bookshare.org/membershipOptions#IndividualMemberships>). Bookshare offers free reading software to bookshare members, including Bookshare Web Reader, Don Johnston’s Read:Outloud Bookshare Edition, Victor Reader Soft Bookshare Edition by Humanware, , and AMIS DAISY playback software. The files are compatible with Kurzweil 3000, Read & Write Gold, Learning Ally’s DAISY format Read/Hear software, and Don Johnston’s Read:OutLoud software. Bookshare files can also be read by portable DAISY players. Readers are also available for iPad, iPhone, and iTouch (Read2Go app) and Android devices (Go Read app). You can find more information here: <https://www.bookshare.org/readingTools>.
4. Students with qualified print disabilities may request their books electronically on the Learning Center portion of the WVWC webpage: <http://www.wvwc.edu/services/TheLearningCenter/request.php>. Students must check with their comprehensive advisor to find out if they have a qualified print disability.
 - Qualified print disabilities include:
 - Learning disability
 - Reading disability
 - Visual Impairment
 - Physical disability that makes it difficult to hold a book, turn pages, etc.
 - Disabilities that are not qualified include:
 - ADHD
 - Autism spectrum disorders

*Students who do not have a print disability may request scanning of their textbooks in the Technology Lab. The scanning is completed by student workers, and we ask that you only request up to 2 weeks’ worth of readings for your classes and give us at least 24 hours to complete the scanning.

- Some textbooks are not available electronically, so some books for students with qualified print disabilities will need to be scanned, too. They will receive an email if this is the case.

**Students who are interested in any of the electronic book formats can receive help from the Learning Center Technology Lab student workers to learn how to use software and access books.

Software to Assist with Reading

Kurzweil 3000™ is a state of the art text-to-voice software program. Kurzweil 3000 converts written text into a synthesized speech. This software is especially helpful for students who are dyslexic, for students who are visually impaired, and for students who are slow readers. Kurzweil 3000 helps students increase reading speed and comprehension. It uses a multisensory approach that allows students to both hear and see the text as they read. Kurzweil 3000 also offers writing tools that allow students to brainstorm topics, see a mind map and outline view of topics and subtopics, and type text and hear the text as they type it. The program is user-friendly and requires very little training time. Students may choose from a variety of voices and may adjust reading rate, font size, and the color as well as the amount of text highlighted. Kurzweil 3000 can also be installed on students’ laptops for a

fee. (More information about installing the software on laptops can be found in the Alternate Text Accommodation Policy section above.)

Read & Write Gold is a “one-stop solution” for reading and writing. It includes reading software with RealSpeak™ voices and voice recognition software that allows students to dictate papers. This software program also has a scientific calculator, a pronunciation tutor, and assists with brainstorming and outlining written assignments.

Zoomtext is a magnification program (2X to 16X) and screen reader for everything the computer can access including email, web pages, and software. This program is most helpful for students who are visually impaired.

Software to Assist with Writing

Co:Writer – University Edition is a word predictor that can be used with Microsoft Word. It is different than other word predictors because it uses linguistic word prediction, making the predictions more accurate. Users can access specialized topic dictionaries and create writer files with their personal preferences.

Draft:Builder is a software program designed to assist students in the steps necessary for writing research papers. The program gives support in planning, organizing, note taking, and writing a first draft. Students may have the Draft:Builder software installed on his or her laptop to use for the duration of the time as a student at WVWC. Students will sign an agreement to bring his or her laptop to the Technology Coordinator before taking it to the Helpdesk for any repairs and prior to graduation and leaving campus to have the software uninstalled. If the student purchases a new laptop, the software must be uninstalled from the old laptop before it can be installed on the new laptop. The cost for this is a \$25 technology fee to the Learning Center. This fee must be paid in cash or personal check made out to “Friends of the Learning Center – WVWC.”

Dragon Naturally Speaking is a voice-to-text software program. Students speak what they want typed into a microphone, and the software converts the speech into written text. It requires a student establish a voice recognition file through continuous training. Student assistants are available to help students establish an individual voice recognition file. The Dragon software is very helpful to students who have a difficult time expressing their thoughts on paper, for students who have difficulty with spelling, and for students who have difficulty with the physical act of writing. This program is most useful for students whose oral language skills are stronger than their written language skills.

Inspiration is a software program that offers a tool for developing ideas and organizing thoughts. The program integrates visual mapping and outlining to assist in comprehension of concepts and information. This is helpful to visual learners who need to use mind maps to organize information for writing papers.

Software to Assist with Math, Statistics, and Science

InspireData is a software program that assists students working with math and statistics. The program helps students learn how to find answers to research questions and understand the relationship between variables. It also teaches students which type of graph is appropriate for specific variables.

A.D.A.M. Anatomy Practice is a program that shows students pinned structures for students to review and also allows for students to create custom self-tests with pinned images.

A.D.A.M. Interactive Anatomy is a program that offers a layer-by-layer dissection view of the human body from multiple angles. It also includes images of pinned structures, customizable slide shows of anatomy images, and 3-D models of structures.

A.D.A.M. Interactive Physiology is a program that contains tutorials with animation and quizzes covering 10 body systems to assist students in learning physiology concepts.

Software to Assist with Studying

Audio Notetaker allows students to import audio from a computer or portable device (digital recorder or phone) and displays each phrase as a colored bar that you can edit with color coding and/or write notes on. You can import PowerPoint slides, PDF documents, etc. to include with your recordings, and you can link to other documents on your computer.

Hardware to Assist with Spelling & Reading

Franklin® Computers: Hardware that helps students who have difficulty with spelling, including homonyms. These hand-held devices give definitions of the word so the student can find the correct word that they are looking for, and some have a speaking function.

Readingpen Advanced Edition™: Portable reading tool that displays and speaks dictionary definitions of words that are scanned on printed text. It also displays syllables and spells words out loud.

Procedures and Policies of the Assistive Technology Lab

Students entering the lab **must sign the logbook** noting the date of use, equipment and software used, and the time in and out. Students may be asked to exchange their college identification card for any portable equipment they use.

A student worker who is trained in the use of hardware, software, and any other equipment in the lab will supervise the Assistive Technology Lab. If the student worker is not available, please contact the Supervisor or Coordinator for the Testing Lab.

The following actions may lead to removal from the lab and/or loss of lab privileges:

- Eating or drinking in the lab
- Cell phone use in the lab
- Disruptive behavior and/or the harassment of others
- Theft or attempted theft of lab materials or hardware
- Use or installation of instant messenger or other software
- Use of inappropriate and/or non-educational materials
- Tampering with hardware or hardware setups
- Failure to follow instructions of the Assistive Technology Lab Worker

Please note: Refer to the Wesleyan Student Handbook online for policies governing computer use on campus. Lab use will be academic in nature and be restricted to Wesleyan students only.

External Accommodations for Formally Administered Tests

Students with disabilities attending West Virginia Wesleyan College may be entitled to accommodations for formally administered tests such as the PRAXIS, the GRE, or LSAT. A partial list of these tests is included below:

- GMAT – Graduate Management Admission Test (students applying for MBA)
- GRE – Graduate Record Examinations (for those expecting to attend graduate school)
- LSAT – Law School Admission Test (for students applying to law school)
- MCAT – Medical College Admission Test (for students applying to medical school)
- PRAXIS/PPST Series – Professional Assessments for Teachers (Education majors)

The student's Comprehensive Advisor can assist with external testing accommodations by explaining the process of making applications for these tests. To receive accommodations, the student must make a formal request, which is officially verified by a Certificate of Eligibility (COE). The student's request and COE are submitted along with a completed test application to the testing service. Students will need approximately two months to complete the total application process. Individuals who are planning to take one of these examinations should notify the Comprehensive Advisor 3 months prior to the date they are planning to take the test.

Wesleyan's Academic Standing Guidelines

Dean's List: The student has achieved a 3.5 GPA, or above, on at least 12 credit hours counting toward graduation

Good Standing: The student has maintained a 2.0 cumulative GPA

Academic Warning: This status applies to first semester students with 1.75-1.99 GPA at the end of the first semester of full time study

Academic Probation:

1) the student has failed to maintain good standing (2.0 cumulative GPA) at the end of any semester (with the exception of the first semester student who is classified under Academic Warning)

2) the student has not been on academic probation 2 or more times at WVWC

Continued Academic Probation:

1) the student did not achieve good standing (2.0 cumulative GPA) at the end of a semester on academic probation

2) the student failed to achieve good standing (2.0 cumulative GPA) and has been on academic probation 2 or more times at Wesleyan

3) the student failed to achieve good standing (2.0 cumulative GPA) at the end of a semester on "Continued Academic Probation" but earned a semester GPA of 2.2 on 12 credit hours

To continue enrollment after being placed on Continued Academic Probation:

1) the student must achieve good standing (2.0 cumulative GPA)

2) the student must earn 2.2 on 12 credit hours for the semester

Developmental Hours Policy

Developmental hours count toward **enrollment hours** each semester but not for **hours earned** toward graduation. If a student is **enrolled** in 12 hours any given semester, and a portion of the 12 hours is developmental, the student will be able to receive financial aid, to live on campus, and to participate in **many, but not all**, extra-curricular activities **during that semester**.

The number of **earned hours toward graduation** to participate in **NCAA athletics** and to continue **financial aid*** at the end of each year must be **at least 24**. NCAA rules mandate that the student athlete carry at least 12 hours counting as **earned hours toward graduation** in order to participate in athletics any given semester.

Special note: In some instances there are options to apply an averaging rule. Also, when the athlete receives prior approval, there are options for summer work to be included in the 24 hours earned for the year. In both cases, there are specific guidelines and the student athlete should check with the Registrar's Office for details.

When pledging a sorority or fraternity, the student must have **earned at least 12 hours toward graduation** the prior semester, in order to be considered eligible for the process.

**26 hours may be required for financial aid, depending on the source. It is important to check with the financial aid office to understand the conditions of individual financial aid packages.*

WVWC grading system:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	.67
F	0.00

Developmental offerings at Wesleyan include the following courses only:

All Campus Developmental Classes

DEVL-088 – Developmental Composition
DEVL-089 – Developmental Algebra

Mentor Advantage Program

DEVL 024 - Evening Check-In, 0 credits
DEVL 025 - Strategic Content Tutoring I - 1 hour of strategic content tutoring, 0 credits
DEVL 026 - Strategic Content Tutoring II - 2 hours of strategic content tutoring, 0 credits
DEVL 027 - Strategic Content Tutoring III - 3 hours of strategic content tutoring, 0 credits
DEVL 028 - Strategic Content Tutoring IV - 4 hours of strategic content tutoring, 0 credits
DEVL 029 - Strategic Content Tutoring V - 5 hours of strategic content tutoring, 0 credits

Day-Time Check-In

DEVL 032 - if Strategic Content Tutoring III or above, the Transition or Persistence levels of the MAP program, or if Lindamood-Bell Level Three or Four

DEVL 033 - all other program configurations

Lindamood-Bell ® Learning Techniques

DEVL - 040 includes 4 hours of full clinical instruction each week

DEVL - 041 includes 3 hours of full clinical instruction each week

DEVL - 042 includes 2 hours of weekly application clinical instruction

DEVL - 043 includes 1 hour weekly

The Learning Center: fee schedule**

The Learning Center at West Virginia Wesleyan College provides individually structured programming to students who benefit from varying levels of support. The program is founded upon an excellent base that endeavors to promote student self-understanding, regulation, and advocacy. The foundation of our model is the student relationship with the Comprehensive Advisor, a Master's level professional in the field of Education. It is from this source that various components of support are built as the student transitions to and persists at Wesleyan. The foundational program is not fee-based and offers the following menu of support opportunities to students who have been diagnosed with disabilities that interfere with learning:

Foundational Program*

- One-on-one academic strategy guidance
- Support for the transition to college level academics
- Exploration of individual factors influencing student motivation
- Assistance with academic goal setting, self-monitoring, and organization skills
- Small group study strategy classes (COLL-104)
- Walk-in Peer Tutoring System certified by the College Reading and Learning Association
- Graduate School Test Preparation (COLL-305)
- Centralized services for students with diagnosed learning disabilities and attention difficulties
- Assistive Technology Lab with state-of-the-art software
- Study and Test Lab with hours compatible to student schedules
- Professional staff with graduate degrees and training in Education, Psychology, Special Education, Counseling, and Reading

**There is no fee for participation in the previous menu of support and services*

Lindamood-Bell @ Learning Techniques:***

Level 4 - \$3,400.00 per semester includes 4 hours of full clinical instruction each week plus 1 to 2 hours of guided independent application.

Level 3 - \$2,550.00 per semester includes 3 hours of full clinical instruction each week plus 1 to 3 hours of guided independent application.

Level 2 - \$1,700.00 per semester includes 2 hours of weekly application clinical instruction each week plus 1 to 2 hours of guided independent application.

Level 1 - \$850.00 per semester includes 1 hour weekly of application clinical instruction each week plus 1 to 2 hours of guided independent application.

The Mentor Advantage Program

Transition Level: \$4,000.00 per semester includes a combination of five hours of one-on-one organizational mentoring and strategic content tutoring each week, 16 available hours of Evening Check-In with a professional tutor each week, and the College Transition Group, plus the foundational program services

Persistence Level: \$3,300.00 per semester includes a combination of three hours of one-on-one organizational mentoring and strategic content tutoring each week and 16 available hours of Evening Check-In with a professional tutor each week, plus the foundational program services.

Optional Supplements available for students who are enrolled in Foundational Services and/or the Lindamood-Bell @ Learning Techniques:

First year students who are not enrolled in the Mentor Advantage Program have the option of enrolling in the following additional services:

- College Transition Group: \$750.00 per semester, for the first two semesters
- Evening Check-In: \$750.00 per semester
- Strategic Content Tutoring: \$700.00 per semester for one hour of strategic content tutoring each week; \$1,400.00 for two hours strategic content tutoring each week, etc...

Sophomore, juniors, and seniors who are not enrolled in the Mentor Advantage Program have the option of enrolling in the following additional services:

- Evening Check-In: \$750.00 per semester
- Strategic Content Tutoring: \$700.00 per semester for one hour of strategic content tutoring each week; \$1,400.00 for two hours strategic content tutoring each week, etc...

Day Time Check-In Program

DEVL 032 – if Strategic Content Tutoring III or above, the Transition or Persistence levels of the MAP program, or if Lindamood-Bell Level Three or Four (\$1000 per semester)

DEVL 033 - all other program configurations (\$1800 per semester)

*****All Fees apply to the 2014-2015 academic cycle***

******see footnote, p. 8***

