Breakfast
Dean Sapienza welcomed everyone and thanked them for braving the weather. A moment was taken to acknowledge and remember a former WCCAC member, Chris Schmid.

Written Departmental Updates: Q&A

STUDENT SERVICES & ENROLLMENT MANAGEMENT

Overall Enrollment
- The Spring 2013 semester yielded an enrollment headcount of 2,290 and a credit hour production of 18,594. These figures were nearly identical to the previous year’s headcount and credit hour production.
- Spring enrollment showed a recovery from a 2.9% headcount decline and a 2.5% credit hour production decline in the fall semester.
- The main reason for the enrollment recovery was an increased retention rate over the previous year. The fall semester to spring semester retention rate increase from the previous year. In Spring 2013 the rate was 69%, while the previous year was 66%.
- The Spring 2013 enrollment is the 3rd largest spring enrollment in the College’s history.
- The Post-Secondary Enrollment Options and Dual Enrollment Programs continue to thrive. There are well over 450 students taking courses both on and off campus in these programs. This spring there are courses being held at 12 high schools: Ashland; Black River; Chippewa; Kingsway; Medina; Norton; Orrville; Rittman; Triway; Wadsworth and Wooster.

Student Life & Student Services
- Recently the Student Life area in conjunction with the College’s Marketing and Public Relations Department had a very successful International Festival which attracted students and community members to participate. The event involved music, food, discussions, a race machine, and a fashion show, which demonstrated many cultures around the world. The event received front page coverage by the Daily Record.
- ORCC (Ohio Regional Campus Conference) will have its Championship Basketball Tournament Games at the Wayne College Campus on February 23 and 24.
- For the first time there will be scholarships available for students who attend the summer semester. These scholarships will be available to continuing students who have demonstrated college success (3.0 GPA or above) and plan to take a minimum of 6 credit hours during the summer. These scholarships are being put into place to help offset the decline in state and federal financial aid in the summer.
- The Academic Advising area is having several “Academic Intervention Meetings” with students on probation to make sure students are on track with their education for the spring semester. The meetings will entail discussions regarding academic progression and the consequences for poor performance and reinforce the availability of academic support services at the College.
- On February 10 “College Goal Sunday” was held at the Holmes County Higher Education Center focusing on financial aid assistance, there will be other financial aid workshops held in February on the Wayne Campus. On February 18 on the Wayne College Campus there was a Post-Secondary Enrollment Options Program Night.

COMMUNITY RELATIONS

Recent Events
- October, Candidates Night: Approximately 200 community members attended and we received event coverage from the Daily Record over a two-day period.
- November, Shakespeare Festival: It was another successful year for the event, although numbers were down for the student performance due to decreased funding for field trips.
- January, International Festival: This two-day event was opened to the public for the first time this year and was popular with both students and the community. The Daily Record ran a front page story on the event. The evening performance by HeartBEAT Afrika was not well attended and next year the event will be held during daytime hours only.

Upcoming Events
- March 7: Jim Tressel/Open House, 6-8pm
- April 6: Writers Workshop and Awards, 830am-230pm
FEBRUARY 2013 WCCAC MEETING

- April 12: Career Expo, 10am-330pm
- April 23: Human Trafficking speaker, Theresa Flores, 7pm
- April 24: Administrative Professionals Event, 830am-130pm
- May 17: Jack Schantz Jazz Performance, 7pm

Marketing
- Increasing summer enrollment over last year is a focus. A marketing plan is in place which will include a March (spring break) postcard to local students who attend other colleges, a summer schedule mailing to those same students in early May and online ads. For current students we will promote summer classes and scholarships through Waynemail, Waynetext, campus posters, and facebook.
- A new commercial is being planned to run over the summer. The goal is to promote fall enrollment, especially in the new Bachelor of Social Work program and the Saturday MBA. The theme is “UA Your Way- It’s Right Here!” and main campus will again be assisting us with production.
- The new academic programs, as well as fall semester in general, will also be promoted using direct mail, billboards, online ads and print ads. The three benefits we will focus on are that classes at Wayne are personal, local, and affordable.
- We are planning to increase marketing efforts in Wadsworth, as we have less penetration there as compared to areas in Wayne County. Wadsworth is a growing area, with a 17% population increase since 2000. There are 21,683 people in Wadsworth, compared to 26,139 in Wooster and 8,387 in Orrville, yet we only have 213 students from Wadsworth compared to 397 from Wooster and 248 from Orrville.
- We are also planning to promote our new programs in Western Stark County. There is limited competition there for the social work program and the Saturday MBA.

Misc.
- The Roo Crew community service group helped with Woosterfest Kinderplatz area in September, Wooster Salvation Army bell ringing in December, and is scheduled to assist at the Orrville Bunny Trail in March.
- For the first time, Wayne College is a host site for the ORC Basketball Tournaments. These will take place on February 23 and 24 in the Boyer Gymnasium and are being promoted to Wayne College students, who may attend free of charge. Admission to non-students is $5 per person.

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

Short-term Training and Professional Development
- Network Security Professional Training Grant launched recruitment for candidates for the program. Developed a brochure that is used as a marketing piece. We began screening potential candidates for the program in December. Current status of candidate list:

<table>
<thead>
<tr>
<th>Categories</th>
<th>No. to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready to begin program – begin week of 2/25</td>
<td>6</td>
</tr>
<tr>
<td>Enrolled currently in credit bridge classes at Wayne College</td>
<td>6</td>
</tr>
<tr>
<td>Need to take bridge classes in fall</td>
<td>9</td>
</tr>
<tr>
<td>Did not meet eligibility</td>
<td>3</td>
</tr>
<tr>
<td>Currently in the queue to be assessed or followed up with after initial inquiry</td>
<td>20</td>
</tr>
<tr>
<td>No show for appointment</td>
<td>2</td>
</tr>
</tbody>
</table>
- Spring recruitment for Network Security Grant Program with goal to hold at least two classes late spring. Recruitment activities:
  - Holding information night – March 4 at 6pm
  - Place online ads on OhioMeansJobs (free) and Monster (pd)
  - Position ads in classified sections of newspapers
  - Email Marketing, place on social media i.e. Facebook
  - Sent information to all former and current students in the last three years that have had taken basic computer training and are in good standing with The University of Akron financially and academically. Approx. 230
400 were enrolled in fall short term training programs, professional development and computer training classes.

**Business and Industry Training (contract training)**
- Provided over 30 courses to The J. M. Smucker Company in the area of MS Project, Visio and MS Office 10. Also, worked with our online computer course provider to set up a separate domain for Smuckers, so employees can enroll themselves in online computer courses.
- Conducted Leadership training for JLG
- MS Office training for Wayne Dalton
- Entering into multi-year contract with Ohio Department of Transportation (ODOT) for leadership training for administrators (over 100) – MCUC and Wayne are working together on this project.
- Worked with University Libraries on developing competency models for staff
- Working with Wayne County Library System in the area of leadership training
- Conducted annual survey for Christian Children’s Home of Ohio
- Provided basic computer training for Wayne Medina Community Action

**Testing and Assessment Center**
- Ongoing partnership with Miami University’s Corporate and Community Institute on two projects with companies located near Dayton, Ohio. The one company, we provide testing and assessment services to five plant facilities across the U.S.
- Ongoing team leader assessments for General Motors, Lordstown (both east and west complexes) and Parma.
- Continue to provide testing with local employers – work with 11 employers
- Our center will be an authorized GED testing site beginning in April 2013. The GED testing for all states by 2014 will be administered at Pearson VUE authorized testing sites. This is a big change from the paper and pencil format conducted at local ABLE sites.
- We are now a Comira Testing site, a variety of professional certifications

**INSTITUTIONAL EFFECTIVENESS COMMITTEE**
This year the Committee has divided its work by forming four subgroups:
- **HLC Reporting and Monitoring Subgroup:** After the successful accreditation by the Higher Learning Commission in 2012, this group was created to respond to the feedback from the HLC Assurance and Advancement Section Reports (available on the College’s website at [http://wayne.uakron.edu/dotAsset/2320599.pdf](http://wayne.uakron.edu/dotAsset/2320599.pdf)). This group is also charged with keeping the Committee up-to-date on the progress of the required Monitoring Report on program review, due to the Higher Learning Commission by July 1, 2013.
- **Performance Indicator Subgroup:** The group has begun the work of determining which indicators are required by entities such as HLC, State of Ohio, and the University of Akron and which indicators are needed to determine achievement of the College’s strategic initiatives.
- **Governance / Administrative Model Subgroup:** The group, charged with reviewing the current governance and administrative model document, recommended minor updates to reflect current practice but deferred other administrative reporting changes at this time due to the nature of the interim administration. The group recommended that two new standing committees be formed (The Teaching and Learning Collaborative and the Diversity Committee) while discussions are still ongoing regarding a standing committee to incorporate the Academic Assessment and Curriculum Work Groups with HLC reporting functions.
- **Strategic Plan Subgroup:** Collaborating with the Continuous Improvement committee, this group is investigating ways to improve the strategic plan process now that we are at the end of our three-year cycle. Work began with a focus group with the Leaders’ Group which determined a need to update the process and improve in the areas of flexibility and accountability. A new draft of the process was developed and discussed at two additional focus group forums, one for members of the community and one for College stakeholders. The feedback received from these focus groups will be used to develop a new process by May, with the intention to have a new strategic plan in place by Fall 2013.

Additionally, the IE Committee held the annual review of strategic plan report updates. The individual plan progress reports (2011-2012) are now available on the College’s website at: [http://wayne.uakron.edu/about/strategic-plan/](http://wayne.uakron.edu/about/strategic-plan/)
Dean Sapienza discussed future trends that will likely have an impact on Wayne College, including:

- Increased pace of change for Higher Education
- MOOCs: Massive Open Online Courses
- New business models for higher education as “an integrator and assessor of knowledge where digital natives can design their own learning pathways with timelines that meet their unique learning styles”
- Innovative delivery of curriculum
- Connection between technology and pedagogy
- Emphasis on students learning outside the classroom, including internships and co-ops
- Overall the trends for higher education are: Change and Uncertainty.

**ACADEMIC AFFAIRS**

- Wayne College students in the Social Work program are now taking courses here via distance learning technology that will enable them to complete their Bachelor’s degree in Social Work.
- We are working with the College of Business administration to bring a Bachelor in Business Administration (BBA) degree completion program here to Wayne College.
- We are currently in the midst of searching for four new faculty positions to replace the four retirements we had last year. We will be hiring new biology, education, communication, and health care office management professors in time for the fall 2013 semester.
- This is the second summer we will be using The University of Akron’s new summer schedule. This year, however, we will be offering courses during the three-week summer intercession which goes from May 20 through June 7.
- This summer we will be undergoing a $1.6 million modernization of the chemistry, biology, and physics laboratories.
- While the laboratories are being renovated, Superintendent Ritchie has graciously allowed us to use the new Orrville High School chemistry labs so we may continue to offer chemistry courses over the summer.

No additional questions or comments from the Council regarding the written reports sent prior to the meeting.

**Discussion**

**DISABILITY SERVICES**

_Jane Fink:_ Introduced Julie Hartzler, our new Disability Specialist & Service Coordinator. Thank you for the opportunity to speak with you. Our counseling and disability services at the College have grown over the past several years. The Association for University and College Counseling Center Directors Fall 2011, surveyed 416 institutions diverse in size and type. More students are coming in with severe psychological problems. 16% of students report suicidal thoughts or behaviors and approximately 25-30% are on psychotropic medications. There has been a rise in the number of students with extensive or significant prior treatment histories (13.2%). Alcohol abuse or dependence is at 10.8%. Forty percent are seeking treatment for anxiety (up about 3% from last year), while 38% cite depression. 14.4 students per campus were hospitalized or sent to an emergency room for assessment for psychological reasons; that number is on an "upward slope." Seventeen percent have an eating disorder, 9.2% engaged in self-injury and 12% have ADHD or ADD. Please see the materials handed out at the meeting in regards to the Counseling and Accessibility Services. Jane reviewed and discussed her handouts with the stats for Wayne College (included in the handouts). The College is always trying different avenues to provide information to students who need the assistance and encouragement. The services are always looking to be improved. We did start an internship program to assist with the training and education piece of our services offered. There is a training coming up in May for faculty, staff and community members. This training will help combat the suicide rate that is rising among college students. It will provide knowledge and not make them responsible.

_Darcy Pajak:_ Will the faculty with students in classrooms be aware of things that can be observed to help direct?

_Jane Fink:_ Yes, that is what the Helping Distressed Students: A Guide for Faculty & Staff is aimed at and also...
trainings offered to faculty and staff. Darcy Pajack: With the overload, what is the pathway to access resources since some students do not have health care or mental health assistance? Can you speak to that issue? Jane Fink: I do not do long term therapy. The average is four sessions. I have a very good relationship with community organizations that I also work closely with. Darcy Pajack: Do we do anything for the students who may have phobias (i.e. not attending class)? Jane Fink: The laws are different in high school than college. If we do not know about the problem we cannot address the issue. Each professor is different in recognizing and then acknowledging if there is a potential issue. We try our best to provide the information to professors to help them recognize potential issues/problems.

Donna Dale Davis: Can you give a broad description of what the disability services covers? Jane Fink: There are four types of disabilities the law deals with cognitive, LD, physical, psychological. This is outlined on page 6 of the “Wayne College Counseling and Accessibility Services” handout (attached at the end of the minutes).

Julie Hartzler: I review the cases presented for disability services and help with gaining access. I would like to see more programs in vocational planning. More vocational training and guidance would help lead us to more success if helping students. Some accommodations we offer are note takers, students who may need additional test time, alt text – obtain permission from publishers to have the text books put on audio in order to read back to the student, and we are trying to find more grants to provide more services/technology to students to assist in their studies. We will also be working with the disability services department at the Akron Campus to see what they are doing and how we may be able to add to our services. We have a wide range of needs and we have to provide services to those students and give them equal access to the classroom. A big portion of our students (and a nation as a whole) are mental health issues.

Bruce Hendrick: According to the hand out, you are doubling every couple of years. Are we doubling because we are finally providing access or now that we have the services we are tracking or a combination? Jane Fink: It is a combination. A lot of students come in from high school and are aware of what services they are eligible for. They are coming in knowing more about the services and requesting them more. There is also an increased need.

**LEARNING SUPPORT SERVICES**

The Smucker Learning Center (SLC) is to help students’ success. We are very closely aligned with disability and accessibility services. When the students need the assistance, it is done in the SLC. The SLC coordinates a lot of the services with the students, faculty and facilities. The students receive a 30-minute session with a consultant/tutor to provide the assistance the student need with whatever subject or task is at hand. We do not do the work for them, but we help move them forward. We also provide special workshops (i.e. PB&J workshops – different topics are presented at each session). We have a staffed computer lab for students who may need help with certain computer programs. The AMP program is a one-on-one meeting with their academic mentor to assist the student in becoming a successful student (see attached handout).

We have about 2000 tutoring sessions and about 2000 visits to the computer lab each semester. We are helping our students as best as we can. We have also found that students who may have started at Wayne and move onto Akron that may still live in the area do still use our tutoring services if they want/need it.

Darcy Pajak: Is there anything in the matriculation to identify students that might be at high risk/academically challenged? Gordon Holly: All of our students are reviewed by their high school grades, compass tests, and ACT scores. Through that review, we then work with the services offered to assist the student and direct them. Throughout the year the students placed on probation are monitored. Through the admission process as well, if they have an IP issue they are automatically sent over to Disability Services to help them as early on as possible.
Lynn Moomaw: The retention rate mentioned in the written report. Could it ever get to 75% or is 69% as high as it will go? Gordon Holly: 65-69% is about as high as we have been. We are keeping an eye on students and turning things around as possible. A student who falls on probation only has one semester to get their GPA up before they are dismissed. They also have to go to another institution to get their GPA up before they are permitted to come back here.

Donna Dale Davis: Regarding the postcards that are sent out, how is it selected as to who they are sent to? Sue Horn: They are to go to the new students. Donna Dale Davis: Could it be sent to the high school students? Sue Horn: The particular workshops are for Wayne students. Gordon Holly: Other postcards are sent to junior and seniors in high school. Donna Dale Davis: I would like to see too much than not enough done because this facility is wonderful!

**MEMBERSHIP ROTATION**

In regards to your service on this Council, we don’t want you to feel this is a lifetime status. There is not an exit strategy yet, but we are working towards a 3-year service period and maybe a third rotate off every year. You all have been helping in this capacity for a while and the opportunity to stay on will be there, but the sense from a few folks have asked to be relieved from the duty of serving. You will be hearing from us in the near future regarding this. We will work with you to get the sense of what you would like to do and give you the opportunity to recommend other individuals in the community who might be interested in serving on the Council.

Donna Dale Davis: I feel I received more than I have given.

**College Update**

Several were present when we discussed setting a pathway to develop a new strategic plan. Dean Sapienza asked Maureen Lerch to provide an update on the progress made. Maureen Lerch: The feedback received from the community was great! We just met yesterday to combine the information from the community and college to outline our intention. The next year we will call it a pilot process so we can improve as we go by working through it for the first time. The intention is to have a plan in place and ready to review in May. We will be using our existing strategic plan for the College and having the administrators review/revise it with all feedback and connections to Vision 2020. Over the year we will be working on having different departmental areas and updates as we move forward with a clear focus on accountability. Our hopes are to have working and action plans as well as tactical ideas by fall.

Amy Mast: We will be starting the first class with the grant next Thursday, February 28, 2013. The Network Security Grant is to provide training by taking those ready to employ or reverse with those who are out of work underemployed – get them trained and then employed. We cannot take an existing employee from a company and then they stay at that company. The program is a 55-hour training program to train for security plus. There is a growing need for this. An information session will be held in a week here at the College. We have been working on different ways to recruit people.

Regina Schwartz: We have many special events coming up. On February 23-24, we are hosting our first ORC Basketball Tournament. The doors open at 11am. Admission is $5 to the general public and students are free. On March 7, we are having an open house with Jim Tressel speaking at 7pm. On March 16, Joe Robinson Guitarist will be performing. Tickets are $5 for students and $15 for the public. Jack Schantz will be returning in May for a jazz performance. The Saturday MBA program will be starting a new cohort in the fall. There will be an information session on Monday. It is two Saturdays a month for 2-years.

Dan Deckler: The BBA completion from CBA – bachelors in Business of Arts will begin offering courses here at Wayne in the fall. It is a unique schedule with four classes offered per semester starting. There will be one course online and then three (1 each 5 weeks) every Saturday from 830am-430pm. The student will only have to be here one day a week and
complete the 4-year degree program in 2-years after they have their associate degree. Most classes will be DL’ed from the Akron Campus. Most of the faculty will be fulltime Akron faculty teaching the courses. We will now have four bachelor degree programs offered for completion on the Wayne Campus. The tuition rate is Wayne’s rate for the first two years and Akron’s rate to follow Akron courses for the remaining two.

Julie Yockey (Associate Student Government Representative): We just had a very successful International Festival. This is the first year we opened it up to the public. Student government was able to partner with our Marketing Department and the College of Wooster to assist in making this a very successful event. We will be having it again next year. This Saturday is our first ORC tournament. Student Government and other student organizations will be there to assist with the event and encourage the players.

Neil Sapienza: Vision 2020 is referenced in a lot of our propaganda. So we provided you with a hard copy of the document. It articulates the mission and vision of the institution, the aspirational goals for where the institution hopes to be (a key element), along with the strategies for how the University sees itself reaching those goals by 2020. It is so much a part of our culture so we felt you needed to have this.

On a happy note Tami called the College yesterday and sounds very positive and strong. She is continuing to make progress on her recovery.

Gordon Holly: The Wayne College Dean’s Search is underway. The committee has been meeting and reviewing the applicants. We hope to have individuals on campus to interview in early April. We are currently reviewing everything at this point. We also have four faculty searches going on at this point to build up our faculty. These are crucial positions for us to hopefully be in place for fall semester (education, communication, biology, health care office management). We are also renovating our biology and chemistry labs this summer. We are very excited about this. The project is underway and scheduled to be done over this summer and completed by fall semester. We are working with Orrville High School in order to be able to offer our summer science courses at the high schools new facility. Our road project will be moving dirt in April. This will provide two entry ways to the College. It will provide a nice addition to campus. It is a reality now and not just a discussion. The road will provide a bicycle/pedestrian walkway for the community to access (with a small parking lot to park). The big green hanger will be coming down as part of this project. We are excited that come fall we will have new additions to campus. Our summer registration is also coming up and we are looking to recruit for fall.

Julie Yockey: As a student, we are very pleased to offer students scholarships over the summer.

Gordon Holly: For the first time we are offering scholarships to our continuing students (3.0 GPA or higher taking a minimum of 6 credits over the summer) who are eligible for the summer semester. The students are very excited about this. Financial aid has changed over the years providing less support. So this will really help our students reach their goals sooner.

Bruce Hendrick: When the formal invitation/information is sent out regarding membership rotation, will a description as to what will be sought be included? Neil Sapeinza: Yes.

Neil Sapienza: Thank you all for coming out and for all that you do.

**Attendance**

<table>
<thead>
<tr>
<th>Davis, Donna Dale</th>
<th>Hendrick, Bruce</th>
<th>Moomaw, Lynn</th>
<th>Yockey, Julie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deckler, Dan</td>
<td>Holly, Gordon</td>
<td>Pajak, Darcy</td>
<td>Sapienza, Neil</td>
</tr>
<tr>
<td>Fink, Jane</td>
<td>Lerch, Maureen</td>
<td>Schwartz, Regina</td>
<td>Webb, Lindsie</td>
</tr>
<tr>
<td>Ginsburg, Lara</td>
<td>Long, Greg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hartzler, Julie</td>
<td>Mast, Amy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wayne College
Counseling and Accessibility Services

1. Dr Jane Fink and Ms. Julie Hartzler are available to provide programs on a wide range of topics for staff faculty and students.

2. We also provide consultation about psychological and educational issues with faculty, staff and students.

3. Accessibility Work Group, Survey faculty and staff.

4. Student Handbook Accessibility Services and Protocol, Faculty and Staff Handbook

5. Training: Working with Aggressive students, Managing Classroom behavior, Working with Distressed Students.


7. Grants for iPad pilot program iPads for Access initiative (Wayne Community Foundation 5,000.), and Mental Health Awareness (Ohio Program for Campus Safety and Mental Health (OPCSMH)
   a. Collaborate with Your Human Resource Center on suicide prevention grant.
   b. Collaborate with Wayne Holmes Counseling Center on suicide prevention and QPR Gatekeeper Training for faculty and staff.
   c. Collaborate with Your Human Resource Center on panel presentation and Workshop students, staff, faculty and community. Provided CEU credits for professionals.
   d. Develop Internship program for Master and Doctoral level students (first intern fall 2012).
2011-2012 Academic Year Focus of Counseling

- Depression: 31
- Anxiety: 37
- Substance Abuse: 31
- Break-ups: 16
- Thoughts of Suicide: 7
- Transitional Counseling/Transfer: 12
- Illness/Death of Loved One: 16
- Eating Disorders: 5
- Personality Disorders: 8
- Family Relationship: 6
- Domestic Violence: 10
- Hospitalizations: 6
- Peer Conflicts: 4
- Self-Infuriating Behaviors: 7
- Test Anxiety: 2
- Autism/Aspergers: 6
Visits to Counselor/ADA Coordinator

Total Hours = 2807

- Visits to Counselor/ADA Coordinator
- Linear (Visits to Counselor/ADA Coordinator)
OFFICE OF ACCESSIBILITY

The Disability Specialist is Wayne College’s compliance officer for student program access. What we do:

- Evaluate student medical documentation
- Authorize and implement appropriate academic accommodations
- Provide advising and support for disabled students
- Serve as a resource and consultant to faculty and staff

Accommodations are to provide **equal access only**, and **not an unfair advantage**. Students must meet eligibility requirements as defined by state and federal laws in order to receive specific accommodations.

ADA QUICKFACTS

- To be protected by ADA, one must have a disability. ADA does not specifically name all the impairments that are covered.

- Qualified Individual—a person who has a disability who with or without reasonable accommodation can perform the essential functions of the job.

- Essential Function—a job requirement that employers actually require employees to perform and if removed would fundamentally alter the position.

- Disability—a physical or mental impairment which substantially limits one or more major life activities or has a record of such impairment or is regarded as having such an impairment.
APPLICABLE LAWS

All information concerning the disabled student is protected by laws Section 504 of the Rehabilitation Act of 1973, The Americans With Disabilities Act Amendments Act of 2008, and FERPA and must remain confidential.

TYPES OF DISABILITIES AT WAYNE COLLEGE

Spring 2012: 86 Students

- Cognitive: 12
- LD: 42
- Physical: 18
- Psych: 14

Number of Students Registered with Accessibility Office by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '07</td>
<td>20</td>
</tr>
<tr>
<td>Spring '08</td>
<td>20</td>
</tr>
<tr>
<td>Fall '08</td>
<td>31</td>
</tr>
<tr>
<td>Spring '09</td>
<td>46</td>
</tr>
<tr>
<td>Fall '09</td>
<td>46</td>
</tr>
<tr>
<td>Spring '10</td>
<td>51</td>
</tr>
<tr>
<td>Fall '10</td>
<td>64</td>
</tr>
<tr>
<td>Spring '11</td>
<td>67</td>
</tr>
<tr>
<td>Fall '11</td>
<td>73</td>
</tr>
<tr>
<td>Spring '12</td>
<td>86</td>
</tr>
<tr>
<td>Fall '12</td>
<td>121</td>
</tr>
</tbody>
</table>
Services

Accessibility

Smucker Learning Center
Wayne College

330-684-8960

1901 Smucker Road, Orrville, Ohio 44667

The University of Akron Wayne College

Smucker Learning Center

University Counseling Center

Health, agencies, independent settings, and a

six years of clinical experience in private

practice settings, community mental

health agencies, independent settings, and a

supervisor (LISSW-S). She has twenty

Ohio Counselor and Social Work Board as

a Professional Clinical Counselor (PCC)

Ohio Counselor and Social Work Board as

members of the State of

Counselor/ADA

Counselor/ADA

Director: Jane Fink

Counselor/ADA

Director: Jane Fink

Dr: Jane Fink

Dr: Jane Fink

Fax: 330-684-8734

Phone: 330-684-8960 or 800-221-8308

To schedule an appointment or for further

Information call the Smucker Learning Center

Contact Information

Smucker Learning Center

The University of Akron
Wayne College

Smucker Learning Center
For short-term disabilities such as temporary accommodations, interpreter services, extended time for tests in a distraction-free environment, note-taking services, and readers, some of the accommodations students have used in the past include:

Services and Services

Accommodations

Accommodation to your instructor(s):

Academic accommodations you feel would assist you in reaching your academic goals. Be prepared to discuss classroom accommodations existing that would assist you in reaching your academic goals.

Examples:

1. Provide documentation that is your responsibility.
2. Make an appointment with Dr. Jane Appropriate.
3. Finish in the Smoker Learning Center.
4. Present your letter(s) of
   permission.

DisabilityTypes

Anxiety disorders

Mood disorders

Attention Deficit/Hyperactivity Disorder

Examples:

Psychological Disabilities are disabilities that

are any

Mobility issues

Vision or hearing impairment

Body parts or the body as a whole.

Examples:

Physical Disabilities are disabilities that

limit or incapacitate the physical function of

Brain injury

Leaming disabilities (such as dyslexia)

Examples:

Examples:

Cognitive Disabilities are disabilities that

are not

limited to:

Types of disabilities include but are not

limited to:

Access to educational opportunities for

all students. Wayne College is committed to universal

Wayne College is committed to universal access to educational opportunities for

all students. Wayne College provides accommodations and academic services and accommodations.
Services

Counseling

Smucker Learning Center
Wayne College of University of Akron

330-684-8960
1901 Smucker Road, Orrville, Ohio 44667

The University of Akron, Wayne College

Smucker Learning Center

University Counseling Center

Health agencies, independent settings, and a
Communities mental practice settings.
Supervisor (LISW-S), Shae Levy

Supervisor, Independent Social Worker

Professional Counselor (PC)
Ohio Counselor and Social Work Board

Supervisor

A Akron, Dr. Fink is licensed by the State of

Supervision from The University of

Counseling Education

Her doctorate in

Dr. Fink received College students

Coordinator for Wayne

Counselor/ADA

the dissertation Personal

September 1, 2008 as

Wayne College on

Jane Fink joined

jfink@akron.edu • 330-684-8767

Professional Counselor/ADA Coordinator

Dr. Jane Fink

Fax: 330-684-8734

Phone: 330-684-8960 or 800-221-8308

Learning Center:

Information call the Smucker

To schedule an appointment for further

Contact Information

Smucker Learning Center
Personal Counseling

Counseling provides an opportunity to talk confidentially with a trained and licensed mental health professional who can help you develop skills for coping with a variety of situations. Understanding yourself and making healthy choices can be a challenging process. Counseling can help you become more capable of solving problems on your own and can give you the opportunity to set goals and make positive changes to improve the quality of your life in a supportive setting. You may benefit from one or two problem-solving sessions, while some concerns may warrant additional sessions.

Why do people come to counseling?

Students generally take on many roles and may encounter a great deal of stress and work while attending school. Many students encounter situations that are their usual way of dealing with problems may not be working. Some common concerns dealt with in counseling include:

- academic, financial, social, family issues
- making choices and setting goals
- recovering from injury or illness
- self-esteem and confidence
- confusing and distressing feelings
- relationship problems
- poor academic performance
- issues related to disabilities
- problems with eating and body image
- anxiety
- depression
- career exploration
- alcohol and substance abuse
- family issues
- gender
- identity issues
- sexual assault/abuse/harassment
- stress

What should I expect?

You can expect your counselor to:

- Be accepting of any differences in terms of race, cultural or ethnic background, gender, ability, religion, and sexual orientation.
- Abide by the highest ethical and legal standards in maintaining confidentiality.
- Show genuine interest in listening to your concerns.
- Remain open and willing to discuss anything you'd like.

How much does it cost?

Counseling is free to currently enrolled Wayne College students. Counseling records are not part of your educational records and only YOU can give consent to have information released about you.
How to “Hack” Your Own Brain

Much like a computer responds to commands, your brain can be programmed to accept any changes you might want to make in your life. How-ever, many of your current behaviors stem from unconstructive programming you received as a child that may stand in the way of change.

Dr. Maxwell Maltz, in his book Psycho-Cybernetics, published in 1960, says, “Beliefs about ourselves have unconsciously been formed from our past experiences...especially in early childhood.” So keep in mind, when you want to change a particular habit or belief, that the unwanted behavior was built on patterns developed over time.

In this classic book, Dr. Maltz introduced the idea of a mind-body connection and that positive outcomes are achieved through changing our attitudes. Here are some simple steps that can help you overcome self-sabotaging tendencies, much like installing new software into the computer of your mind.

Identify the issue. Write down everything you know about the habit, such as when it started and why. Be as detailed and truthful as possible because it’s hard to change what you don’t acknowledge. And list all the reasons you want to change. According to Dr. Maltz, “Change the self-image and you change the personality.”

Set realistic goals. If you want to lose weight, for instance, simply saying “I want to lose a few pounds” is not enough to bring about lasting change. However, if you state “I will lose 10 pounds before my birthday” then your mind has a distinct path to follow. And make sure your goal is both realistic and attainable so that you set yourself up for success.

Use “creative visualization.” Using your imagination to picture how you want to behave gives you a huge edge in overcoming unwanted habits, because the subconscious mind sees in images, not words. For example, as you recall what you had for breakfast, do you picture the words “I ate scrambled eggs” or the image of scrambled eggs on a plate? So “see” yourself as having accomplished your goal.

Act “as if” you have achieved your goal. Imagining you have already accomplished your goal goes a long way toward actually achieving it. For instance, someone 10 pounds lighter may exercise more or be more confident, so if you already act as if you weigh less, you will automatically start moving more and feeling better about yourself.

Use positive affirmations. Power words or phrases spoken as if you mean it keep you motivated and help you turn negative programming into positive change. And the great news is: according to many experts, including Maltz, it usually takes only 21 days to effect change in our self-concept. So you are just three weeks away from achieving your goal from the day you start!

Reward yourself. Don’t forget to give yourself a pat on the back for every positive step you take towards your new goal. It’s important to reward yourself with something that will make you feel good about yourself and to “imprint” your newly forming positive habit.

According to Maltz, the brain itself is simply a “goal-striving mechanism” that operates very much like a computer. Your mind is the software that makes you uniquely you. Following the steps offered above is a means of “hacking” your brain, changing the programming and creating the life of your dreams.

A Letter From

Dr. Jane M. Fink

If this feels like a year of change for you, here is good news: your “self” is significantly more malleable than you may realize. The front page article offers a few simple steps to help you tap into your brain’s ability to change.

A teen’s brain, the topic of the page 3 article, can be perplexing for parents trying to decipher their offspring’s behavior. The article explores this enigma and offers insights into a teen’s development.

While some people find it doesn’t pay to throw caution to the wind, others feel more alive when choosing to take risks. Our quiz will help you take a look at how cautious, or not, you are.

Those of you dealing with sorrow brought on by a loss of any kind, or those who love someone who is experiencing grief, may find helpful guidance in the back page article on the subject of dealing with grief during the holidays.

Many of us now rely heavily on technology as a means of communication. Electronic or not, however, the same rules of etiquette apply. The Top 10 offers the best ways to ensure that your message is properly received.

If you have questions about the articles or would like more copies, please don’t hesitate to call.

May this year bring you a deeper sense of self and true connection with those around you.
10 Good Communication Practices

Use of technology to enhance well-being is on the upswing. These new apps can be helpful, but please see a therapist for serious emotional/mental health issues.

Modern technology has come upon us quickly, with few rules of etiquette. Here are some guidelines for polite and effective communication:

1. **Email subject line.** Short, catchy and specific will get a quicker response than “following up” or “hi.” Let your readers know the topic.
2. **Email message.** If business related, address the person by their name, if you know it.
3. **Voice mail greeting.** Smile while recording. Listen to the difference it makes—it might surprise you.
4. **Phone calls.** When you’re on a call, be present. It’s obvious—and disrespectful—when callers are distracted and multitasking.
5. **Conference calls.** Remember to use Mute. It’s annoying to hear someone munching, typing, or snoring on a conference call.
6. **Conversations in person or by phone.** It’s polite to allow the other person to finish their sentence.
7. **Interrupt courteously.** If it’s necessary to interrupt, try: “So allow me to stop you there....” Or, “To clarify, I’d like to ask....”
8. **Meetings.** People know who’s listening and contributing—and who’s checking their cell phones. Respect the task at hand.
9. **Written communication.** Tone of voice and physical clues are absent in a memo or an email. Use please, thank you, and other signs of courtesy and consideration.
10. **All communication.** Ask how the recipient prefers to be contacted. Your message will be received more effectively through the preferred channel.*

**Are You Too Cautious?**

Helen Keller, blind and deaf educator, said: “Life is either a daring adventure or nothing.” Sometimes it’s wise to be cautious, particularly when physical safety is at stake. However, when we play it safe simply to protect our ego or heart, we may close off possibilities that could bring us greater joy and fulfillment. Life is what we make of it, shaped by our choices. What are you choosing? Answer “true” or “false” to the following statements to discover if you are too cautious.

**Set 1**

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Life doesn’t feel safe. I’m content with things as they are and prefer to stay in my “comfort zone.”</td>
</tr>
<tr>
<td>2.</td>
<td>I’m afraid something bad will happen if I veer off my usual course. I feel safer and more confident when I stick to what I already know.</td>
</tr>
<tr>
<td>3.</td>
<td>I frequently worry “what if...?” If I can’t be certain of the outcome, I won’t take the risk. Being rejected, looking stupid and failing are not options.</td>
</tr>
<tr>
<td>4.</td>
<td>I know there are business and romantic opportunities I’ve missed out on because of being so risk-averse.</td>
</tr>
<tr>
<td>5.</td>
<td>My fear of the unknown is paralyzing. When I look at my life, I have many regrets about things I didn’t do.</td>
</tr>
<tr>
<td>6.</td>
<td>I feel bad about myself for being so cautious. I think of myself as a coward and I expect that others see me that way, too.</td>
</tr>
</tbody>
</table>

**Set 2**

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am committed to growing myself bigger than my fears. It’s not that I’m unafraid; it’s just that I am more committed to my goals and know the cost of playing it safe.</td>
</tr>
<tr>
<td>2.</td>
<td>Developing courage is like building a muscle. The more I practice taking risks, even small ones, the more empowered I feel.</td>
</tr>
<tr>
<td>3.</td>
<td>When I have a goal or dream that feels big and scary, I minimize feeling overwhelmed by “chunking it down” into more manageable, short-term steps.</td>
</tr>
<tr>
<td>4.</td>
<td>I enlist the support of those who can help me move beyond my comfort zone to a more fulfilling life.</td>
</tr>
<tr>
<td>5.</td>
<td>When I take risks, I trust I can handle whatever comes. If I fall, I know that I can get up again. I don’t conclude that I shouldn’t have tried or that I’m a failure.</td>
</tr>
<tr>
<td>6.</td>
<td>My biggest successes have come when I’ve taken a big leap of faith.</td>
</tr>
</tbody>
</table>

If you answered True more often in Set 1 and False more often in Set 2, you may wish to learn some effective ways to move beyond your comfort zone to live a more fulfilled life. Please call me if you’d like support in exploring this further.
TEENAGERS: Why do They Act Like That?

If you’re raising a teenager, no doubt your mantra is “What were you thinking?” Teens aren’t known for making the best decisions. Or planning ahead. Or considering consequences. The list of patience-trying teen behaviors goes on and on.

Here’s the good news. They’ll get over it. Here’s the startling news. When they say, “But, Mom, it isn’t my fault!” they may be partially right.

It’s their brains.

In terms of human development, the brain undergoes two periods of enormous growth: from birth to about age four, and then again from about ages 10 to 14.

Dr. Jay Giedd, of the National Institute of Mental Health, says of the adolescent and teen years, “In many ways, it’s the most tumultuous time of brain development since coming out of the womb.”

Whereas an infant’s and toddler’s brain is literally growing, a teenager’s brain is remodeling itself, mostly by making and pruning connections. Instead of having a screw loose, as the old saying goes about someone who makes poor decisions, teens—metaphorically speaking—have wires loose.

Up to this point, adolescents and teens have mostly been acting from their emotions (think limbic system) and pleasure-and-reward systems (think amygdala), which explains a lot about their behavior.

Now, as they approach and go through puberty, they are preparing to become adults, and their brains know it. It’s time for the brain to rewire itself, adding millions of new connections between those emotional-impulsive behavioral centers and the frontal lobes, especially the prefrontal cortex.

This is the “executive” center of the brain, the area that is active when we rationally assess situations, consider the consequences of our and others’ actions, and set priorities—generally all those things we expect our teens to know how to do but that their brains are not yet fully wired to do.

The prefrontal cortex is the last area of the brain to be developed, and the rewiring will go on well into their 20s.

At the same time that all these new connections are forming, your teen’s brain is strengthening already existing connections and pruning less used ones. Whatever your teen is focusing on—sports, study, friendships or, conversely, zoning out in front of the TV or endlessly playing video games—gets reinforced by the brain. Those connective pathways that are not continually activated get pared away.

What’s crucial about this rewiring is that it influences the skills that teens take with them into adulthood. To some extent the old adage “use it or lose it” holds true.

To be fair, this spurt of brain remodeling is not an excuse for a teen’s sometimes exasperating behavior. But it does provide parents insight into why teens think something is a great idea when you don’t, why they can’t seem to plan or organize when you think doing so is a no-brainer, why they act without considering consequences that you think are incredibly obvious.

Simply put, at this point in their development, teen brains have problems separating what’s important from what’s not so important.

So how can you use this knowledge to your advantage?

Experts suggest strategies that include being clear in your instructions and guiding your teen with advice, but doing so with a soft touch. Your teen needs to “practice” being an adult without being punished for not yet being one.

Cultivate the patience to allow them to make mistakes with their growing independence. They are learning to curb their impulses and mediate their emotions. They are learning reasoning, logic and analysis.

Whether they show it or not, they will look to the adults in their lives—meaning you—as examples.

This is a trying time for many parents, for while teens might seem to be pushing you away as they “practice” being independent, they also will be secretly watching and learning from you since you are the most important adult in their life.
Grief Takes No Holidays

For those experiencing sorrow, whether through death, separation, divorce, illness, job loss or relocation, the glittering commercialism and unrelenting cheer of the holiday season can be stressful.

Facing family celebrations with an empty chair at the table can make unbearable grief so much worse, says Karen Silbert, MD, Associate Professor of Anesthesiology at Cedars-Sinai Medical Center in Los Angeles, who suffered the loss of her five-month-old daughter.

Many people believe that anyone who has experienced great loss should be “over it” in six months or so. If only that were true. Emotions of the bereaved are raw and heal in their own time.

It can be difficult for those who are grieving to cope in social situations during the holidays, when tears would be out of place, Silbert says. At holiday time, many who are dealing with loss are often caught in a dilemma between the need to grieve and the pressure to “get into the spirit” of the season.

But holidays can stimulate memories and a renewed wave of pain, which feels even more pronounced. And it’s not only holidays that may trigger deep feelings of new or renewed grief. Birthdays, anniversaries and other special occasions present a challenge for many, even after a number of years have passed.

While the experience of grief may ebb and flow, we should not expect it to altogether disappear, say grief counselors and experts. While it’s normal to hurt during the holidays, it’s also possible for the human heart to hope and heal.

Tending Grief
Here are some suggestions from grief expert Dr. Judith Johnson, author, educator, life coach and interfaith minister, to help the bereaved maintain inner balance during the holidays.

1. Reach out. Contact friends, family, support agencies, and anyone who can give you comfort during this difficult time.

2. However, be deeply honest about what you need. Honor what you need to do and not do through the holidays or other significant occasions. Be patient, kind and compassionate with yourself about what is true for you.

3. Allow all your feelings. Grief expresses in many ways. Give yourself permission to feel lethargic, grumpy or out of sorts. Stay focused on what is happening inside you and tend to yourself as you would anyone else you love deeply.

4. Anticipate and plan ahead. “Don’t wait for others to make plans for you that may or may not have anything at all to do with what you really need,” Dr. Johnson said. “Face your truth and communicate what you need.”

5. Make room for your grief or sadness. “Grief is a very private matter and the holidays have a way of magnifying it,” Dr. Johnson counsels. “Welcome your grief. Your sadness and tears are expressions of the healing process.” Be open to your grief and trust that it is healing.

Wayne College Counseling Services

Why do people come to counseling?
Students generally take on many roles and may encounter a great deal of stress (i.e. academic, financial, social, family, and work) while attending school. Some common concerns dealt with in counseling include:

- stress
- low self-esteem or confidence
- confusing and/or distressing feelings
- relationship problems
- poor academic performance
- issues related to disabilities
- recovery issues
- anxiety
- problems with eating and body image
- depression
- career exploration
- identity issues
- alcohol and substance abuse
- sexual assault/abuse/harassment

Personal Counseling
Counseling is a chance to talk confidentially with a licensed mental-health professional who can help you learn skills and new ways looking at and dealing with situations. Counseling is free to currently enrolled Wayne College Students. You can set up an appointment by stopping by the Smucker Learning Center or the Student Service Center, or by calling 330-684-8960 or 330-684-8900.
Smucker Learning Center
Mission Statement

The Learning Center is committed to providing opportunities for student development in a friendly, learner-centered environment. The Center also fosters universal access to these opportunities for all students who actively participate in achieving their personal and educational goals through the development of critical thinking skills, self-awareness, and emotional and social growth.

Smucker Learning Center
The University of Akron Wayne College
1901 Smucker Road, Orrville, Ohio 44667
www.wayne.uakron.edu/LearCen
330-684-8960

The Smucker Learning Center at Wayne College provides free academic assistance to all University of Akron students.

Let us help you connect the pieces for success!
Smucker Learning Center
connect the pieces for success

Academic assistance opportunities offered through Learning Support Services and the Smucker Learning Center include:

Developmental Coursework
Foundation courses such as Basic Math I, Basic Math II, Basic Writing, and College Reading and Study Skills are designed to strengthen academic skills for college-credit courses.

Peer and Professional Tutoring
The Smucker Learning Center offers no-cost tutoring by both peer and professional tutors. Peer tutors are students who have completed the classes they tutor with an A or B average and are recommended by their faculty. Professional tutors have at least a masters degree in the subject they tutor.

Most students come into the Learning Center and schedule 30-minute sessions with a tutor. Some students simply drop by the Smucker Learning Center to see if a tutor is available. Tutoring is offered in almost every subject area, as well as on the topic of developing more effective learning strategies.

Student Success Workshops
The Smucker Learning Center offers a series of workshops focusing on topics ranging from stress management to improving computer skills.

Computer Lab
The Smucker Learning Center computer lab is open six days a week. A computer assistant is on duty to answer questions.

Accommodations for Students with Disabilities
To provide access and opportunity for full participation in the academic environment, the ADA Coordinator determines and implements classroom accommodations for those students with disabilities. Reasonable accommodations may include extended time for taking tests, readers for tests, and notetakers.

Math and Writing Centers
The Math Center and the Writing Center are coordinated by full-time professionals who hire and evaluate adjunct faculty and professional tutors in those two areas. The Center offers additional math and writing resources. The Math Coordinator also offers weekly math review sessions.

Personal Counseling
Free personal counseling is available to any currently-enrolled Wayne College student.

Quiet Study Areas
Study in our central area or in the café-style seating along the perimeter of the Smucker Learning Center. Four private study rooms may be used for study groups.
Come join the Smucker Learning Center for college readiness workshops:

**Strengthening Academic Skills**
An intense one-day institute focused on providing new and returning students with the skills to be successful in college. It’s never too late to become a stronger student!

**August 15**
9 a.m. – 4 p.m.
Smucker Learning Center
RSVP by August 8 to 330-684-8960 or smuckerlearningcenter@uakron.edu

Registration cost is $15 which includes materials and lunch.

**Building Strong Foundations**
A special orientation program for students enrolled in developmental courses: Basic Math I, Basic Math II, Basic Writing, Student Success Seminar, or College Reading and Study Skills. Get college started on the right foot! Join us for a sundae bar sprinkled with important information.

**August 14**
4 – 6 p.m.
Smucker Learning Center
RSVP by August 6 to 330-684-8960 or smuckerlearningcenter@uakron.edu

No registration fee.

**Academic Mentoring Program**
Sign up for regular meetings with a trained academic mentor to discuss topics like organization, study habits, and staying connected to Wayne College resources. **Sign up in the Smucker Learning Center.**

Watch for our schedule of Fall 2012 events for Peanut Butter and Jelly workshops. These workshops are 20-30 minutes long, and each gives you a skill essential for college success. Topics include note-taking, stress management, and using technology. **Peanut butter and jelly sandwiches are included!**
The University of Akron
Wayne College
1901 Smucker Road
Orville, Ohio 44667

The University of Akron Wayne College
Smucker Learning Center & Computer Lab
Monday – Thursday 8:00 a.m. – 8:00 p.m.
Friday 8:00 a.m. – 3:00 p.m.
Saturday 10:00 a.m. – 2:00 p.m.
Phone: 1-800-221-8308, ext. 8960, or 330-684-8960
Online: http://wayne.uakron.edu/learning-center/
Email: smuckerlearningcenter@uakron.edu

The University of Akron is an Equal Education and Employment Institution.
Who: Any Wayne College student interested in academic guidance

What: One-on-one meetings with your own academic mentor

When: Mentors are available at a variety of times

Where: Smucker Learning Center

Why: To help you be a successful student

How: Sign up in the Smucker Learning Center or call 330-684-8960

Typical mentoring discussions include:
- Managing your time
- Meeting your academic goals
- Assistance available:
  - Workshops
  - Tutoring
  - Personal counseling
  - Financial aid advising
  - Career counseling
  - Computer assistance
- Campus facilities
- Student activities
### Spring 2013
#### PB & J Workshops

**Wednesdays at 10:00 a.m. in A-135**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Adjusting to College</td>
</tr>
<tr>
<td>January 23</td>
<td>Getting Organized</td>
</tr>
<tr>
<td>January 30</td>
<td>Managing Your Stress</td>
</tr>
<tr>
<td>February 6</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>February 13</td>
<td>Preparing for Tests</td>
</tr>
<tr>
<td>February 20</td>
<td>Part 2 of ALICE Training</td>
</tr>
<tr>
<td>February 27</td>
<td>APA Format</td>
</tr>
<tr>
<td>March 6</td>
<td>PowerPoint Presentations</td>
</tr>
<tr>
<td>March 13</td>
<td>A-121 Apps for Learning</td>
</tr>
<tr>
<td>March 20</td>
<td>Registering for Classes</td>
</tr>
<tr>
<td>April 3</td>
<td>APA Format</td>
</tr>
<tr>
<td>April 10</td>
<td>Managing Your Stress</td>
</tr>
</tbody>
</table>

---

### Smucker Learning Center
& Computer Lab Hours

- **Monday - Thursday**: 8:00 a.m. – 8:00 p.m.
- **Friday**: 8:00 a.m. – 3:00 p.m.
- **Saturday**: 10:00 a.m. – 2:00 p.m.

The University of Akron Wayne College  
Smucker Learning Center  
330-684-8960  
http://wayne.uakron.edu/learning-center/
Train to be a skilled professional in Network Security.

Grant-funded by the Department of Labor

Project Goals

- Enroll 96 people over the next four years in the network security training program.
- Goal of 92% program completion and obtain CompTIA Security + certification.
- Those who obtain CompTIA Security + certification are placed in an On the Job Training (OJT) experience that will lead to full-time employment.
The University of Akron Wayne College’s Office of Continuing Education and Workforce Development has received funds as part of a Department of Labor H-1B Technical Skills Training Grant for the purpose of recruiting and training individuals as Network Security Professionals. The grant is funded over four years with the goal of training 96 people and placing them with employers.

What the Grant Covers

- Assessments to determine placement
- Tuition for Network Security Training
- Voucher for CompTIA Security + certification test
- Course book and materials
- Coordination of the On the Job Training (OJT) experience
- Reimbursement to employer 50%-90% of wages during OJT

Job Outlook

- Network Security is one of the top industry needs in the next ten years.
- According to O*Net, the growth rate is over 20%.
- Computer network security support specialists are classified as A Bright Outlook Occupation by the Department of Labor.
- Designated as a new and emerging occupation
- Shortage of workers – government, federal contractors and private companies competing for a “tight” pool of high-tech specialists and workers.
- Median income in Ohio is $20.78 per hour (2011 Bureau of Labor Statistics)

Admission to the Program

In order to qualify for the program, individuals must meet certain eligibility requirements and then be assessed on whether they meet the prerequisites for the Network Security Training program. For individuals who meet the eligibility requirements but not the prerequisites, a career pathway can be designed in order to meet the prerequisites.

Eligibility is based on meeting one of the following:
- Unemployed
- Underemployed
- Dislocated Worker

Common to all participants
- Authorization to work in the U.S.
- 18 years of age or older
- Properly registered for the Selective Service – applies to all males born after 1/1/1960

Prerequisites

✓ Basic Computer Knowledge
✓ Basic Skills in Microsoft Word, Excel and PowerPoint
✓ CompTIA A+ Certification or equivalent course work with a grade of C or above
✓ CompTIA Network+ Certification or equivalent course work with a grade of C or above
✓ CompTIA Server+ Certification or equivalent course work with grade of C of above

Note: These courses or certification should have been obtained within the last four years.

Overview of Training

The Network Security Professional training program provides you with the knowledge, theories and skills required to keep network information systems safe from invasions and hackers. The program also prepares you for the CompTIA Security+ certification exam – the credential that proves competency with information security.

The program is a 55-hour blended training program; 40 hours of classroom and 15 hours of online instruction.

Topics covered in this training program include:

- Learning about security and information security challenges
- Recognizing hackers, network attacks and defenses
- Developing threat and risk management – software-based, hardware-based and virtualized
- Hardening systems – attack protection and prevention
- Identifying attack categories and methods
- Crafting a secure network design and placement of network devices
- Implementing wireless security protections – personal and enterprise
- Working with access control
- Setting authentication credentials, extended authentication protocols and remote authentication
- Performing vulnerability assessments, risk management and security audits
- Understanding and applying cryptography
- Applying environmental controls and planning for disaster recovery and incident response
- Writing organizational security policies and identifying types of security policies

For Further Information:

The University of Akron Wayne College Office of Continuing Education and Workforce Development
1901 Smucker Road • Orrville, OH 44667
Phone: 330-684-8983 or 330-684-8982
Email: OCEWD@uakron.edu
www.wayne.uakron.edu/ce

The University of Akron is an Equal Education and Employment Institution
Project Goals

• Enroll 96 people over the next four years in the network security training program.

• Goal of 92% program completion and obtain CompTIA Security + certification.

• Those who obtain CompTIA Security + certification are placed in an On the Job Training (OJT) experience that will lead to full-time employment.
The University of Akron Wayne College’s Office of Continuing Education and Workforce Development has received funds as part of a Department of Labor H-1B Technical Skills Training Grant for the purpose of recruiting and training individuals as Network Security Professionals. The grant is funded over four years with the goal of training 96 people and placing them with employers.

What the Grant Covers

- Assessments to determine placement
- Tuition for Network Security Training
- Voucher for CompTIA Security+ certification test
- Course book and materials
- Coordination of the On the Job Training (OJT) experience
- Reimbursement to employer 50%-90% of wages during OJT

Job Outlook

- Network Security is one of the top industry needs in the next ten years.
- According to O*Net; the growth rate is over 20%.
- Computer network security support specialists are classified as A Bright Outlook Occupation by the Department of Labor.
- Designated as a new and emerging occupation
- Shortage of workers – government, federal contractors and private companies competing for a “tight” pool of high-tech specialists and workers.
- Median income in Ohio is $20.78 per hour (2011 Bureau of Labor Statistics)

Admission to the Program

In order to qualify for the program, individuals must meet certain eligibility requirements and then be assessed on whether they meet the prerequisites for the Network Security Training program. For individuals who meet the eligibility requirements but not the prerequisites, a career pathway can be designed in order to meet the prerequisites.

Eligibility is based on meeting one of the following:

- Unemployed
- Underemployed
- Dislocated Worker

Common to all participants

- Authorization to work in the U.S.
- 18 years of age or older
- Properly registered for the Selective Service – applies to all males born after 1/1/1960

Prerequisites

- Basic Computer Knowledge
- Basic Skills in Microsoft Word, Excel and PowerPoint
- CompTIA A+ Certification or equivalent course work with a grade of C or above
- CompTIA Network+ Certification or equivalent course work with a grade of C or above
- CompTIA Server+ Certification or equivalent course work with grade of C or above

Note: These courses and or certifications should have been obtained within the last four years.

Overview of Training

The Network Security Professional training program provides you with the knowledge, theories and skills required to keep network information systems safe from invasions and hackers. The program also prepares you for the CompTIA Security+ certification exam – the credential that proves competency with information security.

The program is a 55-hour blended training program; 40 hours of classroom and 15 hours of online instruction.

Topics covered in this training program include:

- Learning about security and information security challenges
- Recognizing hackers, network attacks and defenses
- Developing threat and risk management – software-based, hardware-based and virtualized
- Hardening systems – attack protection and prevention
- Identifying attack categories and methods
- Crafting a secure network design and placement of network devices
- Implementing wireless security protections – personal and enterprise
- Working with access control
- Setting authentication credentials, extended authentication protocols and remote authentication
- Performing vulnerability assessments, risk management and security audits
- Understanding and applying cryptography
- Applying environmental controls and planning for disaster recovery and incident response
- Writing organizational security policies and identifying types of security policies

For Further Information:

- The University of Akron Wayne College Office of Continuing Education and Workforce Development
- 1901 Smucker Road • Orrville, OH 44667
- Phone: 330-684-8983 or 330-684-8982
- Email: OCEWD@uakron.edu
- www.wayne.uakron.edu/ce

The University of Akron is an Equal Education and Employment Institution