



## **Learning Center**



- Comprehensive, centralized, flexible services for students with diagnosed disabilities
- The Day-Time Check-In Program (fee-based)
- The Evening Check-In Program (fee-based)
- The Mentor Advantage Program professional organizational mentoring and strategic academic tutoring (fee-based)
- Lindamood-Bell ® Learning Methods\*<sup>p. 8</sup> (fee-based)
- Assistive Technology and Study Lab with state-of-the-art software
- Professional staff with undergraduate and 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)

For more information, contact Dr. Shawn M. Kuba  
(304) 473-8499  
email: [kuba\\_s@wwvc.edu](mailto:kuba_s@wwvc.edu)

## Contents

Mission.....	1
Overview of Services.....	1, 2
Class Offerings.....	2, 3
Support for Students with Learning Disabilities .....	3, 4
The Comprehensive Advisor.....	4
Requirements for Documentation .....	5
Professor Notification.....	5
The Mentor Advantage Program.....	5, 6
Day Time Check-In Program.....	7
LBP® Learning Program.....	7
Peer-Based Tutoring.....	8
Test Lab .....	8, 9
Test Lab Policies.....	9
Note-Taking System and Policies .....	10
Assistive and Instructional Technology Lab.....	11, 12
Alternate Text Format.....	11, 12
Educational Software .....	13, 14
Procedures and Policies of the Assistive Technology Lab.....	15
External Accommodations for Tests .....	15
WVWC Academic Standing Guidelines.....	16
Developmental Hours Policy.....	16
Developmental Offerings at Wesleyan .....	17
Staff Directory .....	18

## 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 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.

In addition to one-on-one mentoring, students will have the opportunity to enroll in the Day-time and Evening Check-In programs. Taken together, the Day-Time and Evening Check-In provide the opportunity for 12.5 hours, each weekday, of study time in a quiet environment with access to a professional mentor.

In the Day-Time and Evening Check-In programs a professional mentor is on duty to provide organizational and academic support while the College is in session. When students sign in to this area, they may:

- Make or revise a to-do list for the day or week
- Get started on school work
- Work on assignments and readings
- Review for quizzes and tests

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 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 1<sup>st</sup> and 2<sup>nd</sup> 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.

**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.*

**Evening-Check-In Check-In Program – DEVL 024/0 hrs.**

A professional tutor will be on duty to provide organizational and academic support between the hours of 4:30 and 8:30 PM in our Mentor Advantage study area, Monday through Thursday, 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 and evening check-in,*\*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.*
- Evening-Check-In Program: a professional tutor will be on duty to provide organizational and academic support between the hours of 4:30 and 8:30 PM in our Mentor Advantage study area, Monday through Thursday, 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 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 permit accessibility to accommodations, coach the student to disclose to faculty, 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

Our students are rising adults; therefore, the Learning Center employs a self-advocacy approach to disability disclosure.

- The Comprehensive Advisor will give each student a personalized letter for each professor. The letter states the name and contact information of the student's Comprehensive Advisor and acknowledges the existence of the student's learning disability.
- The Comprehensive Advisor will coach each student to describe the need for accommodations to faculty.
- The student should share this letter with the professor of the class for which accommodations are being requested.
- 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.

Each student's educational evaluation/disability documentation will be kept in a locked file in the Learning Center office. To reiterate, the Learning Center does not notify the student's professor; the student is responsible for making a specific request to the professor of each class to implement authorized accommodations.

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 the following elements: organizational mentoring, academic strategic content tutoring, and day-time and evening check-ins.

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. Day-time and evening check-ins provide enrolled students with structured study times and access to a professional tutor throughout the week.



## 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) Evening Check-In Program– 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. When signing 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

### 4) Day-Time Check-In Program – Mentor Advantage Program

Day-Time Check-In may be used as a stand-alone program or be added to Strategic Content Tutoring, level 3 or above or to 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 signing 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

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

## Course Numbering and Fee Structure for the Mentor Advantage Program (DEVL 024-033)\*

DEVL 025	MAP Strategic Content Tutoring I (1 hour)	\$800.00
DEVL 026	MAP Strategic Content Tutoring II (2 hours)	\$1,600.00
DEVL 027	MAP Strategic Content Tutoring III (3 hours)	\$2,400.00
DEVL 028	MAP Strategic Content Tutoring IV (4 hours)	\$3,200.00
DEVL 029	MAP Strategic Content Tutoring V (5 hours)	\$4,000.00
DEVL 031	MAP Strategic Content Tutoring Increment (May)	\$400.00
DEVL 032	DAY-TIME CHECK-IN (w/MAP/LBP - 40 hours)*	\$1,400.00
DEVL 033	DAY-TIME CHECK-IN (40 hours)	\$2,200.00
DEVL 024	MAP Evening Check-In	\$1000.00

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

DEVL 032 – **Day-Time Check-In:** if Strategic Content Tutoring III or above, or if Lindamood-Bell Level Three or Four (\$1,400 per semester)

DEVL 033 – **Day-Time Check-In:** all other program configurations (\$2,200 per semester)

*\*The listed fee structure applies to the 2019 – 2020 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, 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** - \$3,800 per semester includes 4 hours of full clinical instruction each week plus 1 to 2 hours of guided independent application.

**Level 3** - \$2,850 per semester includes 3 hours of full clinical instruction each week plus 1 to 3 hours of guided independent application.

**Level 2** - \$1,900 per semester includes 2 hours of weekly application clinical instruction each week plus 1 to 2 hours of guided independent application.

**Level 1** - \$950 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 2019-2020 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. Most of 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 Co-Supervisor. The Tutor Co-Supervisors work 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: 304-473-8560

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 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. Students may also create an individual account with Learning Ally. More information about these alternate text formats are 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 <https://www.kurzweilededu.com/k3000-firefly/overview.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 \$125 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/cms/bookshare-me/who-qualifies>). Bookshare offers free reading software and tablet/smartphone apps to Bookshare members, including Bookshare Web Reader, Dolphin Easy Reader, Go Read, and other programs available for a small fee. The files are compatible with Kurzweil 3000 and other popular programs. Bookshare files can also be read by portable DAISY players. Readers are also available for iPad, iPhone, and iPod Touch and Android devices. You can find more information here: <https://www.bookshare.org/cms/help-center/reading-tools/member-preferred-tools>.
4. Learning Ally offers memberships for students with learning and visual perception disabilities. Students wanting an individual membership need to contact the Technology Lab Coordinator to complete the paperwork for this at the beginning of the Fall semester. Students get a free download of Learning Ally's Read/Hear software to use with the audiobooks as part of the membership. The texts provided by Learning Ally are downloaded from Learning Ally's website.
  - 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 texts require specialized software to be played. Please visit [www.learningally.org](http://www.learningally.org) for more information.
  - The Learning Ally file format can be used with specialized DAISY-format software, including Learning Ally's ReadHear software for computers and the Learning Ally app for Apple devices. The files are downloaded from the Learning Ally website. You can find more information here: <http://www.learningally.org/Help>.

- The Learning Ally app is available for purchase through the iTunes Store for use with iPhone and iPad. This requires iOS 5.0 or later for compatibility. It is also available in the Google Play Store for Android devices.

\*Students with qualified print disabilities may request their books electronically on the Learning Center portion of the WVWC webpage: <http://www.wvwc.edu/academics/about/learning-center/request>. Students 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

\*To request electronic books, you must:

1. Purchase the textbook and KEEP THE RECEIPT.
2. Request electronic books on the WVWC webpage, [www.wvwc.edu](http://www.wvwc.edu), then go to:
  - Academics
  - Academic Resources
  - The Learning Center
  - Request Electronic Books
  - Complete the online form for up to 8 books. If you have more than 8 books, go back and make another request.
3. Wait for an email from Susan Harsh, Technology Lab Coordinator. Susan Harsh will contact you by email to arrange a meeting to transfer the files to your computer.
4. Bring with you to the meeting with Susan Harsh:
  - Textbook receipts
  - Computer

\*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 a requested textbook is not available electronically.

## 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.)

**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

**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

**EquatIO** is a Google extension for the Chrome web browser that allows the student to type, handwrite, or dictate equations and formulas directly onto a computer, laptop, or notebook device. This makes math much simpler, especially as students are learning new math skills.

**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. Interactive Anatomy Online** is a program accessed online that offers a layer-by-layer dissection view of the human body from multiple angles. It also includes images of detailed structures, clinical illustrations, and 3-D models of structures.



## Software and Hardware to Assist with Studying

**Audio Notetaker** enables students with dyslexia and other diagnoses which impact learning to take effective notes independently by working with recordings of their classes alongside text summaries, slides, images, and reference material. Students can either record lectures directly with their laptops' microphone or import audio from a portable device (digital recorder or smartphone). Audio Notetaker displays each phrase as a colored bar/chunk that students can annotate with color coding and/or type notes. Students can import PowerPoint slides, PDF documents, etc. to include with lecture recordings, in addition to linking to other documents. This program allows students to export these study materials into mp3 recordings to review on the go, as well as Word documents and PowerPoints to be used for study guides or projects.

- Students may have this 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 \$25 technology fee to the Learning Center. This fee must be paid in cash or by personal check made out to WVWC – Friends of the Learning Center. 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 Audio Notetaker installations.

**LiveScribe and Echo** smartpens are tools that students can use to record lectures. The pen is an actual ink pen that is used with livescribe's lined dot paper to take notes. To play back the recording of the lecture, students simply tap on the note paper. Notes and audio can also be transferred to a computer by USB cable. The Learning Center has two LiveScribe smartpens and one Echo smartpen that students may borrow to try before purchasing their own.

**Digital recorders** are available for loan if a student needs to record a lecture or for other class project use and does not have his/her own smartphone for recordings.

## 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 for a limited number of hours or sign a user agreement for a long-term loan of equipment.

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:**

- Food and drinks are allowed in the Technology Lab at the main table, but they are NOT allowed at the computers
- 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 unauthorized software
- Use of inappropriate and/or non-educational materials
- Tampering with hardware or hardware setups
- Failure to follow instructions of the Assistive Technology Lab Student Worker

**Please note:** Refer to the Wesleyan Student Handbook online for policies governing computer use on campus. Technology 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:**

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

**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, or if Lindamood-Bell Level Three or Four, 0 credits  
DEVL 033 - all other program configurations, 0 credits

#### **Lindamood-Bell ® Learning Techniques**

DEVL - 043 includes 4 hours of full clinical instruction each week, 2 hours toward scheduled hours, 0 credits earned  
DEVL - 042 includes 3 hours of full clinical instruction each week, 2 hours toward scheduled hours, 0 credits earned  
DEVL - 041 includes 2 hours of weekly application clinical instruction. 1 hour toward scheduled hours, 0 credits earned  
DEVL - 040 includes 1 hour weekly, 1 hour toward scheduled hours, 0 credits earned

