



Learning Center



- Comprehensive, centralized, flexible services for students with diagnosed disabilities
- Assistive Technology and Study Lab
- 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)
- Housing and Cafeteria Accommodations

For more information, contact Anita Dib
(304) 473-8558
email: dib_a@wwwc.edu

Contents

Mission.....	1
Overview of Services.....	1, 2
Class Offerings.....	2
Developmental Offerings at Wesleyan	2
Support for Students with Learning Disabilities	3
The Comprehensive Advisor.....	3, 4
Requirements for Documentation	4
Professor Notification.....	4
ACCESS Program	5
Peer-Based Tutoring.....	6
Test Lab	6, 7
Test Lab Policies.....	7
Note-Taking System and Policies	8
Assistive Technology	8, 9
Alternate Text Format.....	8, 9
Educational Software	10
External Accommodations for Tests	10, 11
Housing and Dining Accommodations	11
WVWC Academic Standing Guidelines.....	11, 12
Staff Directory	13

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 one fee-based, optional program 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
- ACCESS Program

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 **Academic Coaching and Comprehensive Educational Support** or **ACCESS** 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 **ACCESS 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 academic coach 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.

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.

Grad School Test Prep – COLL 305/1 Credit A course designed to give students an opportunity to study and prepare for the various examinations required for admission to graduate schools. (GRE, LSAT, GMAT, etc.) Students take four full-length model tests over the course of the semester, analyze their test results and use the analysis to plan their preparation.

Developmental Class Offerings

ACCESS 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 5 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
- Test Taking Lab including readers, scribes, and word-processing, and extended time as needed
- Note Takers, as needed for accommodations
- Alternative textbook format, i.e., available computer software, enlarged print, digital textbooks
- Linkage with campus offices and organizations
- ACCESS Program: Professional one-on-one strategic academic tutoring and organizational mentoring and evening check-in,**See pages 4 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 ACCESS Program

The professional academic coaching 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 and academic strategic content tutoring.

The student enrolled in the ACCESS 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. This program is open to all West Virginia Wesleyan students.

Components of the ACCESS Program

1) Organizational Mentoring

The academic coach 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 academic coach 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

Course Numbering and Fee Structure for the ACCESS Program (DEVL 024-029)*

DEVL 025	ACCESS Strategic Content Tutoring I (1 hour)	\$550.00
DEVL 026	ACCESS Strategic Content Tutoring II (2 hours)	\$1,000.00
DEVL 027	ACCESS Strategic Content Tutoring III (3 hours)	\$1,350.00
DEVL 028	ACCESS Strategic Content Tutoring IV (4 hours)	\$1,600.00
DEVL 029	ACCESS Strategic Content Tutoring V (5 hours)	\$2,000.00

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 the Tutoring Room in the Library. 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, and Developmental Psychology.

Current Walk-In Tutoring hours are posted in Blackboard, on the tutor bulletin board located on the top floor in Haymond Hall, in the academic buildings, and in the Library. Any changes in the tutoring schedule will be posted outside the assigned tutoring room.

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

Learning Center Test Lab

The Test Lab is available to all students who have a documented and approved accommodation through the West Virginia Wesleyan College's (WVWC's) Learning Center and Accessibility Services.

Test Lab

Phone: 304-473-8560

email: testlab@wwwc.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:

- Learning Center Students: The Test Lab is reserved for students with approved testing accommodations. 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.
- ESL students: Students currently enrolled in WVWC's English as a Second Language Program ("ESL") are eligible to use the Test Lab for fifty percent (50%) extra time on quizzes, tests, and exams. ESL students with a valid accommodation letter from the ESL coordinator may use the Test Lab and translation aids provided by the Test Lab only. ESL status alone does not guarantee access to the Test Lab or the use of translation tools during a quiz, test, or exam. The ESL coordinator must approve and document all accommodations in advance.
- Make-up Tests: By special request, a faculty member at WVWC may arrange for a student to take a make-up quiz, test or exam to be proctored by the Test Lab Coordinator on duty.

Test Lab Policies

It is important that students follow the procedures listed below in order to utilize the Test Lab for accommodations. Students are not 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. (hours subject to change) to schedule an appointment a minimum of one day in advance of the desired test day. Tests are to be taken at the same time the class meets, unless the faculty member has given prior approval for the exam to be administered at an alternate time. The faculty member must provide approval directly to the Test Lab Supervisor or Coordinator. If a student has permission to begin early, they will not be permitted to leave the Test Lab

until after the scheduled class has ended. Make-up exams can be scheduled at an indicated time by the faculty member.

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

- Students' personal belongings must be left on the bookcase outside of the Test Lab prior to receiving the test. (including, without limitation, all notes, notebooks, textbooks, and book bags). The only items permitted in the Test Lab during a testing period are a pen/pencil & translator, if permitted and provided by the Test Lab staff.
- ❖ Permission for the use of any additional testing materials must be provided, prior to the exam, by the faculty member.
- ❖ Cell phones, earbuds, smart watches, and other technology items are required to be left in numbered bins in the Test Lab.
- The Test Lab monitors and records students with the onsite HISEEU camera system.
- Unless permitted under documented accommodations, there are no breaks during the testing session. Students should use the restroom prior to beginning the test.
- When notes are allowed for testing, they will be returned to the faculty member along with the test, unless the faculty member stipulates otherwise.
- Any student caught cheating or in possession of a personal electronic device loses the privilege of completing the test in the Test Lab. The test session will stop immediately, and the Lab Supervisor will collect the test. The test will be returned to the professor, indicating the reason for the incomplete test, and the Test Lab will notify the Associate Provost. The student will also be required to meet with either the Learning Center Director or the Test Lab Supervisor.
- The Test Lab Supervisor arranges for the confidential return of the test to the faculty member.

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

- Since personal belongings are not permitted inside the Test Lab while students are testing, the Test Lab provides storage shelves outside of the testing area.
- Test Lab staff asks that students leave valuable items locked in their residence hall. The Test Lab and WVWC cannot guarantee protection of student belongings during

an exam. WVWC is not responsible for items lost, missing, stolen or damaged when stored during an exam.

Note Use Policy

Course notes from 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 and who have documented accommodations,
- Students enrolled in the ESL Program; and/or
- Students who have medical documentation of an extended illness or serious injury.

Note-Taking System

Students with diagnosed learning disabilities may use WVWC's note-taking system when indicated by appropriate 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 students request note-taking support early in the semester. Test Lab staff members require sufficient time to process student requests.

The following conditions apply to note-taking services:

- Notes are emailed to the student by Test Lab personnel.
- Test Lab personnel may print notes if specified by medical/educational documentation on file.

Assistive Technology for Learning Center and Accessibility Services

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 Natural Reader. These programs read the material to the student. Natural Reader 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 assistance before having any installed on their laptop to be sure it is a program they like and will use. Students can work with the Assistive Technology Coordinator to request electronic books*, request scanning of books, and to create personal Bookshare accounts. More information about these alternate text formats are available below.

1. The student may use the Natural Reader Software on their own devices. The software includes and app for your cell phone available for Apple and Android.
2. The student may have the Natural Reader software installed on his or her laptop to use for the duration of the time as a student at WVWC. The student's access will be disabled once they are no longer a student at WVWC.
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 Natural Reader and other popular programs. Bookshare files can also be read by portable DAISY players. Readers are also available for iPad, iPhone, and Android devices. You can find more information here: <https://www.bookshare.org/cms/help-center/reading-tools/member-preferred-tools>.

*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, 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 Bill Pastorius. He will contact you by email to arrange a meeting to transfer the files to your computer.
 4. Bring with you to the meeting with Bill Pastorius:
 - Textbook receipts
 - Computer
- 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

Natural Reader is a state of the art text-to-voice software program. Natural Reader 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. Natural Reader 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. 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. Natural Reader can also be installed on students' laptop. (More information about installing the software on laptops can be found in the Alternate Text Accommodation Policy section above.)

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 WWWC. 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.

Accessibility Features on Devices

Students can also learn how to utilize accessibility features on their own devices. Interested students should contact Bill Pastorius at pastorius_w@wwwc.edu.

External Accommodations for Formally Administered Tests

:

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.

Housing and Dining Accommodations

Dining Accommodations

Students with food allergies or dietary conditions such as celiac disease, Alpha-Gal Syndrome, Food Protein-Induced Enterocolitis Syndrome (FPIES), Eosinophilic Gastrointestinal Disorders (EGIDs), etc. must contact Accessibility Services and the dining center for dining accommodations. Students can access information regarding accommodations for dining through Accessibility Services and in the student handbook.

Housing Accommodations

West Virginia Wesleyan is a residential campus with several options for housing. Students can access information regarding accommodations for housing through Accessibility Services and in the student handbook. Contact the Director of the Learning Center and Accessibility Services for more information.

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

WWWC 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

STAFF DIRECTORY
Learning Center
West Virginia Wesleyan College
59 College Avenue
Buckhannon, WV 26201
(304) 473-8558

Director

Anita Dib	H 204	x8558	dib_a@wwwc.edu
-----------	-------	-------	----------------

Comprehensive Advisors

Jodee Wilt, M.A.	H 215B	x8559	wilt.j@wwwc.edu
William Pastorius, M.A.	H 218	x8094	pastorius_w@wwwc.edu

Test Lab Staff

Supervisor

Paula Strawder, M.S.	H 202	x8560	testlab@wwwc.edu
----------------------	-------	-------	------------------

Coordinator

TBA	H 202	x8560	testlab@wwwc.edu
-----	-------	-------	------------------

Tutoring Staff

Jodee Wilt, M.A.	H 215E	x8559	wilt.j@wwwc.edu
------------------	--------	-------	-----------------

Foundational Services

Assistive Technology			William Pastorius
External Accommodations (PRAXIS, GRE, LSAT, etc.)			Anita Dib

ACCESS Coordinator

Teresa Buckner, B.A.	H 208	x8380	buckner_t@wwwc.edu
----------------------	-------	-------	--------------------

ACCESS Academic Coaches

Charliena Gilmore, B.A.	H 206	x8377	gilmore.c@wwwc.edu
Paula Kaufman, M.A.	H 206	x8377	kaufman.k@wwwc.edu
Susan Mendicino, M.S., CCC-SLP	H 206	x8377	mendicino_s@wwwc.edu