



Marshall University H.E.L.P. Program

STUDENT HANDBOOK

2017-2018

520 18th Street, Myers Hall · Huntington, West Virginia 25755

Tel 304-696-6252 Fax 304-696-3231

<http://www.marshall.edu/help>



Contents:

Introduction.....	3
History of the H.E.L.P. Program ..	3
Mission.....	3
Vision Statement.....	4
Subject to Change Notice.....	4
Legal Requirements in the Postsecondary Setting.....	4
Confidentiality Policy.....	4
Social Media Policy.....	6
Photo Use Policy	6
Retention of Disability Documentation.....	7
Admission Criteria.....	7
H.E.L.P. Student Responsibilities.....	8
H.E.L.P. Program Responsibilities.....	9
Policies for Exams Proctored at H.E.L.P.....	10
Registration for Tutoring	11
Tutoring Fees.....	12
Billing Procedures.....	13
Fee Waivers.....	13
Crediting Policy.....	14
Services Offered through College H.E.L.P.....	14
College H.E.L.P.	15
Academic Tutoring.....	15
Skills Development.....	17
Summer Prep.....	19
Technologies Available at H.E.L.P.	21
Staff Directory.....	22
University Resources.....	23
Appendix Forms.....	24



Introduction

Welcome to Marshall University H.E.L.P. Program. Our objective is to collaborate with and empower students who have Specific Learning Disabilities and/or Attention Deficit Hyperactivity Disorder. We provide support services and academic accommodations that allow equal access to higher education and university life. On behalf of the staff of H.E.L.P., we look forward to working with you during your academic career at Marshall University.

This handbook was developed to assist in your understanding of the operations and functions of the H.E.L.P. Program. Please use it as a helpful reference guide when you and/or your parents have questions about our policies and procedures.

History of the H.E.L.P. Program

The H.E.L.P. Program began in 1981 under the leadership of Dr. Barbara P. Guyer with funds from a grant from the Marshall University Foundation. The program began with two Graduate Assistants working with three undergraduate students in the basement of Jenkins Hall. As the student population began to grow, the program moved to a two-room metal building next to Jenkins Hall, which was fondly referred to as the “Gold Building.” In 1992 Myers Hall became our permanent address after a generous donor, Mr. Wilbur Myers, provided funds for our new home. However, due to the ever-growing student population, we soon began to require more space. In 1997 a sizeable addition was added to Myers Hall with the help of Mr. Myers, friends and donors.

We house four major divisions: College H.E.L.P., Diagnostics, Community H.E.L.P., and Medical H.E.L.P. Myers Hall provides a home for nine fulltime staff, 40 part-time employees, and approximately 150 students.

Mission

The mission of the Marshall University H.E.L.P. Program is to provide educational support, remediation, and mentoring to individuals with Specific Learning Disabilities and/or Attention Deficit Hyperactivity Disorder.



Vision Statement

We strive to empower students to realize their full potential.

Subject to Change Notice

The rules, regulations, and policies that appear in this handbook were in effect at the time of its publication. Like everything else in the handbook, they are published for informational purposes only. Therefore, the material is subject to change at any time. Fees are also subject to change at the beginning of a new term.

Legal Requirements in the Postsecondary Setting

The Americans with Disabilities Act (ADA), which became effective January 26, 1992, the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973 are designed to make sure that individuals with disabilities have equal access to public services and programs. In the post-secondary setting, colleges and universities must “level the playing field”, but are not required to guarantee that a student will reach his/her potential or achieve academic success. Students with identified disabilities in elementary through high school operate under additional laws, some of which mandate a greater role in a student’s academic success. Disability-related procedures at the college level, therefore, can represent quite a change for incoming students.

Confidentiality Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, is a federal law that protects the privacy of students’ educational records. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Schools must have written permission from the parent or eligible student in order to release any information from a student’s education records.



Confidentiality Policy (continued)

However, FERPA allows schools to disclose those records, without consent, to the following parties, or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in case of health and safety emergencies

FERPA and the Americans with Disabilities Act (ADA) do not allow faculty or others access to disability-related information. According to the Association on Higher Education and Disabilities (AHEAD), “Disability-related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA.”

The H.E.L.P. Program is committed to protecting the confidentiality of students with disabilities as required or permitted by law. The H.E.L.P. Program recognizes and honors the importance of the confidentiality of documents containing disability-related information, but recognizes that there are situations where releasing partial information to appropriate individuals is in the best interest of the student. The specific disability will not be disclosed by H.E.L.P. unless the student has provided written permission. Any discussion of disability-related information used by H.E.L.P. will be done so in compliance with requirements and regulations of law.

Students sign a Permission to Contact Form (see Appendix), which grants staff of H.E.L.P. and “necessary University staff, faculty, administrative offices, and parents/legal guardians” the ability to exchange pertinent information, with regard to achievement or diagnostic data, academic performance, attendance, behavior, and classroom standing.”



Social Media Policy

With the world of social media rapidly expanding to allow us to share our personal worlds with others, it is appropriate to inform our students of the Social Media Policy for the H.E.L.P. Program. The H.E.L.P. Program has many individuals including donors, former employees, students and their families nationwide who stay in touch with our program, many through social media. As students, you are representatives of the program. We hope you will take the responsibility seriously to portray the program in a positive light. In addition, we encourage students to respect the privacy of others when making posts to social media. The H.E.L.P. Program will not be responsible for negative posts made by individuals who are clients of the program.

Please feel free to share any information posted on our official platforms such as Facebook, Twitter, YouTube, and Instagram. When making your own posts, we urge you to be cautious with regard to making specific reference to other students either by name or any other identifying information. Please remember that all clients of the H.E.L.P. Program are protected under the Family Educational Rights and Privacy Act (FERPA).

Photo Use Policy

Throughout the year, the H.E.L.P. Program will often have the opportunity to photograph and/or videotape our students in a variety of activities. Welcoming new students, group outings, graduation ceremonies, tutoring and classes are a few examples of these activities. These photographs and/or videotape footage may be used in communication tools such as newsletters, promotional publications, local newspapers, official social media platforms, websites and university publications. It is our desire to highlight the achievements and activities of our students. Celebrating the accomplishments of students and our program is an integral part of responsible reporting to our community as well as a way of sharing in the success of the program. However, it is our goal to respect your privacy as well. Therefore, students are requested to indicate their wishes regarding the program's use of student photographs, videotapes or images. Permission can only be revoked by written request.



Retention of Disability Documentation

All documentation will be kept on file with the H.E.L.P. Program for a minimum of five (5) years after a student leaves Marshall University. All disability related documents will be shredded after that time.

Admission Criteria

Any Marshall University student or prospective student with a diagnosed Specific Learning Disability and/or Attention Deficit Hyperactivity Disorder, who meets the following criteria, may be considered for admission to the H.E.L.P. Program. The following information must be submitted:

- H.E.L.P. Application Form and \$50.00 nonrefundable application fee. A photograph is optional, but helpful.
- A copy of a current evaluation, which should include an intelligence test given under adult norms, such as the WAIS-IV or equivalent. An educational evaluation, no older than two years old that will assess reading, math, and written language, such as the Woodcock-Johnson III Tests of Achievement, or a test that is comparable. *Screening instruments are not accepted.*
- If updated testing is needed, the H.E.L.P. Program offers diagnostic services. Call (304)696-6313 for information regarding diagnostic testing.
- Two references, other than family members, stating why that individual feels the student should attend college.
- One-page *hand-written* statement by the student (without help) regarding why college is desirable to him or her.
- An interview is required for admission to H.E.L.P. Call (304) 696-6252 to schedule an appointment for the interview.
- To participate in H.E.L.P. you must be admitted to Marshall University, which is a separate application process. If a student does not meet the admissions criteria for Marshall, H.E.L.P. does have the option of writing an exception letter. However, this is not a guarantee that the student will be admitted. If the admissions committee grants entrance as a result of the appeal, the student will be required to commit to two semesters with H.E.L.P.
- If a student is taking medication, a statement from the physician regarding the medications prescribed is recommended.

Helpful Hint: Though not a criteria, it is best to apply to H.E.L.P. by fall of senior year.



H.E.L.P. Student Responsibilities

- Students must supply appropriate documentation verifying the student's disability/disabilities.
- Meet program or course qualifications and maintain the same level of academic standards as students without disabilities
- All students should regularly attend class and tutoring sessions.
- If an issue arises between the student and tutor, it is the student's responsibility to let a staff member know in a timely manner so the issue can be resolved.
- It is the student's responsibility to complete the Tutoring Registration Form (see Appendix) each semester. This documents the student's request for tutoring, which classes he or she needs help with, and the number of tutoring hours being requested.
- It is the student's responsibility to complete a Change in Tutoring Hours Request Form (see Appendix) if tutoring hours need to be adjusted.
- It is the student's responsibility to provide the tutor with a copy of the class syllabus. The tutor shall be notified by the student no less than 3-5 days before a test is to be administered. The tutor will notify the professor and make arrangements for administration of the test.
- Students should communicate openly and honestly with the tutor regarding class attendance and progress.
- Students should arrive on time for all tutoring sessions. If a student requires a time adjustment, they will need to contact the tutor to discuss an alternative time.
- Students should abide by Marshall University's Acceptable Use Policy and treat all equipment and materials belonging to the H.E.L.P. Program with care.
- Cell phones are to be turned off during tutoring sessions.
- Students should be respectful toward staff, tutors, and other students at all time.
- It is the student's responsibility to provide the H.E.L.P. Program staff with valid parental emails. *Most communication on behalf of the H.E.L.P. Program is distributed electronically.*



H.E.L.P. Program Responsibilities

- The H.E.L.P. Center provides academic support and guidance for only those students who have been admitted to H.E.L.P. ***It is important for students and parents to understand that H.E.L.P. is only equipped to work with a student's academic and remedial needs.***
- H.E.L.P. will maintain appropriate documentation confidentially and release it only with the student's written consent.
- It is H.E.L.P.'s responsibility to hire and train tutors who will provide one-on-one academic tutoring and skills development. However, there may be isolated instances when we can't find a tutor for a specific class.
- It is the academic tutor's responsibility to contact the student's professors/instructors, via email. This electronic communication (see Appendix) will identify the student as a H.E.L.P. client and document the student's accommodations.
- Academic Tutors will contact professors to make arrangements for the student's appropriate testing accommodations.
- If a student misses a tutoring session, the tutor will send an email to the student and parents documenting the absence. If the student calls the tutor to cancel, but reschedules another session, emails will still be sent, but with a message that the session has been rescheduled for a particular date.
- The H.E.L.P. Program will **not** provide note-takers. Students requiring such services should contact the Office of Student Disability Services.
- A final academic report will be sent to parents at the end of each semester. These reports will document strengths and weaknesses identified by academic tutors during the semester. Skills development reports will be sent at the end of an academic year. They will reflect what the student has worked on along with progress made and recommendations for continued improvement.



Policies for Exams Proctored at H.E.L.P.

- Students may only receive testing accommodations for classes in which they have registered for academic tutoring. Testing arrangements for classes in which the student is not receiving academic tutoring must be made through the Office of Disability Services.
- Proctors are instructed to read only what is written on the exam and not to provide answers to exam questions.
- Scribes are instructed to write only what is dictated to them.
- Students are not permitted to leave the testing area once the exam has begun (exception is a bathroom break with the proctor's permission).
- The following items are not allowed in the testing room:
 - Notes, notebooks, or textbooks that are not permitted by the professor/instructor
 - Cell phones or other electronic devices (such as a calculator), unless permitted by professor/instructor
 - Book bags and purses

Any unauthorized notes used during the exam will be confiscated and returned with the exam to the instructor and testing will be stopped immediately. Any evidence of cheating will be documented by H.E.L.P. staff and reported to the instructor.

- If a student arrives late for an exam, it may jeopardize the amount of time allowed. It would then be the student's responsibility to contact the instructor to rectify the situation. However, there is no guarantee that the instructor will permit additional time or a make-up exam.
- If a student is unable to take an exam due to illness or emergency, the student should contact the instructor immediately.
- If a student fails to show up for a scheduled exam, the exam will be returned to the professor. It will then be the student's responsibility to contact the professor.
- It is the student's responsibility to ensure that any travel plans do not interfere with his or her final exam schedule. *Marshall University's final exam schedule is available on the university's website at the start of each semester; therefore, students and parents should plan travel arrangements accordingly.*



Registration for Tutoring

- Students are responsible for meeting with their Marshall University academic advisors before scheduling courses each semester.

Though the H.E.L.P. staff is more than happy to assist students in the registration process, they do not have the authority or oversight to take the place of the student's academic advisor.

- **After** meeting with their advisors, students should consult H.E.L.P. staff and tutors to plan an actual schedule.
- After planning the actual schedule, students are responsible for registering for courses. H.E.L.P. students qualify for priority registration, which allows students in the program to register before the general student population.
- After registering for courses, students *must* register for tutoring at the H.E.L.P. Center.
- Students are *strongly encouraged* to register for tutoring immediately after registering for courses. This gives the H.E.L.P. Program adequate time to secure qualified tutors. Tutors and graduate assistants are hired based on the need of enrolled students, which is largely determined by the tutoring registration forms received.
- Students must fill out and submit the Tutoring Request Form (see Appendix) available at the front desk or on the website. These forms should be turned in to the Coordinator of Registration immediately following registration for courses.
- Though the H.E.L.P. Program makes every effort to secure all tutoring requests and tutor changes, such requests cannot be guaranteed and are dependent on qualified tutor availability.
- If payment arrangements have not been made through the Business Director by the start of the semester, tutoring hours may not be assigned until arrangements have been made.

Any changes requested by the student to his or her tutoring schedule MUST be accompanied by the appropriate paperwork and submitted to the Coordinator of Registration. No changes will be made until the proper paperwork is submitted.



Tutoring Fees

Fees for tutoring are as follows (per semester), and apply to both Academic and Skills Development tutoring:

No. of hours per week	WV Resident	Metro Resident**	Non-resident
1 hour per week	\$ 400	450	600
2 hours per week	\$800	\$900	\$1,200
3 hours per week	\$1,200	\$1,350	\$1,800
4 hours per week	\$1,600	\$1,800	\$2,400
5 hours per week	\$2,000	\$2,250	\$3,000
6 hours per week	\$2,400	\$2,700	\$3,600
7 hours per week	\$2,800	\$3,150	\$4,200

*Number of hours per week reflects price for full 15-week semester. Fees include testing accommodation coordination, one-on-one tutoring and registration assistance.

**Metro Area includes the following counties: In Ohio: Gallia, Jackson, Lawrence, Meigs, Pike and Scioto
In Kentucky: Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin and Pike

NOTE: Please be advised that rates are subject to change at the beginning of a new term

Billing Procedures

After receiving the completed H.E.L.P. Tutoring Registration Form, an invoice for the requested tutoring will be mailed to the responsible party by the Business Director (usually after July 1 and December 1). Invoices are due the first day of classes. H.E.L.P. is self-supporting and depends on fee revenue to pay full-time staff, part-time tutors and graduate assistants, as well as to cover other operating expenses.

If H.E.L.P. fees are left unpaid, the student will be placed on “Hold Status” with the University and the student will be unable to conduct any business—including registering, graduating, obtaining transcripts—until this hold is rescinded. The H.E.L.P. Program also utilizes the services of a collection agency sanctioned by Marshall University to collect past due accounts. In addition, students will be dropped from tutoring and unable to receive H.E.L.P. services until the balance has been paid.



Billing Procedures

- Students are fully responsible for registering for tutoring and for changes made to their tutoring hours.
- Tutoring hours added after the beginning of the semester will be prorated and billed accordingly.
- H.E.L.P. staff will not make changes to student tutoring schedules without the proper paperwork completed by the student.
- H.E.L.P. costs may be included in calculating the amount of financial aid for which a student is eligible.
- Please notify the Business Director that a FAFSA application has been submitted so an estimation of tutoring costs can be provided to the Office of Financial Aid. Information will NOT be sent over to the Office of Financial Aid unless requested by the student or parent.
- Students are also encouraged to consult with Vocational Rehabilitation to determine eligibility for financial assistance based on the student's disability.

Fee Waivers & Scholarships

- A limited number of fee waivers and scholarships are available for students with financial need or for those who meet the criteria set by the scholarship donor(s).
- Students must demonstrate a financial need to be eligible for a fee waiver.
- Students must complete and submit a Fee Waiver & Scholarship Application (see Appendix) form **each** semester for which assistance is requested.
- Fee Waiver & Scholarship Applications are due according to following schedule:

Fall Semester - July 1st

Spring Semester - December 1st

Summer Sessions - May 1st

- The Fee Waiver & Scholarship Application form can be obtained by contacting the Business Director at 304-696-5220 or from the H.E.L.P. website.



Crediting Policy

- For applicable cases, a credit will be issued - not a refund.
- Credit for tutoring hours (**90% of fee**) will be given during the *first two weeks of the semester only*.
- After the first two weeks, students may change hours (i.e., to another tutor for another class) without cost but receive no credit for dropping tutoring hours.
- No credit will be given unless proper drop procedures are followed.

Services Offered through College H.E.L.P.

The College H.E.L.P. Program offers tutoring and academic support services to students enrolled in Marshall University. Each of the separate programs or services operate under similar, yet separate policies and address different needs of the H.E.L.P. college student.

The major programs offered through College H.E.L.P. include:

- Academic Tutoring
- Skills Development
- Summer Prep Program
- Diagnostics



College H.E.L.P.

The H.E.L.P. College division works with students to address all areas of academic life on Marshall's campus, from mastering course content to addressing the organizational and executive functioning concerns that can impact a student's ability to learn.

H.E.L.P. provides qualified students with LD or Attention Deficit Hyperactivity Disorder (ADHD) the rights and accommodations that they are guaranteed under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Each student enrolled in College H.E.L.P. is provided with access to academic tutors and study skills tutors as necessary. We work with students and their guardians to assess the level of ability and need for each student and provide them not only with the mandated accommodations, but with the practical assistance that may be essential for that student's success.

Academic Tutoring

- One-on-one tutoring for academic classes with tutors who specialize in content areas
- Standing weekly appointments
- Assistance with interpreting and monitoring class requirements
- Improvement of study skills
- Assistance in test preparation
- Liaison maintained between professor and student
- Attendance for all tutoring sessions is required
- In most cases, testing accommodations for exams are provided in Myers Hall with H.E.L.P. Program tutors. Testing accommodations can only be provided for students in classes for which they have an academic tutor
- All parental/guardian contact with tutors will occur through full-time staff members
- The student and his/her guardian(s) will be notified of each absence via emailed form. Please ensure that the most recent contact information is provided to the program.
- Tutors will attempt to contact students to sign up for and attend sessions. However, tutors will **not** be responsible for tracking down students who do not attend tutoring sessions.



Academic Tutoring (continued)

- Students are highly encouraged to attend the Meet Your Tutor Meeting at the beginning of the semester and/or come to the H.E.L.P. Center to obtain their tutoring assignments and establish their tutoring schedule.
- Students must provide the tutor with a copy of the course syllabus.
- Students are expected to be respectful during all tutoring sessions.
- Cell phones are prohibited during tutoring sessions.
- Students should communicate effectively and honestly with the tutor regarding coursework and progress.
- By signing the Permission to Contact Form (see Appendix), tutors have permission to contact the student's professors with to discuss attendance and course progress.
- Students must inform tutors about upcoming exams in order to allow tutors adequate time to make testing arrangements with professors.
- Students will be monitored during testing, but are expected to conduct themselves in an ethical manner during testing.
- Any evidence of unethical testing behaviors will be reported to the H.E.L.P. Program Director and to the professor.



Skills Development

The Skills Development division of the College H.E.L.P. Program works with college students to address deficits (according to their disability) in basic skill areas.

Many students who are diagnosed with specific learning disabilities and/or Attention Deficit Hyperactivity Disorder are also challenged by organizational, working memory and executive functioning issues. These challenges can have as significant an impact on a student's ability to learn as their diagnosed disabilities.

Upon admission to College H.E.L.P., a student will receive a letter advising the student regarding how many hours (and at what length) the student will be expected to participate in the skills development program. This recommendation is made by an admissions committee and is determined according to deficit areas and the psychoeducational evaluation which the student provides at the time they make application to H.E.L.P. *Following the student's first year in Skills Development, the College Team will evaluate the student's required continuance in Skills Development.*

The services provided through Skills Development include:

- One-on-one tutoring with a learning specialist
- Individualized Skills Development Focus designed to remediate the specific skill deficits of the student
- Some targeted skills development a student may participate in are:
 - Reading:** decoding and encoding, reading rate and fluency, vocabulary and comprehension
 - Written Language:** punctuation, mechanics, and grammar of the English language and structure/organization of a paragraph
 - Mathematics:** basic facts, computation, reasoning, and fluency
 - Study Skills, Time Management, and Organizational Skills:** effective study habits, time management, daily and long-term planning, memory strategies, and test-taking skills



Skills Development (continued)

- Participation in Skills Development is not optional if the College Team has determined that the student requires such support.
- If a student requires an exception letter written to appeal in order to be admitted to the university, the student will be required to attend two (2) hours of Skills Development tutoring their first two (2) semesters.
- Attendance for all tutoring sessions is required.
- The student and his/her parent(s) or guardian(s) will be notified of each absence via emailed format. Please ensure that the most recent contact information is provided to the program.
- Learning Specialists will attempt to contact students to sign up for and attend sessions; however, they will not be responsible for tracking down students who do not attend tutoring sessions.
- Students must provide the Learning Specialist with copies of all course syllabi.
- Students should communicate effectively and honestly with the tutor regarding coursework and progress.
- Students should utilize Skills Development tutoring to learn new study skills and strategies, and to disclose any academic issues or questions.
- Students are required to keep an agenda, either electronically or manually.
- By signing the Permission to Contact Form (see Appendix), learning specialists have the permission to contact the student's professors with the intent to discuss attendance and course progress.
- Learning specialists are NOT responsible for making testing arrangements and will not provide testing accommodations.
- Parental communication should be directed through the Coordinator of Skills Development.
- Students must be respectful during all tutoring sessions.
- Cell phones are prohibited during tutoring sessions.



Summer Prep

Summer Prep is a division of the College H.E.L.P. Program. Its purpose is to acclimate incoming freshmen and transfer students to life on Marshall University's campus and the H.E.L.P. Program. It is an opportunity for future Marshall students to find out what is expected of them, both academically and socially. The program is designed to “ease” students into the rigorous schedule they will face in the fall, integrating a college credit class with college preparatory and deficit area workshops.

Incoming freshmen accepted into the program are highly encouraged to attend one of the two Summer Prep sessions offered. The first session correlates with Summer Session II at Marshall University, which runs for five weeks, and the other session is an abbreviated session for late high school graduates, which runs for the remaining three weeks of the five-week session.

During the five-week session, students will enroll in one Marshall University morning class (which will count towards their respective degrees), and one hour of tutoring daily to support that class. Small group workshops held in the afternoon at the H.E.L.P. Center will address improving basic skills in reading, spelling, written language, and study skills. These workshops make every effort to utilize a multi-sensory approach to learning.

A typical daily schedule (M-Th) may include:

8:45– 9:45 A.M.	Psychology Tutoring
10:00A.M.– 11:45 A.M.	Psychology 201 Class
11:45 A.M.– 1:00 P.M.	Lunch
1:00-2:00 P.M.	Kurzweil: Assistive Technology Class @ H.E.L.P.
2:00-3:00 P.M.	Skills Development Class @ H.E.L.P.
3:00-4:00 P.M.	Skills Application @ H.E.L.P.
4:00-5:30 P.M.	Dinner

Friday afternoons (1:00-4:00 P.M.) include group workshops, which will address self-advocacy, career planning, technology support, campus familiarity, etc.



Summer Prep (continued)

We have found Summer Prep acclimates students to the college setting and greatly improves the success rate of our students by giving them a solid foundation before the fall semester begins. Students who attend Summer Prep have knowledge of and access to the resources that exist on campus and at H.E.L.P., but they have already become familiar with those resources before the start of the traditional school year, providing a distinct advantage.

- Attendance at all university course meetings, Summer Prep workshops, and tutoring sessions is required.
- The student and his/her parent or guardian will be notified of each absence via emailed form.
- While optional for parents to attend, the Meet and Greet held on the first day of Summer Prep is when all of the information and resources related to the student's experience in Summer Prep and the H.E.L.P. Program will be discussed. It is strongly recommended that parents attend this session.
- During the Meet and Greet, parents and students will receive copies of the handbook, which will be reviewed and any questions regarding policies or procedures will be answered at that time.
- Parents will receive weekly reports from the student's workshop instructors regarding their attendance and progress. These reports will be sent electronically, so it is important to ensure that the correct email address is on file at the H.E.L.P. Program.
- Activities and group functions held at the H.E.L.P. Program on Fridays are not optional.
- Due to scheduled sessions on Friday afternoon, please do not plan to pick your student up until **after 4:00 PM** on Fridays.
- All parental communication with regard to Skills Development tutoring should be directed through the Coordinator of Skills Development.
- Students must be respectful towards staff and other students during all workshop and tutoring sessions.
- Cell phones are prohibited during all Summer Prep activities and tutoring sessions.
- Students are expected to come prepared to all university course meetings, Summer Prep workshops, and tutoring sessions with the necessary materials.



Technologies Available at the H.E.L.P. Program

The Marshall University H.E.L.P. Program strives to stay informed and equipped with the newest advances in assistive technologies. Staff routinely attend conferences and trainings sessions in an effort to identify and evaluate new technologies, and the benefit they could have for students in the H.E.L.P. Program. Tutors receive training every semester on new ways to utilize the technologies currently available to staff, tutors, and employees.

Currently, the H.E.L.P. Center is equipped with the following technologies:

- Kurzweil/Firefly Software
- Inspiration
- Ace Reader
- Two state-of-the-art computer labs equipped with both Mac and Windows operating capabilities
- Access to high-speed and flatbed scanners
- Printing and copying capabilities

The H.E.L.P. Program supports and encourages the use of the following technologies:

- iPads/Tablets
- Smart pens/Livescribe Pens
- Dragon Dictate

In cooperation with the Kurzweil/Firefly software, the H.E.L.P. Program has also partnered with AccessText to provide free access to many major textbooks in Kurzweil format. This has been an invaluable resource for H.E.L.P. students, as they are able to have access to text-to-speech versions of their textbooks at no additional cost, depending on availability.



H.E.L.P. Staff Directory

Barker, Sara	Coordinator, Skills Development & Student Development; Summer Prep Coordinator	304-696-6312
Clay, Cindy	Coordinator, Diagnostics	304-696-6473
Fisher, Missi	Assistant Director/ Business Director	304-696-5220
Jones-Burdick, Amy	Learning Specialist/Life Coach	304-696-6313
McCormick, Nancy	Coordinator, Registration & Tutor Development/Interim Coordinator Medical H.E.L.P.	304-696-6314
Moore, Renna	Administrative Assistant	304-696-6252
Painter, Debbie	Director	304-696-6316
Rowden, Laura	Coordinator, Community H.E.L.P.	304-696-3215
Williams, Diane	Coordinator, Student Affairs & Special Projects	304-696-6311
Diagnostics		304-696-6473
Front Desk		304-696-6256
Fax Number		304-696-3231



Marshall University Resources

Bursar's Office	304-696-6620
Computing Services	304-696-3200
Counseling Services	304-696-3111
Office of Disability Services	304-696-2271
Office of Admissions	304-696-3160
Office of Financial Aid	304-696-3162
Office of the Registrar	304-696-6410
Resident Services	304-696-6765
Student Health Services	304-691-1106
Welcome Center	304-696-6833

Information regarding Marshall University's administrative offices and services can be searched through Marshall's homepage at <http://www.marshall.edu>



Appendix of Forms



www.marshall.edu

College of Education and Professional Development
Barbara P. Guyer National Center for H.E.L.P.

Honorary Board of Advisors

The Honorable Gaston Caperton
Former Governor of West Virginia

Bobby Pruett
Barboursville, WV

Vinny Curry
Philadelphia Eagles

Board of Advisors

Majester Abdul-Jalil, M.D.
Charleston, WV

Christopher B. Asplundh, Jr.
Willow Grove, PA

Dana Blackhurst
Greenville, SC

Rod Duncan
Huntington, WV

Teresa R. Eagle, Ed.D., Dean
South Charleston, WV

Jennifer Egbert-Kibler, Pharm D.
Huntington, WV

Cecilia Underwood Ford
South Charleston, WV

Phyllis S. Harrah
Huntington, WV

Greg Hart
Lexington, KY

Amy Yost Parent
Huntington, WV

Matt Pfaffenberger
Cincinnati, OH

Jane Pisters
Sugar Land, TX

Diana Steele
Gallipolis, OH

Lynne M. Weston
Huntington, WV

George F. White, M.D.
Portsmouth, OH

Sandra J. White
Portsmouth, OH

Richard L. Wilson
Huntington, WV

Jay S. Young
Catlettsburg, KY

Debbie Painter, M.A., Director
Huntington, WV

Barbara P. Guyer, Ed.D.
Director Emeritus

PERMISSION TO CONTACT

The Family Educational Rights and Privacy Act (1974) is a federal law designed to grant and protect the privacy of students' rights, with regards to educational records. Commonly, students must give their written, signed, and dated consent for disclosure of their educational records to third parties.

I grant permission for staff of the H.E.L.P. Program for Students with Specific Learning Disabilities and/or Attention Deficit/Hyperactivity Disorder and the necessary University staff, faculty, administrative offices, and my parents/legal guardian to exchange information regarding my participation in the H.E.L.P. Program. This information exchange may include but is not limited to: achievement or diagnostic data, academic performance, attendance, behavior, and classroom standing.

The consent is valid during matriculation at Marshall University under the Higher Education for Learning Problems Program.

Student Name (printed)	901#
------------------------	------

Student Signature	Date
-------------------	------

Signature of Parent/Legal Guardian/Legal Representative	Date
---	------

Signature of Witness (other than family member)	Date
---	------

Signature of H.E.L.P. Program Staff	Date
-------------------------------------	------

WE ARE... MARSHALL.

520 – 18th Street, Myers Hall • Huntington, West Virginia 25755 • Tel 304/696-6256 • Fax 304/696-3231

www.marshall.edu/help • painter@marshall.edu

A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer

H.E.L.P. Program Social Media and Publication Policy

Social Media

With the world of social media rapidly expanding to allow us to share our personal worlds with others, it is appropriate to inform our students of the Social Media Policy for the H.E.L.P. Program. The H.E.L.P. Program has many individuals including donors, former employees, students and their families nationwide who stay in touch with our program, many through social media. As students, you are representatives of the program. We hope you will take the responsibility seriously to portray the program in a positive light. In addition, we encourage students to respect the privacy of others when making posts to social media. The H.E.L.P. Program will not be responsible for negative posts made by individuals who are clients of the program.

Please feel free to share any information posted on our official platforms such as Facebook, Twitter, YouTube, and Instagram. When making your own posts, we urge you to be cautious with regard to making specific reference to other students either by name or any other identifying information. Please remember that all clients of the H.E.L.P. Program are protected under the Family Educational Rights and Privacy Act (FERPA).

Student Photo Use Policy and Agreement

Throughout the year, the H.E.L.P. Program will often have the opportunity to photograph and/or videotape our students in a variety of activities. Welcoming new students, group outings, graduation ceremonies, tutoring and classes are a few examples of these activities. These photographs and/or videotape footage may be used in communication tools such as newsletters, promotional publications, local newspapers, official social media platforms, websites and university publications. It is our desire to highlight the achievements and activities of our students. Celebrating the accomplishments of students and our program is an integral part of responsible reporting to our community as well as a way of sharing in the success of the program. However, it is our goal to respect your privacy as well. Therefore, students are requested to indicate their wishes regarding the program's use of student photographs, videotapes or images. Permission can only be revoked by written request.

CHOOSE AND SIGN **ONLY ONE** RELEASE BELOW!

CONSENT TO STUDENT PHOTO USE POLICY

I, (student name, please print) _____ have read and therefore understand the Student Photo Use Policy and Agreement, and DO PERMIT the H.E.L.P. Program to use photographs, videotapes and/or images of me under these terms and conditions. Furthermore, I understand permission may be revoked by submitting a written request to the director.

Signature _____ Date: _____

REFUSAL OF STUDENT PHOTO USE POLICY

I, (student name, please print) _____ have read and therefore understand the Student Photo Use Policy and Agreement. I DO NOT PERMIT the H.E.L.P. Program to use photographs, videotapes and/or images of me under these terms and conditions.

Signature _____ Date: _____

Send form to:
MU H.E.L.P. Program
Attn: Nancy McCormick
520 18th Street
Huntington, WV 25703

MARSHALL UNIVERSITY H.E.L.P. PROGRAM REGISTRATION FORM

ALL students must complete the form. Tutoring assignments will not be made until form is completed.

Student's Name _____

M.U. I. D. Number _____

Billing Name (Parent) _____

Student's e-mail Address _____

Billing Address _____

Father's Work Phone _____

City/State _____ Zip _____

Mother's Work Phone _____

Home Telephone _____

Father's e-mail Address _____

Student's Local Telephone _____

Mother's e-mail Address _____

TUTORING NEEDED IN THE FOLLOWING CLASSES	MARK "X" IF AN 8 WEEK COURSE	NUMBER OF TUTORING HOURS REQUESTED FOR EACH CLASS	PREFERRED TUTOR* (Optional)

If **Skills Development** is required as a condition of your acceptance, it will be added to your tutoring hours.
If you are a continuing student or a new student who wishes to take **Skills Development**, please enter the
desired number of hours of **Skills Development** you want per week in the box.

**DEPOSIT REQUIRED
WITH FORM** \$200 WV resident
 \$200 Metro
 \$300 Nonresident

**Deposit is non-refundable.
Balance due First day of term**

- ☐ Student is a financial aid recipient. (Financial Aid will be informed of H.E.L.P. costs.)
☐ Student is a client of vocational rehabilitation. Send copy of this form to VR counselor.

Comments: _____

*We will observe this request whenever possible.

I understand the Credit Policy listed on the back side of this form and agree to the terms of the policy.
Furthermore, I agree to abide by the proper procedures outlined in the handbook with regard to
dropping and/or adding tutoring hours.

Signature

Date

IMPORTANT INFORMATION - PLEASE READ

H.E.L.P. Program Fee Schedule

FEES FOR TUTORING ARE AS FOLLOWS PER SEMESTER:

No. of hours per week	WV Resident	Metro	Non-resident
1 hour per week	\$ 350	\$ 400	\$ 550
2 hours per week	\$ 700	\$ 800	\$ 1,100
3 hours per week	\$ 1,050	\$ 1,200	\$ 1,650
4 hours per week	\$ 1,400	\$ 1,600	\$ 2,200
5 hours per week	\$ 1,750	\$ 2,000	\$ 2,750
6 hours per week	\$ 2,100	\$ 2,400	\$ 3,300
7 hours per week	\$ 2,450	\$ 2,800	\$ 3,850

Please note tutoring fees are subject to change at the beginning of a new semester.

Academic tutoring and Skills Development tutoring are charged by the semester hour.

**CREDIT SCHEDULE for tutoring hours dropped (Applies to fall and spring semesters)
THIS CREDIT POLICY WILL BE STRICTLY ENFORCED.**

100% Credit	Thru day before classes begin
90% Credit	First 2 weeks of classes
	No credit after first 2 weeks of classes are complete

NOTE: No credit will be given unless proper drop procedures are followed. See Nancy McCormick for dropping hours of tutoring. Note that credit (*not* a refund) is given. Tutoring hours added after the beginning of the semester are prorated.

A limited number of fee waivers are available for students with financial need. Please call the Business Director at (304) 696-5220 for fee waiver application forms or if you have any financial questions related to registration. Students must demonstrate a financial need to be eligible to receive a fee waiver.

H.E.L.P. costs may be included in calculating the amount of financial aid for which a student is eligible. Please let the Business Director know that a FAFSA application has been submitted so that our office can inform Financial Aid of the student's H.E.L.P. costs.

CHANGE IN TUTORING HOURS REQUEST FORM

Note to student: Any change in tutoring must be approved by Nancy McCormick.

Student Name _____

Student ID Number _____

Student Phone Number _____

Student Email Address _____

I wish to make the following changes in my tutoring hours:

Drop _____ hours for _____ with _____
Number of hours Name of Class Name of Tutor

Add _____ hours for _____ with _____
Number of hours Name of Class Name of Tutor

Requested by: _____
Signature of Student Date

Approved by: _____
Director or Designee Date

Business Manager Date

Add hours will be pro-rated as to the number of weeks remaining in the semester.

*NOTE: A credit, not a refund is given.



www.marshall.edu

College of Education and Professional Development
Barbara P. Guyer National Center for H.E.L.P.

Honorary Board of Advisors

The Honorable Gaston Caperton
Former Governor of West Virginia
President, The College Board

Board of Advisors

Majester Abdul-Jalil, M.D.
Charleston, WV

Christopher B. Asplundh, Jr.
Willow Grove, PA

Dana Blackhurst
Greenville, SC

Betty Butler
Winston Salem, NC

Rod Duncan
Huntington, WV

Jennifer Egbert-Kibler, Pharm D.
Huntington, WV

Cecilia Underwood Ford
South Charleston, WV

Phyllis S. Harrah
Huntington, WV

Greg Hart
Lexington, KY

Stephen Hensley, Dean
Huntington, WV

Matt Pfaffenberger
Cincinnati, OH

Jane Pisters
Sugar Land, TX

Christopher Porter
Huntington, WV

Bobby Pruett
Barboursville, WV

Diana Steele
Gallipolis, OH

Lynne M. Weston
Huntington, WV

George F. White, M.D.
Portsmouth, OH

Sandra J. White
Portsmouth, OH

Richard L. Wilson
Huntington, WV

Debbie Painter, M.A., Director
Huntington, WV

Barbara P. Guyer, Ed.D.
Director Emeritus

Tutor: _____
Class: _____
Section: _____
Ext. 66256/ Cell: _____
Email: _____

_____, 2016

Dear _____,

This is to certify that _____ has been evaluated by a qualified professional and diagnosed with a Specific Learning Disability and/or Attention Deficit Hyperactivity Disorder. He/she has signed a release form allowing us to disclose this information and to contact his/her professors. This information is on file with the H.E.L.P. Program, and is available upon request.

According to the Americans with Disabilities Act (ADA) a learning disabled student has a right to be tested in a manner that will indicate what he/she knows rather than his/her handicap. This is done by providing "reasonable accommodations" during testing. Based upon this student's testing results and diagnosis, the following reasonable accommodations are needed:

- ☐ Time extension on tests (☐ time and a half or ☐ double time)
- ☐ Isolation to separate room to minimize distractions
- ☐ Someone to read tests to student
- ☐ Because of sequencing problems, someone is needed to fill in scantron sheet for the student.
- ☐ Essay responses should be typed on a word processor/computer
- ☐ Use of a calculator
- ☐ Use of audio recording device
- ☐ Time shifting so that the necessary extended time for testing does not interfere with other classes.

If you would like, a staff member or G.A. of H.E.L.P. can coordinate these accommodations and administer the student's exams. If you have any questions about H.E.L.P., please do not hesitate to contact the Director, Debbie Painter, or me.

Sincerely,

Tutor, H.E.L.P. Program

Debbie Painter, M.A.
Director, H.E.L.P. Program



WE ARE... MARSHALL.

520 - 18th Street, Myers Hall • Huntington, West Virginia 25755 • Tel 304/696-6256 • Fax 304/696-3231
www.marshall.edu/help • painter@marshall.edu
A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer

**MARSHALL UNIVERSITY H.E.L.P.
520 18th Street, Huntington, WV 25703
FEE WAIVER/SCHOLARSHIP REQUEST FORM**

Date _____

Student's Name _____ Student Number _____

Local Address _____

Parent's Name _____

Permanent Address _____

Student's
Local Phone # _____ Home Phone # _____ Student
Email _____

Requesting Scholarship For: (Check one)

____ Fall 20 ____
____ Spring 20 ____
____ Summer 20 ____

Amount Requested \$ _____

Major _____ Current G.P.A. _____

How long have you participated in H.E.L.P.? _____

FINANCIAL INFORMATION

Do you receive a Pell Grant? _____ If yes, amount of grant \$ _____

Do you receive other grant assistance? _____ If yes, provide information _____

Do you receive Rehabilitation Services? _____ If yes, what amount do they provide? \$ _____

List any other scholarships or financial assistance you receive _____

INFORMATION WILL BE VERIFIED WITH THE FINANCIAL AID OFFICE

Are you currently employed? _____ If yes, where do you work and what is your salary?

In the space below (and the back) indicate why you feel you need and qualify for a fee waiver with H.E.L.P.

****To qualify for a scholarship/waiver, students must have successfully completed at least two semesters at Marshall University and be in good standing with the H.E.L.P. Program. Additionally, they must fill out a FASA form and demonstrate financial need.**

SAMPLE ACADEMIC TUTORING ABSENCE REPORT SENT TO EMAIL

From: "H.E.L.P."@marshall.edu 2016
Sent: Friday, June 3, 2016 8:00 AM
To: STUDENT AND PARENT(S)
Subject: H.E.L.P. Program Absence Report

Report:

Report generated by the staff of Marshall University HELP Program outlining your student's attendance.
If you have any questions please contact Diane Williams at: williamd@marshall.edu

Date: 06/03/2016

Dear JOHN DOE I am sorry you were unable to keep our appointment for tutoring today at: 3:00 PM. Remember that we have another appointment on TUESDAY, 06/07/2016 at 3:00 PM I hope to see you then! This was absence number 2 for your tutoring.

DON'T FORGET: Every absence is reported to your parents.

Additional Tutor Comments: (TUTOR NAME)-

Do Not Reply to this E-mail, Please send all questions/comments/concerns to williamd@marshall.edu



Marshall University H.E.L.P. Program

Student Contract

- It is my responsibility to supply appropriate documentation verifying my disability/disabilities.
- It is my responsibility to meet program or course qualifications, and maintain the same level of academic standards as students without disabilities.
- It is my responsibility to attend class and tutoring sessions regularly.
- If an issue arises between the tutor and me, it is my responsibility to let the appropriate staff member know in a timely manner so the issue can be resolved.
- It is my responsibility to complete the Tutoring Registration Form each semester. If I do not turn in this form in a timely fashion, I understand that tutors may not be available.
- It is my responsibility to complete a Change in Tutoring Hours Request Form if tutoring hours need to be adjusted. I understand that my tutoring hours will not be changed unless this form is completed and submitted to the appropriate staff member.
- It is my responsibility to provide the tutor with a copy of the class syllabus. I agree to notify the tutor no less than 3-5 days before a test is to be administered. If I fail to make appropriate arrangements for my exams, I understand that it is my responsibility to communicate with the professor regarding testing arrangements.
- It is my responsibility to complete exams independently under the supervision of a tutor, utilizing only the accommodations that are outlined in my Individuated Education Plan. I understand that I can only have exams proctored at the H.E.L.P. Program for courses in which I receive tutoring.
- It is my responsibility to act with integrity when completing exams at the H.E.L.P. Center.
- It is my responsibility to communicate openly and honestly with the tutor regarding class attendance and progress.
- It is my responsibility to arrive on time and prepared for all tutoring sessions. If I require a time adjustment, it is my responsibility to communicate with the tutor to determine if an alternate arrangement can be made.
- It is my responsibility to ensure that my account with the H.E.L.P. Program stays in good standing. Any outstanding balances for tutoring services will result in a "Hold" placed on my account, and may be turned over to an outside collection agency. In addition, my tutoring may be dropped for non-payment.
- It is my responsibility to abide by Marshall University's Acceptable Use Policy and treat all equipment and materials belonging to the H.E.L.P. Program with care. (Visit <http://www.marshall.edu/academic-affairs/policies> to review Marshall's Acceptable Use Policy).
- It is my responsibility to turn my cell phone or other electronic devices off during tutoring sessions.
- It is my responsibility to be respectful toward staff, tutors, and other students at all times.
- It is my responsibility to provide the H.E.L.P. Program staff with valid parental emails.

I agree to abide by the policies, procedures, and responsibilities listed in the Student Handbook, and have read and agree to the responsibilities listed above. Should I fail to adhere to such policies, procedures and/or responsibilities, I understand that my enrollment in the H.E.L.P. Program may be terminated.

Student's Name (Printed): _____ 901#: _____

Student's Signature: _____ Date: _____

Witness Signature: _____ Date: _____