Student Handbook
Project Success

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Introduction

Project Success is a program for college students with dyslexia or language-based learning disabilities attending the University of Wisconsin Oshkosh. The program focuses on teaching the reading, spelling, written expression, and organization skills that foster success at the postsecondary education level. Testing accommodations and limited academic tutoring are also available.

Project Success was founded by Dr. Robert T. Nash in 1979. The program grew rapidly from serving six students in 1979 to 150 students in 1985. Today, the program serves approximately 320 students with a staff of 40 tutors. Over the years the program has been in existence, more than 800 students have graduated from the University of Wisconsin Oshkosh or have transferred to other universities and graduated.

The overarching goal of the Project Success program is that all participants with become independent in and across all the major education areas of mathematics, spelling, reading decoding and comprehension, writing, and study skills. As full-time university students, students will acquire language independence by mastering the phonemic sound structure of the American English language.

The Project Success Program's mission statement is to serve individuals with dyslexia and language-based learning disabilities by:

1. Providing students with dyslexia and language-based learning disabilities with high-quality instruction and organizational strategies to enable them to become independent in the academic areas: mathematics, spelling, reading, writing, comprehension, and study skills.
2. Providing students with dyslexia and language-based learning disabilities with instruction and opportunities to use the entire phonemic sound structure of the American-English language and to use advanced language structures they encounter in their postsecondary studies.
3. Provide students with dyslexia and language-based learning disabilities with a venue to voice their concerns and limitations and teach them strategies they can employ to reduce the impact of their disabilities in their college and post-college lives.

Project Success is one of only a handful of schools nationwide that is a remedial program rather than a tutorial program. Most colleges and universities that offer programs for students with learning disabilities are based on a tutorial model. The major difference between these models is described below.

A tutorial assistance program offers services that help students compensate for their dyslexia. The typical services offered by this type of program include books on tape, readers for assignments and tests, note takers, and tutors to explain content. The goal of a tutorial assistance program is to provide the necessary aids to help the student succeed.

The goal of a remedial program is to assist students in developing the necessary language skills to enable them to read, write, and spell effectively so that they can become academically independent. Our program does not have a library of books on tape. Instead, the goal of our course instruction and tutoring assistance is to teach students how to use the sound structure of the American English language to become language independent. Therefore, when one of our tutors helps a student with a course, in addition to explaining course content, the goal of instruction is to help the students learn how to read the book and apply study skills that will allow them to become independent.

The purpose of this handbook outlines the expectations we have of students participating in Project Success. We hope that you have a very rewarding year.

Good Luck this year at UWO!

GOALS OF THE PROJECT

The goals of Project Success are many and varied. The following list outlines the major goals.

1. To provide academic remediation in reading, writing, spelling, and mathematics.

2. To provide academic tutorial services including reading assistance when needed, guidance in completing course assignments on time, and counseling for academic responsibility.

3. To provide assistance with examinations when needed; i.e., reading word(s) that the student misreads while decoding the exam out loud, and providing a private, quiet atmosphere outside of the assigned classroom.

4. To increase self-concept and emotional stability through the successful completion of academic work.

5. To increase language skills of participants to the point that students can maintain a desirable academic record and become independent language users.

6. To increase the student's sense of responsibility.

7. To encourage participants to graduate for the University of Wisconsin-Oshkosh or other post-secondary school.

8. To increase each student's social demeanor as needed to meet the demands of out society.

PROJECT SUCCESS POLICY STATEMENT

I. Project Activities

Each student participating in the Project Success Program is required to:

1. Activate student file each fall and update the file when changes in residence and telephone number occur.

2. Attend all Project Success general student/tutor meetings.

3. Come to all tutoring sessions with proper materials and assignments completed. Consistent failure to prepare for tutoring sessions may result in the loss of tutoring services.

II. Class Scheduling and Academic Programs

Each student participating in Project Success is required to:

1. Repeat any course within one year, in which he or she earned a grade of "D" or "F". The exception of this requirement is if the student was advised not to do so by an academic advisor, and/or the Project Success Director or Associate Director.

2. Complete the necessary general education requirements within the time frame outlined in your degree program.

3. Follow academic standing requirements

   a. Academic standards: maintain a GPA of 2.0

   b. Comply with credit completion standards as outlined in the Undergraduate Bulletin.

RESPONSIBILITIES OF STUDENTS RECEIVING PROJECT SUCCESS SERVICES

I. Summer Participation

Qualifying Project Success students are required to:

1. Attend the six-week summer tutoring program and pass all requirements outlined in the course syllabus by the end of the summer term.
2. Earn a GPA of 2.8.

III. Walk-In Students

1. Engage in academic and cognitive testing so that the Project Success staff can better identify the assistance required.
2. Enroll in the one-credit Project Success course, and attend organizational tutoring meetings as part of the conditions for program participation.

III. University Classes

Each student participating in Project Success is required to:

1. Regularly attend all classes. Students may lose Project services in any course in which attendance is not acceptable.

2. Complete all assigned course work on time unless an extension is granted by the professor.

3. Present "Faculty Notification Form" to each professor and make sure it is signed. Return this completed form to the Project office within the first two weeks of each semester. Failure to do so will result in the student's loss of testing services for the course in which the professor was not informed.

4. Attend meetings with Organizational Tutor.

FACULTY NOTIFICATION PROCEDURE

To receive Project Success test taking services, the student must present the Accommodation Request Letter and the Faculty Notification Form to the professor within the first week of class.

The Faculty Notification Form must be signed by the professor and returned to Project Success before testing accommodations can be granted.

In addition, all students must meet the responsibilities outlined below for each class:

1. Regularly attend all classes.

2. Comply with University rules dealing with Academic integrity.

3. Obtain prior permission to tape record class lectures.

4. Discuss test-taking accommodations with professors.

Receiving Accommodations for Exams
Beware of the Late Blue Slips

I. To receive any assistance from the Project Success Program, students need to complete and turn in two (2) forms:

1. Release of Information Form (Buckley form)
2. Faculty Notification Form (signed)

II. Procedures for completing the "Request for Test Accommodations" Form

1. Pick up the Blue "Request for Test Accommodations" Form from the Project Success office well in advance of the scheduled test.
2. You must complete Section I of the form.
3. Have your professor complete section II of the form.
4. You muse return the completed form to the Project Success office by 4:00 at least three working days before the test. Weekends Do Not Count!
5. This form must be completed each and every time you have a test for any class that you need accommodations. Your professor may have specific instructions for how each test is to be handled. It is your responsibility to make sure that the professor signs the form.
6. After the student has filed the "Request for Test Accommodations" Form, a staff member of Project Success will verify that you have a signed "Faculty Notification" form on file in the office. If both forms are complete, the staff will make the necessary arrangements to find a proctor and pick up the test at the designated date and time. If the student has not filed a "Faculty Notification" form, he or she will not be given Project Success assistance. The instructor will also be notified of this situation,
7. Students are allowed one (1) exception during the course of the semester. After one time of receiving a late or incomplete test taking form, staff at the office will not be responsible for picking up the test, covering for the examination, or returning the test to the professor. Students must sign an exception waiver form stating that he or she has used up the one free exception. This form will be maintained in each student's file.

Note Taking Accommodations

Policy:

Students in the Project Success Program can receive note-taking services in selected courses that are presented in lecture formats. Because of the Program's goal of independent learning, students who receive such services are required to maintain personal notes and use those of the note taker as supplementary material. Within two semesters of receiving such services, and after students were given instruction and practice in effective note taking formats, students will be expected to maintain their own notes without the assistance of a note taker.

Procedures:

1. Once note-taking services are identified, the student must complete the "Request for a Note Taker" form located in the Project Success office (Nursing Education 26).
2. In addition to the identifying information re: student, course name and number, times, location, and professor, the student must complete the reason why a note taker was requested. Some acceptable reasons for note taking services include, but are not limited to:
    a. Documented writing disability (dysgraphia),
    b. Documented severe spelling disability,
    c. Documented reduced speed of writing,
    d. Documented auditory processing disability,
    e. Documented visual processing disability,
    f. Documented comorbid visual/physical disabilities, and
    g. Documented comorbid attention deficit.
3. The completed "Request for Note Taker form" will be submitted for approval to the Associate Director or Director of Project Success.
4. Upon approval, the Associate Director, Director, or designee will e-mail the appropriate professor to make the announcement of a note taker.

    The announcement will be formatted like this:

    "*Project Success needs a note taker in this class to take notes for a student who has a disability. If you are interested please take a sample copy of your notes to Project Success, Nursing Education 26. A staff member at Project Success will review your notes and contact you regarding employment. The service you provide can be listed on a resume job application as employers are interested in people who engage in activities working with diverse populations. This note taking service is a paid position."*
5. Students should check with office personnel to inquire if a note taker was hired.
6. The student requesting notes is responsible for picking up notes each time the class is held or no longer than on a weekly basis.
7. Any notes remaining at the end of the semester may result in loss of note taking services.
8. To comply with Project Success' goal of independent learning, students have two semester to learn and practice effective note taking strategies as part of their Organizational Tutoring sessions and attending workshops designed to

increase this skill. Periodic review of personal notes along with those of a note taker will be requested in the course of the semester.

9. Any requests for note taking services after two semesters will be reviewed and approved on a case-by case basis with evidence that effective strategies have not been mastered despite effective instruction and practice.

Note Taker Request Receipt

Policy:

Upon receipt of the "Note taker Request form" the following activities will be conducted:

Procedures:

1. Every attempt (contacting professor, repeated announcements, and contacting students in the course will be made to procure a note taker.
2. Upon receipt and approval of the "Note Taker Request" form, the professor will be contacted re: the announcement.
3. The professor or a staff member of Project Success will make the announcement.

Tutor Services

I. Organizational Tutoring

1. New students are assigned an organizational tutor.
2. You must meet with your organizational tutor on a weekly basis in order to receive one (1) credit of SMSIP. You are able to take this course two times for a maximum of two (2) credits.
3. Your assigned OT will contact you regarding the meeting schedule.
4. The following supports will be offered during these sessions:
   a. Planning and organizing time needed to compete the assignments in your courses,
   b. Assistance in assessing academic progress,
   c. Assist with SMSIP procedures,
   d. Assist with finding tutors,
   e. Development of effective study skills.

II. Tutoring for a Specific Class

1. Students in need of a tutor for a specific class should see the Associate Director or program assistant in locating a suitable tutor. Project Success maintains a data-base of tutor names, telephone numbers, and course areas.
2. Project Success staff will help initially help you procure a tutor, but as you become more comfortable making contacts, we will let you perform these contacts on your own.
3. Once you have scheduled tutor services, you must show up as scheduled. Failure to do so may result in termination of this service. Tutors must complete a "Late/Absent" form. A member from the Project Success staff will then contact you regarding the missed appointment. Tutors cannot meet with you if you have missed two or more appointments!
4. Acceptable tutor locations are: Project Success Office, empty classrooms, or Polk Library. Other areas must be approved by the Director or Associate Director.

III. Group Tutoring

1. There are some courses where Project Success maintains "Group" tutoring. You are welcome to join groups that are offered to help you meet success in the course.
2. Please contact the Associate Director for questions regarding group tutoring courses and time frames they are offered.

III. Other Services

1. Writing Lab: Project Success provides students with assistance in the entire writing process from prewriting to editing. These labs are generally held in the evenings. Please refer to the Student Information Board located in Project Success for dates and times regarding these labs.

2. Math Lab: The math lab is held four days a week in the Project Success office. Please review the Student Information Board in the Project office regarding locations and times these labs are held.

3. Workshops: Multiple workshops will be conducted throughout the semester dealing with study skills writing, and other topics promoting success.

4. Keys to Access and electronic books can be obtained for some students qualify for reading programs beyond SMSIP and tutorial assistance. This service can be obtained from the Dean of Students Office.

    a. You will need to set up an appointment with the Coordinator of Disability Services.

    b. You will need to bring a copy of your Project Success Accommodations Recommendation (AR) form that includes electronic books.

    c. You will need to submit a copy of your semester schedule

    d. You will need to purchase copies of the textbooks you are requested electronic books for.

5. Project Success Spanish

    If you are earning a Bachelor of Arts degree, you will need to fulfill the foreign language requirement. See the Director or Associate Director for details.

6. Other accommodations that may be needed, see the Director or Associate Director.

ACADEMIC INTEGRITY

The university of Wisconsin-Oshkosh is committed to standards of academic integrity for all students. The system guidelines state:

1. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and respect of others' academic endeavors." (s. UWS 14.01, Wis. Adm. Code)
2. Students are subject to disciplinary action for academic misconduct, which is defined in s. UWS 14.03, Wis. Adm. Code. Students on the University of Oshkosh campus have been suspended from the University for academic misconduct.
3. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code.
4. Specific questions regarding the provisions in Chapter UWS 14 and procedures used to implement Chapter UWS 14 should be directed to the Dean of Students Office.

Refer to the Student Discipline Handbook located on the Titan Web.

ACADEMIC PROBATION AND SUSPENSION

Academic Good Standing: Maintain a minimum of 2.00 cumulative grade point average (cgpa) and earn a minimum of a 1.0 gpa in any given term (semester).

I. Probation and Suspension Policies

A. Students are on probation following the 14-week term when they fail to satisfy the Good Standing Requirements. However, if by the end of the 17th week of a term, additional course work has been completed and/or a grade(s) has been changed which changes the student's academic record, the status will be reviewed and adjusted as appropriate. Academic probation status is determined through a review process of the college (Business Administration, Education and Human Services, Letters and Science, or Nursing) in which the student is enrolled. The Review Process includes the following:

1. On Probation
   A student whose record does not meet the requirements for good standing will be placed on probation in accordance with the particular requirements of the college in which he/she is enrolled.
2. Suspension
   Suspension is a classification of probation resulting in the complete severance of the student from the university for at least one term and a summer session. Suspension will generally occur when:
   1. A student fails to achieve Good Standing in three consecutive semesters; or
   2. A student fails to achieve Good Standing in two consecutive semesters if he/she was admitted to the university as a transfer or reentry student who did not meet the Good Standing Requirements; or student who, after having been academically suspended and allowed to continue or reenter the university, fails to achieve a cumulative grade point average that would qualify for Good Standing; or
   3. A student who has a term grade point average below 1.00 (some colleges modify this grade point average for first term freshmen); or
   4. A student who does not satisfy the conditions of a probation contract required by his/her previous academic action; or
   5. A student has failed to meet satisfactory academic progress standards.
3. Suspension Appeals**:** University suspension may be appealed if the student believes there are circumstances that warrant an appeal. Normally, such circumstances would involve situations external to the student, which prevented the achievement of minimum academic standards. Students must document the situation with second party confirmation.
   A student whose record does not meet the requirements for good standing will be placed on probation in accordance with the particular requirements of the college in which he/she is enrolled.

Students who are appealing need to file a Suspension Appeal. The Suspension Appeal and supporting documents (e.g. second party confirmation) must be submitted on or before the established appeal deadline to the appropriate college designee: Colleges of Business, Education and Human Services and Nursing = Assistant Director of Advising; College of Letters and Science - Student Academic Affairs Officer. The suspension appeal decision of the College Dean or Dean's Designee is final.

4. Notification of probation/suspension status
   Each student who has been placed on probation or suspension will be notified by letter from the appropriate Dean's Office. For students enrolled in interim this status is subject to change.
5. Reentry to the University after suspension
   After a term and summer session of suspension, a student may request re-admission to the University by completing the REENTRY APPLICATION, which is available from the Admission Office, Dempsey 135. In order to be formally considered for reentry, a student must provide evidence that the problems leading to suspension have been resolved and that he/she is now prepared to be successful. Requests for reentry should only be made when one or more of the following have been accomplished:
   1. UW Oshkosh "Incomplete" grades have been completed, resulting in an academic record, which meets the required grade point standards and the academic standards of the University.
   2. Courses completed at another college or university (or through correspondence work), with acceptable grades and academic progress, are documented on an official transcript reentry application.
   3. Progress has been made toward resolving personal concerns, which previously had hampered academic achievement. Written confirmation by the appropriate professional must be submitted with the reentry application (Example: Medical statement).

For additional information, Contact: The Assistant Director of Advising for the program you are reentering in the Undergraduate Advising
Resource Center, Phone: 920-424-1268 Dempsey 130.