

Hours in a Week and the College Student

Math in college terms

168 hours each week

-15 hours of classes

-21 hours to eat (3x's a day)

-56 hours to sleep (8 hours a night)

-30 hours to study (2 hours for each hour in a classroom seat)

EQUALS 46 hours for life—social activities, work, laundry, etc.

Welcome to college life!! We are glad you are here!! Enjoy your time with us!!



Central Ohio Technical College

The Ohio State University at Newark

The Office of Student Life-Disability Services

At Central Ohio Technical College and The Ohio State University at Newark we believe all students should have equal access to higher education and college life. The Office of Student Life-Disability Services provides accommodations and support services for COTC and Ohio State Newark students with disabilities.

Our Mission

The mission of the Office of Student Life-Disability Services is threefold. We seek to ensure that all students with disabilities can freely and actively participate in all facets of college life. We provide and coordinate support services and programs to maximize students' educational potential and develop their independence to the fullest extent possible. Finally, we strive to increase the level of awareness among all members of the campus community so that students with disabilities are able to perform at a level limited only by their abilities, not their disabilities.

Our office arranges for reasonable accommodations and support services that are individualized and flexible. With a goal of equal opportunity in mind, Disability Services creates opportunities for the same educational experiences, services, and enrichment to persons with disabilities that are offered to those who are not disabled.

Eligibility for Services

Disability Services provides services and accommodations for a wide variety of students who have disabilities. To initiate services, documentation of a disability, in one of the following forms, must be provided:

- **Visual Impairment:** A copy of a recent eye examination, which should include

diagnosis and visual acuity, and a copy of a recent Individualized Education Plan (IEP) if available.

- **Mobility Impairment:** Diagnosis of a mobility impairment, description of functional limitations, and a record of medications used, prescribed dosage, and any side effects experienced.
- **Hearing Impairment:** A copy of a recent audiological examination, which should include a diagnosis with etiology, degree, type, and configuration of loss, as well as a copy of a recent IEP if available.
- **Psychiatric Disability:** A letter from a psychologist or psychiatrist stating the diagnosis, characteristics of the disability, and medication.
- **Learning Disability:** A copy of your last IEP and Evaluation Team Report (ETR) or results of last psycho-educational test battery.
- **Chronic Illness:** A letter from a physician stating the diagnosis and impact of the disability, including any limitations and medication.
- **Attention Deficit (Hyperactivity) Disorder:** A copy of a recent diagnostic report that states the DSM diagnosis; symptoms; instruments and procedures used to make the diagnosis; and the dosage, type, and frequency of your current medication.

Students with other types of disabilities should consult with the Disability Services staff to determine the documentation needed. A Verification form is available

https://my.cotc.edu/osufacultystaff/disabilityservices/Documents/Disability_Verification_Form-Ohio-State-Newark.pdf.

The intent of the office is not to exclude students from the use of services, but to ensure that those with legitimate disabilities receive services appropriate for the characteristics of the disability.

Our Staff

Staff members at Disability Services are specialists in disability matters. You will meet with someone who will work with you on issues of academic accommodations, disability adjustment, learning strategies, advocacy skills, and transition.

Staff members are involved in a variety of additional activities. At times, they act as advocates for students to ensure access to appropriate accommodations. Alternatively, they may serve as consultants to faculty and staff on disability-related issues. They provide in-service training to the community as well as participate in various campus committees. The primary goal of each staff member, however, is to ensure that students with disabilities have equal access to an education and college.

Our Services

Disability services are determined by individual functional limitations. General services may include:

- Adaptive Technology lab with specialized equipment/software and technical assistance
- Disability counseling
- Assistive amplification devices available for loan

See reverse side for more information

- Captioning
- Sign language interpreters
- CCTV system
- Screen reader
- Reformatted books and text

Exam accommodations such as

- Computer for essays
- Extended time
- Reader and/or scribe
- Single test space

Note taking accommodations such as:

- Note taking applications
- Power point in advance of class
- Recording device
- Shared classmate notes

More Information

To discover how you can make the most of your college years, all students with special need are encouraged to contact the Office for Disability Services in the early stages of their college planning. Pre-admission services include information about academic support services, specialized equipment, transition issues, admission requirements, and meetings with staff.

To discover how you can make the most of your college years, contact:

The Office of Student Life-Disability Services

The John L. and Christine Warner Library
and Student Center, Room 226
1179 University Drive
Newark, Ohio 43055

740.366.9441
800.963.9275 x246 (Ohio)

Hours of Operation

Monday through Friday,
8:00 a.m. to 5:00 p.m. (EST)

Evening hours are available Monday through Thursday by appointment.

Non-Discrimination Statement

Central Ohio Technical College and The Ohio State University at Newark do not discriminate on the basis age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, protected veteran status, or any other basis under the law, in its activities, programs, admission, and employment. General information, questions or complaints related to these matters are to be directed to the Title IX Coordinator, Holly Mason, or designee, Warner Center Suite 226, Ohio State Newark/COTC, 1179 University Drive, Newark, Ohio 43055-1797 (740-364-9578) or ADA/504 Coordinator, Connie Zang, at the same location.



**THE OHIO STATE
UNIVERSITY**

NEWARK



Transition

Guided passage from high school to college

PLUS PROGRAM

TRANSITIONS are supported by the PLUS Program and are designed to help students with learning differences successfully move from high school to post-secondary education. This is accomplished by a guided change in responsibilities from parent to student. Students are empowered with self-determination and self-advocacy skills.

The Student Begins the Transition by Implementing these Responsibilities:

- Taking college preparation coursework in high school
- Requesting clarification from teachers or professors if you do not understand something
- Practicing self-advocacy skills by arranging your own accommodations with your teachers
- Becoming accustomed to using a planner, keeping track of your own homework and testing dates
- Setting your own alarm clock to get yourself up for school each morning
- Learning how to manage your own money and free time

Parent Support Initiatives Include:

- Assisting students in the selection of college preparation coursework
- Promoting and encouraging the student's use of self-advocacy skills and provide opportunities for practice
- Emphasizing the importance of using appropriate accommodations
- Introducing independent use of a planner for time management and organization
- Encouraging independent living skills such as managing money, being on time for appointments, and structuring free time

PLUS Learning Consultants Empower the Student by:

- Supporting the student in independent decision making and problem solving
- Guiding the student to recognize and build upon his/her strengths
- Challenging the student to develop academic and social skills leading to self-advocacy, confidence and independence
- Suggesting ways for the student to fully participate as a member of the college community



“The PLUS Program has helped me achieve my goals, [gain] confidence – and helps me to the best of my ability.”

–Katlyn Wagner, Class of '18

Strategies Supporting Success in College for Students with Learning Differences

Muskingum University

163 Stormont St. • New Concord, OH 43762
740-826-8280 • www.muskingum.edu/plus

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Academic Differences

Comparing High School to College

PLUS PROGRAM

THE PLUS PROGRAM AT MUSKINGUM helps guide students with unique learning needs to navigate the differences and challenges in the transition from high school to college. We provide consultation to assist students as they begin to manage their own learning and explore opportunities within the college community.



“The PLUS Program gives me someone to talk to. They help me to stay focused. The tutors help with study suggestions and give me feedback and support, academic and otherwise.”

—Alexander Meyers, 2017 Graduate

ISSUE	HIGH SCHOOL	COLLEGE
CLASS TIME/ STUDY TIME	<ul style="list-style-type: none">Students in class 20-30 hrs. per weekStudents entitled to an educationStudy time outside of class is minimal	<ul style="list-style-type: none">Student makes own course schedule of 10-15 hrs. per weekStudents must meet academic criteria to continue educationStudents should expect to study 2 hrs. per course per hour spent in class
TEACHER/ FACULTY ASSISTANCE	<ul style="list-style-type: none">Teachers remind students often about assignments, due dates and testsCourse modifications are possibleTeachers are available most of the day	<ul style="list-style-type: none">Faculty expects students to be aware of due dates and tests listed on syllabiStudents meet essential course standardsFaculty contact is primarily during class time and office hours
ASSESSMENT	<ul style="list-style-type: none">Homework checked by teachers frequentlyFrequent tests cover small amounts of material	<ul style="list-style-type: none">Homework may not be checked by facultyFewer tests cover larger amounts of material
TIME MANAGEMENT	<ul style="list-style-type: none">School day is structuredParents limit free time	<ul style="list-style-type: none">Students have control of own timeAdults rarely intervene with time limits
LEGAL PROTECTIONS	<ul style="list-style-type: none">Individuals with Disabilities Education Act (IDEA) applies	<ul style="list-style-type: none">Americans with Disabilities Act (ADA) applies

Students and parents need to be aware of the changes in protections provided under the Individuals with Disabilities Education Act (IDEA) in high school and Americans with Disabilities Act (ADA) in post-secondary education and beyond.

Strategies Supporting Success in College for Students with Learning Differences

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Students Who Learn Differently and the College Search Process Tips to Consider

- Options are endless: Four-year bachelor degree, Two-year associate degrees, Certificate/Apprenticeship programs, On-line Colleges/Military, Gap Year programs, Employment.
- If college is the route you are considering, important to remember some of the differences between high school and college.
- Importance of college prep curriculum.
- Accommodations vs. Modifications
- Understand the differences between colleges with “services” and colleges with “comprehensive programs” and be aware that comprehensive programs typically have additional fees.
- Understand what kind of support the college provides – academic, social, both?
- Understand the skills needed for success in college
 - Self-Awareness and self-advocacy
 - Positive attitude and realistic expectations
 - There will be much more responsibility on the student
 - Must be able to manage time and live independently
 - Ability to speak with adults
 - The time that reading and writing encompasses in college
- Visit every campus that you are considering applying to and find the right fit.
- Typically ACT or SAT test scores are required for admission, even for LD students, at all 4-year colleges and universities.

The PLUS Program at Muskingum University

This program has been specifically designed by professionals who are experts in learning strategies for students with unique learning needs. Our full-time staff and flexible program helps empower our students to take charge of their own education and use strategies to become successful in a variety of settings. We have been providing help for students with disabilities at Muskingum for over 35 years. When you compare our program to other similar services, you will see a clear difference in positive outcomes and student satisfaction.

Empowering Students

The PLUS Program philosophy is designed to empower rather than rescue students. Based on their past educational experiences, students may view this as a considerable change. This change often requires a shift in mindset for the student that encompasses looking at what is working, discovering possibilities, and using strengths and interests to ignite performance.

Student direction and control of the learning process are crucial components of the college experience and contribute to success in college and beyond. The PLUS Learning Consultants will empower students to develop skills, both academic and social, leading to self-direction, confidence and independence.

Professional Staff Work One-on-One to Personalize Learning Strategies

Under the administrative oversight of the Provost is a well-trained staff that includes an executive director, administrative personnel, and professional learning consultants who have Bachelor or Master's degrees.

The academic success of students in the PLUS Program can be attributed in part to the professional staff who partner with students as they engage in academic pursuits. PLUS Learning Consultants are knowledgeable about learning differences and associated learning strategies. They are trained and skilled in the customization and personalization of the application of learning strategies to students who learn differently.

PLUS Learning Consultants are also trained in methods of assisting students who have need for increased self-awareness in order to access the learning strategies and other academic supports. PLUS Learning Consultants serve as personal contacts for students who provide an array of services related to strategic academic guidance.

Professional staff are selected for their academic preparation across disciplines, their understanding of college level expectations and academic structures, their ability to build strong positive relationships with students and their interest in, and appreciation for, working one-on-one with students with diverse learning profiles.

Focus For Success

The Focus for Success process tracks and monitors student progress throughout the semester. It focuses on early intervention where Learning Consultants partner with students to set goals. These goals are reviewed and the student's academic progress is discussed throughout the semester.

In addition to the Focus for Success system, students who receive full services co-create and implement individually designed learning plans with their Learning Consultants for each tutored course.



Program of Academic Support

For more than 175 years, Muskingum University has helped students lay the foundation for academic success and lifetime achievement. Toward that end, the University offers various levels of support through its academic departments, the Student Success Center and the PLUS Program. Since 1983, the PLUS Program has provided comprehensive academic support services for students with learning differences. Any student with a learning difference is eligible to apply to the PLUS Program.

These components are important for independent functioning, self-esteem and continued growth.

The PLUS Program Admission Process

The PLUS Program reflects the University's commitment to the ultimate success of its students. Any qualified student with a learning difference is eligible for support; the program administrators carefully manage selection of students for admission to the PLUS Program. PLUS Program students are assessed a program fee which is based on the level of services requested. There is a great demand for the services provided by through Muskingum's PLUS Program.

How to Apply

- 1 Complete Muskingum University Admissions Application
- 2 ✓ PLUS box on the Admissions Application
- 3 Submit Standard Admissions Materials (see admissions website for more information)

Upon Acceptance to Muskingum University

Submit a recent comprehensive evaluation for review which includes:

- A diagnostic summary
- Aptitude Testing (including subscales with standard scores)
- Achievement Testing (including subscales with standard scores)

Schedule a personal interview with a member of the PLUS staff through the Admissions Office 740-826-8137.

Strategy Instruction	PREMIER Personalized and course specific embedded learning strategy	SELECT Personalized and course specific embedded learning strategy	TRANSITIONAL Individualized general strategy instruction
PLUS Professional Learning Consultants	●	●	●
Content-Based Strategy Coaching	●	●	
Executive Functioning Support	●	●	
Strengths-Based Approach	●	●	●
Focus for Success	●	●	
Strategic Academic Guidance	●	●	●
Comprehensive Learning Plan	●		
Weekly Individual Consultations	Up to 5 hours/week	Up to 3 hours/week	Up to 2 hours/week

Learning Strategy Instruction

Providing instruction in strategies that are individualized to be personally achievable and meaningful to each student is a goal of the PLUS Program. Systematic and explicit instruction in learning strategies that are embedded in course content is a foundational model of the PLUS Program.

Staff assist students to develop a proven repertoire of strategies customized for effective learning, such as:

- Analyze and understand each course syllabus
- Structure course assignments and reading
- Design a short and long-term plan for class preparation for the semester
- Organization
- Study skills
- Active listening
- Active reading
- Writing
- Higher order thinking
- Time and materials management
- Planning
- Prioritizing
- Proof reading
- Note-taking and review
- Test preparation
- Test taking

Strategic Academic Guidance

During the scheduled weekly meetings, a professional staff serves as a personal contact for the student. This staff is often the go-to-person when successes occur and challenges arise.

The staff assists the student in:




- Transitioning to college
- Becoming familiar with college level expectations
- Applying academic strategies to meet college-level expectations
- Pre-advising services
- Balancing learning with work and social activities
- Persisting through the semesters
- Analyzing current academic status
- Establishing a grade tracking system, an accountability structure and self-monitoring of progress
- Assessing academic progress
- Fostering student self-advocacy and communication
- Serving as a liaison to home, faculty and others
- Communicating with their parents about their academic progress and adjustment to college
- Having frequent contacts with faculty and other campus offices throughout the semesters

The PLUS Program philosophy is designed to empower rather than rescue students.



PLUS PROGRAM

TYPES OF SUPPORT SERVICES

 Basic Services	 Coordinated Services	 Comprehensive Support Services	Learning Differences Colleges
Federally mandated	Available to all	Limited availability	Specialty school
Documentation required	No documentation	Documentation required	Documentation required
Student must request services	Student requests or college requires	Specialized adult staff partners with students	Curriculum and support designed for students
No fee	No fee	Fee-based	Part of tuition
Reasonable Accommodations: XT, DRE, reader, scribe, computer, calculator, alt format of materials, coordinator	Learning Center, Dept. Tutoring, Peer Tutoring, study skills workshops, mentoring, Math and Writing Centers, Learning specialist	Instructional models, levels of support, personalized structures, academic oversight and coaching, private tutoring w/ learning specialists	Remedial courses offered, academic coaching, faculty tutors, structured academic program, residential support, specialized faculty, assistive tech classes