

WILMINGTON COLLEGE

2026

Master of Science in Occupational Therapy Catalog

**Wilmington College
1870 Quaker Way
Wilmington, Ohio 45177**

(937) 382-6661

www.wilmington.edu

A four-year liberal arts College founded in 1870 by the Religious Society of Friends (Quakers), and today awarding the M.S. in Athletic Training (M.S. in A.T.), M.S. in Occupational Therapy (M.S. in O. T.), and Master of Organizational Leadership (M.O.L.) degrees.

Volume XIV

This catalog contains regulations in effect as of July 2022, and information for students matriculating as of August 2023. Wilmington College reserves the right to change curriculum, personnel, policies, and fees without notice. The provisions of this catalog are informative in character and do not constitute a contract between the student and the College.

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General Information

2025-2026 Wilmington College Graduate Academic Calendar

<https://wordpress.wilmington.edu/wp-content/uploads/2025/06/2026-2027-Graduate-Calendar.pdf>

Wilmington College Mission Statement

The mission of Wilmington College is to educate, inspire and prepare each student for a life of service and success.

To fulfill that mission, Wilmington College provides a high quality undergraduate and graduate educational environment shaped by the traditions of the liberal arts, career preparation and the distinctive practices of the Religious Society of Friends (Quakers). By offering academic programs, practical experience and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation and to seek truth and social justice.

In keeping with the rich heritage of the liberal arts, the College seeks to educate the whole person – intellectual, emotional, physical, and spiritual – in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning. The liberal arts are integrated with career preparation to help students develop the knowledge and skills to succeed in a career or further education.

As an academic community, Wilmington College is rooted in historic Quaker values, also known as testimonies, which include integrity, service, stewardship, equality, peace and social justice and respect for all persons. These historic testimonies motivate those who learn and work at the College to make positive contributions to their professions and their communities.

Wilmington College Vision Statement

Wilmington College intends to make significant progress in the next decade toward being a model college that melds the liberal arts and career preparation in order to graduate liberally educated professionals.

To move towards this vision, Wilmington will:

- integrate career preparation with the traditions and foundational skills of the liberal arts;
- challenge students to live the historic Quaker testimonies of integrity, service, peace and social justice, stewardship, and respect for all persons and to practice them in their communities and workplaces;
- promote every student's participation in hands-on experiences including internships, community service and international study programs;
- create a caring campus community that embraces civility, respect and trust; and
- demonstrate a commitment to this vision by placing the needs of students at the center of decision-making.

Wilmington College Core Values

The following core values are fundamental to the success of Wilmington College in realizing its mission and vision. These values are drawn from the College's founding faith– the Religious Society of Friends (Quakers), from important traditions of American higher education, and from universally held beliefs that serve to guide the best in human thought and action.

Integrity – This value has been described as the value from which all other values emanate and has importance in this ordered list of values. Integrity as defined by the College community as the fundamental requirement to be fair, honest and ethical in all dealings on campus and requires each of us to assume responsibility for our actions.

Community – This value is defined on campus as the desire to create in partnership a learning and working environment that supports and encourages a shared sense of purpose about the importance and value of broad participation, active engagement, open sharing of information, shared responsibility for decision making, and a culture that emphasizes continuous improvement and growth.

Diversity – This value is purposeful in guiding our willingness to recruit, retain and graduate a student body that reflects the global communities that the College serves and seeks to foster our understanding and appreciation of different people, cultures and ideas.

Excellence – This value requires the College to support and encourage a commitment to the highest standards in all areas of the College's mission.

Peace and Social Justice – This value comes directly from our Quaker heritage and asks all members of the community to seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

Respect for All Persons – This value is fundamental to the development of a peaceful and just community that values the dignity and worth of all persons.

Service and Civic Engagement – This value seeks to foster all members of the campus community to serve others and to accept individual responsibility for being an engaged and effective citizen.

Statement of Accreditation

Wilmington College

Wilmington College is accredited by:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604-1411

info@hlcommission.org or 800-621-7440).
www.hlcommission.org

Wilmington College is authorized by the Ohio Department of Higher Education. This authorization continues through December 31, 2024. A copy of the State of Ohio Certificate of Authorization may be reviewed in the Academic Affairs office. Please see the following website to file a student complaint:

<https://www.ohiohighered.org/students/complaints>

The College is an institutional member of the Association of Independent Colleges and Universities of Ohio, the

Council of Independent Colleges, Friends Association for Higher Education, the Greater Cincinnati Consortium of Colleges and Universities, the National Association of Independent Colleges and Universities, Ohio Foundation of Independent Colleges, and the Southwest Ohio Council for Higher Education.

Master of Science in Occupational Therapy

The entry-level occupational therapy masters' degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Education (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the national board for certification in National Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain a state licensure.

Students must complete 24 weeks of level 2 fieldwork within 18 months following completion of the didactic portion of the program.

Current information concerning accreditation status is available at www.acoteonline.org or by contacting:
Accreditation Council for Occupational Therapy Education (ACOTE®)
7501 Wisconsin Avenue, Suite 510E,
Bethesda, MD 20814
Phone: (301) 652-6611
Email: accred@aota.org

Statement of Non-Discrimination

WILMINGTON COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF AGE, RACE, COLOR, RELIGION, NATIONAL OR ETHNIC ORIGIN, GENDER, SEXUAL ORIENTATION, OR DISABILITY IN THE ADMINISTRATION OF EDUCATION POLICIES, ADMISSION POLICIES, FINANCIAL AID, EMPLOYMENT, OR ANY OTHER COLLEGE PROGRAM OR ACTIVITY.

Inquiries regarding compliance may be directed to:

Director of Human Resources
Pyle Center Box 1187
1870 Quaker Way
Wilmington College
Wilmington, Ohio 45177
Telephone: (937) 481-2282 or to the

Director of the Office for Civil Rights, Cleveland Office
U.S. Department of Education
600 Superior Avenue East
Bank One Center, Room 750
Cleveland, Ohio 44114-2611
(216) 522-4970

If a student believes discrimination is being practiced, the following procedure should be followed:

1. Contact the officer of the College who is responsible for receiving the complaint, investigating it, and, if need exists, directing it to the appropriate member of the campus community who has responsibility for the specific area in which the infraction is alleged to exist.
 - a. For academic complaints, the Academic Dean/Dean of the Faculty
 - b. For student service-related concerns, the Dean of Students
 - c. For complaints related to employment, the Director of Human Resources
2. Any appeal of action taken as a result of the original complaint should be directed, in writing, to the President of Wilmington College.
3. Any complaint for which there is no other officially designated route for recourse should be brought to the attention of the particular administrator under whose jurisdiction an infraction is thought to exist. Appeals from a decision of an administrator in any such case should be made to the President of Wilmington College.
4. **NC – SARA STUDENT COMPLAINTS PROCEDURE**
 Wilmington College operates under the approval of “NC-SARA”, National Council for State Authorization Reciprocity Agreements <https://www.nc-sara.org/>. As required by the NC-SARA student complaint process, a student must first attempt to resolve their complaint at the institutional level. For complaints not resolved within the institution, a student may file an appeal in one of the following ways (dependent on their state residence):
Non-Ohio Residents’ Student Complaint Procedure (for out-of-state students from SARA member states <https://www.nc-sara.org/sara-states-institutions> not residing in Ohio)
 For non-Ohio residents located in SARA member states with complaints not resolved at the institutional level, they may file a SARA complaint utilizing the Ohio Department of Higher Education’s SARA Portal Agency <https://www.ohiohighered.org/students/complaints>.
NON – SARA MEMBER STATE STUDENT COMPLAINTS PROCEDURE
 For residents not located in a SARA member state with complaints not resolved at the institutional level, you may contact the appropriate authority in your state of residence.

Perspectives on Wilmington College

Quaker History and Heritage

Wilmington College was founded in 1870 by members of the Religious Society of Friends (Quakers). This affiliation continues today. The members of the Board of Trustees, the college’s governing body, are selected by the Wilmington Yearly Meeting of the Religious Society of Friends. In addition, Wilmington Yearly Meeting offices are located on campus in the Kelly Religious Center, named after Thomas R. Kelly, an alumnus and prominent Quaker writer.

The first College building, College Hall, was built in 1866, as the site of Franklin College, a non-sectarian institution which went out of existence in 1869. The building was sold to the Quakers in 1870, marking the birth of Wilmington College.

Through the years Wilmington College has grown from that small beginning to its present status as one of Ohio’s respected private, liberal arts colleges. Here learning is combined with practical application, values are as important as facts, and students and faculty regard each other as persons, not names and numbers.

Quaker traditions are important to the Wilmington campus atmosphere. Their influence is felt in the personal working relationships among members of the College community and in the concern for each individual. Students, faculty, administration, and staff are addressed by names rather than titles. This reflects Quaker values of mutuality and equality.

Decisions at Wilmington College are not reached by voting. Rather, the group seeks for a plan of action upon which all can unite. This approach to problem solving, based on consensus, reflects a Quaker approach to business and can be seen operating in almost any group meeting on campus, from the trustees to faculty-staff meetings to small informal committees. Many student groups also follow this way of decision-making.

College programs on and off campus also reflect Quaker traditions and concerns. Friends have founded 12 liberal arts colleges in the United States. Historically, Friends have been concerned with careers involving practical skills, such as agriculture and carpentry. The Wilmington combination of liberal arts and career preparation reflects Quaker interests in education.

Since the founding of the Religious Society of Friends in 17th century England, Friends have worked to end war and create a world of peace. The Peace Testimony continues to be a central witness of Quakerism. It is made visible at Wilmington College with the Peace Studies program, the annual Westheimer Peace Symposium, and the Peace Resource Center, which attracts scholars and visitors from around the world. The Center houses extensive materials on the atomic bombings of World War II. Its Hiroshima-Nagasaki Collection, related to the bombings of those cities, is the largest collection of this kind outside of Japan.

Quakers also have a long-standing interest in international education and international relations. The College academic program reflects this international emphasis in the general education program. International students from many different countries also reflect the hope that Wilmington College will help students develop a fuller understanding of world cultures and world issues.

Setting of Main Campus

Clinton County is a rural county, halfway between Cincinnati and Columbus. It offers the quiet serenity of its immediate environment coupled with urban excitement and cultural opportunities less than an hour's drive either north to Columbus or south to Cincinnati.

The city of Wilmington, the county seat, has a population of 12,000. It is home to numerous small industries, a public library, an historical society and museum, a five-screen movie theatre, numerous churches, and the usual business establishments associated with a thriving rural community.

The College's is located less than half a mile east of the center of town. The College also owns, maintains, and utilizes a farm adjacent to campus to enhance and support the agriculture program and other related departments.

The main campus features 80 contiguous acres as the central location for most academic, residential, administrative and athletic facilities and another 1,248 acres of farmland associated with the College's academic program in agriculture. The main campus includes 12 academic buildings, eight residential facilities and seven other buildings for administration, student life, maintenance and other uses.

Campus Visit and Admission Meeting

Prospective students are encouraged to visit the Wilmington College campus sometime during the admission process to learn more about the academic programs as well as student life. Visits may be scheduled between 8:30 a.m.-11:30 a.m. and 1:30 p.m.-3:30 p.m. on weekdays; and on Saturday at 10:00 a.m. during the school year. The Office of Admission is located on the first floor of College Hall. Please let the College know of your visit at least one week in advance by scheduling via the website at Wilmington.edu.

Wilmington College Policies

Governing Catalog

Governing Catalog

Students must meet the requirements for the graduation as described in a single catalog. This is usually the catalog in effect when they enter Wilmington College as degree-seeking students. Students will not be required to fulfill changes in graduation requirements made after entering the College, but they may elect to do so if it is to their advantage. Students whose education programs at Wilmington College have been interrupted for more than one year will follow the requirements in effect at the time of their readmission to the College. Students may petition to the VPAA to follow requirements from their original governing catalog; refer to the policy on administrative appeal. Such petitions will be decided based on faculty and administrative input regarding the appropriateness and feasibility of completing former degree requirements.

Registration and Class Policies (pg. 30 in Undergraduate handbook)

All Students register for classes during the announced registration period., students plan a program study with approval of their advisor and then register using the Web-based registration system. Credit is not given for courses for which a student has not registered.

Schedule Changes (pg. 32 of undergraduate catalog)

Courses may be added, dropped, or changed during the designated Drop/Add Days with permission of the student's advisor. Students may drop or add courses using Web-based registration during the Drop/Add period. See academic standards appeals policies for late drop/add appeals.

Financial Aid Policy

Graduate students accepted into a degree program may apply for financial aid by contacting the Student Financial Services Office in the Student One Stop Center. Non-degree students are not eligible to apply for financial aid funds.

Financial Aid Application Process

All need-based financial aid is determined by the filing of the free application for Federal Student aid (FAFSA). This system ensures consistency and fairness in awarding financial aid to students with genuine need regardless of race, color, creed, sex, or national origin. Because funds are limited, early application (as soon as October 1st as possible) is essential. The FAFSA may be completed electronically on the U.S. Department of Education's website www.studentaid.gov. A new student must be accepted as a degree seeking student to Wilmington College before financial aid can be offered can be determined. When a student's financial aid file is complete, the student one stop center will determine the student's eligibility for grants, work on-campus, and loans. A Financial aid offer notification is sent to the students' Wilmington College email account, if the student qualifies for financial aid.

Payment of Tuition and Fees

Three-month, four-month, and five-month payment plans are available. Students are encouraged to contact the financial aid office to schedule an appointment. For more information contact the bursar's office at 937-481-2413.

Refunds (Add the refund policy from pg. 22 of undergraduate hb)

Schedule Changes:

Main Campus refund policy for dropping a class but not a complete withdrawal: (This policy applies to those students registered for less than 12 or more than 18 hours)

Drop Date	Tuition Refunded	Room/Meal Plan Refunded
During Drop/Add	100%	100%
After D/A to 14 days	75%	0%
From 15 to 28 days	25% After 28 days	0%

Withdrawal or Leave of Absence from Wilmington College

Students who withdraw, take a leave of absence, or stop attending all classes at Wilmington College will receive refunds for tuition and room according to the following schedule:

From the first day of class up to and including the fifth day of class	100% refund
From the sixth day of class up to 10% period of time (calendar days)	90% refund
After 10% and up to 20% period of time (calendar days)	80% refund
After 20% and up to 30% period of time (calendar days)	70% refund
After 30% and up to 40% period of time (calendar time)	60% refund
After 40% and up to 50% period of time (calendar days)	50% refund
After 50% and up to 60% period of time (calendar days)	40% refund
After 60% period of time (calendar days)	No refund

Students who withdraw before the 60% period of time will have a percentage of their financial aid returned by the school and possibly by the student to the appropriate programs(s). The amount of Title IV aid (other than Federal Work Study) to be returned is equal to the total Title IV aid that was disbursed for the semester multiplied by the percentage of the term not attended.

If a portion of a refund remains after returning funds to the appropriate program(s) from which the student received assistance or if the student owes a repayment of non-institutional funds and if there are unpaid charges owed to Wilmington College, the College will automatically credit the student account with this remaining refund amount.

Academic Policies and Regulations

Wilmington College reserves the right to modify the schedule of tuition and fees; cancel, reschedule, or amend any course or degree program; or amend any policy applicable to the graduate programs.

Voluntary Student Withdrawal and Leaves of Absence

Withdrawal

Main campus students who find it necessary to withdraw from the College are considered officially withdrawn only after they have completed the withdrawal process. In order to withdraw, students must complete a withdrawal form, an exit survey and meet with the Program Director or VPAA. Students interested in withdrawing from the college should contact the Office of Academic Affairs for further information. Withdrawals after the final official drop day of any semester will result in failure of all classes unless unusual circumstances are judged to exist by the Graduate Committee.

Administrative Withdrawal

Main campus students who have not officially withdrawn at the end of a semester and have not registered for the following semester will be administratively withdrawn by the Office of Academic Records on the last drop/add day of the following semester. Main campus students who have registered for a semester and have not attended a single class by the end of the drop/add period without explanation will be administratively withdrawn by the Office of Academic Records and identified as "no show." Students on leave of absence who do not return to Wilmington College by the second semester of the leave of absence period (or for military leave by the end of seven years) will be administratively withdrawn by the Office of Academic Records at the end of the leave of absence period. Administratively withdrawn persons wishing to return to the College must apply for readmission. Students who stop attending classes but do not complete the withdrawal process will be administratively withdrawn by Academic Affairs and assigned a grade of "WF".

Leave of Absence

Students in academic good standing who intend to complete a Wilmington College degree, but who need to interrupt their studies for a period of one to two semesters because of a documented illness, financial circumstances, or other reasons must apply for a leave of absence. Students requesting a leave of absence from the college should contact the AVPAA in the Office of Academic Affairs for further information. An appeal for a leave of absence after the final official drop date may be approved if unusual circumstances are judged to exist the Graduate Committee. For financial aid purposes, a leave of absence is the same as a withdrawal from the college. While on a leave of absence, students will be notified of registration dates and class schedules for the following semester. Students who wish to return after a leave of absence will have to be formally readmitted through the Admission Office at Wilmington College.

Military Leave of Absence

Students with orders to report for military duty must apply for a military leave of absence by completing the form available from the AVPAA in the Office of Academic Affairs. Military leave of absence differs from leave of absence in that a student's studies may be interrupted for a period of seven (7) years.

Delivery of Academic Courses

Definition of Courses

Face to Face Courses

Wilmington College defines a Face-to-Face course as one which meets in a physical space on a regular weekly schedule. All students enrolled in a Face-to-Face course are expected to physically attend and participate in all class sessions.

Hybrid Flex Courses

In a Hybrid Flex course, you will have a scheduled day(s) each week where you will be required to meet in your scheduled classroom. You will also have assignments and other participation activities that must be completed and submitted electronically each week through the prescribed manner in Blackboard. Participation in the

scheduled live class sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

Hybrid Traditional Courses

In a Hybrid Traditional course, you will have scheduled day(s) where you will be required to meet in your scheduled classroom and other day(s) you will participate at the scheduled class time by attending the class live online via the platform specified in your course syllabus. You will have assignments which must be completed each week. Participation in the scheduled live classroom and corresponding synchronous sessions is required. Weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

Online Asynchronous Courses

An Online Asynchronous course does not have a set meeting time. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 12:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

Online Synchronous Courses

An Online Synchronous course will require that you attend the live online synchronous sessions during the scheduled meeting times indicated in your course schedule and in the course syllabus. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 12:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

Minimum Technology Requirements for Students

Access to a computer with the following specifications are the minimum technology requirements in order to be able to perform successfully in a hybrid or online learning environment, as well as in many courses offered face to face. Some academic programs may require additional software. Device Types · Laptops, desktops running Microsoft Windows or Apple macOS are recommended as your primary device · Tablets running Windows may be acceptable if it meets requirements below

- Google Chromebook devices are not recommended as your primary device
- Devices running Android, Apple iOS (iPhone/iPad) or other operating systems are not recommended as your primary device

Operating system Windows OS: Windows 10 or 11 macOS: One of the three most recent versions of macOS
Computer and Processor Windows OS: 1.6 GHz or faster, 2-core or greater. 2 GHz or greater recommended for video calls

macOS: Intel processor or Apple M-series of processors (M1, M2...)

Memory Windows OS: 4 GB RAM or greater

macOS: 4 GB RAM or greater

Hard disk Windows OS: 10 GB of available disk space or greater macOS: 10 GB of available disk space or greater

Display Windows OS: 1280 x 768 screen resolution or greater

macOS: 1280 x 800 screen resolution or greater

Network Connectivity

Wi-Fi capable Browser Video calls

The current version of Microsoft Edge, Safari, or Chrome. Built in or USB Camera, speakers/headphones, and microphone.

If you do not have consistent access to a device with these specifications, please be sure to have that in place by the beginning of the semester.

If you have questions regarding these minimum technology requirement specifications, please contact helpdesk@wilmington.edu. Considering the possibility of future interruptions to our face-to-face learning together, continuing, and new students should also check on the status of internet at home and be prepared to address any deficiencies.

Course Credits are Expressed in Semester Hours of Credit

The college follows ODHE guidelines for graduate credit course load which can be referenced in (Cite the handbook)

Articulation Agreements

Wilmington College offers a variety of programs and transfer credits through special agreements with other institutions. For information about specific programs contact the Office of Academic Affairs.

Academic Load

Students must be registered for 6 or more graduate credits each semester to be considered full-time students. Audit or undergraduate credits do not count toward full-time status.

AP Credit Policy for Graduate Programs

If a college transcript demonstrates evidence that a student has received college credit for an AP course taken while in high school, that course can be accepted as a completed prerequisite for any graduate program at Wilmington College. If AP credit is not documented on a college transcript, students must provide an official copy of AP scores. Scores can be obtained by contacting the College Board at <https://apstudents.collegeboard.org/sending-scores/send-or-get-archived-scores>. Acceptable test scores for each approved course are available by contacting the Graduate Program Coordinator.

Course Numbering Sequence

Only students who have completed an undergraduate degree may enroll in graduate courses. The level of courses is based on the following chart:

Course Number	Course Level
100-499	Undergraduate Courses

Course Number	Course Level
500-699	Graduate Courses

Grading System

Letter grades are the final basis for evaluation in all courses at Wilmington College.

Transfer Student Policy

Graduate level transfer credits from other institutions are not accepted at this time.

International Student Admission Procedures

Admission to Wilmington College is open to international students demonstrating high academic ability. The appropriate Committee on Admission will act upon an application when all admission documents have been received:

1. All graduate programs may accept international students. Prior to application, international applicants should review the program information in this catalog for program-specific requirements and contact Admissions for current information on the application process.
2. Applicants who have graduated from a non-U.S. college or university must submit acceptable evidence of U.S. degree and/or course equivalency. Applicants must have foreign transcripts evaluated by Foreign Credentials Service of America or World Education Services (WES). The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree. Fees associated with such evaluations are the responsibility of the student.
3. If your native language is not English and you do not have a degree from a regionally accredited U.S. college or university, you must have a minimum score on one of the following exams:
 - a. TOEFL, IBT = 80
 - b. IELTS = 6.5
 - c. ELS = Level 112
4. Financial Evidence of Support must be provided to obtain an I-20. Before an I-20 form will be issued, students must make satisfactory arrangements for the payment of the first year's expenses.

All necessary documents, including academic records, and proof of English language proficiency, must be received before an admission decision can be made.

Academic Integrity Policy

This policy is directly related to the first Testimony, which is part of the Student Code of Conduct, "I will practice personal and academic integrity." The College believes it is important that students develop high ethical and scholarly standards, accept responsibility for maintaining these standards, and encourage mutual trust and respect among all members of the academic community.

While affirming these standards of academic integrity, the College acknowledges that students do not always uphold those standards and thus there must be a clear and fair method of dealing with violations of that integrity. Community members who are willing to discourage academic misconduct not only help others assume a higher degree of personal integrity, but by assuming responsibility for the community's welfare also develop their own capabilities as responsible leaders. Faculty and students share the responsibility for creating an environment that encourages academic integrity.

Graduate Programs Academic Policy Procedure

Graduate academic policies will be reviewed and approved by the Graduate Committee.

The Graduate committee will follow the applicable/analogous approval patterns established for APC as outlined above (e.g deadlines, VPAA approval, faculty meeting approval, etc.).

The clerk of APC, the VPAA, the clerk of Assessment Committee and the Clerk of Standards and Appeals Committee serve on the Graduate Committee to ensure policies and procedures area aligned between undergraduate and graduate programs.

A faculty member from the Graduate Program serves as the Graduate Representative on the APC to provide assurance that policies and procedures are aligned between undergraduate and graduate programs.

A. Examinations

To assure an environment that discourages academic misconduct, the following guidelines have been established for examinations (including in-class, take-home, etc.):

1. Students should not attempt to obtain unauthorized early copies of examinations or to question clerical personnel about the content of future examinations.
2. Whenever space allows, sit in alternate seats or separate the chairs in the room.
3. Use no notes, papers, or books unless specified exceptions are made by the instructor.
4. Direct all questions to the instructor rather than to other students.
5. Come to the class equipped with pens, pencils, paper, and other materials so that borrowing or leaving the room during the examination will not be necessary.
6. Faculty members may choose to remain in the classroom, have someone else proctor the exam, or leave it un-proctored.
7. Students who knowingly permit another student to copy their answers in an examination may be charged with academic misconduct, along with the person who has cheated. Students who observe cheating during an examination should alert the faculty member as to what is going on. At that point, handling of the offense becomes the primary responsibility of the instructor, who must protect the rights of both the accused and the reporter. The faculty member should follow the procedures specified in Section C below.

Final Exam Policy (policy from faculty handbook)

Examinations must be given during the scheduled examination period at the end of each semester. A student may take a final at a different time only if an emergency situation or special circumstances at the time provide a need for a change. Students who think they have special reason to ask for a special examination should pick up a form at the Office of Academic Records, take it to the instructor for approval and have it countersigned by the Office of Academic Affairs/VPAA. No instructor is authorized to provide a special exam without this form.

Students scheduled to take three or more final examinations on one day may request to arrange their examination schedule, so no more than two exams occur on one day. Any student who wishes to reschedule a final examination for some other reason must file a written request on a form

EARLY OR LATE EXAMS: Prior to the scheduled exam period, the Academic Dean/Dean of Faculty and the instructor must give written approval on the Early/Late Exam form available in the Office of Academic Records and on WC portal.

Academic Integrity Policy

Students should consult the Student Handbook for policies regarding academic integrity issues including, but not limited to, guidelines for examinations, plagiarism, classroom behavior, and handling academic misconduct charges.

B. Plagiarism

Every scholarly activity depends on someone's previous work, and where credit for that work can be specifically given, it should be given. Most people would understandably resent their own ideas being used without acknowledgment. Writers should accord the same respect to others that they would consider fair for themselves.

To quote from Practical English Handbook (Watkins, Dillingham and Martin, 1978, 260): "Using others' words and ideas as if they were your own is a form of stealing called plagiarism." In academic or scholarly writing, plagiarism offends the community of learning as seriously as does cheating on an examination. Developing the habit of giving appropriate credit to others for their ideas is important not only in school but in all other professional and life situations. Following are some guidelines for avoiding plagiarism:

To quote Practical English Handbook again (260–262): "Even when you take only a phrase or a single unusual word from a passage, you should enclose it in quotation marks." You may quote words, phrases, clauses, sentences or even whole paragraphs. Generally, you should quote a sentence or a paragraph only when a writer has phrased something especially well and when you need to supply all the information given.

"In paraphrasing you are expressing the ideas of another writer in your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns and merely substitutes synonyms for the original words, nor does it retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the source...If the source has stated the idea more concisely than you can, you should quote, not paraphrase."

If you are in doubt about footnote form, quoting, or paraphrasing (stating another writer's idea in your own words—this kind of borrowing also requires a footnote), ask your instructor for information and a format. Most footnotes include at least the author's name; the title of the article, essay, story, etc.; the title of the book; the place of publication and publisher; the date of publication; and the page number. The general guideline is that the reader should be able to find, without much difficulty, the source and the page from which you extracted the idea or quotation.

Some instances of plagiarism are the result of ignorance rather than dishonesty. When plagiarism is encountered, the instructor should be sure that the student knows proper procedures for attributing ideas. However, when the infraction seems deliberate, the faculty member should follow the procedures specified in Section C below.

Artificial Intelligence

Using AI-generated text or images without proper citation is academic dishonesty. Wilmington College defines plagiarism as "submitting work done wholly or partly by another," and that remains true even if the other is an AI model and not another student or author of a published article.

C. Handling Academic Misconduct Charges

Faculty members will deal with cases of academic misconduct within five working days after discovering the offense. The goal is for faculty to confront academic integrity concerns, teach ethical behavior, and provide escalating consequences based on the severity and frequency of cases. Determination of academic misconduct, the severity of each case, and classroom consequences are the responsibility and purview of the Graduate Committee.

Minor Offense: Verbally address the matter with the student if possible and notify the Program Director. A minor offense will result in the student's name being recorded for future reference.

Moderate Offense: Verbally address the matter with the student if possible and notify the Program Director. Two minor offenses OR a case deemed so by the faculty member involved will be a moderate offense. The second stage will result in a letter in the student's permanent file and a discussion moderated by the Office of Academic Affairs. The letter will identify the offense and the sanction.

Major Offense: Verbally address the matter with the student if possible and notify the Program Director. A major offense is defined as two moderate offenses OR a case deemed so by the faculty member involved. The student will face the Graduate Committee and abide by their sanctions (typically disciplinary probation, loss of privileges, discretionary sanctions, suspension, dismissal).

See program specific handbooks for policies on probation, suspension and dismissal.

Academic Probation, Suspension, Withdrawal, & Suspension

See graduate program student handbooks for policies and procedures related to specific graduate programs.

Readmission after Suspension

Readmission is not automatic and depends on the student's circumstances as determined by the Graduate Committee. If readmission is granted, the student will be readmitted on probation.

Academic Appeals & Grievances

Students can appeal allegations to the Graduate Committee at any time. Because the VPAA hears appeals of the committee's decisions, the VPAA will not participate in these hearings.

Any student who has a grievance regarding assignment of grades or other issues related to classroom interaction and performance is advised to first meet with his/her instructor concerning the matter. If the difficulties are not resolved as a result of meeting with the relevant faculty member, the student is encouraged to contact the Program Director with the concern. If the problem is not resolved at this level, the issue may be brought to the Graduate Committee for resolution.

Students who wish to appeal a grade, after talking with the instructor and the Program Director, may complete the Wilmington College – Grade Appeal form which is available in the Office of Academic Records or on WC Portal.

Grade appeals must be submitted no later than 30 days from the posting of grades.

Students may appeal to the Graduate Committee to drop or add a class after the final drop or add date, change a grade, extend the final date to submit work for an incomplete grade, appeal a charge of academic misconduct. All appeals must be submitted to the Office of Academic Affairs in writing. Students may secure the petition to Academics Standards and Appeals from the Office of Academic Affairs, Office of Academic Records or on the WC Portal.

Students should complete the form giving particular attention to the rationale for the appeal while making sure to include pertinent facts. Supporting documents, such as syllabi, tests, papers, and statements from a physician or a professor, may be attached. Students should seek assistance from a Faculty member if necessary, particularly if the professor does not make the requested materials available. If in addition to the written appeal the student wishes to appear before the Graduate Committee, the student must notify the Office of Academic Affairs to arrange a time at the next available Graduate Committee meeting.

The Academic Standards and Appeals Committee may prohibit testimony that is irrelevant or redundant. It will consider all appeals in a timely manner and will notify students in writing after the conclusion of all deliberations.

Typically, a grade appeal takes a minimum of one month to cycle through the various offices where responses and signatures are required before the grade appeal can be presented to the Committee.

F. Administrative Appeals

Administrative appeals are reviewed and acted upon by the Chief Academic Officer in consultation with Faculty and, depending on the appeal, other administrators. Often, an administrative appeal is a request for variance in the general education requirements or an hour requirement for graduation. Administrative appeal forms are available in the Office of Academic Affairs, the Student One Stop Center, or the Office of Academic Records.

Student Services

Student Resource Center

The Student Resource Center, located in the Robinson Communications building and accessible online at <https://wcquakers.sharepoint.com/sites/WCHome/SitePages/Student-Resource-Center.aspx> offers interdisciplinary learning assistance through a variety of services to help students become more efficient and effective learners. All services, except credit courses, are free to Wilmington College students.

The services are:

1. Writing Center – drop-in or appointment service for help with writing papers.
2. Math Center – appointment service for assistance with research statistics.
3. Support for students with special learning needs.

Library Services

Watson Library provides an on-site library collection of over 100,000 items that includes reference sources, circulating books and government documents. The library subscribes to 400 magazines and journals as well as major state and national newspapers. Assistance is provided for locating, evaluating and utilizing library materials.

Through membership in OPAL (Ohio Private Academic Libraries) and OhioLINK (the statewide academic library system), the library provides access to over 7 million titles and numerous periodical and research databases.

College Archives and Quaker Collection maintains the archives of Wilmington College and the official records of the Wilmington Yearly Meeting and Ohio Valley Yearly Meeting. The 7000+ volume research collection includes materials on all aspects of Quaker history, philosophy and thought.

Career Services

Career Services

We help our students and alumni of Wilmington College to define a unique vision for their career and life, and connect them in multidimensional, personalized ways to the resources, people, organizations, and opportunities that will enable them to make that vision a reality. These developed skills are necessary to manage lifework planning through career education and career counseling services. The Office of Career Services is here to help students connect between their academic work and aligns to the world of work beyond the classroom. Whether you are thinking about internships, summer jobs, on/off-campus employment, work after graduation, or

graduate school, we are here to assist. All the services offered are geared towards the ultimate objective of being career ready and helping students find their unique place in the world and obtain meaningful employment. The primary goal of the office is to teach students and alumni the career readiness competencies they need to independently handle their life career planning. However, the office does not serve as a job placement agency for students/alumni but connects them to career/employment opportunities whether on campus or in the marketplace. Career Services defines career readiness as the attainment and demonstration of requisite competencies that broadly prepare college students for a successful transition into the workplace.

Career Readiness Competencies:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

Services:

- Career coaching/counseling (Variety of personal assessments, goal setting, career planning, graduate school)
- Career development workshops, webinars, and scheduled individual meetings in person, through Handshake or through digital meetings
- Resume
- Cover Letters
- Job Applications
- Interviewing ◦ LinkedIn
- Job Search Strategies
- Hidden Job Market
- Salary Negotiations
- Culture/Fit
- 60 Second Commercial (Elevator Speech)

Professionalism in the Workplace

- Portfolio Development

- Career Timeline Mapping
- 4-year Career Readiness Strategy
- Facilitated opportunities for students to connect with potential employers such as career fairs, and on campus recruiting events

Employment/internship listings are through HANDSHAKE:
<https://app.joinhandshake.com/>

Please visit the Career Service webpage <https://www.wilmington.edu/career-services/> for current internship policy, on-line resources, schedule of workshops, and on-line calendar. To schedule individual appointments schedule on HANDSHAKE on the career services website or call the office at 937-481-2299. Specific internship documents, internship postings and campus employment, job and internship postings can be found through HANDSHAKE as well.

Community Services

Community Services

The Center for Service & Civic Engagement (CSCE) was established in the fall of 2007 to further enhance the wide variety of service opportunities on and off campus available to students, faculty, and staff. The ServiceLearning program was founded in the fall of 1993 to promote ways for main campus students to perform meaningful service to their communities and to society, while engaging in reflection and/or study that relates to their academic discipline. The purpose of the Center for Service and Civic Engagement is:

1. To promote and coordinate community service and civic engagement activities for Wilmington College students, faculty, and staff.
2. To assist selected community social service agencies with the development and enhancement of volunteer and service-learning opportunities.
3. To promote and assist faculty in the integration of service into the curriculum.
4. To develop student, faculty, and staff incentives for service involvement.
5. To promote, recruit and select participants, design and facilitate the Community Service

Scholarship Program and the Midwest Campus Compact Citizen Scholars Program (M3C).

Volunteers serve in a variety of agencies including Cape May Retirement Community and The Clinton County Homeless Shelter. Service projects include: Adopt-A-Highway, Habitat for Humanity, the Athenian Tutoring Program, Clinton County Youth Council, Adopt-A-Grandparent, E.T.C. (Educational Theatre Company), Sugartree Ministries, Clinton County United Way, College Club, Wilmington Area Humane Society and Ohio Reads. To become involved in volunteer activities, contact the Center for Service and Civic Engagement.

Information Technology

Information Technology

Information Technology strives to ensure a reliable network infrastructure, a dependable computing environment, essential help-desk services, and comprehensive information delivery.

Main campus Students have access to the Internet using a wireless connection from their laptops and other portable devices. Wireless adapters will be provided at no cost for students with desktop computers. Wireless connectivity is available in every building on campus, and outdoor connectivity is available on a large portion of the main campus. The department also operates multiple computer labs throughout the campus.

Access to college computer resources revolves around a College computer account. Registered students and employees have accounts automatically created for them, ready to use upon their arrival at Wilmington College. The account includes access to college resources as well as Internet resources. Each account comes with a home directory for convenient storage of personal files and email. In addition, student accounts are provided with 300 pages of printing free of charge per semester. Additional pages may be purchased; however, most students are able to accommodate their printing needs within the allocation.

Central administrative processing is handled with a database developed by Jenzabar, Inc. for academic and business-related information processing. Faculty and staff access the system to corporately maintain information associated with the academic progress of students and business accounting for the institution. Student access to personal academic and financial information is part of the WCportal and wc@home resources as well as online registration and online applications for prospective students. * For online students, printing and wifi are not included.

Accessibility and Disability Services

Wilmington College provides accommodations and services for student with a variety of disabilities, including chronic illnesses, psychological, physical, medical, learning, and sensory disability amongst others. If you anticipate or experience barriers based on disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to contact:

Spencer Izor, Associate Vice President of Compliance – Title IX/ADA Coordinator at spencer.izor@wilmington.edu or 937-481-2365 or Nathan Flack, Academic Resource Manager at 937-481-2208 to learn more about the process and procedures for requesting accommodations, or by visiting College Hall Room 306a or the Robinson Communication Center, Room 103.

Religious Accommodations

Wilmington College strives for an inclusive climate and welcomes students from all backgrounds, faiths, and experiences. If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please make the professor aware of this immediately to determine if a reasonable accommodation is possible.

Diversity, Equity and Inclusion

Students with Disabilities

The office of Diversity, Equity and Inclusion provides advisement and counseling services for students of color. Retention and graduation of students of color is a primary focus of this office. Multicultural programs are designed, implemented and co-sponsored by this office.. i.e Martin Luther King Birthday Celebration. African American History Month and Women's History month. The director presents classroom seminars on various multicultural topics. The Director serves as a co-advisor of the Black Student Initiative (BSI) organization and participates as an active member of the Campus Life Committee. This Office assists in providing a comfortable and safe campus environment for students of color. All students are welcome to stop by and discuss concerns related to race, gender and participation in joint campus/ community activities.

Governing Catalog

Students must meet the requirements for graduation as described in a single catalog. This is usually the catalog in effect when they enter Wilmington College as Degree - seeking students. Students will not be required to fulfill changes in graduation requirements made after entering the College but they may elect to do so if it is to their advantage. Students whose education programs at Wilmington College have been interrupted for one year will follow the requirements in effect at the time of their readmission to the College. Students may petition to the VPAA to follow requirements from their original governing catalog. Such petitions will be decided based on the faculty and administrative input regarding the appropriateness and feasibility of completing former degree requirements.

Registration and Class Policies (Refer to Student Handbook)

All Students register for classes during the announced registration period. Students plan a program of study with approval of their advisors and then register using the web-based registration system. Credit is not given for courses for which a student did not register.

Schedule changes (Refer to Student Handbook)

Courses may be added, dropped or changed during the designated Drop/Add days with permission of the student advisor. Students may drop or add courses using the Web-based registration during the Drop/Add period.

Athletic Programs

Wilmington College is a member of the National Collegiate Athletic Association (NCAA) Division III and the Ohio Athletic Conference. The Athletic Department has intercollegiate programs in the following sports. Mens sports may consist of cross country, football, soccer, basketball, baseball, lacrosse, swimming, track, etc.. Women's sports may consist of soccer, lacrosse, volleyball, basketball, softball, tennis, cross country, swimming, track, etc. In addition to the intercollegiate athletics, the extensive intramural program is offered. Also, informal recreation and fitness activities are available in Hermann Court and the adjoining Quaker Recreation Center. The mission of the Athletic Department at Wilmington College is the formation of men and women into individuals who are intellectually, spiritually, socially, and morally mature. Toward this end, Wilmington College Athletic Department is committed to : 1. To uphold the educational goals of Wilmington College as stated in the official College Catalog. 2. To provide students with a value-oriented campus environment which affords them the opportunity to realize their full potentials as human beings.

To complement the academic goals of the College by recruiting promising student athletes, demanding of them a dedication to and pride in academic achievement, and providing them the opportunity and assistance to succeed. 4. To initiate, stimulate and improve intercollegiate athletic programs for student athletes and to promote and develop educational leadership, physical fitness, athletic excellence, and athletics participation as a recreational pursuit; 5. To provide the College and local communities with a successful, honorable, exciting and enjoyable athletic program by which dramatically demonstrates the ideals of leadership and commitment to excellence.

A graduate student may be eligible for sports; see program inside handbooks for eligible for participation in sports.

Student Life

Mission

The student life division has two primary missions: first, to support the academic mission of the College by fostering a community atmosphere that cultivates success while offering co-curricular opportunities that complement the classroom. Second, to implement programs to create experiences that promote student involvement, personal growth and development and integrity. We embrace the differences that make us individuals while celebrating the traditions that make us a community.

Houses

For those graduate students wishing to reside on campus, the Housing and Residence Life Office has set aside a limited number of units in the College Commons, a townhouse apartment-style facility on the southwest edge of campus. Additionally, graduate students are welcome to search for their own housing solutions.

Campus Safety

The mission of the Campus Safety Department is to provide for the safety of the members of the college community and the security of all its facilities. Campus safety is provided 24 hours a day 7 days a week including Holidays.

Student Activities

Clubs/ Organizations may be associated with specific graduate programs, such as the Student Occupational Therapy Association. Students are encouraged to attend theatre productions, vocal and instrumental music groups and intramural and intercollegiate athletics. Hermann Court athletic facilities and the Quaker Recreation Center are available to graduate students who pay the associated activity and recreation fees. There are facilities for racquetball, swimming, weight-training, walking/jogging, etc. There is a fitness trail and nature trail in the Arboretum.

Religious Opportunities

The As a Quaker institution, the College encourages active pursuit of spiritual and moral development. To that end, the College offers a wide range of opportunities to engage in various religious and spiritual activities. Students are welcome to start new organizations on campus, as needed, under the direction of the Campus Minister. The Campus Ministry Board is comprised of representatives from organizations on campus and coordinates efforts to plan campus religious programs.

Academic Support Services

Office of Academic Records

ACADEMICS RECORDS

Wilmington College recognizes its responsibility to protect students and former students against improper disclosure of information. The College will comply with all the applicable state and federal laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), that relate to the retention and disclosure of information about students and former students.

DEFINITIONS

Attendance includes in person, online, hybrid (both online and in person) or by the correspondence and the period during which an individual is working for the College under a work study program.

Education records are all records, files, documents and other materials, maintained in any medium, that contain information directly related to a student and are maintained by the College faculty, staff and/or its agents.

Education Records maintained by the College include:

Academic Records

Financial Records

Computer and network use records

Disciplinary Records

Employment Records

Security Records; and

Medical and Counseling records

Education records do not include the following:

Personal notes made by professors, teachers, staff or agents solely for his or her use that are not shared with anyone.

Records created and maintained by the College for purpose of compliance with the Clery Act;

Employment records of a student whose employment is not contingent on the fact that he or she is a student;

Alumni records containing information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student; and

Applications for admission until an applicant has been officially accepted to and registers at the College.

Final Results include the name of the alleged student perpetrator, the violation(s) committed (policies violated and essential supporting findings) and the sanction imposed (disciplinary action taken, date and duration)

A **school official** is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including College Security personnel and health and counseling staff), a person or company with whom the College has contracted (such as an attorney, auditor, Financial aid processing agent or collection agent); a person serving on the Board or a grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the College.

Personally identifiable information is any information which can be used by itself or in combination with other information, to identify an individual. Examples include name, address, telephone number, social security number, student identification number, photos or fingerprints.

Disclosure of personally identifiable information in Education Records

With Consent

The College will not disclose personally identifiable information contained in a student's education records without prior written consent, except as authorized by applicable state or federal law. Federal law prohibits the disclosure of personally identifiable information from educational records to a third party without written consent from the student who is at least 18 years old, or written consent from their parent or guardian if the student is a minor. New students may sign a consent form when they are admitted to the College that allows them to consent to the release of educational records of their choosing to certain individuals (e.g., parents). Students can change their consent form at any time by visiting Academic Affairs in College Hall 202.

Without Consent

In addition to directory information, the College will disclose personally identifiable information contained in a student's education records without prior written consent to:

- School officials with a legitimate educational interest;
- Authorized agents of the state or federal government in connection with an audit or evaluation of federally or state supported programs;

- Authorized agents in connection with financial aid for which the student has applied or which the student has received;
- Accrediting organizations in order to carry out their accrediting functions;
- To comply with a lawfully issued court order or subpoena (the College will make reasonable efforts to notify the student prior to compliance with the subpoena) ;
- To appropriate persons in relation to a health and safety emergency, as specifically determined by the College, in accordance with FERPA; To an alleged victim, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non–forcible sexual offense. The disclosure will be made regardless of whether the alleged perpetrator was found to have violated any College policy with respect to the alleged crime or offense;
- To third parties, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non–forcible sexual offense, only when the alleged perpetrator has been found to have violated any College policy with respect to the alleged crime or offense;
- To comply with a court order obtained under the USA Patriot Act for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student;
- To disclose to a student’s parent information regarding any violation of law or of College rule or policy as to alcohol or use or possession of other drugs, if the student is under age 21 at the time of the disclosure and the College determines that such alcohol/drug use or possession constitutes a disciplinary violation;
- To disclose information provided to the College under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section; and
- To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M non–immigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA Patriot Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h). Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.
- To the National Student Clearinghouse to function as the College’s agent in matters including but not limited to:
 - FLEP loan deferment;
 - Reporting enrollment to the NSLDS and other related enrollment and degree verification services.

Directory Information

Directory information will be disclosed by the College without prior written consent. Students may direct the College not to disclose their directory information by notifying the Office of the Registrar in writing, within two weeks of the first day of the fall term. Requests to withhold directory information will remain in effect until rescinded in writing by the student. (Reference our online FERPA policy: second paragraph)

At Wilmington College, directory information may include the following:

- Student name;

- Home and local address and telephone numbers;
- Major fields of study and College of enrollment;
- Degrees, honors, awards, and dates received;
- Teaching certificates/licensures received; • Class (year of study);
- Dates of attendance;
- Most recent institution previously attended;
- Previous degrees earned and granting institutions;
- Participation in officially recognized activities and sports;
- Height and weight of members of athletic teams;
- Enrollment status (enrolled, withdrawn, full or part-time);
- Date of birth;
- Student email address; and, student photo

Records of Disclosures

The College shall maintain within the student's education records a record for each disclosure request and each disclosure, except for the following:

- Disclosures to the student;
- Disclosures pursuant to student's written consent;
- Disclosures to school officials with a legitimate educational interest;
- Disclosures in order to comply with a lawfully issued court order or subpoena;
- Disclosures to comply with a court order obtained under the USA Patriot Act;
- Directory information.

Destruction of Records

Nothing in this policy requires the continued maintenance of any student record for any particular length of time. If, under the terms of this policy, an individual has requested access to a student's education record, the record will not be destroyed before the custodian has determined whether and to what extent access is permitted.

STUDENTS' RIGHTS WITH RESPECT TO EDUCATION RECORDS

Inspection

A student has the right, upon written request, to review the materials that are contained in the student's education records, except:

- Financial information submitted by the student's parents;
- Confidential letters and recommendations associated with admission, application for employment or receipt of an honor or honorary recognition to which the student has waived the rights of inspection and review;
- Education records containing information about more than one student, in which case the College will only permit access to that part of the record pertaining to the inquiring student.

Students wishing to review their educational records, excluding the records identified above, must make a written request to the Office of Academic Affairs or the Office of Student Affairs the appropriate office will make the requested records available within forty-five (45) days of the receipt of the request. Unless the student has an outstanding financial indebtedness to the College, copies of the records can be made at the student's expense at prevailing institutional rates.

Amendment

Students who believe their education records contain information that is inaccurate, misleading or otherwise in violation of their privacy or other rights may request an amendment of the records. Students wishing to amend their records should submit a request for the amendment in writing to the Office of Academic Affairs. The request should clearly identify what records the student wants to amend and the reasons supporting the amendment. Within a reasonable amount of time, the Office of Academic Affairs will notify students of the decision regarding their request. If the education record is not amended pursuant to the student's request, the Office of Academic Affairs will inform the student of the student's right to request a formal hearing.

Formal Hearing

A request for a formal hearing must be made in writing to the Associate Vice President for Retention and Academic Success or the Vice President Chief Student Affairs Officer and Dean of Students, who, within a reasonable period will inform the student of the time, date and place of the hearing. A student may present relevant evidence to the issues raised and may be assisted by any person of their choice.

The panel for the hearing will consist of the Associate Vice President for Retention and Academic Success and the Vice President, Chief Academic Officer/Dean of Faculty, Vice President, Chief Student Affairs Officer/Dean of Students. In the event that one of these individuals is the party alleged to be responsible for the disputed contents of the record, the President will appoint an alternate member to the panel.

The panel shall base its decision only upon the evidence presented at the hearing. Panel decisions are considered final and will consist of a written statement summarizing the evidence presented, the findings of the panel, and its decision. The written statement will be delivered to all parties concerned.

If the decision is in favor of the student, the education records will be amended according to the decision of the panel. If the panel finds against the student, the student has the right to place a statement commenting on the information in the record and that the student disagrees with the panel. The statement will be maintained as part of the student's education records and released whenever those records are disclosed. Any student who believes that the adjudication of the student's request for amendment was unfair or not in keeping with the provisions of FERPA may make a written request for the assistance of the President of the College. In addition, students who believe the College is not in compliance with FERPA may file a complaint with the:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue

SW Washington, DC 20202-5920

Addendum

Academic Misconduct - October 2024

Appendix 1.18: Handling Academic Misconduct

ACADEMIC CODE OF CONDUCT

This policy is directly related to the first Testimony, which is part of the Student Code of Conduct. "I will practice personal and academic integrity." The initial responsibility for dealing with academic misconduct lies with the individual faculty member in whose classroom or course of study the offense occurs. The responsibility includes determination of the consequences for the offense. The goal is for faculty to confront cheating and plagiarism, to teach ethical behavior, and to provide an appropriate consequence based on the nature of the incident. Faculty are encouraged to explicitly address academic misconduct and its consequences in the course syllabus.

EXAMPLES OF ACADEMIC MISCONDUCT

A. Examination offenses include, but are not limited to, the following:

1. Taking unauthorized materials into or out of the examination room.
2. Leaving the examination room without authorization before completing an examination.
3. Talking in the examination room without authorization.
4. Discussing the examination outside the examination room during the course of the examination.
5. Attempting to observe the work of another student.
6. Taking an examination for another person or permitting someone else to do so.
7. Collaborating improperly by discussion, joint research, or joint effort in any way expressly prohibited by the instructor. This includes using a cell phone or other device to access information from another source or another student.
8. Improper knowledge of contents of an examination – No student shall knowingly acquire unauthorized knowledge of an examination or any part of an examination, or solicit, offer, or give information about any part of an examination.

B. Student work offenses include, but are not limited to, the following, which are expressly prohibited in the absence of prior written approval of the instructor or instructors involved:

1. Resubmission of work – Submitting work which has been previously submitted for credit.
2. Plagiarism – Submitting work done wholly or partly by another, including the unattributed copying of all or parts of a published work or internet document. Using generative Artificial Intelligence (AI) sources to produce work (when not expressly permitted) is also a form of plagiarism. Some instances of plagiarism are the result of ignorance rather than dishonesty. When plagiarism is encountered, the instructor should be sure that the student knows proper procedures for attributing content.
3. Prohibited sources – Consulting material or persons contrary to the directions of the instructor.
4. Improper collaboration – Engaging in any discussion, joint research, or joint effort of any kind expressly prohibited by the instructor.
5. Deception – Misrepresenting the authenticity of sources, citations, or principles in any written work.
6. Sharing work – Students who share their work with others are responsible for how that work is used. For example, if a student shares a paper with another student to help him or her understand an assignment, and that student submits the work as their own, the author of the paper shares responsibility for the plagiarism committed by the other student.

D. Other misconduct – Engaging in any other improper conduct as specified by the instructor.

E. Lying – deliberately providing false information relevant to academic matters, such as misrepresenting the inability to take an examination because of illness.

F. Disruptive or disrespectful classroom behavior – causing a disturbance in the classroom, interrupting instruction, speaking rudely or threatening students or faculty.

GUIDELINES FOR HANDLING ACADEMIC OFFENSES

1. Confront the student within ten working days of knowledge of the incident when the college is in session, or within the ten days of the start of the next semester.
2. Determine if the offense is substantiated. Also, determine if the offense falls under the "plagiarism" category (defined under B.2 above) or not.
3. Document incident and consequence in writing (letter or email) and send to student. Ideally, the course syllabus should provide a statement related to academic misconduct and its consequences.
4. Submit a copy of the letter or email sent to student to Associate Vice President for Academic Affairs (AVPAA). If the offense is deemed to fall under the "plagiarism" category, then explicitly indicate this in the letter/email. The faculty member may email the student or send a letter to the student's campus or home address. The Office of Academic Affairs will maintain a copy of this letter in the student's file for reference should additional incidents of academic misconduct occur.

If the offense is deemed to fall under the "plagiarism" category (defined under B.2 above), then proceed to steps 8–10 below. If it is not deemed "plagiarism", then proceed with steps 5–7 below.

5. The Associate Vice President for Academic Affairs will meet with the student and review the Academic Misconduct Policy. If the student has no prior incidence of academic misconduct, no further action will be taken.
6. If the student has committed a prior offense, the student must appear before the Academic Standards and Appeals Committee (ASA). The student may also be required to appear before the committee if the faculty member and the Associate Vice President for Academic Affairs determine the offense is serious enough to warrant additional review.
7. Any additional consequences will be determined by the ASA. Consequences could include academic probation, ineligibility for academic honors, or suspension.
8. For a first violation of the "plagiarism" type, the instructor will decide if this violation is of a minor or major type. This determination is up to the instructor's discretion. If the plagiarism violation is "minor", then the instructor will abstain from grading the assignment and ask the student to redo and resubmit it in their own words/work. Once resubmitted, the assignment will be graded. If a student refuses to redo the assignment or does not complete it in the allowed time, then the instructor is free to give the student a zero for the work.

If the plagiarism violation is deemed "major", then the violation will be treated per the instructions in step 9 below.

9. For a second infraction of plagiarism, or for a "major" plagiarism violation, the student must take and pass the Plagiarism Workshop, which is an approximately 4-hour, non-credit-bearing course. For a second infraction or a major infraction, the grade for the assignment will be at the instructor's discretion.
10. If a student does not pass the Plagiarism Workshop course within the designated time period, or has additional infractions of Academic Misconduct, then those offenses would be directed to the process outlined in steps 6 and 7 above (referral to the Academic Standards and Appeals Committee).

STUDENT APPEAL PROCESS

If a student wishes to appeal the charge of academic misconduct and/or the sanctions for the offense, he/she may do so in writing within five (5) school days of receipt of the letter or email from the faculty member.

Students should send their appeal in writing (letter or email) to the Associate Vice President for Academic Affairs. A hearing will be set in front of the Academic Standards and Appeals Committee in as timely a manner as possible.

Students who appear before the committee on appeal may be assisted by a support person, who may be any member of the college community or a parent. Students are responsible for presenting their own case; however, the support person is permitted to speak and should assist the student in understanding the academic appeals process. Hearings will be confidential. Admission of any person to the hearing who is not a support person, or a witness shall be at the discretion of the Committee. The Committee may restrict testimony that is irrelevant or redundant.

Pertinent records, exhibits, and written statements may be accepted as evidence at the discretion of the Committee. There shall be a single verbatim record, such as an audio recording of all hearings before the Committee. The appealing student shall have access to a record of the hearing. All recordings are destroyed either after appeals are completed or after the time allotted for appeals has passed.

After the hearing, the Committee shall determine (by consensus) whether the level of academic offense and/or the sanctions should be decreased. Review of the level of academic offense and/or sanctions may not result in a more severe level of offense or sanction. The Committee may render its decision without deference to the faculty member's initial determination.

Students who are required to appear before the Academic Standards and Appeals Committee due to a second offense (or a serious first offense) may also appeal the committee's decision to the Vice President for Academic Affairs (VPAA)/Dean of the Faculty under the circumstances outlined below.

FINAL REVIEW

Final appeals may be made to the Vice President for Academic Affairs/Dean of the Faculty within five (5) school days of the decision of the Academic Standards and Appeals Committee. An appeal to the VPAA/Dean of the Faculty is only appropriate under at least one of the following conditions:

- The original hearing was not conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures.
- The decision was not based on substantial evidence.
- The sanction imposed was not appropriate for the violation.
- There is new evidence that was not presented at the original hearing.

Appendix 1.9: Syllabus Form

Faculty members at Wilmington College are not required to use any specific form for syllabus preparation. However, the following information must be included in all syllabi. A copy of your syllabi must be sent to the Office of Academic Affairs and your Area Coordinator each semester. A sample syllabus template is available on the Academic Affairs page of WC@ Home.

- Your name and contact information such as office #, office phone and e-mail address and office hours (minimum of 5 hours per week should be posted and observed per Faculty handbook).
- The course number, credit hours and section number for the course.
- Course description from the catalog with prerequisites and infused skill(s), if applicable.

- Semester and year of course.
 - Course location (building and room number) and time.*
 - Course Goals and Objectives/Learning Outcomes.
 - Skills statement, including how the skill will be taught, practiced, and assessed. Current infused skills policies and guidelines may be obtained from the appropriate skills director.
 - Tentative course schedule and assignments.
 - Statement that says that a minimum of two hours of out-of-class student work is expected for each hour of in-class time for traditional face-to-face course format. For online and hybrid courses, the combination of face-to-face time and out-of-class work should be equal to 3 hours per credit hour per week.
 - Basis for assigning grades in the course. Grading policy must include your use or non-use of +/- grades in the course as well as how infused skills will be assessed, if applicable.
 - Instructor's penalty for academic misconduct, as well as this statement: "See the current Student Handbook for the college's Academic Integrity policies as they pertain to examinations, plagiarism, classroom behavior, and the process for handling academic misconduct charges."
 - Instructor's policy for the use of generative artificial intelligence (AI) in the course. Instructors have discretion as to when/how students may use AI in coursework. The statement in the syllabus can be general (e.g., "The use of generative AI is prohibited except where expressly allowed in assignment instructions.") or as detailed as needed.
- (Consider a cell phone/texting policy.)
- Instructor's attendance/absence policy, as well as this statement: "See the current Student Handbook for the college's Attendance policy especially as it pertains to excused absences."
 - Textbook and other required materials.
 - Final examination date and time (required to meet during assigned final examination period even if some activity other than testing is planned per faculty handbook).*
 - A.D.A. statement: "Americans with Disabilities Act: If you have a documented disability that requires accommodation, contact the Disability Services Director, 937-481-2444, Robinson Communications Center Room 114".
 - Optional: college mission and/or relationship of course to the mission.
- *Not required for online courses.



Directory

Graduate Faculty, Administration, and Staff

Faculty

Erin Bales, Assistant Professor of Occupational Therapy
A.S., Southern State Community College; B.S., The Ohio State University; O.T.D., Rocky Mountain University of Health Professions

Logan Fields, Assistant Professor of Occupational Therapy
B.S., Shawnee State University; M.O.T., Shawnee State University

Emily Francisco, Professor of Occupational Therapy
B.S., Ashland University; M.O.T., Radford University; O.T.D., Shawnee State University

Tiffany Lester, Assistant Professor of Occupational Therapy, Occupational Therapy Program Director
B.S., Eastern Michigan University; O.T.D., Rocky Mountain University of Health Professionals

Daniel Noel, Assistant Professor, Masters of Organizational Leadership, Ph.D, Regent University, M. Ed, Educational Technology, Wright State University, M.Ed Community Counseling, University of Tennessee at Chattanooga, B.A., Psychology, Lee University

Jennifer L. Walker, Associate Professor of Athletic Training, Clinical Education Coordinator
B.S., Wilmington College; M.A., The Ohio State University

Adjunct Faculty

Charles T. Dick, Associate Professor of Accounting
B.S.B.A., Xavier University; M.Ed., University of Cincinnati; M.B.A., Xavier University; Ed.D., University of Cincinnati

Merle Heckman, (Adjunct) M.A., Liberty University; M.B.A., Keller Graduate School of Management; M.P.A., Keller Graduate School of Management; Ed.D., University of Cincinnati

Brenda Kraner, (Adjunct) B.A., Otterbein University; M.A., Wright State University; M.Ed., Wright State University; Ph.D., The Ohio State University

Nadia A. Lampton, (Adjunct) B.A., Hillsdale College; J.D., University of Dayton School of Law

Nina Talley, B.S., (Adjunct) Bowling Green State University; M.S.M., Indiana Wesleyan University; D.M., University of Phoenix

Administration

Erin Bales, Assistant Professor of Occupational Therapy A.S.G.S., Southern State Community College; B.S., The Ohio State University; O.T.D., Rocky Mountain University of Health Professions

Daniel Noel, Assistant Professor, Masters of Organizational Leadership, Ph.D, Regent University, M. Ed, Educational Technology, Wright State University, M.Ed Community Counseling, University of Tennessee at Chattanooga, B.A., Psychology, Lee University

Graduate Committee

J. Wynn Alexander, Interim Vice President, Chief Academic Officer/Dean of the Faculty
B.A., Hendrix College; M.F.A., Southern Illinois University

Erin Bales, Assistant Professor of Occupational Therapy
A.S.G.S., Southern State Community College; B.S., The Ohio State University; O.T.D., Rocky Mountain University of Health Professions

Jane Bogan, Associate Professor of Education (Clerk of Assessment)
B.S., Bowling Green State University; M.Ed., Ph.D., University of Virginia

Michael Goldcamp, Professor of Chemistry (Clerk of Academic Policies Committee)
B.S., Ph.D., University of Cincinnati

Clerk of Academic Standards

and Appeals

Daniel Noel, Assistant Professor, Masters of Organizational Leadership, Ph.D., Regent University, M. Ed, Educational Technology, Wright State University, M.Ed. Community Counseling, University of Tennessee at Chattanooga, B.A., Psychology, Lee University

Office of Academic Affairs

J Wynn Alexander, (1986) VP Academic Affairs and Dean of Faculty

Coreen H. Cockerill, (2008), President of Wilmington College, Professor of Communication Arts and Agriculture
B.S., M.S., Ph.D., The Ohio State University.

Anna Adrian, (2024) Assistant to Academic Affairs

Sonja Wilkins, (2021), Assistant to Vice President, Chief Academic Officer/Dean of Faculty and Academic Affairs Office Manager

Office of Academic Records

Pamela Baessler, (1987–1996, 1998), Assistant Registrar
B.A., Wilmington College.

Anna Burns, (2003) Academic Records Specialist

Sue Hutchens, (1989–1996, 2016), Registrar
B.S., University of North Dakota.

Erin E. Sheeley, (2021), Administrative Assistant
A.S., Southern State Community College, BA Wilmington College

Harcum Art Gallery

The Harcum Art Gallery is open to the public during posted hours of operation.

Library

Lee A. Bowman, (2006), Cataloger/Reference Librarian

B.A., Cumberland College; M.A.Th., Bethany Theological Seminary, M.A., M.A.L.I.S., University of Wisconsin.

Kathern Hatfield, (1992), Library Collections and Technical Services Manager

Elizabeth House, (2020), Head Reference & Instruction Services, Quaker Collection
B.A., Ohio Wesleyan University; M.L.I.S., Kent State University.

Kari Siders, (2024), Director of Watson Library

Peace Resource Center, Quaker Heritage Center

Tanya Maus, (2015), Director of the Peace Resource Center
B.A., University of Texas; M.A., Ph.D., University of Chicago.

Athletics

Briana Clark, (2023) Assistant Athletic Director

B.A., Brevard College; M.A. Arkansas State University

Michael Pagano, (2023) Director of Athletic Communications

B.A., Muskingham University; M.A., Messiah University

Kevin Burke, (2024) Associate Head Football Coach

B.A., Gettysburg College; M.A., State University of New York at Stony Brook

Brandon Farley, (2022) Assistant Football Coach

B.S., Concord University; M.B.A., Heidelberg University

Kevin Griffin, (2024) Assistant Football Coach

Jeremy Harris, (2024) Assistant Football Coach

B.A., New Mexico State University

Mark Murnyack, (2024) Assistant Football Coach/Defensive Coordinator

B.S., Juniata College

Moss– Head Women’s Basketball Coach

Barry Craddock, (2023) Head Men’s Baseball Coach

B.A., Wooster College; M.S., Ohio University

Daniel Moriarty, (2024) Head Men’s Lacrosse Coach

B.S., Adelphi University

Tristen Durr, (2019) Head Coach Track and Field

B.S., Heidelberg University

Joshua Cyrus, (2023) Assistant Coach Track and Field

B.S., Wilmington College

Braya Elsea, (2023) Assistant Volleyball Coach

B.A., Marietta College; M.A., Marietta College

Aly Wiseman, (2022) Head Volleyball Coach

B.S., Marietta College

Charity Shears, (2023) Assistant Women’s Basketball Coach

B.S., West Virginia State University; M.A., La Salle University

Shadrach Brausch, (2023) Strength and Conditioning Coach

B.S., Wilmington College; M.S., Liberty University

Megan Warren, (2023) Head Softball Coach

B.S., Defiance College; M.B.A., Defiance College

Jake Hyatt, (2024) Assistant Athletic Director Facilities and Operations

B.S., Wilmington College; M.A., Xavier University

Chyann Martin, (2024) Cheerleading Coach

B.S., Wilmington College; M.S., Indiana Wesleyan University

Chris Basford, (2022), Head Wrestling Coach
B.A., University of Nebraska; B.A., West Liberty University.

Cory Bucur, (2022), Head Men's Soccer Coach
B.A., M.A., Lake Erie College.

Ronald E. Combs, (1998), Head Coach Men's Track and Field, Head Coach Men and Women's Cross Country
B.A., Wilmington College.

Brian Dykhuizen, (2012), Head Athletic Trainer
B.S., University of Cincinnati; M.S., Iowa State University.

Nick Kinder, (2021), Head Women's Soccer Coach
B.A., Wilmington College

Jazzmine McGuire, (2021), Cheerleading Coach
A.B., Wilmington College

Micah Mills, (2015), Head Men's Basketball Coach
B.S., Ohio Valley University; M.S., Otterbein University.

Sydney Moss, (2022), Assistant Women's Basketball Coach
B.A., M.A., Thomas More University

Brandon Plyler, (2022), Assistant Football Coach
B.A., Concord University; M.B.A., Heidelberg University.

Alex Trevino, (2022), Assistant Men's Basketball Coach/Intramurals

Sophie Windover, (2021), Head Coach Women's Volleyball
B.S., Emmanuel College.

Business and Finance

Jacob Christman, (2023) Administrative Accounting Assistant

B.A., Wilmington College

Alison Wells, (2021), Sr Director of Financial Operations, Accountant/Accounts Payable Supervisor
B.S., Northern Illinois University.

Amy Robinson, (2023) Bursar

B.S., University of Phoenix

Abir Shepard, (2023) Assistant Bursar

B.A., University of Human and Social Sciences Tunisia

Sandra Briggs, (2023) Accounts Payable Lead

H.S., Troy High School

Heather Schneder, (2019), Campus Events Manager

B.S., Wilmington College.

Human Resources

Terron Cruey, (2023) Human Resource Director

B.A., University of Cincinnati; M.Ed., University of Cincinnati

Angela Imbronyev, (2023) Payroll and Benefits Coordinator

B.A., Mt St Joseph, M.A., Indiana Wesleyan University

Information Technology

Mary Beth Corcoran, (2010), Help Desk Manager

George Dimidik, (2018), Vice President of Information Technology

B.S. DeVry Institute of Technology.

Vinson Harcourt, (2012), Systems Analyst

B.S. Western Governors University.

Zachary Sizemore, (2020), Systems Technician

Kristin Zeller, (2012), Assistant Director of Information Technology
B.S., College of Mt. St. Joseph.

Clayton Snively, (2023) Desktop Technician

A.A., Southern State Community College

Corey Adams, (2023) Software Support Technician

Physical Plant

Jeremy Adkins, (2023) General Maintenance Technician

April Crank, (2019) Office Manager Physical Plant

B.A., Ohio Christian University

Cameron Phelps, (2023) General Maintenance Technician

B.A., Wilmington College

Michael Pyle, (2024) General Maintenance Technician

Brik Anderson, (2015), Assistant Groundskeeper
B.A., Wilmington College; B.S., Utah State University.

Dana Andrews, (1995), Groundskeeping Supervisor
B. S., Wright State.

Vince Duggins, (1991), Assistant Director Physical Plant

Randy L. Gerber, (2003), Director of the Physical Plant
B.S., The Ohio State University.

Bob Metcalf, (1988), Carpenter
B.S., Wilmington College.

Matthew Siders, (2016), HVAC/Plumbing Assistant
A.A.S., Southern State Community College.

Steven Smith, (2022), General Maintenance Technician

Enrollment Management

Christonia Fouch, (2013), Enrollment Operations Specialist
A.S., Southern State Community College; B.A., Wilmington College.

Danny Harp, (2013), Assistant Director of Admissions and Grad Recruiting
B.S., Johnson University.

Adam Lohrey, (2010), Vice President of Admission
B.S., The Ohio State University; M.A., University of Dayton.

Christina Murdock, (2018), Director of Enrollment Operations and Communication
B.A., Wilmington College.

Sandy Pierson, (2013), Administrative Assistant

Timothy Seals, (2023), Senior Admission Counselor,
B.A., Wilberforce.

Jenny Tower, (2016), Assistant Director of Admission and Agricultural Recruiting
B.S., Wilmington College.

Brooke Cline, (2024) Admissions Counselor

B.A., Wilmington College; M.Ed., Liberty University

William Greene, (2024) Admissions Counselor

B.S., University of Cincinnati

Public Relations

Randall F. Sarvis, (1995), Senior Director of Public Relations
B.S., Bowling Green State University.

Student One Stop Center

Heather Johns, (2022), Office manager House and Residence Life,

Laura Johnson, (2018), Associate Director Student One Stop
B.S., M.S.O.L., Mount St. Joseph.

Cheryl A. Louallen, (1991), Senior Director of Financial Aid and Student One Stop Center
B.A., Wilmington College.

Suzanne Harmon, (2024) Assistant Director of Financial Aid

B.A., Case Western Reserve University; M.A., Case Western Reserve University

Jerome Guerra, (2024), Financial Aid Counselor

B.A., St. Edwards University

Sonia Thompson, (2013), Associate Director of Student One Stop Center
B.S., Morehead State University.

Debbie Triance, (2013), Student One Stop Center Representative.

President's Office

Coreen Cockerill, (2008), President of Wilmington College
B.S., M.S., PhD., The Ohio State University

Leslie Nichols, (2008) Assistant to the Office of the President
B.A., The Ohio State University

Daniel McCamish, (2016), Director of Institutional Effectiveness
B.A., University of North Carolina–Asheville, M.A., Wilmington College

John McKiernan, (2022), Chief of Staff
B.S., University of Notre Dame; M.B.A., University of Scranton; J.D. University of Notre Dame Law School.

Student Affairs

Karen Heinrich, (2022), RN
A.S., Xavier University

Nicholas Hoover, (2018), Director of Housing & Residence Life
B.S., Wilmington College; M. Ed., Wright State University

Je'Taysia Johns, (2020), Administrative Assistant to the Vice President of Student Affairs
B.A., Wilmington College.

Ana Lopez, (2020), Mental Health Counselor
B.A., Wilmington College; M.Ed., Lindsey Wilson College.

Rayshawn Eastman, (2023) Associate VP of Student Affairs
B.A., Mt St Joseph; M.S., Miami University; M.B.A., Pittsburg State University; Ph.D., Miami University

Nancy McCormick, (2016), Campus Minister
B.A. Wilmington College.

Kazi McDowell, (2016), Director of Counseling
B.S., Ohio University, M. Ed., Lindsey Wilson College.

Charles "Chip" Murdock, (2000), Senior Director, Diversity and Inclusion, and Service and Civil Engagement
B.A., Oral Roberts University; M.M., Miami University.

Kristy Nicely, (2022), Supervisor of Mail Room

Kelly Siders, (2022), Director of Health Services
B.A. Shawnee State University.

Sigrid B. Solomon, (2007), Vice President for Student Affairs and Dean of Students/Title IX Coordinator
B.S., Cornell University; M.Ed., East Carolina University; Ed.D., Ashland University.

Anthony P. Wetherington, (2021), College Physician
B.S., Mount Saint Joseph; M.D., University of Cincinnati.

Isabelle Wonn, (2022), Diversity and Inclusion, Office Support Assistant

Wilmington College Board of Trustees

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Mark R. Policinski	Cincinnati, Ohio
*David L. Raizk	Wilmington, Ohio
Mary Ann Raizk	Wilmington, Ohio
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William P. Shaw	Sidney, Ohio
William Shoecraft	Wyoming, Ohio
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Daniel Smith-Christopher	Redondo Beach, California
Christine H. Snyder	Clarksville, Ohio
Marsha R. Snyder	Wilmington, Ohio
Dwight Spann-Wilson	Poughkeepsie, New York
*Peggy J. Sturdivant	Leitchfield, Kentucky
Tyrone C. Taylor	Laurel, Maryland
*James A. Terrell	New Vienna, Ohio
Lee B. Thomas Jr	Louisville, Kentucky
*Robert E. Touchton	Maineville, Ohio
*Richard L. Traa	Egg Harbor Township, New Jersey
*Timothy P. Trayer	Palmyra, Pennsylvania
Joe Volk	Arlington, Virginia
Franklin W. Wallin	Weaverville, North Carolina
*Starr D. Wheeler	Brick, New Jersey
*Alumni of Wilmington College	

Presidents of Wilmington College

Lewis A. Estes	1871-1874
Benjamin F. Trueblood	1874-1879
David Dennis	1879-1881
James B. Unthank	1881-1903
Albert J. Brown	1903-1912
Samuel H. Hodgins	1912-1915
J. Edwin Jay	1915-1927
Henry G. Williams	1927-1928
Beverly O. Skinner	1928-1931
Walter Collins	1932-1940
S. Arthur Watson	1940-1947
Samuel D. Marble	1947-1959
+*W. Brooke Morgan	1959-1960
James M. Read	1960-1969
+*W. Brooke Morgan	1969-1970
Robert E. Hinshaw	1971-1975
Robert E. Lucas	1975-1982
Neil Thorburn	1982-1995

Daniel A. DiBiasio	1995-2011
James M. Reynolds	2012-2020
+*Erika Goodwin	2020-2021
Trevor M. Bates	2021 - 2023
Coreen Cockerill	2023-2024

General Information

The Master of Science (MS) Program in Occupational Therapy (MSOT) focuses on preparing exceptional occupational therapy professionals that recognize and respond to the unique needs of rural communities with a focus on evidence and occupation-based practices that are client-centered. The MSOT program requires approximately 24 months of study to complete and is designed to graduate high quality, entry-level practitioners that can fill the need for therapists in the surrounding communities.

The program is committed to providing interactive teaching-learning experiences with an emphasis on rural health. All graduates of the program understand the unique healthcare needs of rural-dwelling citizens, as well as the social determinants of health contributing to rural resident's health and occupational wellbeing. Graduates become equipped to create innovative solutions to meet the occupational health needs of persons, groups, and populations while demonstrating value for others, seeking quality in all personal and professional endeavors, and consistently demonstrating personal and professional integrity and ethical characteristics in all interactions. Each graduate embraces lifelong learning and assumes accountability for their actions, future professional development, and expertise. The program promotes the maturation of adult learners and embraces the institution's core values of integrity, community, diversity, excellence, peace and social justice, respect for all persons, and service and civic engagement.

Prospective students can apply through the national Occupational Therapy Centralized Application Service (OT CAS). No GREs are required, and the program accepts up to 24 new students into a cohort each January. The program has been approved by the Ohio Department of Higher Education and the Higher Learning Commission and is the process of pursuing accreditation with the Accreditation Council of Occupational Therapy Education (ACOTE).

Program Mission

The mission of the Occupational Therapy Program at Wilmington College is to prepare exceptional occupational therapy professionals that recognize and respond to the unique needs of rural communities with a focus on evidence and occupation-based practices that are client-centered.

Program Vision

The vision of the Occupational Therapy Program at Wilmington College is to prepare innovative, community-driven leaders with an ability to educate, inspire, and problem solve for citizens in underserved rural areas.

MSOT Program Goals

Graduates of the Wilmington College OT Program will be able to:

1. Use critical reasoning to provide evidence-based occupational therapy services in a variety of service delivery models, health care settings, and community-based systems. These services include procedures related to screenings, referrals, assessments, goal setting, provision of quality interventions, discharge planning, and outcome assessments that foster continuous improvement efforts. All services will be provided following a client-centered, occupation-based, theoretical foundation process, with consideration of the underlying factors including, but not limited to culture and core values of AOTA and Wilmington College, and the contexts and temporal issues that influence an individual's ability to engage in meaningful occupational tasks and roles.

2. Clearly articulate, document, and apply professional principles and ethics, in the provision of care and to advocate for the client's needs, as well as the needs of the OT profession and society.
3. Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and to maintain, restore, or enhance function through compensation, adaptation, and the selection and application of appropriate therapeutic methods, environmental modifications, adaptive equipment, and assistive technologies to enhance meaningful occupational participation.
4. Within the guidelines of the OT profession, demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel, including fieldwork students.
5. Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, OT professionals, caregivers, and significant others to achieve the desired occupational therapy outcomes.
6. Continue to assume responsibility for personal and professional growth needed for professional and cultural competence, ethical practice, and life-long learning.
7. Demonstrate skill in critiquing and applying research evidence and a working competence in scientific inquiry, research methodology, and dissemination of knowledge, contributing to the validation and future development of occupational therapy theory and practice.
8. Advocate for individuals, populations, society, and the OT profession to ensure the promotion of wellness and access to quality preventive health care services. Work to discourage or counteract incidences of health care disparity.
9. Participate in the leadership, advocacy, and promotion of occupational therapy through membership and participation in professional organizations, government agencies, human service organizations, and community outreach.
10. Demonstrate professional behavior in all interactions and demonstrate caring values and attitudes consistent with the current Code of Ethics and Standards of Practice of the American Occupational Therapy Association, Inc., and its credentialing and regulatory agencies.
11. Demonstrate a proficiency in the use of advancing technology to advance OT practice, enhance proficiency and competence, and to support positive client-centered outcomes. Work to teach the use of appropriate technology, modifications, and adaptations that can enhance productivity and support engagement in meaningful occupations.
12. Develop the research skills to critique today's practice to better support tomorrow's needs. The outcomes for this ability include developing a research proposal, conducting a study, interpreting results, and discerning the implications for the OT profession. These skills contribute to the advancement of the OT profession's contribution to the client and society.

Admissions

Admission to the Program

Each year the MSOT Program at Wilmington College will accept and enroll up to 24 students. Applications are received on a rolling basis. Students are encouraged to apply for *Early Decision* admission by submitting their OTCAS application <https://otcas.liaisoncas.com/applicant-ux/#/login> by June 1st. Students are encouraged to

submit their OTCAS application for standard admission by October 1st. Applications will continue to be received and processed for admission after October 1st until all slots are filled. A student may apply for the program in OTCAS while completing prerequisite coursework.

The MSOT Admissions Team utilizes a calculation for admission based on items from the following categories:

Step 1 – Review of application materials.

1. Current cumulative GPA* (a bachelor's degree must be conferred prior to the program start date)
2. Current prerequisite GPA*

Completion of the following prerequisite courses with a C or better:

- Developmental Psychology (3 credit hours)
- Abnormal Psychology (3 credit hours)
- Medical Terminology (1–2 credit hours)
- Sociology or Anthropology (3 credit hours)
- Behavioral Health Elective (3 credit hours)

B or better in the following courses:

- Anatomy and Physiology I w/ lab (4 credit hours)
- Anatomy and Physiology II w/ lab (4 credit hours)
- Statistics (3 credit hours)

3. Two written references from professional individuals who can address work/school habits, ability to work well with others, and commitment to goals.*

4. Two completed Job Shadow Experience Forms.* <https://wordpress.wilmington.edu/wp-content/uploads/2023/08/Job-Shadowing-Form-1.pdf>

5. Signed Essential Functions Form – Minimal Technical Standards. https://wordpress.wilmington.edu/wp-content/uploads/2023/08/Final_OT-Minimum-Technical-Standards-1.pdf.

6. A current personal resume.

Step 2– Interview. Eligible students are invited for individual interviews utilizing established interview script and rubric.*

Step 3 – Final Scoring. All interview scores are averaged and added to the preliminary score.

Step 4– Offer. The student may receive an initial verbal offer followed by an official offer letter from Wilmington College Office of Admissions. A student's seat will be held for three weeks from date of written offer. Students will be required to make a non-refundable \$500 deposit to permanently hold their seat in the cohort. The \$500 deposit will be credited toward tuition in the first semester of the WC MSOT Program. Deposits will not be refunded to students who withdraw their held seat. A bachelor's degree must be conferred prior to enrollment in OT coursework.

Step 5 – Waitlist. Once all 24 seats are filled, applicants may be placed on a waiting list.

Additional Information:

Students who wish to be considered for exception from any of the admissions criteria outlined above must make a written statement to the admissions committee. Any exceptions to the admissions process will be made

on a case-by-case basis by the MSOT admissions committee after careful review.

A completed admissions application is only good from the year in which it is submitted. Individuals who do not receive admission to the program, and wish to re-apply, must submit a new application to be considered.

GRE is not required for admission

Transfer credits from another occupational therapy graduate program will not be accepted for the occupational therapy program.

*included in admission calculation

Program Costs

Required Deposit

All students accepted into the MSOT program will be required to make a \$500 deposit to secure and hold their "seat" in the cohort. This deposit will be placed towards the student's 1st semester tuition once the student begins classes in January. This fee is non-refundable should the student choose not to attend the Wilmington College MSOT program.

Tuition and Fees

2024/2025 Tuition

- 75 credit hours (\$875/credit hour) \$65,125.00

Fees

OT Lab (\$50/lab credit hour) \$850

- Health (\$125/year)* \$250
- Recreation (\$100/year)* \$200
- Technology (\$550/year)* \$1,100
- Tuition/Fees Total \$68,025

Other Required expenses

- State and National OT student Professional memberships (\$100/year) \$200
- Estimated textbook costs (\$500/semester) first 4 semesters \$2,000
- Drug Testing Service \$29
- Background Screening Service \$63

All amounts are estimates and subject to change at any time. Additional anticipated costs include: Living expenses, incidental expenses such as uniforms, vaccinations required for internships, and additional expenses incurred during fieldwork.

Required Technology

All students in the MSOT Program at Wilmington College are expected to come prepared with a laptop computer to use in classes. Maintenance of the laptop laptops is the student's responsibility and an expectation of the department.

Device Types

- Laptops running Microsoft Windows or Apple macOS are recommended as your primary device
- Tablets running Windows may be acceptable if it meets requirements below:

Operating system

Windows OS: Windows 10 or 11

macOS: One of the three most recent versions of macOS.

Computer and Processor

Windows OS: 1.6 GHz or faster, 2-core or greater. 2 GHz or greater recommended for video

macOS: Intel processor or Apple M-series of processors (m1, m2...)

Memory

Windows OS: 4 GB RAM or greater

macOS: 4 GB RAM or greater

Hard disk

Windows OS: 10 GB of available disk space or greater

macOS: 10 GB of available disk space or greater

Display

Windows OS: 1280 x 768 screen resolution or greater

macOS: 1280 x 800 screen resolution or greater

Network Connectivity

Wi-Fi capable

Browser

The current version of Microsoft Edge, Safari, or Chrome.

Additional Information

Health Requirements

All health requirements specific to the program can be found in the WC MSOT Student Handbook and the WC MSOT Student Fieldwork Handbook distributed to students at orientation.

In addition to meeting all health requirements, students in the Wilmington College Occupational Therapy Program will comply with completing a background check and drug screening process. Students must be successfully cleared through this process to continue in the program. History of any previous felonious activity can make it impossible for any person to become licensed to practice occupational therapy. Please see the MSOT Program Director if you have any questions.

Accreditation Status

The Master of Science Program in Occupational Therapy at Wilmington College has been approved by the Ohio Department of Higher Education and the Higher Learning Commission of the North Central Association and has applied for accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

Accreditation Council for Occupational Therapy Education (ACOTE®)

6116 Executive Boulevard, Suite 200,

North Bethesda, MD 20852-4929

Phone: (301) 652-2682

Email: accred@aota.org

Program Specific Policies

All other policies, specific to the program, can be found in the OT Program's Student Manual, which is distributed at orientation.

Occupational Therapy Grading System

%	Grade
90-100	A
80-89	B
< 80	F

***Please note: A minimum of a "B" is required to pass a class in Occupational Therapy.

If the student does not receive a minimum of a "B" in the course, he/she will have one opportunity to re-take the course and pass it when it is offered in the next year to continue to progress through the program. Two failures may result in dismissal.

Academic Policies

Students in the MSOT Program may be at risk for probation, suspension, or dismissal from the program if academic and behavioral expectations are not met.

Probation

Students who enter the program in a cohort remain with that cohort until graduation. Each semester of the program is a pre-requisite for the next semester. Students who do not meet behavioral or attendance policies, or who are at-risk for course failure as evidenced by a midterm grade below 80 will be required to meet with their faculty advisor a minimum of two times during the remainder of the semester to develop a remediation plan and to monitor progress toward expectations. Students earning a minimum grade of 80 or above ("B") by the conclusion of the semester will be considered in academic good standing.

Students who initially required a remediation plan who demonstrate consistent follow-through with the established remediation plan will be considered in good standing at the conclusion of the semester and will be permitted to proceed to the next semester.

Suspension

A student can be suspended from the program for not meeting the minimum pass rates and/or for failed compliance with the remediation plan. Once a student is suspended from the MSOT program, the student must “sit out” a year and is permitted to retake failed coursework the following year when the course(s) is scheduled.

A minimum of a “B” is required to pass a class in the MSOT program. If the student does not receive a minimum of a “B” in the course(s), the student will have one opportunity to re-take the course(s) and pass it when it is offered in the next year to continue progression through the program. A student will not be permitted to sit out of the program a second time for any reason.

Dismissal

Dismissal from the program prohibits students from re-entering and graduating from the WC MSOT Program. A course may only be repeated once. Two failures of the same course will result in dismissal from the program. This also includes Fieldwork placements. Fieldwork I placements are embedded within each OT practice course (OT 550, OT 572, OT 650), therefore, if a student fails a FW I experience they will follow the procedures outlined above in the “Suspension” section. Students who fail FW IIA or FW IIB will have ONE opportunity to re-take the fieldwork prior to dismissal from the program.

Program Specific Policies

All other Policies, specific to the program can be found in the WC MSOT Student Handbook and the WC MSOT Student Fieldwork Handbook distributed to students at orientation.

MSOT Credit Hours

MSOT program course credits are divided into either lecture or lab credit. The credit hour to workload ratio is 1:1 for lecture credits, and 1:2 for lab credits. For each lecture credit, faculty provides 1 hour of structured teaching (960 minutes/16-week semester), and for each lab credit faculty provides 2 hours of structured teaching (1920 minutes/16-week semester). Following the example of a 3-credit course (1 credit lecture/2 credits lab), would equate to 5 hours of formalized instruction per week. Hours are proportionally adjusted for semesters with less than 16 weeks.

*See ODHE guidelines for further clarification on formalized instruction

Faculty to Student Ratios

Lecture: Faculty to Student Ratio= 1:24

Lab: Faculty to Student Ratio=1:12

Research: Faculty to Student Ratio=1:6

Curriculum

Master of Science in Occupational Therapy Curriculum Course Curriculum

Year 1 – Spring OT 500 Courses

OT 530 – Foundations of Occupational Therapy (3 credits)

OT 532 – Functional Anatomy (2 credits)

Year 1 – Summer 500 Courses

***OT 550** – Psychosocial Foundations in OT Practice (4 credits)

OT 554 – Neuroscience Foundations of OT Practice (3 credits)

Year 1 – Fall OT 500/600 Courses

***OT 572** – OT School System Practice (4 credits)

OT 576 – Assistive Technology & Design Applications (2 credits)

OT 534 – Applied Kinesiology: Movement for Participation (3 credit)

OT 538 – Rural Practice & Community Outreach (2 credit)

OT 539 – Professional Practice & Scholarship (2 credits)

OT 552 – Patient Care Skills (2 credits)

OT 559 – Research I: Design & Development (2 credits)

16 Credit Hours

Year II – Spring OT 600 Courses

OT 642 Professional Collaboration and Advocacy (3 Credits)

OT 650 – OT Practice with Aging Populations (4 credits)

OT 652 –OT Practice Management & Leadership (2 credits)

OT 654 – OT Practice Transitions: Education & Entrepreneurship (2 credits)

OT 659 – Research IV: Presentation & Dissemination (1 credit)

OT 670 – OT Professional Practice Seminar (1 credit)

13 Credit Hours

OT 570 – OT Clinical Practice with Children & Adolescents (3 credits)

OT 579 – Research II: Methodologies (1 credit=0/1)

OT 638 – Integrating Cultural & Global Perspectives (1 credit)

12 Credit Hours

Year II – Summer OT 600 Courses

OT 675 – FW II A (10 credit hours) 40 hours/12 weeks

10 Credit Hours

OT 630 – OT Practice with Adult Populations (3 credits)

OT 632 – OT Modalities & Modifications (2 credits)

OT 634 – OT Practice in Health & Wellness (2 credits)

OT 639 – Research III: Data Collection & Analysis (1 credit)

14 Credit Hours

Year II – Fall OT 600 Courses

OT 695 – FW II B (10 credit hours) 40 hours/12 wks.

10 Credit Hours

(total credit hours of course=lecture credit/lab credit: example 3(1/2) indicates a 3 credit course, 1 credit lecture, 2 credits lab)

Total: 75 credits

Note: All students are allowed 18 months from the last day of classroom education (1st semester, year 2) in which to successfully complete their fieldwork, to be able to receive their degree and graduate from the program. A minimum GPA of a 3.0 is required throughout the program.

***Courses that contain a Level I Fieldwork**

The WC OT graduate program requires involvement in Level I fieldwork in semesters 2, 3, and 4. Level I FW experiences are intentionally embedded into the corresponding OT practice course to strengthen the ties between didactic and fieldwork education. Level I FW experiences follow a developmental curriculum design establishing psychosocial foundational knowledge prior to moving forward in the life span. (C.1.1.) Each Level I FW experience is 30–40 hours in length and no Level I experience can be substituted as a Level II experience. (C.1.9.)

The goals of Level I Fieldwork experiences are to analyze the practice area and client population to examine occupational therapy's role and apply acquired practice knowledge. Level I fieldwork experiences enhance student understanding of the curricular themes of evidence-based, occupation-based, and client-centered practice.

Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, Standardized patients, Faculty practice, Faculty-led site visits, Supervision by a fieldwork educator in a practice environment. (C.1.9.)

Personnel who supervise Level I fieldwork must be informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. Examples include but are not limited to: currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. (C.1.8.)

Courses

Occupational Therapy

OT 530 : FOUNDATIONS OF OCCUPATIONAL THERAPY

Foundations of Occupational Therapy reviews the history of OT practice and explores the current use of philosophies, theories, models, and frames of reference. Students are introduced to the Occupational Therapy Practice Framework and educated on the occupational therapy process, approaches to intervention, and the domains of practice. Students define and begin to explore concepts related to therapeutic use of self, client centered practice, occupational profiles, and activity analysis.

Credits 3

OT 532 : FUNCTIONAL ANATOMY

This course includes the examination of the anatomical structures and functions of the human body. Emphasis is placed on the musculoskeletal system of those regions of the body primarily addressed in OT practice. Virtual dissection of body systems and musculoskeletal reviews are analyze

Credits 2

Semester Offered

Spring.

OT 534 : APPLIED KINESIOLOGY: MOVEMENT FOR PARTICIPATION

This course includes a comprehensive study of human movement. An application of the biomechanical frame of reference is used to evaluate force, torque, range of motion, strength, endurance, and sensation is included. Laboratory experiences include the analysis of movements, strength, palpation, and performances of functional tasks/occupations.

Credits 3

Fee

\$100.00

OT 538 : RURAL PRACTICE & COMMUNITY OUTREACH

This course is designed to emphasize the knowledge and skills necessary for practice in rural contexts. Students will examine issues relating to social determinants of health, as well as demographics, socioeconomics, politics, education, work, values, and lifestyle factors among rural populations. Students will explore social systems and community resources to mitigate health risks for persons, groups, and populations. Occupation-based programming and the delivery of occupational therapy services for rural populations will be discussed.

Credits 2

OT 539 : OT PROFESSIONAL PRACTICE & SCHOLARSHIP

This course is designed to introduce the student to the expectations of professional and ethical practice in occupational therapy. Students will learn about ethical decision-making, professional behaviors, and confidentiality requirements (HIPAA/FERPA). Students will be introduced to professional organizations such as World Federation of Occupational Therapy, American Occupational Therapy Association, and the state OT association. Students will analyze professional guidance documents on occupational therapy's scope of practice, professional development, scholarship, and documentation in occupational therapy. Students will be expected to demonstrate professional behaviors throughout the rest of the curriculum and on fieldwork

Credits 2

OT 550 : PSYCHOSOCIAL FOUNDATIONS in OT PRACTICE

This course focuses on the psychosocial foundation of OT practice and emphasizes the knowledge and skills necessary for application of psychosocial intervention across all arenas of care. Initial content will focus on reviewing mental health conditions and exploring the impact of mental health on individuals, cultures, and societies. Students will search for and analyze current evidence and have opportunities to apply theories, frameworks, and clinical reasoning skills in assessment and intervention of psychosocial disorders across the lifespan. Emphasis will be placed on developing professional skills and competencies in assessment and intervention used in psychosocial practice. Application to rural practice will also be emphasized. Cultural acceptance of mental health issues will be explored.

Students in good standing with all previous semester coursework to date will be assigned a Level I fieldwork experience in a psychosocial/behavioral health setting. Students will analyze the impact of psychosocial health on occupational engagement and participation during the Level I fieldwork experience embedded within the course. Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process

Credits 4

Fee

\$150.00

OT 552 : PATIENT CARE SKILLS

This course engages the student in the development of professional behaviors, basic patient care skills, and initial competencies associated with OT practice. Students will have opportunities to learn skills for ethical and professional behavior; observation and assessment; development of rapport; client-centered care; and therapeutic use of self.

Credits 2

Fee

\$50.00

OT 554 : NEUROSCIENCE FOUNDATIONS OF OT PRACTICE

This course focuses on neuroanatomy and neurophysiology, and the current neuroscience evidence, as it applies to occupational therapy assessment and intervention. Additional topics include, but are not limited to, neuroscience as it relates to sensory function, behavior, cognition, and motor control. Application of current neuro-rehabilitation models will also be included.

Credits 3

OT 559 : RESEARCH I: DESIGN AND DEVELOPMENT ent

This course is an introduction to graduate research. Learners examine how the quality of evidence guides occupational therapy practice decisions. The course provides students the ability to explore and learn various search strategies and databases to examine relevant sources. The scholarship process includes the search and analysis of available quantitative and qualitative evidence related to current practice.

Credits 2

OT 570 : OT CLINICAL PRACTICE WITH CHILDREN & ADOLESCENTS

Course content includes opportunities for evidence-based assessment and intervention of children and youth (0–21 years). Content prepares the student for the application of critical reasoning within a variety of settings that offer services for this population. Topics addressed in this course prepare students with foundational knowledge to succeed in a pediatric practice setting. Experiences also serve to critically analyze the influence of rural culture in the provision of care. Emphasis is placed on the development of professional competencies in assessment and intervention.

Credits 3

Fee

100.00

OT 572 : OT SCHOOL SYSTEM PRACTICE

This course involves reviewing and applying evaluation methods, evidence-based intervention, and the application of the role of occupational therapy in pediatric care, specifically within school-based settings. Emphasis is placed on understanding the roles of all team members, including the student/child, parents, guardians, service providers, and teachers. Regulatory guidelines, ETRs/IEPs, equipment, transitional living needs, and accessibility issues are explored. Relevant OT models of practice appropriate for the population are synthesized. Additional knowledge and skills required for rural practice are addressed. Coursework will focus on the development of professional competencies in assessment and intervention.

Students in good standing with all previous semester coursework to date will be assigned a Level I fieldwork experience in a pediatric/school system setting. Students will analyze occupational engagement and participation within the school setting during the Level I fieldwork experience embedded within the course. Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process

Credits 4

Fee

\$150.00

OT 574 : TEAMWORK & PROFESSIONAL COLLABORATION

This course is designed to educate the student in the necessary skills for teamwork and collaboration with other health care professionals. Roles of the OT and OTA are discussed. Students learn strategies and techniques for provision of supervision in the clinic. The impact of reimbursement on professional roles is covered. Effective teamwork and collaboration in care is highlighted.

Credits 1

OT 576 : ASSISTIVE TECHNOLOGY & DESIGN

This course focuses on the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Content includes opportunities for fabrication and adaptation. Personal environments, community environments, and practice settings are analyzed for accessibility, necessary modifications, and compliance with legal requirements. Students develop evaluation and intervention plans for assistive technology based on case studies. Technology and telehealth applications for the healthcare provider is also explored

Credits 2

Fee

\$50.00

OT 579 : RESEARCH II: METHODOLOGIES

This course involves an exploration of evidence-based practice interventions to support practice in occupational therapy. Students will develop a research question, define inclusion and exclusion criteria, develop a search strategy, and begin appraising the evidence for inclusion in an evidence table. Students will analyze various research methodologies as a focus of the course.

Credits 1

Fee

\$50.00

OT 630 : OT PRACTICE WITH ADULT POPULATIONS

The course focuses on evidence-based practice information for the selection of assessments and interventions offered for the adult population that promote optimal occupational performance and participation. Students will explore assessments, goals, intervention plans, and the discharge planning processes. Emphasis is placed on the exploration of various practice settings, the occupational therapy process, and understanding the roles of all team members, including the client, family members, and other service providers. Students will be engaged in activities that support the development of professional competencies in assessments and intervention.

Credits 3

Fee

\$100.00

OT 632 : OT MODALITIES & MODIFICATIONS

This course involves the application of adjunctive methods to enhance occupational performance. Current knowledge regarding indications, precautions, and contraindications for physical agent modalities is reviewed. Prosthetic training and the design and fabrication of orthoses are explored. Client education in the care and usage of orthoses and prostheses is included. Upper extremity diagnoses and treatments are discussed. Education concerning professional roles, documentation, reimbursement, safety, and liability is also provided.

Credits 2

Fee

\$50.00

OT 634 : OT PRACTICE IN HEALTH & WELLNESS

This course focuses on an analysis of societal and public health principles of illness and wellness. Content includes a review of current evidence for assessing physiological, psychosocial, cognitive, and behavioral concepts, healthcare trends, and the implications on occupational engagement and occupational therapy practice. The importance of health, access to care, and the impact of disease and illness are investigated, and healthcare trends and public health needs are evaluated.

Credits 2

OT 636 : DYNAMIC PRACTICE: ADVOCACY & EMERGING TRENDS

Course content covers professional development in the knowledge, values, and skills necessary for practice in emerging practice arenas, such as low vision, ergonomics, driving rehabilitation, primary care, etc. Exploration of the current evidence for provision of these services and the role of the OT in private, community, industrial, and physician practice settings are included. The course emphasizes on-going life-long learning and competencies. The learner is challenged to analyze emerging practice trends and the importance of developing the needed knowledge, skills, and values to prepare for evolving global, national, and regional health care imperatives. Learners explore the role of the advocate and build skills in advocating for individuals, families, and populations.

Credits 2

OT 638 : INTEGRATING CULTURAL & GLOBAL PERSPECTIVES

This course defines culture and explores the implications it has on occupational engagement. Students will evaluate their own culture, analyze personal bias, and critically examine the impact culture has in client centered care. Opportunities to analyze processes for addressing ethical and cultural issues, within occupational therapy practice will be provided.

Credits 1

OT 639 : RESEARCH III: DATA COLLECTION and ANALYSIS

This course advances the student's understanding critical appraisal and evidence synthesis in research. Students will develop a research question related to occupational therapy intervention, define inclusion and exclusion criteria, develop a search strategy, and synthesize quantitative and qualitative evidence. Students will write a concise statement on the main findings of their research.

Credits 1

Fee

\$50.00

OT 642 : PROFESSIONAL COLLABORATION & ADVOCACY

This course is designed to educate the student in the necessary skills for effective intra and interprofessional collaboration and advocacy. Roles and supervision of the OT and OTA are discussed, as well as effective written and oral communication strategies for the provision of supervision, referrals, and client/professional advocacy involving other professionals, community members, legislators, and healthcare stakeholders. The learner is challenged to demonstrate the needed knowledge, values, and skills to advocate on behalf the client and the profession in evolving political climates at the local, state, and national level. Learners explore the role of the advocate and build skills in advocating for individuals, families, and populations.

Credits 3

OT 650 : OT PRACTICE WITH AGING POPULATIONS

This course involves reviewing evidence-based services and critical application of the role of the occupational therapist with geriatric/aging populations. Students will explore the continuum of current care services for the older adult population, including hospital, rehab, long term care, assistive living, home health, and hospice. Documentation and reimbursement using Medicare/Medicaid guidelines are also included.

Students will be engaged in activities that support the development of professional competencies in assessments and interventions for the aging population. Evidence-based assessments and interventions for sensorimotor, behavioral, cognition, social, and older adult care are included. An emphasis will be placed on understanding the unique skills required to practice with this population in rural contexts.

Students in good standing with all previous semester coursework to date will be assigned a Level I fieldwork experience in a geriatric/aging population setting. Students will analyze occupational engagement and participation within the geriatric setting during the Level I fieldwork experience embedded within the course. Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process.

Credits 4

Fee

\$150.00

OT 650 - Cloned : OT PRACTICE WITH AGING POPULATIONS

This course involves reviewing evidence-based services and critical application of the role of the occupational therapist with geriatric/aging populations. Students will explore the continuum of current care services for the older adult population, including hospital, rehab, long term care, assistive living, home health, and hospice. Documentation and reimbursement using Medicare/Medicaid guidelines are also included.

Students will be engaged in activities that support the development of professional competencies in assessments and interventions for the aging population. Evidence-based assessments and interventions for sensorimotor, behavioral, cognition, social, and older adult care are included. An emphasis will be placed on understanding the unique skills required to practice with this population in rural contexts.

Students in good standing with all previous semester coursework to date will be assigned a Level I fieldwork experience in a geriatric/aging population setting. Students will analyze occupational engagement and participation within the geriatric setting during the Level I fieldwork experience embedded within the course. Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process.

Credits 4

Fee

\$150.00

OT 652 : PRACTICE MANAGEMENT & LEADERSHIP

This course focuses on professional management and leadership skills and encourages the student to identify personal and professional strengths and areas of growth to become an effective leader. Development of a 5-year professional development plan including goals for advanced practice certifications and fieldwork education are developed. Trends in health care systems, reimbursement, management principles, professional liability, and strategies for supervision are explored. Students will also analyze the professional entry competencies for practice (especially concerning rural practice), including certification and licensure responsibilities.

Credits 2

OT 654 : OT PRACTICE TRANSITIONS: EDUCATION & ENTREPRENEURSHIP

This course is designed to introduce the students to the professional roles of an occupational therapist as an educator and entrepreneur. Educational content will include implementing teaching and learning principles as a clinician, as well as skill development for teaching in higher education. Entrepreneurial content will emphasize the basic business skills necessary for private practice, with a focus on the need for unique and creative solutions to meet the growing health care concerns in rural settings.

Credits 2

OT 659 : RESEARCH IV: PRESENTATION & DISSEMINATION

This course involves an exploration of evidence-based practice interventions in occupational therapy. Students will develop a research question, define inclusion and exclusion criteria, develop a search strategy, appraise the evidence, and synthesize findings into an evidence table. Students will explore various types of scholarship and service within occupational therapy practice and will create and deliver a professional public presentation on a topic related to OT.

Credits 1

Fee

\$50.00

OT 670 : OT PROFESSIONAL PRACTICE SEMINAR I

This seminar is designed to prepare the student for the first Level II Fieldwork assignment. Emphasis will be placed on problem-solving possible scenarios, presentation of professional behaviors, and organization and preparation for entering the clinical environment. Students will complete all necessary fieldwork documents and demonstrate successful completion of all required competencies.

Credits 1

OT 675 : FW II A

This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students' professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services delivered with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

Credits 10

OT 695 : FW II B

This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students' professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

Credits 10