



WEST VIRGINIA
WESLEYAN COLLEGE

Learning Center



West Virginia Wesleyan College
Learning Center

- 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)
- Math and Algebra Practica to develop skills for college level math
- Walk-in Peer Tutoring System certified by the College Reading and Learning Association
- Centralized services for students with diagnosed learning disabilities
- Assistive Technology and Study Lab with state-of-the-art software, opened during the day and week-day evenings (Monday - Thursday)
- Lindamood-Bell ® Learning Methods (DEVL 040 - 043, fee-based)
- The Mentor Advantage Program – Transition and Persistence Phase (fee-based)
- Professional Tutoring, through the Mentor Advantage Program (fee-based)
- Professional staff with graduate degrees in Education, Psychology, Special Education, Counseling, and Reading

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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 and attention problems 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
- Lindamood-Bell® Learning Techniques

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 either of 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, a course that centers on adapting to college life and the development of personal 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.

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 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 5:00 and 9:00 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 (COLL 122 and 125)** for which they receive one academic credit toward graduation. Weekly discussions focus on adapting to college life, developing self-regulated learning skills, stress management, wellness, and the exploration of career options. 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 page 6 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 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 and mathematical comprehension. 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 and the fee scale.*

Math Practicum DEVL – 008 (0 credit) This course is designed to help students with disabilities who have difficulties with basic math. Math skills are assessed and individualized instruction is provided to target the student's specific math skill deficits. Mathematical operations (adding, subtracting, multiplying, and dividing) across the field of whole numbers, fractions, and decimals are the focus of instruction.

Algebra Practicum DEVL – 008 (0 credit) This course is designed to help students with disabilities who have mastered basic math skills, but have difficulty understanding algebra. The student's knowledge of basic math and algebra is assessed and individualized instruction is provided to address skill deficits. This individually paced practicum provides students with the opportunity to learn basic algebraic terminology, operations, and procedures.

Support for Students with Learning Disabilities, Attention Deficit, 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, opened during the evenings
- 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
- Walk-In Peer Tutoring, led by students who are recommended by department faculty. Peer-based Writing and Math Labs are supervised by the respective campus departments.
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- Utilization of the Lindamood-Bell ® approach to learning, available as requested (this program is fee-based)
- Professional tutoring and organizational mentoring through the Mentor Advantage Program (this program is fee based)

### **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

Students who would like to receive the support that is listed in the special menu of services for students with diagnosed disabilities must 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 achievement 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), may also be helpful. The timely submission of documentation is required for the planning of specialized advising, preferential registration, and the implementation of the appropriate accommodations, allowing each student to have equal access to the educational opportunities provided by the College.

## Professor Notification

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 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.

## 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: strategic content tutoring, organizational mentoring, small group class discussion, 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 strategic content tutoring sessions focus on the student managing the content and pace of specific coursework. The organizational strategy sessions will train the student to develop, continue, and adapt overarching plans for the semester. 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 5:00 – 9:00 PM.

### Components of the Mentor Advantage Program\*

#### 1) Strategic Content Tutoring – Mentor Advantage Program

The strategic content tutor works with the student to manage the content and pace of specific coursework. The strategic content tutor will provide 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

## 2) Organizational Mentoring – Mentor Advantage Program

The organizational 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

## 3) College Transition Class – Mentor Advantage program

During the first two semesters, students in the Mentor Advantage Program will enroll in the small group class, for academic credit, College Transition I and II. This course focuses on adapting to college life, developing academic self-regulation, and personal development and wellness.

## 4) Evening Check-In – Mentor Advantage Program

A professional tutor will be on duty to provide academic support between the hours of 5:00 and 9:00 p.m. in the Learning Center 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:** \$3,600.00 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:** \$2,700.00 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: \$600.00 per semester, for the first two semesters
- Evening Check-In: \$600.00 per semester
- Strategic Content Tutoring: \$650.00 per semester for one hour of strategic content tutoring each week; \$1,300.00 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: \$600.00 per semester
- Strategic Content Tutoring: \$650.00 per semester for one hour of strategic content tutoring each week; \$1,300.00 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 2011 – 2012 academic year.*

## Instruction in Lindamood-Bell® Techniques

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®), **On Cloud Nine Math®** (A Visual and Verbalizing Approach® to Math), 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.

**On Cloud Nine® Math** utilizes Visualizing and Verbalizing® and symbol imagery to help students who have language and working memory difficulties succeed with math. On Cloud Nine Math® helps students develop better skills in working addition and subtraction, multiplication and division, decimals and fractions, and word problems.

**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** - \$3,200 per semester includes 4 hours of full clinical instruction each week plus 1 to 2 hours of guided independent application.
- Level 3** - \$2,400 per semester includes 3 hours of full clinical instruction each week plus 1 to 3 hours of guided independent application.
- Level 2** - \$1,600 per semester includes 2 hours of weekly application clinical instruction each week plus 1 to 2 hours of guided independent application.
- Level 1** - \$800 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 2011-2012 academic year.*

*Lindamood-Bell®, LiPS®, V/V®, Lindamood Phoneme Sequencing®, Visualizing and Verbalizing for Language Comprehension and Thinking®, and On Cloud Nine® 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 classes in the event the class is not covered by the Walk-In Tutoring Program. The professor teaching the class recommends the study group leader. Study group times and locations will be announced in the class.

**Test Lab**  
Phone: x8560  
email: [testlab@wvwc.edu](mailto: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 9:00 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 in advance** (a minimum of one day in advance (more than one day in advance for LBP)). 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 of 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-taking application 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 9:00 p.m. and Friday from 8:00 a.m. to 4:30 p.m.**

## Technology Lab

### Regular Semester Hours

Monday – Thursday 8:00 a.m. to 9:00 p.m.

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

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

### Alternate Text Accommodation Policy

If a student's Comprehensive Advisor recommends an alternate text format, the following options are available:

- 1) The student may use the Kurzweil 3000 software in the Assistive Technology Lab in the Learning Center or in the Library.
- 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 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. The cost for this is a \$70 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.
- 3) The student may use recorded textbooks through WVWC's Institutional membership with Learning Ally (formerly Recording for the Blind & Dyslexic).\* These CDs can be used within the Test Lab or Assistive Technology Lab, 8:00 AM to 9:00 PM Monday through Thursday and 8:00 AM to 4:30 PM Friday.

\*Learning Ally is a non-profit service organization that provides recorded educational materials to persons with learning disabilities and visual perception disabilities. Learning Ally's CDs and mp3s require specialized hardware or software to be played. Please visit [www.learningally.org](http://www.learningally.org) for more information.

- 4) The student can obtain an individual membership to Learning Ally. For students with a documented disability, this membership is now free through a U.S. Department of Education grant.
  - There are three text formats to choose from (more information about file format and playback devices can be found at <http://www.learningally.org/Audiobooks/Audiobook-Formats/332/>):
    - 1) CDs are an option that requires the purchase a specialized playback device or software. These CDs are in a DAISY format and do not play in ordinary CD players. You can choose to buy a specialized CD player or software that will play the CDs on a computer. CDs do not have to be returned to Learning Ally.
      - The student may order the texts for himself or herself, or the Technology Coordinator, Susan Marshall, can assist the student in the ordering process while the semester is in progress. If you would like the Technology Coordinator to order the texts, please contact her.
      - For those selecting the CD format, the CDs can be picked up when you arrive for the Fall 2011 semester as long as you list your campus address with Learning Ally.
    - 2) Downloadable DAISY is a downloadable file format that can be used with the specialized DAISY-format software or can be burned onto a CD and used with the specialized DAISY-format CD players. These files are downloaded from the Learning Ally website. You can find more information here: <http://www.learningally.org/Training-Support/Downloadable-DAISY-Support/116/>.
      - A Learning Ally app is available for purchase through iTunes Store for use with iPhone, iPod touch, and iPad. This requires iOS 3.2 or later for compatibility. This works with the Downloadable DAISY file format. You can find more information here: <http://itunes.apple.com/us/app/rfb-d-audio/id41888450?mt=8>.

- 3) WMA Downloadable (Audio Access) is an mp3 option that works with Windows Media Player and Digital Rights Management (DRM) capable mp3 players. This option can eliminate the additional need for purchasing a CD playback device or software for reading the CDs or DAISY-format files. You can find more information here: <http://www.learningally.org/Training-Support/WMA-Downloadable-Support/Introduction/280/>.

\*\*If you are interested in any of the electronic formats, Technology Lab student workers can help you download books during the Fall 2011 semester.

## Software to Assist with Reading

**CAST eReader** software reads web pages and other documents. Screen readers such as eReader help students who have reading and/or attention problems, and those who have visual disabilities.

**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 will even let students 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.

**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.

**Victor Reader Soft** is used in conjunction with CDs recorded by Learning Ally. This software allows students to listen to recorded texts with the convenience of a digital format. This is most helpful to students who are visually impaired, or to those who have difficulty visually processing written text.

**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

**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 does require a student to 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.

## 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.

**Victor Reader Wave and Vibe Portable CD players** allow students to play digitally recorded Learning Ally CDs.

## 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
- Use or installation of instant messenger
- Theft or attempted theft of lab materials or hardware
- 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 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:**

#### **Math Practicum**

DEVL - 008

#### **Algebra Practicum**

DEVL - 008

#### **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

#### **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

### ***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)
- Math and Algebra Practica to develop skills for college level math (DEVL-008)
- 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 and post 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

\*\*\*Fees apply to the 2011 – 2012 academic cycle

### ***Lindamood-Bell @ Learning Techniques:\*\*\****

Level 4 - \$3,200.00 per semester includes 4 hours of full clinical instruction each week plus 1 to 2 hours of guided independent application.

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

Level 2 - \$1,600.00 per semester includes 2 hours of weekly application clinical instruction each week plus 1 to 2 hours of guided independent application.

Level 1 - \$800.00 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: \$3,600.00 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: \$2,700.00 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: \$600.00 per semester, for the first two semesters
- Evening Check-In: \$600.00 per semester
- Strategic Content Tutoring: \$650.00 per semester for one hour of strategic content tutoring each week; \$1,300.00 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: \$600.00 per semester
- Strategic Content Tutoring: \$650.00 per semester for one hour of strategic content tutoring each week; \$1,300.00 for two hours strategic content tutoring each week, etc...

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

**STAFF DIRECTORY**  
 Learning Center  
 West Virginia Wesleyan College  
 59 College Avenue  
 Buckhannon, WV 26201  
 (304) 473-8563

website: <http://www.wvwc.edu/services/TheLearningCenter/>

**Director**

Shawn M. Kuba, Ed.D., LPC                      H 204                      x8563                      [kuba\\_s@wvwc.edu](mailto:kuba_s@wvwc.edu)

**Administrative Assistant**

Lisa Parks, A.A.                                      H 215B                      x8563                      [parks\\_l@wvwc.edu](mailto:parks_l@wvwc.edu)

**Comprehensive Advisors**

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**Test Lab Staff**

**Supervisor**

Carla Waldo, B.A.                                H 202                      x8560                      [testlab@wvwc.edu](mailto:testlab@wvwc.edu)

**Coordinator**

Jena Stump                                        H202                      x8560                      [testlab@wvwc.edu](mailto:testlab@wvwc.edu)

**Foundational Services**

|                                                                         |                |
|-------------------------------------------------------------------------|----------------|
| Assistive Technology                                                    | Susan Marshall |
| External Testing Accommodations (PRAXIS, GRE, etc...) & Math Assistance | Denton King    |
| Tutoring Supervisor & Study Strategy Specialist                         | Suzanne Haas   |

**Lindamood Bell® Learning Techniques**

**Coordinator**

William Pastorius, M.S.                        H 218                      x8094                      [pastorius\\_w@wvwc.edu](mailto:pastorius_w@wvwc.edu)

**Reading Clinicians**

Carolyn Baisden, B.S.                        H218                      x8091                      [baisden\\_c@wvwc.edu](mailto:baisden_c@wvwc.edu)  
 Tari Kitchen, M.S.                                H218                      x8091                      [kitchen\\_t@wvwc.edu](mailto:kitchen_t@wvwc.edu)  
 Margaret Miller, B.A.                        H 218                      x8091                      [miller\\_m1@wvwc.edu](mailto:miller_m1@wvwc.edu)

**Mentor Advantage Program**

**Coordinator**

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**Mentor Advantage Tutors**

Micki Biggs, B.A.                                H 206                      x8377                      [biggs\\_m@wvwc.edu](mailto:biggs_m@wvwc.edu)  
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