

WILMINGTON COLLEGE

**2023-2024
Graduate 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

2023-2024 Wilmington College Graduate Academic Calendar

Approved 03/04/2021

Fall Semester 2023	
TBA	MSAT Clinical Orientation
Thursday, August 17	New Student Orientation
Monday, August 21	Classes Begin
Friday, August 25	Last Day of the Drop/Add Period
Monday, September 4	Labor Day Holiday
Friday, October 6	Fall Break
Tuesday, October 24	Last Day to Drop a Class
Monday–Friday, November 20–24	Thanksgiving Break
Friday, December 8	Last Day of Classes
Monday–Friday, December 11–15	Exam Week
Monday, December 18 at 9:00 a.m.	Grades Due to Academic Records
Spring 2024	
Friday, January 5	OT New Student Orientation
Monday, January 8	Classes Begin
Friday, January 12	Last Day of the Drop/Add Period
Monday, January 15	MLK Holiday
Monday–Friday, March 11–15	Spring Break
Thursday, March 21	Last Day to Drop a Class
Friday, March 29	Good Friday Holiday
Friday, April 26	Last Day of Classes
Monday–Friday, April 29–May 3	Exam Week
Monday, May 6 at 9:00 a.m.	Final Grades due to Academic Records
Saturday, May 11	Commencement
Summer 2024	
Monday, May 13	Classes Begin
Friday, May 17	Last Day of the Drop/Add Period
Monday, May 27	Memorial Day Holiday
Wednesday, June 19	Juneteenth Holiday
Monday, July 1	Last Day to Drop a Class
Thursday–Friday, July 4–5	Fourth of July Holiday
Friday, August 2	Classes End, Final Exams in Last Class

Wilmington College Mission Statement

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

To fulfill that purpose, Wilmington College provides a high quality undergraduate and graduate education shaped by the traditions of the liberal arts, career preparation, and the distinctive values 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, tolerance, 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 that include integrity, service, simplicity, equality, peace and social justice, and respect for all persons. These values motivate those who learn and work at Wilmington 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 career-oriented liberal arts college. To move toward this vision, Wilmington will:

- integrate career preparation with the traditions of the liberal arts;
- challenge students to bring the Quaker values of integrity, service, peace and social justice, and respect for all persons into their lives, communities and workplaces;
- promote every student's participation in internship, community service, and international study programs;
- create an environment of civility, respect and trust; and
- demonstrate a commitment to this vision by placing the needs of students at the center of all 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 inherited 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 Athletic Training

The Wilmington College Master of Science in Athletic Training has been approved by the Commission on Accreditation of Athletic Training Education (CAATE).

Commission on Accreditation of Athletic Training Education (CAATE).
2001 K Street NW, 3rd Floor North,

Washington, DC 20006
Phone: 512-733-9700
Toll Free: 844-GO-CAATE (844-462-2283)

Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy at Wilmington College 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

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.

Wilmington College Policies

Tuition Refund Policy

The following rules apply to tuition refunds for dropping a class:

Drop Period	100 % refund (1st class meeting– 1st week of term)
After Drop Period to 28 days	50 % refund (4th class meeting– 4th week of term)
After 28 days	0 % refund

Students on financial aid who drop below their original number of registered hours or who withdraw completely should consult the Student One Stop Center to inquire how the reduction of credit hours will affect their financial aid award.

Students who are Title IV aid recipients will have refunds and repayments distributed as prescribed by federal regulations. The distribution of funds is listed below:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Grad Plus Loan

3. Other federal, state, private, or institutional sources of aid
4. The student

The amount of Title IV aid 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.

Examples of the refund policy are available to all prospective and currently enrolled students by contacting the Student One Stop Center.

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.

Satisfactory Academic Progress (SAP)– Students receiving financial aid of any type are required to make "Satisfactory Academic Progress" toward their degree. "Satisfactory Academic Progress" is defined by regulations of the U.S. Department of Education as "proceeding in a positive manner toward fulfilling degree requirements." According to these federal guidelines, students must maintain "Satisfactory Academic Progress" as defined in their college catalog. Students are reviewed at the end of each semester with regard to their continued eligibility for federal and/or institutional financial aid for the following year. The SAP standards are:

1. Complete two-thirds (67%) of all cumulative hours attempted to date with a passing grade.
2. Maintain a minimum cumulative grade point average of: 3.00 Graduate Program
3. Complete degree program within 150% of the standard timeframe required to earn the degree.

Graduate students must complete all requirements for their program within seven (7) academic years from the date of initial enrollment.

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.

With regards to the M.S. in A.T. curriculum, the M.S. in A.T. program follows an orderly progression, and it is important for students to plan carefully so that the proper sequencing of courses can take place. Academic advisement for all M.S. in A.T. graduate students will be provided by the Athletic Training faculty.

With regards to the MS in OT Program, students are accepted into a cohort each January. All semesters are pre-requisite to the next semester. If a student fails a course, they are unable to continue with their cohort. If they wish to continue they must "sit out" for one year and petition the program to join the next cohort. They must then successfully repeat the course that they failed. A second failure will result in dismissal from the program.

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
500-699	Graduate Courses

Grading System

Letter grades are the final basis for evaluation in all courses at Wilmington College. Most Graduate classes offered at the college follow the following system of grading and quality points. ***Some graduate programs need to adapt the system slightly to assure compliance with accreditation or program best practices. See program manuals for additional information.***

A	4.00 quality points
B	3.00 quality points
C	2.00 quality points
F	0.00 quality points
I	Incomplete grades are given when students are unable to complete coursework due to circumstances beyond their control such as illness, accidents, or other emergencies. The course professor must designate the time span during which the student must complete the work, and the professor must designate the permanent grade to be given if the work is not made up.
W	The grade of W is given to graduate students who withdraw from a course prior to the withdrawal deadline, normally by the end of the seventh week of the term in the fall and spring semesters and by the end of the first week of the term in the summer semester. A grade of W has no effect on a student's cumulative GPA.
WF	The grade of WF is given to students who withdraw or vanish from a course following the withdrawal deadline. A grade of WF will affect a student's cumulative GPA.

*Please see individual program for more detailed grading information.

Transfer Student Policy

Due to the nature of the curriculum in some graduate programs, applicants may not be able to transfer graduate credits in from other graduate programs. Please see individual program for program specific transfer policy.

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.

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. However, faculty members must honor students' requests that the examination be 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.

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.

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 cheating and plagiarism, 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 each faculty member.

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).

Students can appeal allegations to the Academic Standards and Appeals Committee.

D. Grievances

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 Chief Academic Officer 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 in the Student One Stop Center. Grade appeals must be submitted no later than 30 days from the posting of grades.

E. Academic Appeals

The Academic Standards and Appeals Committee meets in confidential, closed sessions. It usually meets regularly during the academic year, beginning one week before classes start in August and ending approximately two weeks after grades have been submitted in May. Students may appeal to the 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, or request a semester of academic probation. All appeals must be submitted to the Office of Academic Affairs in writing. Students may secure the appropriate form from the Office of Academic Affairs, the Student One Stop Center, or the Office of Academic Records.

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 an academic advisor or the Associate Vice President for Retention and Student Success 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 Academic Standards and Appeals Committee, the student must notify the Office of Academic Affairs to arrange a time at the next available 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, 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.

Information Technology

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

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.

Addendum

Directory

Graduate Faculty, Administration, and Staff

Faculty

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

Tim Burgoyne, Assistant Professor of Management, Director of Online Program
B.S., Franklin University; M.B.A., Thomas More University; Ph.D., Union Institute & University

Mallory Coleman, Assistant Professor of Occupational Therapy, Occupational Therapy Academic Fieldwork Coordinator
B.S., Union University; O.T.D., Huntington University

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

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, 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, B.A., Otterbein University; M.A., Wright State University; M.Ed., Wright State University; Ph.D., The Ohio State University

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

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

Administration

Tim Burgoyne, Assistant Professor of Management, Director of Online Programs
B.S., Franklin University; M.B.A., Thomas More University; Ph.D., Union Institute & 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

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

Tim Burgoyne, Assistant Professor of Management, Director of Online Programs
B.S., Franklin University; M.B.A., Thomas More University; Ph.D., Union Institute & University

Mallory Coleman, Assistant Professor of Occupational Therapy, Occupational Therapy Academic Fieldwork Coordinator
B.S., Union University; O.T.D., Huntington University

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

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

Deanna Vatan, Associate Vice President for Retention and Student Success (Clerk of Academic Standard and Appeals)
B.S., Bowling Green State University; M.Ed., Pace University

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

General Information

Program Overview (M.O.L.)

The Master of Organizational Leadership (MOL) is designed to build leadership, interpersonal, and organizational skills, while also strengthening the emotional intelligence and critical thinking skills that working students are already using in their professional lives. Courses are research driven with a stress on independent learning at the graduate level.

The MOL program has a common core of courses, consisting of 15 semester hours. The core courses are designed to cover content that is vital to understanding organizations and business practices at the graduate level.

In addition to the core courses, students pursue a MOL track. The track can consist of 15 – 18 semester hours. The Organizational Transformation (OT) track is the first MOL track that is being offered at Wilmington College. It consists of 18 semester hours. Besides refining and developing the skills listed above, the OT track includes a mindfulness approach that is integrated across the track curriculum and that is intended to increase self-awareness and build the capacity for empathy, compassion, and ethical action.

The Immersive Learning Experience is the cornerstone of the MOL program. Students are expected to engage with a social justice organization throughout the program and contribute their expertise in developing plans that will assist the organization. Social justice organizations can include: (1) the external projects of for-profit companies engaged in and supporting community improvement or service projects, and (2) any not for profit that provides support for individuals or groups of individuals in overcoming obstacles in life. Given the intensity of the experience, students become involved with a social justice organization early in the program.

Most courses are offered online synchronously. Fifty percent of the synchronous online courses offer an option to attend the meeting in the classroom with the instructor while other students attend online. Online synchronous courses require that you attend the live online synchronous sessions during the scheduled meeting times indicated in your course schedule and in the course syllabus.

Some courses will be accelerated (8 weeks) and some will be full-semester courses (16 weeks). The program can be completed on a part-time or full-time basis.

Wilmington College Cincinnati
MOL Graduate Program
Pyle Box 1327
202 College Hall
1870 Quaker Way
Wilmington, OH 45177

Program Mission (M.O.L.)

The mission of the Master of Organizational Leadership Program at Wilmington College is to prepare skilled, research experienced, interpersonally oriented, and self-aware leaders who can navigate complex organizations of all types and who expect to assume increasingly influential roles in the development and improvement of their communities and workplaces.

Program Vision (M.O.L.)

The vision of the Wilmington College Master of Organizational Leadership is to be recognized for preparing graduates to be servant leaders who have developed interpersonal skills to provide effective direction, governance, and administration of for profit, government and not for profit organizations, and for motivating graduates who will continue and expand their service in the roles they assume within the community and workplace.

Program Outcomes (M.O.L.)

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

1. Explain how leadership techniques can be used to create organizations that promote human diversity and flourishing and profitability.
2. Utilize foundational management skills to make financially, socially, legally, ethically responsible, and respectful decisions in the US and international context.
3. Apply emotional intelligence, interpersonal, and critical thinking competencies to organizations.
4. Analyze social injustices and implement strategies to remediate them to create more just and equitable organizations and communities.
5. Utilize mindfulness to understand their consciousness and act with appropriate understanding and compassion.
6. Recognize conflict and apply the appropriate resolution techniques to promote peaceful and cooperative organizations.

Admissions

Admission Application Process and Criteria (M.O.L.)

- No GMAT or other standardized test is required for program admission.
- Specific requirements for consideration for admission to the MOL-OT program include:
 - Evidence of a completed bachelor's degree in any area.
 - A cumulative 3.0 undergraduate GPA (on a 4.0 scale) is preferred.
- Evidence of professional growth and leadership potential (e.g., workplace advancement, project management experience, volunteer commitment and experience, significant college engagement or leadership experience).
- A commitment to the Core Values of Wilmington College.

Required Documents (M.O.L.)

Applicants must submit the following documents to complete the application process. Except for official transcripts, admissions documents can be emailed to MOLadmissions@wilmington.edu or mailed to the Wilmington College address. Official transcripts must be mailed directly to the Wilmington College MOL Graduate Program office, or if they are e-transcripts, they can be emailed directly to tim_burgoyne@wilmington.edu.

- A completed graduate application.
- Academic transcripts: Request that official transcripts from all prior colleges, universities, and post-secondary institutions and programs, including the bachelor's degree granting institution, are forwarded directly to the Wilmington College office.

Wilmington College
MOL Graduate Program
Pyle Box 1327
202 College Hall
Wilmington, OH 45177

- A current personal resume that includes your work history.
- Two (2) letters of reference from individuals who can support your application for admission. One reference should address your leadership abilities and commitment to goals and another reference should be from a current or previous employer. If you graduated within the last five years from college, you can submit one reference from a faculty member or advisor/mentor. Letters should be mailed directly to the Wilmington College MOL Graduate program office or they can be emailed to MOladmissions@wilmington.edu.
- A one-page statement introducing yourself and describing how the Master of Organizational Leadership Program fits into your personal and professional goals.

Please Note: Individuals who submit completed applications, and who are considered potential candidates, may be invited to an interview with the MOL Director and faculty to determine final admission to the program.

The Wilmington College MOL Admissions Committee conducts a comprehensive and individualized review of each candidate's credentials. Please send questions to MOladmissions@wilmington.edu.

Program Costs

Financial Information (M.O.L.)

All graduate students attending Wilmington College must pay tuition and applicable fees. **These charges are set by the institution and are subject to change without prior notice.** Students are responsible for the cost of books, supplies, transportation, and other discretionary items.

Required Deposit (M.O.L.)

All students accepted into the program will be required to submit a \$100 deposit when they are admitted to the program. This deposit will be placed towards the student's 1st semester tuition once the student begins classes. This fee is non-refundable should the student choose not to attend the Wilmington College MOL Program.

Tuition (M.O.L.)

Tuition for 2023/2024 – \$625 per credit hour

Tuition for graduates of Wilmington College – \$469 per credit hour

Required Laptop Computer (M.O.L.)

All MOL students will be expected to attend daily classes equipped with their own laptop computer for regular access to the Internet. Additionally, a home printer is recommended for use in printing materials required for daily classes.

Minimum Technology Requirements for Students (M.O.L.)

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

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

Video calls:

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 and for students who are pursuing a fully online program at Wilmington College, continuing and new students should also check on the status of internet at home and be prepared to address any deficiencies.

Additional Information

Transfer Policy (M.O.L.)

No more than two (2) MOL-OT courses, not including OL696, 697, 698, 699 may be substituted with prior coursework. Transfer coursework will be evaluated carefully to establish equivalency of content.

Accreditation Status (M.O.L.)

The Master of Organizational Leadership Program at Wilmington College has been approved by The Higher Learning Commission (www.hlcommission.org, 230 South LaSalle St., Suite 7-500, Chicago, IL 60604-1411, info@hlcommission.org or 800-621-7440).

The MOL program has also been approved by the Ohio Department of Higher Education. Wilmington College's 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>

Immersive Learning Policy (ILE) (M.O.L.)

Students enrolled in the MOL Program are required to complete at least 3 hours of Immersive Learning Experience (ILE). The number of required ILE hours is determined by the track that a student chooses to follow. The Organizational Transformational track requires 6 hours of Immersive Learning Experience (ILE). More details about the Immersive Learning Experience and requirements are available through the MOL Program's Student Manual, which is distributed at orientation. A copy can also be accessed through the Program Director.

Program Specific Policies

Probation (M.O.L.)

Students who do not maintain a minimum cumulative GPA of 3.0 or better during a semester will be placed on academic probation for the following semester. Students who return their grade point average to the required status by the conclusion of the probationary semester will be returned to academic good standing.

Students admitted into the program on probation must earn a 3.0 cumulative GPA the semester in which they were admitted. They are required to meet with the MOL Program Director a minimum of two times throughout the semester to ensure progress toward expectations. Students earning a minimum of a cumulative GPA of 3.0 by the conclusion of the semester will be considered in academic good standing.

Students who do not meet the expectations of probation are suspended. A student who has been suspended for academic or other reasons may make a written appeal to the Graduate Committee. Students should consult with the Graduate Program Director regarding this appeal process.

Academic Suspension and Dismissal (M.O.L.)

A student whose grade point average for any given semester falls below 2.0 will be suspended for the following semester. A student who has been suspended for academic or other reasons may make a written appeal to the Graduate Committee.

If the Graduate Committee rules favorably on the appeal, the student will be allowed to remain on academic probation for an additional semester.

If the Graduate Committee denies the appeal, the committee can decide one of two things:

1. The Graduate Committee can dismiss the student. Students who are dismissed are not eligible to request readmission to the program.
2. The Graduate Committee can place the student on suspension with the possibility of reapplying to the program. Students should consult with the Graduate Program Director regarding the readmission application process.

Governing Catalog Requirements (M.O.L.)

Students must meet the graduation requirements described in a single edition of the Graduate Studies Catalog. Normally, this is the catalog for the year they enter Wilmington College as degree-seeking students. Students may opt to follow all the degree requirements of subsequent catalogs if they desire, but these requirements must be followed in their entirety. Students whose educational programs at Wilmington College have been interrupted for more than three years must follow the requirements in effect at the time of their readmission to the College.

Attendance (M.O.L.)

Regular and timely attendance and active participation is an expectation of all students in the program. Students are also responsible for independently managing assignments and meeting all deadlines. If a class is missed for any reason, the student will be held accountable for all material covered. Students will also be held accountable for requesting and scheduling meetings with their instructors/faculty advisors when needing support or assistance of any kind.

If a student is unable to attend class, they must email the instructor prior to the scheduled class time to notify the instructor of the reason for the absence. If the pattern continues the student can expect that such behavior will be reflected in their course grade.

Program Progression (M.O.L.)

All graduate program coursework must be completed with a grade of "C" or higher before the student may graduate. Students who do not pass a course may be delayed in their progress towards a degree due to pre-requisite and co-requisite requirements within the curriculum. While matriculating through the program students are required to maintain a cumulative GPA of 3.0 out of 4.0 and no course credit will be given when a student earns a grade of F.

Master of Organizational Leadership Grading System (M.O.L.)

%	Grade
90-100	A

80-89	B
70 - 79	C
< 70	F

Degree Requirements (M.O.L.)

Candidates for advanced degrees must obtain admission to degree candidacy and must submit applications for the advanced degree by the deadline defined by the college each year. Forms are available by contacting the Program Director or in the Student One Stop Center.

Definition of Courses (M.O.L.)

Hybrid Non-Accelerated or Accelerated Courses

Hybrid Non-Accelerated (16 weeks) or Accelerated (8 weeks) courses are defined as courses where the instructor and students meet face-to-face for at least 50% of the allotted class sessions. The other course sessions/weeks may be online asynchronous or online synchronous. The face-to-face sessions will consist of lectures, presentations, discussions, an overview of assignments that must be completed for the week, etc., as determined by the instructor. Students must pay close attention to the syllabus so they will know when they are scheduled to be in the physical classroom and weeks when they will be scheduled to participate in the class online asynchronously or online synchronously.

Curriculum

Master's in Organizational Leadership Core Curriculum

All degree-seeking students must complete 30-33 hours listed with a minimum cumulative GPA of 3.0 and grades of "C" or better required.

Core Curriculum

The Master's in Organizational Leadership (MOL) will consist of a core of five three credit core courses (15 credit hours):

Item #	Title	Credits
OL530	ECONOMICS AND FINANCE	3
OL531	SOCIAL RESPONSIBILITY	3
OL532	ORGANIZATIONAL BEHAVIOR	3
OL540	LEGAL ASPECTS OF GOVERNANCE	3
OL541	PROCESS IMPROVEMENT, PLANNING AND EXECUTION	3

Concentration: Organizational Transformation

The Organizational Transformation (OT), consists of the Core Curriculum plus another five courses, four of which have three credits and one with six (18 credit hours):

Item #	Title	Credits
OL630	BUSINESS ETHICS AND DIVERSITY	3
OL640	ARBITRATION, MEDIATION AND NEGOTIATION	3
OL643	CONFLICT MANAGEMENT: THEORY AND TOOLS	3
OL644	EMOTIONALLY AND SOCIALLY INTELLIGENT LEADERSHIP	3
OL696	IMMERSIVE LEARNING EXPERIENCE I	1
OL697	IMMERSIVE LEARNING EXPERIENCE II	1
OL698	IMMERSIVE LEARNING EXPERIENCE III	1
OL699	IMMERSIVE LEARNING EXPERIENCE IV	3
	Total Credits	33

Wilmington College no longer offers the Master's in Athletic Training (MSAT) program. The College will cease granting degree in May 2024, and will no longer have an accreditation affiliation with the Commission on Accreditation of Athletic Training Education (CAATE) beginning August 2024.

General Information

Program Mission (M.S. in A.T.)

Athletic Training at Wilmington College is a full time, two-year program of study. Based on a solid foundation in the liberal arts with emphasis in the professional study of Sports Medicine, practical experience is provided by combining academic preparation with supervised clinical experiences. The program of study leads to a master's degree in Athletic Training (M.S. in A.T.). The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through the substantive change process. Any student who has completed a bachelor's degree from Wilmington College or a regionally accredited four-year institution and has completed the prerequisite requirements is eligible for consideration for admission to the Wilmington College M.S. in A.T. No specific undergraduate degree is required for program admission, but a strong background in basic sciences and a related field is desirable.

The program provides athletic training students with an effective blend of evidence-based didactic information, clinical experiences for skill and theory integration, and exposure to a variety of practice settings for athletic trainers. The Wilmington College M.S. in A.T. program thoroughly addresses compliance with CAATE accreditation standards, from which the Wilmington College M.S. in A.T. Program is accredited, and Board of Certification (BOC) requirements.

Upon graduation and completion of the academic and clinical components of the degree, students will be eligible to sit for Board of Certification (BOC) exam and State licensure. The Wilmington College M.S. in A.T. Program is designed to educate each student about the theoretical and clinical skills necessary to work as part of an inter-professional, patient-centered healthcare team to prevent, evaluate, diagnose, and treat all aspects of injury and illness. The vision of the program is to provide the region, state, and nation with competent healthcare providers ready to practice in a variety of settings and serve/advocate for the athletic training profession while maintaining the highest level of quality care through continued education.

Admissions

Admission Application Process and Criteria (M.S. in A.T.)

Application to the Wilmington College M.S. in A.T. is handled through Athletic Training Application System (ATCAS). It is a competitive process and submitting your application does not guarantee acceptance.

The program utilizes a rolling admission approach. Under rolling admission, you are invited to submit your application to the ATCAS at any time. The program will then review your application and notify you of the decision within a reasonable time.

- Applications will not be reviewed until all materials are submitted.
- The athletic training program **begins in August** of each year.

Criteria for admission into WC MS in AT program:

1. Earned Bachelors from a regionally accredited institution
2. Minimum cumulative GPA of 3.0
3. GPA of 3.0 in pre-requisite courses
 - a. Biology with lab
 - b. Human Anatomy with lab
 - c. Human Physiology (may be combined course)
 - d. Exercise Physiology
 - e. Human Nutrition
 - f. General Chemistry with lab
 - g. Physics with lab
 - h. Statistics
 - i. Kinesiology
 - j. General Psychology
4. A minimum grade of "C" in any pre-requisite course listed above. These courses must be completed before the Professional Phase of the MS in AT begins.
5. Completion of full application process through ATCAS.
 - a. Completed application form through ATCAS
 - b. Letter of Interest
 - c. Two letters of recommendation
 - d. Official transcripts from all college/universities attended
 - e. Documentation of 100 hours of direct observation with a certified athletic trainer (Download the Observation Hours form)
6. Students must read, sign, and return the "Technical Standards for Admission into the Athletic Training Program" verifying the student meets the minimum required technical standards for admission into the program.
7. Qualifying applicants will be required to interview with graduate program faculty (either by phone, zoom, or in person).

Financial Information

Financial Information (M.S. in A.T.)

All graduate students attending Wilmington College must pay tuition and applicable fees. **These charges are set by the institution and are subject to change without prior notice.** Students are responsible for the cost of books, supplies, transportation, and other discretionary items.

Schedule of Graduate Fees for the Master of Science in Athletic Training Program		
Tuition:	Per Credit Hour	\$550 per semester hour
	Fees	\$975 per yr. (Tech \$575, Activity \$300, Rec. \$100)
Graduate Scholarship for each student admitted to the MS in AT Program:		
		\$4350 yr. 1
		\$3150 yr. 2

Please consult the Graduate Program Coordinator for further information on billing procedures.

Additional Information

Transfer Policy (M.S. in A.T.)

Due to the nature of the curriculum (intensity and duration) in the M.S. in A.T. program, applicants will not be able to transfer in from other programs and will be required to meet the prerequisites and apply in the same manner as all other applicants.

Field Hours Policy and Regulations (M.S. in A.T.)

Each semester hour of credit requires a minimum of 100 contact hours. All clinical assignments will be made by the Clinical Education Coordinator in consultation with the Director of the AT Program and with feedback from the current preceptors used by the AT Program. These clinical rotations, however, can be subject to change due to loss of affiliate clinical sites, unqualified personnel employed at the site, or other factors beyond the control of the AT Program. If and when this is the case and the ATS clinical rotation needs to be changed, then the ATS will be notified as soon as possible.

Location of Placements (M.S. in A.T.)

Students enrolled in the MS in AT Program will be enrolled in a practicum course each semester. These clinical experiences are part of the course therefore attendance, assignments and performance are linked to the course grade. Students will be assigned to work with a specific preceptor. Preceptors affiliated with the MS in AT program at WC work in a variety of different settings, including but not limited to: various university/college levels, secondary schools, hospitals, industrial, and other allied health clinical settings. The number of clinical hours needed to fulfill the requirements of each course will be outlined in the course syllabus and will be based on the course and the number of credit hours of that course. (See Field Hours Policy and Regulations above)

Practicum and Field Experience Supervision (M.S. in A.T.)

All ATS completing clinical experiences are required to do so under supervision. This supervision can occur at various levels of autonomy and is up to the discretion of the preceptor. However, no ATS should be in a situation of direct patient care without the ability to directly communicate with the preceptor. If a student is put in this situation, they should immediately contact the Clinical Education Coordinator.

Employment and Extra-Curricular Activities (M.S. in A.T.)

Due to the nature of the various employment settings that employ the affiliated preceptors, clinical education times are often inflexible. The setting and opportunities are often dictated by preceptor availability, practice/ game times, and/or the "open hours" of the clinical site, thus, making employment and extra-curricular activities extremely difficult to impossible. Though these activities are not restricted, students must realize their top priority is the educational preparation necessary for the field of Athletic Training. Therefore, we will maintain that clinical time scheduling in laboratory/clinical experiences to be the primary consideration when you are developing your schedule each semester.

Additionally, due to the nature of the athletic training program curriculum and the balance between didactic and clinical educational experiences, students will not be able to participate in intercollegiate athletics.

Transportation to Practicum and Field Experiences (M.S. in A.T.)

Students are expected to assume responsibility for their own transportation, and associated costs, to all clinical assignments. Off-campus clinical experiences may occur at any time during a student's matriculation through the MS in AT Program. Please note that **the student has the ultimate responsibility to make sure he/she arrives to his/her clinical assignment on time.** Whenever possible, car-pooling is strongly encouraged and recommended, however students cannot use this as an excuse for being late or unable to attend a clinical site should something happened to the individual or vehicle availability for carpooling.

Enrollment in Undergraduate Courses (M.S. in A.T.)

Graduate students may enroll in undergraduate courses, but such courses are taken for undergraduate credit only and do not apply toward degree requirements in **any Wilmington College graduate** program.

Program Specific Policies

Attendance (M.S. in A.T.)

Experiential learning is a key element of the MS in AT program and a valuable opportunity to build and demonstrate professionalism. In essence, these experiences are a demonstration of how you would handle a job situation. Due to this, an absence during a clinical rotation associated with a practicum or field experience course reflects differently and is, therefore, processed differently. (*Absences during classroom meetings associated with these courses will follow college and department attendance policies as outlined by the course syllabus.) Preceptors will be responsible for documenting unexcused absences, including excusable absences without prior notice, in writing via text message, email, or letter to the Program Director, Clinical Education Coordinator, and the course instructor. The first unexcused absence, or excusable absences without prior notice, will be discussed between the student and the preceptor and may result in minor schedule adjustments as needed to ensure attendance compliance. The second unexcused absence or excused absence without notification will result in a meeting with the preceptor and both the Clinical Education Coordinator and the Program Director as well as the implementation of a probationary period. During the probationary period, the student will be required to be present at times and locations as assigned by the Clinical Education Coordinator (CEC) until he/she demonstrates satisfactory performance in the classroom and clinical components of the AT Program. During that time, he/she will also need to specifically request to attend any additional clinical learning opportunities outside of the schedule associated with his/her clinical course. Further noncompliance (i.e. a third offense) with the attendance policy and communication of absences will result in the student being removed from the clinical site and not meeting the "Satisfactory" grade requirement of the course. The "Unsatisfactory" grade in the course may delay the student's matriculation through the MS in AT curriculum and will require him/her to re-take the course.

All conferences (second and third offense) will be documented and kept as part of the student's personal file and will not be shared with other students. This file may be reviewed by AT Program faculty and/or preceptors as needed. Any grievances or appeals during this process must follow the Grievance and Appeal Process outlined above.

Probation (M.S. in A.T.)

Students who do not maintain a minimum cumulative GPA of 3.0 or better during a semester will be placed on academic probation for the following semester. Students who return their grade point averages to the required status by the conclusion of the probationary semester will be returned to academic good standing.

Academic Suspension and Dismissal (M.S. in A.T.)

A student whose grade point average for any given semester falls below 2.0 will be suspended for the following semester. Those students who do not meet the requirements to regain good standing at the conclusion of a semester on academic probation will also be subject to suspension. A student who has been suspended for academic or other reasons may make a written appeal to the Graduate Committee. If the Graduate Committee rules favorably on the appeal, the student will be allowed to remain on academic probation for an additional semester. However, two or more semesters of academic probation may result in dismissal from the program. Students who are dismissed are not eligible to request readmission to the program. Students should consult with the Graduate Program Coordinator regarding this appeal process.

Time Limit on Credit (M.S. in A.T.)

Courses completed more than seven years before the semester in which the degree is granted may not be used as credit for a graduate degree at Wilmington College.

Governing Catalog Requirements (M.S. in A.T.)

Students must meet the graduation requirements described in a single edition of the Graduate Studies Catalog. Normally, this is the catalog for the year they enter Wilmington College as degree-seeking students. Students may opt to follow all the degree requirements of subsequent catalogs if they desire, but these requirements must be followed in their entirety. Students whose educational programs at Wilmington College have been interrupted for more than three years must follow the requirements in effect at the time of their readmission to the College.

Program Progression (M.S. in A.T.)

All graduate program coursework must be completed with a grade of "C" or higher before the student may graduate. Students who do not pass a course may be delayed in their progress towards degree due to pre-requisite and co-requisite requirements within the curriculum. While matriculating through the program students are required to maintain a cumulative GPA of 3.0 out of 4.0 and no course credit will be given when a student earns a grade of F.

Degree Requirements (M.S. in A.T.)

1. Each graduate student must maintain a cumulative grade point average of 3.0 or above in all coursework in his or her degree program, with no less than a 'C' in any required course.
2. Candidates for advanced degrees must obtain admission to degree candidacy and must submit applications for the advanced degree by the deadline set forth below. Forms are available by contacting the Graduate Program Coordinator or in the Student One Stop Center.

For May graduation – On or before January 20

Curriculum

Master of Science in Athletic Training Curriculum

All degree-seeking students must take the 50 hours listed in the MS in AT with a minimum cumulative GPA of 3.0 and grades of "C" or better required.

Required Courses

Item #	Title	Credits
AT530	INTERVENTIONS IN AT I	3
AT534	THERAPEUTIC MODALITIES	3
AT535	EMERGENCY PROCEDURES IN AT	3
AT545	INTERVENTIONS IN ATHLETIC TRAINING II	3
AT581	EVIDENCE BASED PRACTICE IN ATHLETIC TRAINING	3
AT585	CLINICAL PRACTICUM I	1-3
AT536	PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION	3
AT547	INTERVENTIONS IN ATHLETIC TRAINING III	3
AT549	INTERVENTIONS IN ATHLETIC TRAINING IV	3
AT582	RESEARCH IN AT I	3
AT586	CLINICAL PRACTICUM II	1-3
AT552	ADMINISTRATIVE OPERATIONS IN AT	3
AT554	INTER-PROFESSIONAL COLLABORATION IN ALLIED HEALTH	1
AT560	GENERAL MEDICAL CONDITIONS	3
AT565	THERAPEUTIC INTERVENTIONS IN AT	3
AT583	RESEARCH IN AT II	3
AT587	CLINICAL PRACTICUM III	1-3
AT588	CLINICAL PRACTICUM IV	6
AT593	PROFESSIONAL DEVELOPMENT	1
	Total Credits	50

Course Sequencing

Curriculum for Grad Students entering Fall of 2021

This is the curriculum for those Grad students entering the Fall of 2021. These students would be considered Grad II students 2022-2023. This curriculum will end with these students in the Spring 2023. The total credit hours is 50.

Year One - Fall Semester

Item #	Title	Credits
AT530	INTERVENTIONS IN AT I	3
AT534	THERAPEUTIC MODALITIES	3
AT535	EMERGENCY PROCEDURES IN AT	3
AT545	INTERVENTIONS IN ATHLETIC TRAINING II	3
AT581	EVIDENCE BASED PRACTICE IN ATHLETIC TRAINING	3
AT585	CLINICAL PRACTICUM I	1-3

Year One - Spring Semester

Item #	Title	Credits
AT536	PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION	3
AT547	INTERVENTIONS IN ATHLETIC TRAINING III	3
AT549	INTERVENTIONS IN ATHLETIC TRAINING IV	3
AT582	RESEARCH IN AT I	3
AT586	CLINICAL PRACTICUM II	1-3

Year Two - Fall Semester

Item #	Title	Credits
AT552	ADMINISTRATIVE OPERATIONS IN AT	3
AT554	INTER-PROFESSIONAL COLLABORATION IN ALLIED HEALTH	1
AT560	GENERAL MEDICAL CONDITIONS	3
AT565	THERAPEUTIC INTERVENTIONS IN AT	3
AT583	RESEARCH IN AT II	3
AT587	CLINICAL PRACTICUM III	1-3

Year Two- Spring Semester

Item #	Title	Credits
AT588	CLINICAL PRACTICUM IV	6
AT593	PROFESSIONAL DEVELOPMENT	1

Curriculum for Grad Students entering Fall of 2022

This is the curriculum for those Grad students entering the Fall of 2022. These students would be considered Grad I students 2022-2023. The total credit hours will remain at 50.

Year One - Fall Semester

Item #	Title	Credits
AT530	INTERVENTIONS IN AT I	3
AT534	THERAPEUTIC MODALITIES	3
AT535	EMERGENCY PROCEDURES IN AT	3
AT545	INTERVENTIONS IN ATHLETIC TRAINING II	3
AT585	CLINICAL PRACTICUM I	1-3

Year One - Spring Semester

Item #	Title	Credits
AT536	PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION	3
AT547	INTERVENTIONS IN ATHLETIC TRAINING III	3
AT549	INTERVENTIONS IN ATHLETIC TRAINING IV	3
AT581	EVIDENCE BASED PRACTICE IN ATHLETIC TRAINING	3
AT586	CLINICAL PRACTICUM II	1-3

Year Two - Fall Semester

Item #	Title	Credits
AT552	ADMINISTRATIVE OPERATIONS IN AT	3
AT554	INTER-PROFESSIONAL COLLABORATION IN ALLIED HEALTH	1
AT560	GENERAL MEDICAL CONDITIONS	3
AT565	THERAPEUTIC INTERVENTIONS IN AT	3
AT587	CLINICAL PRACTICUM III	1-3

Year Two - Spring Semester

Item #	Title	Credits
AT588	CLINICAL PRACTICUM IV	6
AT593	PROFESSIONAL DEVELOPMENT	1

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.liasoncas.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

2023/2024 Tuition

- 75 credit hours (\$875/credit hour) \$65,625

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	Year 1 – Summer 500/600 Courses	Year 1 – Fall OT 500/600 Courses
<p>OT 530 – Foundations of Occupational Therapy (3 credits=3/0)</p> <p>OT 532 – Functional Anatomy (2 credits=1/1)</p> <p>OT 534 – Applied Kinesiology: Movement for Participation (3 credits=2/1)</p> <p>OT 538 – Rural Practice & Community Outreach (2 credits=2/0)</p> <p>OT 539 – Professional Practice & Scholarship (2 credits=2/0)</p> <p>OT 552 – Patient Care Skills (2 credits=1/1)</p> <p>OT 559 – Research I: Design & Development (2 credits=2/0)</p> <p>16 Credit Hours</p>	<p>*OT 550 – Psychosocial Foundations in OT Practice (3 credits=1/2)</p> <p>OT 554 – Neuroscience Foundations of OT Practice (3 credits=2/1)</p> <p>OT 570 – OT Clinical Practice with Children & Adolescents (3 credits=2/1)</p> <p>OT 574 – Teamwork & Professional Collaboration (2 credits=2/0)</p> <p>OT 579 – Research II: Methodologies (1 credit=0/1)</p> <p>12 Credit Hours</p>	<p>*OT 572 – OT School System Practice (3 credits=1/2)</p> <p>OT 576 – Assistive Technology & Design Applications (2 credits=1/1)</p> <p>OT 630 – OT Practice with Adult Populations (2 credits=1/1)</p> <p>OT 632 – OT Modalities & Modifications (2 credits=1/1)</p> <p>OT 634 – OT Practice in Health & Wellness (2 credits=2/0)</p> <p>OT 638 – Integrating Cultural & Global Perspectives (2 credits=2/0)</p> <p>OT 639 – Research III: Data Collection & Analysis (1 credit=0/1)</p> <p>14 Credit Hours</p>
Year II – Spring OT 600 Courses	Year II – Summer OT 600 Courses	Year II – Fall OT 600 Courses
<p>OT 636 – Dynamic Practice: Advocacy & Emerging Trends (2 credits=2/0)</p> <p>*OT 650 – OT Practice with Aging Populations (3 credits=1/2)</p> <p>OT 652 – OT Practice Management & Leadership (3 credits=3/0)</p> <p>OT 654 – OT Practice Transitions: Education & Entrepreneurship (3 credits=2/1)</p> <p>OT 659 – Research IV: Presentation & Dissemination (1 credit=0/1)</p> <p>OT 670 – OT Professional Practice Seminar (1 credit=1/0)</p> <p>13 Credit Hours</p>	<p>OT 675 – FW II A (10 credit hours) 40 hours/12 wks</p> <p>10 Credit Hours</p>	<p>OT 695 – FW II B (10 credit hours) 40 hours/12 wks.</p> <p>10 Credit Hours</p>

(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.

Total Credits

0

Course Sequencing

*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

Athletic Training

AT530 : INTERVENTIONS IN AT I

Introduction course into the many disciplines of Athletic Training. Prevention, treatment, and rehabilitation of athletic injuries, as well as the diverse role of Certified Athletic Trainers (ATCs) and the concept of the Sports Medicine team will be the focus of the course. Philosophical questions, historical information and foundation topics within the profession will be addressed.

Credits 3

AT534 : THERAPEUTIC MODALITIES

Investigate and analyze indications, contraindications and biophysics of agents that aid in the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises and rehabilitative techniques.

Credits 3

AT535 : EMERGENCY PROCEDURES IN AT

Instruction and practice in advanced first aid and CPR techniques AED instruction, and oxygen administration for the paramedical professional. Students must meet professional rescuer standard as established by national certification agencies such as the American Red Cross and the American Heart Association. Provide the professional rescuer with the knowledge and advanced skills necessary in an emergency to help sustain life, reduce pain and minimize the consequences of respiratory and cardiac emergencies and injury or sudden illness until more advanced medical help can arrive.

Credits 3

AT536 : PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION

Introduction to the principles of rehabilitation of sports injuries, including range of motion, pain control, balance, proprioception, strengthening, and endurance. Development of therapeutic goals and objectives, exercise gradation and methods of evaluating rehabilitation progress will be stressed.

Credits 3

AT545 : INTERVENTIONS IN ATHLETIC TRAINING II

A study of the knowledge and skills required to recognize, evaluate and rehabilitate Hip, Knee, Ankle and Foot injuries. Specific attention will be given to the prevention, recognition, evaluation, treatment, emergency care and rehabilitation techniques for the lower extremity.

Credits 3

AT547 : INTERVENTIONS IN ATHLETIC TRAINING III

A study of the knowledge and skills required to recognize, evaluate and rehabilitate shoulder, elbow, hand, and wrist injuries. Specific attention will be given to the prevention, recognition, evaluation, treatment, emergency care and rehabilitation techniques for the upper extremity as discussed in the current literature.

Credits 3

AT549 : INTERVENTIONS IN ATHLETIC TRAINING IV

A study of the knowledge and skills required to evaluate and rehabilitate head, neck, and lumbar spine injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the head, neck and lumbar spine. They will be able to treat and rehabilitate injuries from acute to return to play status.

Credits 3

AT552 : ADMINISTRATIVE OPERATIONS IN AT

A course designed to provide the athletic training student with competencies needed to plan, coordinate and supervise administrative components of an athletic training organization including those pertaining to health care, financial, personnel and facilities management, and public relations.

Credits 3

AT554 : INTER-PROFESSIONAL COLLABORATION IN ALLIED HEALTH

This course educates inter-professional teams through an innovative curriculum and shared practices using technology and faculty created case scenarios, case studies and practicum observations.

Credits 1

AT560 : GENERAL MEDICAL CONDITIONS

Focuses in the identification and treatment of medical conditions of the nervous, urinary, endocrine, reproductive, respiratory, gastrointestinal, cardiovascular, integumentary systems. Emphasis placed on the role the Athletic Trainer has in the prevention, evaluation, diagnosis, treatment and rehabilitation of associated conditions as directed by a supervising physician.

Credits 3

AT565 : THERAPEUTIC INTERVENTIONS IN AT

Introduces principles of drug therapy across the lifespan and the use of drugs as they pertain to the health care of athletes and their effect on athletic competition. An emphasis on the knowledge, skills and values required of the Athletic Trainer on pharmacological applications, including indications, contraindications, precautions, interactions, documentation and governing regulations relevant to the treatment of injury and illness in athletic training. Examines the knowledge, skills, that the athletic trainer must possess to recognize and intervene, and when appropriate, refer to a recognized professional; the socio-cultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.

Credits 3

AT581 : EVIDENCE BASED PRACTICE IN ATHLETIC TRAINING

This course exposes the student to the areas and types of research in athletic training, reviewing literature and critiquing research articles, research design, common measures in athletic training, statistical decision making, ethical considerations in research and writing for publication and presentation. The construction and analysis of measurement instruments and corresponding techniques utilized within the athletic training profession will also be discussed.

Credits 3

AT582 : RESEARCH IN AT I

This course continues the process of research in clinical practice. Development of methods to test a chosen hypothesis will be created. Exploration of statistical methods to test the clinician's hypothesis will be compared. Collection of pilot data will begin.

Credits 3

AT583 : RESEARCH IN AT II

This course is a continuation of clinical research in athletic training and is the CULMINATION of the students research methods in research related to their Master of Science in Athletic Training Studies.

Credits 3

AT585 : CLINICAL PRACTICUM I

Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in the overall daily operations and procedures, basic injury care, and therapeutic modalities.

Credits 1-3

AT586 : CLINICAL PRACTICUM II

Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in conducting hands-on physical examinations and advanced injury assessment in the evaluation and treatment of injuries to the lower extremity.

Credits 1-3

AT587 : CLINICAL PRACTICUM III

Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in conducting therapeutic rehabilitation, and physical examinations of the head, spine, and upper extremity.

Credits 1-3

AT588 : CLINICAL PRACTICUM IV

An immersive clinical experience in the profession of athletic training which provides the student the opportunity to apply knowledge and skills learned in their athletic training courses to the clinical setting through their assigned clinical experience under the direct supervision of a preceptor. Emphasis will be based on principles of the analytical skills used in conducting hands-on physical examinations and advanced injury assessment.

Credits 6

AT593 : PROFESSIONAL DEVELOPMENT

A capstone course designed for research discussion of critical questions and contemporary issues and problems in athletic training/sports medicine. Current issues in athletic training related to professional conduct and practice are emphasized. Athletic Training Students will prepare for the Board of Certification Examination.

Credits 1

Occupational Therapy

OT 530 : FOUNDATIONS OF OCCUPATIONAL THERAPY

This course 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 explore the profession's tenets, ethics, and professional roles as applied to varied practice settings. Regional and global public health care needs are reviewed, and students are educated on the application of therapeutic use of self and critical reasoning as applied to evidence-based, client/family-centered care for diverse populations.

Opportunities may be available for students to visit facilities and organizations to gain a better understanding of ethical practice and to learn about the various disciplines and team roles. Students may also be involved in analyzing various practice environments to better understand their organizational management, direct care situations, and documentation processes and how OT can play a role in service provision for the various patient populations.

Credits 3

OT 532 : FUNCTIONAL ANATOMY

This course includes examination of the anatomical structures 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 analyzed.

Credits 2

OT 534 : APPLIED KINESIOLOGY: MOVEMENT FOR PARTICIPATION

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

Credits 3

OT 538 : RURAL PRACTICE & COMMUNITY OUTREACH

This course is designed to emphasize the knowledge and skills necessary for practice in rural contexts. Students will begin to apply information learned in other courses to begin to analyze and articulate the special needs of this unique population. Issues concerning such topics as access to insurance and providers will be discussed. Students will work to problem-solve through case studies and community evaluations. Opportunities to design alternative solutions to the health care issues of rural communities will be provided. Skills for development of mentoring relationships will be covered.

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 professional behaviors and be expected to demonstrate these behaviors throughout the rest of the curriculum and on fieldwork. The topics of evidence-based practice and the different types of scholarship will be covered. Students will be expected to demonstrate and understanding of how to use the evidence to support decision-making and care planning. A review of current research that demonstrates the value of OT intervention is included.

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. 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. Students in good standing with all 2nd semester coursework to date will be assigned a 30–40 hour rotation within a practice setting focused on applying the psychosocial/ neurological knowledge and skills. Students will analyze the impact of psychosocial health on occupational engagement and participation within various contexts. Cultural acceptance of mental health issues will be explored. Opportunities to expand current knowledge of organizational management, direct care situations, and documentation will be provided. Emphasis is again placed on analyzing practice environments for application of OT practice. This Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process.

Credits 3

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. Students will practice skills in activity analysis, documentation, and developing occupational profiles.

Credits 2

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 & DEVELOPMENT

This course is an introduction to graduate research. Learners examine the quality of evidence to guide OT practice decisions. The course includes the use of search engines and relevant resources. The scholarship process includes the critique of the quality of evidence related to the developing a research project.

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. Experiences serve to synthesize the roles of occupational therapists, occupational therapy assistants, and other health care providers in this arena. Topics include professional standards of practice, ethics, advocacy, outcomes assessment, ethics, liability, documentation, and reimbursement of services. Experiences also serve to critically analyze the influence of culture in the provision of care. Emphasis is placed development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course. Students in good standing with all 3rd semester coursework to date will be assigned a Level I Fieldwork experience in a pediatric/school system setting, which serves to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. Emphasis will be placed on analyzing practice environments (including rural contexts) for application of OT practice within communities, schools, and practice settings for children and youth.

Credits 3

OT 572 : OT SCHOOL SYSTEM PRACTICE

This course involves review of evidence-based services and critical application of the role of the occupational therapist in early intervention and 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, IEPs, equipment, transitional living needs, and accessibility issues are explored. Professional leadership, advocacy, ethics, supervision and the profession's ability to enhance educational outcomes are included. 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 development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course. Students in good standing with all 3rd semester coursework to date will be assigned a Level I Fieldwork experience in a pediatric/school system setting, which serves to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. Emphasis will be placed on analyzing practice environments for application of OT practice within communities, schools, and practice settings for children and youth.

Credits 3

OT572 : OT SCHOOL SYSTEM PRACTICE

This course involves review of evidence-based services and critical application of the role of the occupational therapist in early intervention and 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, IEPs, equipment, transitional living needs, and accessibility issues are explored. Professional leadership, advocacy, ethics, supervision and the profession's ability to enhance educational outcomes are included. 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 development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course.

Students in good standing with all 3rd semester coursework to date will be assigned a Level I Fieldwork experience in a pediatric/school system setting, which serves to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. Emphasis will be placed on analyzing practice environments for application of OT practice within communities, schools, and practice settings for children and youth.

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 2

OT 576 : ASSISTIVE TECHNOLOGY & DESIGN APPLICATIONS

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 evaluating the evidence, fabrication, and adaptation. Personal environments, community environments, and practice settings are analyzed for accessibility, necessary modifications, and compliance with legal requirements.

Credits 2

OT 579 : RESEARCH II: METHODOLOGIES

This course involves advanced exploration of a research topic. Learning experiences include a critical review of related evidence, research methods, instrumentation, study designs, and analysis of results as appropriate for the selected research. Tasks will include critical examination of qualitative and quantitative designs; and methods of analyses and their application in health care studies. Working with a research mentor, and within institutional IRB guidelines, the students will work in small groups to implement an approved research project.

Credits 1

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. The course addresses participation, rehabilitation, and disability. Interventions that promote optimal occupation and participation are a key focus for the OT planning process. Client involvement in assessment, goals, intervention plans, and discharge planning processes are emphasized. Learners will use critical reasoning to solve client presented scenarios and develop habits, values, and roles to promote life-long learning. Learners will also assess the influence of culture for access to care and establishing goals and plans that meet the requirements of client-centered care. Outcome assessments to determine the effectiveness of offered services are included. OT role with the OTA and OT health team members are critically examined. Special knowledge and skills for practice in rural contexts is addressed.

Credits 2

OT 632 : OT MODALITIES & MODIFICATIONS

This course involves the application of adjunctive methods to enhance occupational performance. Case-based application of physical agent modalities is included. Current knowledge regarding contraindications and safety procedures is reviewed. Prosthetic training and the design, fabrication, and care of orthotics are explored. Client education in the care and usage of orthoses and prostheses is included. Education concerning professional roles, documentation, reimbursement, safety, and liability is also provided.

Credits 2

OT 634 : OT PRACTICE IN HEALTH & WELLNESS

This course focuses on a life span analysis of societal and public health principles of illness and wellness. Content includes a critical review of current evidence for assessing physiological, psychosocial, cognitive and behavioral concepts and health care trends and the implications for occupational engagement and OT practice. Global health care trends and public health needs are explored. Cultural influences of health, access to care, health care disparity, and the impact of illness are investigated.

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 critically examines the use of reasoning and decision-making in assessment and intervention, with varied cultures, across the life span. Opportunities to explore processes for addressing ethical and cultural issues, managing language barriers, and improving access to care will be provided. Demographic health care needs of various cultures will be analyzed, and assessments and treatments will be reviewed for global application. Case-based scenarios will be used to apply logical thinking models to effectively address complex health care needs.

Credits 2

OT 639 : RESEARCH III: DATA COLLECTION & ANALYSIS

With the support of the research advisor, the course advances the development of the assigned research project and extends the learners' comprehension of the profession's focus on scholarship for practice. Students will employ chosen methods of analysis to examine data collected in their study.

Credits 1

OT 650 : OT PRACTICE WITH AGING POPULATIONS

This course involves critical examination of current evidence regarding health care needs and interventions for older adults. Students will explore the continuum of current care services for the older adult population. Services include promotion of wellness and illness models of intervention, productive aging, leisure adaptations, and neuro cognition. Topics will cover wellness programs, services in adult day care centers, assistive living environments, long term care, home health, hospice, and community-based programs. Ethics, legislation, liability, reimbursement, advocacy, and documentation using Medicare/Medicaid guidelines are also included. Students will be engaged in activities that support development of professional competencies in assessments and interventions. Evidence based assessments and interventions for sensorimotor, behavioral, cognition, social, and older adult care are included. A special emphasis will be placed on understanding the unique skills required to practice with this population in rural contexts. Students in good standing with all 3rd semester coursework to date will also be assigned to a Level I Fieldwork experience in a setting that addresses the needs of older adults. This experience will serve to enrich didactic coursework through directed observation and participation and allow for analysis of practice environments for application of OT practice.

Credits 3

OT 652 : PRACTICE MANAGEMENT & LEADERSHIP

This course focuses on advocacy and leadership skills and encourages the student to develop a professional practice that includes a mission, vision, strategic and business plans, applicable policies and procedures, a job description, performance benchmarks and appraisal methods. Related interviews, supervision, leadership models, and appraisal methods are included. Trends in health care systems, management principles, promotion, marketing, liability, consultation, advocacy, and consulting roles are also explored. Development of a 5-year professional development plan including goals for advanced practice certifications and fieldwork education are developed. Ethical scenarios as potential practice liability issues are analyzed. Students will also critically analyze the professional entry competencies for practice (especially concerning rural practice), including certification and licensure responsibilities.

Credits 3

OT 654 : OT PRACTICE TRANSITIONS: EDUCATION & ENTREPRENEURSHIP

This course is designed to introduce the students to the professional roles of the OT educator and OT entrepreneur. Educational content will include skill development in curriculum design, course development, and teaching strategies. Entrepreneurial content will emphasize the business skills necessary in private practice and particularly focus on the need for unique and creative solutions to meet the growing health care needs of clients in rural settings.

Credits 3

OT 659 : RESEARCH IV: PRESENTATION & DISSEMINATION

This course is the culmination of the scholarly project. In this course students will complete the research project and deliver a professional public presentation of the study. Students will also be required to develop an article for future publication.

Credits 1

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

Organizational Leadership

OL530 : ECONOMICS AND FINANCE

A study of the basic elements of Micro-Economics focusing upon the social welfare aspects of when government, for profit and not for profit organizations work well and when they do not. The essential elements of micro-economic principles as applied to organizational structures will be examined. The impact of the Macro-Economy upon specific organizational types will also be examined. A comprehensive study of the methods, techniques, and analysis of financing for decision making, planning and control; cost determination and evaluation; cost-benefit assessment, budgeting and quantitative techniques.

Credits 3

OL531 : SOCIAL RESPONSIBILITY

This course introduces students to social responsibility by examining how organizations and individuals can positively impact diverse stakeholders. Social responsibility means that individuals and organizations have an ethical obligation to act in the best interests of their environment and society as a whole. The crux of this theory is to create and enact values, policies and behaviors that promote a balance between the dual ethical mandates of striving for individual fulfillment and benefiting society as a whole. The course will explore social responsibility by theoretically and practically engaging topics such as the environment, poverty, homelessness, hunger, educational deficiencies, meeting the needs of minorities, health care, unemployment, or other socially relevant issues, especially within the local community.

Credits 3

OL532 : ORGANIZATIONAL BEHAVIOR

This course explores topics in organizational behavior and organizational development. The areas of focus will include social psychology, organizational change, organizational architecture, organizational diversity and organizational leadership in the constantly changing contemporary society.

Credits 3

OL540 : LEGAL ASPECTS OF GOVERNANCE

An examination of the law and ethics underlying and governing the structure and operation of for-profit and non-for-profit corporations in the United States and internationally. The course includes the legal evolution of the corporation as an economic and moral "person"; the structure and its role in governance; the role of the board as fiduciary and performance monitor; legal and ethical responsibilities of managers; government regulation of the structure and public accountability. This course provides an overview of the role of the successful, integrative leader in the modern business organization. Through discussions, cases, and exercises, participants will examine historical and contemporary approaches to leadership, including corporate practices to develop.

Credits 3

OL541 : PROCESS IMPROVEMENT, PLANNING AND EXECUTION

This course will focus on the use of project planning, tracking and execution tools. Included will be topics and tools such as project management software, SWOT Analysis, and Business Process Mapping (for example: ISO9000 certification, Kaizen, Six Sigma and other process improvement programs).

Credits 3

OL630 : BUSINESS ETHICS AND DIVERSITY

Business Ethics and Diversity utilizes mindfulness practices and focuses on the ethical dimension of business leadership with particular attention given to diversity. The main concern of the course is the creation of more humane organizational cultures. Students will be given the means to develop the mindful, conceptual, emotional, personal, and organizational skills needed to be an ethical leader.

Credits 3

OL640 : ARBITRATION, MEDIATION AND NEGOTIATION

This course covers the most common alternative dispute resolution techniques in use today with a primary focus on non-litigation processes of dispute resolution and their relationship to traditional litigation. The course involves the study of negotiation, mediation, arbitration as well as court-related settlement options. Topics covered include the study of each technique, advantages and disadvantages of each technique, and why they are preferable to litigation. In order to help opposing parties resolve conflicts in the quickest and most effective way possible, practitioners must be prepared to deal with several differing perspectives, personalities, and negotiation styles.

Credits 3

OL643 : CONFLICT MANAGEMENT: THEORY AND TOOLS

This course explores topics in conflict management and includes a focus on interpersonal conflict, interpersonal and psychological perspectives on conflict, conflict resolution, group dynamics and the importance of reducing the frequency of unproductive workplace conflicts. Through the use of case studies and real-world situations, students apply conflict management theories, models, and strategies to a variety of situations, including business organizations (for profit and non-profit), the public sector, and globally.

Credits 3

Prerequisites

Students enrolled in the Master of Organizational Leadership Program

OL644 : EMOTIONALLY AND SOCIALLY INTELLIGENT LEADERSHIP

This course focuses on the assessment, understanding, and application of intrapersonal and interpersonal competencies. The course addresses the emotional and social awareness necessary to sustain leadership effectiveness, create collaborative team environments, and drive change initiatives.

Credits 3

Prerequisites

Students enrolled in the Master of Organizational Leadership Program

OL696 : IMMERSIVE LEARNING EXPERIENCE I

In this first Immersive Learning Experience course, students will become familiar with how their personality, values, experiences, strengths, and communication style play a role in who they are as a leader and gain an understanding of how the practice of mindfulness contributes to leadership. Students explore four types of social justice and begin identifying a social justice organization they will be engaging with throughout the program at an organizational/administrative level.

Credits 1

Prerequisites

Students enrolled in the Master of Organizational Leadership Program

OL697 : IMMERSIVE LEARNING EXPERIENCE II

In this second Immersive Learning Experience course, students gain an understanding of leadership behaviors that transform organizations. Students begin developing a mindfulness practice and become familiar with a specific social justice organization, its mission, and the people they serve. Students begin contributing and learning from a local social justice organization.

Credits 1

Prerequisite Courses

[OL696: IMMERSIVE LEARNING EXPERIENCE I](#)

Prerequisites

Students enrolled in the Master of Organizational Leadership program

OL698 : IMMERSIVE LEARNING EXPERIENCE III

In this third Immersive Learning Experience course, students explore practices associated with caring leadership, evaluate their leadership growth, and assess their progress on their learning contract, modifying, if necessary. Students continue their mindfulness practice and continue contributing and learning from a local social justice organization.

Credits 1

Prerequisite Courses

OL697: IMMERSIVE LEARNING EXPERIENCE II

Prerequisites

Students enrolled in the Master of Organizational Leadership program

OL699 : IMMERSIVE LEARNING EXPERIENCE IV

In this final Immersive Learning Experience course, students will examine how leadership transforms organizations by operating from the axes of purpose and empathy with a view toward creating a meaningful impact on the external environments of nature, market and society, in our workplaces. Students will complete their project and present it to their social justice organization, faculty, and peers.

Credits 3

Prerequisite Courses

OL698: IMMERSIVE LEARNING EXPERIENCE III

Prerequisites

Students enrolled in the Master of Organizational Leadership program