WILMINGTON COLLEGE

2025-2026
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

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General Information

2025-2026 Wilmington College Graduate Academic Calendar

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

Wilmington College Mission Statement

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

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

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

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

Wilmington College Vision Statement

Wilmington College intends to make significant progress in the next decade toward being a model college that melds the liberal arts and career preparation in order to graduate liberally educated professionals.
To move towards this vision, Wilmington will:

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

Wilmington College Core Values

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

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

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

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

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

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

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

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

Statement of Accreditation
Wilmington College

Wilmington College is accredited by:

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

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

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

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

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

Master of Science in Occupational Therapy

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

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

Current information concerning accreditation statue is available at 222.acoteonline.org or by contacting:
Accreditation Council for Occupational Therapy Education (ACOTE®)
7501 Wisconsin Avenue, Suite 510E,
 Bethesda, MD 20814
Phone: (301) 652-6611
Email: accred@aota.org

Statement of Non-Discrimination
WILMINGTON COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF AGE, RACE, COLOR, RELIGION, NATIONAL OR ETHNIC ORIGIN, GENDER, SEXUAL ORIENTATION, OR DISABILITY IN THE ADMINISTRATION OF EDUCATION POLICIES, ADMISSION POLICIES, FINANCIAL AID, EMPLOYMENT, OR ANY OTHER COLLEGE PROGRAM OR ACTIVITY.
Inquiries regarding compliance may be directed to:

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

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

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

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

Perspectives on Wilmington College

Quaker History and Heritage

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

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

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

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

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

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

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

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

Setting of Main Campus

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

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

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

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

Campus Visit and Admission Meeting

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

Wilmington College Policies

Governing Catalog

Governing Catalog

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

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

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

Schedule Changes (pg. 32 of undergraduate catalog)

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

Financial Aid Policy

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

Financial Aid Application Process

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

Payment of Tuition and Fees

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

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

Schedule Changes:

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

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

Withdrawal or Leave of Absence from Wilmington College

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

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

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

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

Academic Policies and Regulations

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

Voluntary Student Withdrawal and Leaves of Absence

Withdrawal

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

Administrative Withdrawal

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

Leave of Absence

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

Military Leave of Absence

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

<u>Delivery of Academic Courses</u>

Definition of Courses

<u>Face to Face Courses</u>

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

<u>Hybrid Flex Courses</u>

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

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

<u>Hybrid Traditional Courses</u>

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

<u>Online Asynchronous Courses</u>

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

<u>Online Synchronous Courses</u>

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

<u>Minimum Technology Requirements for Students</u>

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

· Google Chromebook devices are not recommended as your primary device

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

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

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

Memory Windows OS: 4 GB RAM or greater

macOS: 4 GB RAM or greater

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

Display Windows OS: 1280 x 768 screen resolution or greater

 macOS: 1280 x 800 screen resolution or greater

Network Connectivity

Wi-Fi capable Browser Video calls

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

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

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

Course Credits are Expressed in Semester Hours of Credit

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

Articulation Agreements

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

Academic Load

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

AP Credit Policy for Graduate Programs

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

Course Numbering Sequence

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

Course Number	Course Level
100-499	Undergraduate Courses

Course Number	Course Level
500-699	Graduate Courses

Grading System

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

Transfer Student Policy

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

International Student Admission Procedures

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

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

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

Academic Integrity Policy

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

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

Graduate Programs Academic Policy Procedure

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

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

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

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

A. Examinations

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

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

Final Exam Policy (policy from faculty handbook)

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

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

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

Academic Integrity Policy

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

B. Plagiarism

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

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

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

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

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

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

Artificial Intelligence

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

C. Handling Academic Misconduct Charges

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

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

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

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

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

Academic Probation, Suspension, Withdrawal, & Suspension

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

Readmission after Suspension

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

Academic Appeals & Grievances

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

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

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

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

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

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

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

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

F.   Administrative Appeals

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

Student Services

Student Resource Center

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

The services are:

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

Library Services

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

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

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

Career Services

Career Services

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

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

Career Readiness Competencies:

· Critical Thinking/Problem Solving

· Oral/Written Communications

· Teamwork/Collaboration

· Digital Technology

· Leadership

· Professionalism/Work Ethic

· Career Management

· Global/Intercultural Fluency

Services:

• Career coaching/counseling (Variety of personal assessments, goal setting, career planning, graduate school)

• Career development workshops, webinars, and scheduled individual meetings in person, through Handshake or through digital meetings

◦ Resume

◦ Cover Letters

◦ Job Applications

◦ Interviewing ◦ LinkedIn

◦ Job Search Strategies

◦ Hidden Job Market

◦ Salary Negotiations

◦ Culture/Fit

◦ 60 Second Commercial (Elevator Speech)

Professionalism in the Workplace

◦ Portfolio Development

◦ Career Timeline Mapping

◦ 4-year Career Readiness Strategy

• Facilitated opportunities for students to connect with potential employers such as career fairs, and on campus recruiting events

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

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

Community Services

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

 1. To promote and coordinate community service and civic engagement activities for Wilmington College students, faculty, and staff.

 2. To assist selected community social service agencies with the development and enhancement of volunteer and service-learning opportunities.

3. To promote and assist faculty in the integration of service into the curriculum.

4. To develop student, faculty, and staff incentives for service involvement.

5. To promote, recruit and select participants, design and facilitate the Community Service

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

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

Information Technology

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

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

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

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

Accessibility and Disability Services

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

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

Religious Accommodations

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

Diversity, Equity and Inclusion
Students with Disabilities

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

Governing Catalog

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

Registration and Class Policies (Refer to Student Handbook)

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

Schedule changes (Refer to Student Handbook)

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

Athletic Programs

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

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

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

Student Life

Mission

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

Houses

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

Campus Safety

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

Student Activities

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

Religious Opportunities

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

Academic Support Services

Office of Academic Records

ACADEMICS RECORDS

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

DEFINITIONS

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

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

Education Records maintained by the College include:

Academic Records

Financial Records

Computer and network use records

Disciplinary Records

Employment Records

Security Records; and

Medical and Counseling records

Education records do not include the following:

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

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

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

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

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

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

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

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

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

Disclosure of personally identifiable information in Education Records

With Consent

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

Without Consent

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

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

· Authorized agents in connection with financial aid for which the student has applied or which the student has received; · Accrediting organizations in order to carry out their accrediting functions;

· To comply with a lawfully issued court order or subpoena (the College will make reasonable efforts to notify the student prior to compliance with the subpoena) ;

· To appropriate persons in relation to a health and safety emergency, as specifically determined by the College, in accordance with FERPA; To an alleged victim, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non-forcible sexual offense. The disclosure will be made regardless of whether the alleged perpetrator was found to have violated any College policy with respect to the alleged crime or offense;

· To third parties, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non-forcible sexual offense, only when the alleged perpetrator has been found to have violated any College policy with respect to the alleged crime or offense;

· To comply with a court order obtained under the USA Patriot Act for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student;

· To disclose to a student's parent information regarding any violation of law or of College rule or policy as to alcohol or use or possession of other drugs, if the student is under age 21 at the time of the disclosure and the College determines that such alcohol/drug use or possession constitutes a disciplinary violation;

· To disclose information provided to the College under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section; and

 · To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M non-immigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA Patriot Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h). Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.

· To the National Student Clearinghouse to function as the College's agent in matters including but not limited to:

 ◦ FELP loan deferment;

◦ Reporting enrollment to the NSLDS and other related enrollment and degree verification services.

Directory Information

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

At Wilmington College, directory information may include the following:

· Student name;

· Home and local address and telephone numbers;

· Major fields of study and College of enrollment;

· Degrees, honors, awards, and dates received;

· Teaching certificates/licensures received; · Class (year of study);

· Dates of attendance;

· Most recent institution previously attended;

· Previous degrees earned and granting institutions;

· Participation in officially recognized activities and sports;

· Height and weight of members of athletic teams;

· Enrollment status (enrolled, withdrawn, full or part−time);

· Date of birth;

· Student email address; and, student photo

Records of Disclosures

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

· Disclosures to the student;

· Disclosures pursuant to student's written consent;

· Disclosures to school officials with a legitimate educational interest;

· Disclosures in order to comply with a lawfully issued court order or subpoena;

· Disclosures to comply with a court order obtained under the USA Patriot Act;

· Directory information.

Destruction of Records

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

STUDENTS' RIGHTS WITH RESPECT TO EDUCATION RECORDS

Inspection

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

– Financial information submitted by the student's parents;

· Confidential letters and recommendations associated with admission, application for employment or receipt of an honor or honorary recognition to which the student has waived the rights of inspection and review;

· Education records containing information about more than one student, in which case the College will only permit access to that part of the record pertaining to the inquiring student.

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

Amendment

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

Formal Hearing

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

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

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

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

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue

SW Washington, DC 20202-5920

Addendum

Academic Misconduct - October 2024
Appendix 1.18: Handling Academic Misconduct

ACADEMIC CODE OF CONDUCT

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

EXAMPLES OF ACADEMIC MISCONDUCT

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

1.Taking unauthorized materials into or out of the examination room.

2.Leaving the examination room without authorization before completing an examination.

3.Talking in the examination room without authorization.

4.Discussing the examination outside the examination room during the course of the examination.

5.Attempting to observe the work of another student.

6.Taking an examination for another person or permitting someone else to do so.

7.Collaborating improperly by discussion, joint research, or joint effort in any way expressly prohibited by the instructor. This includes using a cell phone or other device to access information from another source or another student.

8.Improper knowledge of contents of an examination – No student shall knowingly acquire unauthorized knowledge of an examination or any part of an examination, or solicit, offer, or give information about any part of an examination.

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

1.Resubmission of work – Submitting work which has been previously submitted for credit.

2. Plagiarism – Submitting work done wholly or partly by another, including the unattributed copying of all or parts of a published work or internet document. Using generative Artificial Intelligence (AI) sources to produce work (when not expressly permitted) is also a form of plagiarism. Some instances of plagiarism are the result of ignorance rather than dishonesty. When plagiarism is encountered, the instructor should be sure that the student knows proper procedures for attributing content.

3.Prohibited sources – Consulting material or persons contrary to the directions of the instructor.

4.Improper collaboration – Engaging in any discussion, joint research, or joint effort of any kind expressly prohibited by the instructor.

5.Deception – Misrepresenting the authenticity of sources, citations, or principles in any written work.

6. Sharing work – Students who share their work with others are responsible for how that work is used. For example, if a student shares a paper with another student to help him or her understand an assignment, and that student submits the work as their own, the author of the paper shares responsibility for the plagiarism committed by the other student.

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

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

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

GUIDELINES FOR HANDLING ACADEMIC OFFENSES

1. Confront the student within ten working days of knowledge of the incident when the college is in session, or within the ten days of the start of the next semester.

2. Determine if the offense is substantiated. Also, determine if the offense falls under the "plagiarism" category (defined under B.2 above) or not.

3. Document incident and consequence in writing (letter or email) and send to student. Ideally, the course syllabus should provide a statement related to academic misconduct and its consequences.

4. Submit a copy of the letter or email sent to student to Associate Vice President for Academic Affairs (AVPAA). If the offense is deemed to fall under the "plagiarism" category, then explicitly indicate this in the letter/email. The faculty member may email the student or send a letter to the student's campus or home address. The Office of Academic Affairs will maintain a copy of this letter in the student's file for reference should additional incidents of academic misconduct occur.

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

5. The Associate Vice President for Academic Affairs will meet with the student and review the Academic Misconduct Policy. If the student has no prior incidence of academic misconduct, no further action will be taken.

6. If the student has committed a prior offense, the student must appear before the Academic Standards and Appeals Committee (ASA). The student may also be required to appear before the committee if the faculty member and the Associate Vice President for Academic Affairs determine the offense is serious enough to warrant additional review.

7. Any additional consequences will be determined by the ASA. Consequences could include academic probation, ineligibility for academic honors, or suspension.

8. For a first violation of the "plagiarism" type, the instructor will decide if this violation is of a minor or major type. This determination is up to the instructor's discretion. If the plagiarism violation is "minor", then the instructor will abstain from grading the assignment and ask the student to redo and resubmit it in their own words/work. Once resubmitted, the assignment will be graded. If a student refuses to redo the assignment or does not complete it in the allowed time, then the instructor is free to give the student a zero for the work.

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

9. For a second infraction of plagiarism, or for a "major" plagiarism violation, the student must take and pass the Plagiarism Workshop, which is an approximately 4-hour, non-credit-bearing course. For a second infraction or a major infraction , the grade for the assignment will be at the instructor's discretion.

10. If a student does not pass the Plagiarism Workshop course within the designated time period, or has additional infractions of Academic Misconduct, then those offenses would be directed to the process outlined in steps 6 and 7 above (referral to the Academic Standards and Appeals Committee).

STUDENT APPEAL PROCESS

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

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

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

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

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

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

FINAL REVIEW

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

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

Appendix 1.9: Syllabus Form

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

· Your name and contact information such as office #, office phone and e−mail address and office hours (minimum of 5 hours per week should be posted and observed per Faculty handbook).

· The course number, credit hours and section number for the course.

· Course description from the catalog with prerequisites and infused skill(s), if applicable.

· Semester and year of course.

· Course location (building and room number) and time.*

· Course Goals and Objectives/Learning Outcomes.

· Skills statement, including how the skill will be taught, practiced, and assessed. Current infused skills policies and guidelines may be obtained from the appropriate skills director.

· Tentative course schedule and assignments.

· Statement that says that a minimum of two hours of out-of-class student work is expected for each hour of in-class time for traditional face-to-face course format. For online and hybrid courses, the combination of face-to-face time and out-of-class work should be equal to 3 hours per credit hour per week.

· Basis for assigning grades in the course. Grading policy must include your use or non-use of +/- grades in the course as well as how infused skills will be assessed, if applicable.

· Instructor's penalty for academic misconduct, as well as this statement: "See the current Student Handbook for the college's Academic Integrity policies as they pertain to examinations, plagiarism, classroom behavior, and the process for handling academic misconduct charges."

· Instructor's policy for the use of generative artificial intelligence (AI) in the course.   Instructors have discretion as to when/how students may use AI in coursework. The statement in the syllabus can be general (e.g., "The use of generative AI is prohibited except where expressly allowed in assignment instructions.") or as detailed as needed.

(Consider a cell phone/texting policy.)

· Instructor's attendance/absence policy, as well as this statement: "See the current Student Handbook for the college's Attendance policy especially as it pertains to excused absences."

· Textbook and other required materials.

· Final examination date and time (required to meet during assigned final examination period even if some activity other than testing is planned per faculty handbook).*

· A.D.A. statement: "Americans with Disabilities Act: If you have a documented disability that requires accommodation, contact the Disability Services Director, 937-481-2444, Robinson Communications Center Room 114".

· Optional: college mission and/or relationship of course to the mission.

*Not required for online courses.

Directory

Graduate Faculty, Administration, and Staff

Faculty

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

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

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

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

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

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

Adjunct Faculty

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

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

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

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

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

Administration

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

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

Graduate Committee

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

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

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

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

Clerk of Academic Standards and Appeals

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

Office of Academic Affairs

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

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

Anna Adrian, (2024) Assistant to Academic Affairs

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

Office of Academic Records

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

Anna Burns, (2003) Academic Records Specialist

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

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

Harcum Art Gallery

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

Library

Lee A. Bowman, (2006), Cataloger/Reference Librarian
B.A., Cumberland College; M.A.Th., Bethany Theological Seminary, M.A., M.A.L.I.S., University of Wisconsin.

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

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

Kari Siders, (2024), Director of Watson Library

Peace Resource Center, Quaker Heritage Center

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

Athletics

Briana Clark, (2023) Assistant Athletic Director
    B.A., Brevard College; M.A. Arkansas State University

Michael Pagano, (2023) Director of Athletic Communications
    B.A., Muskingham University; M.A., Messiah University

Kevin Burke, (2024) Associate Head Football Coach
    B.A., Gettysburg College; M.A., State University of New York at Stony Brook

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

Kevin Griffin, (2024) Assistant Football Coach

Jeremy Harris, (2024) Assistant Football Coach
    B.A., New Mexico State University

Mark Murnyack, (2024) Assistant Football Coach/Defensive Coordinator
    B.S., Juniata College

Moss– Head Women's Basketball Coach

Barry Craddock, (2023) Head Men's Baseball Coach
    B.A., Wooster College; M.S., Ohio University

Daniel Moriarty, (2024) Head Men's Lacrosse Coach
    B.S., Adelphi University

Tristen Durr, (2019) Head Coach Track and Field
    B.S., Heidelberg University

Joshua Cyrus, (2023) Assistant Coach Track and Field
    B.S., Wilmington College

Braya Elsea, (2023) Assistant Volleyball Coach
    B.A., Marietta College; M.A., Marietta College

Aly Wiseman, (2022) Head Volleyball Coach
    B.S., Marietta College

Charity Shears,(2023) Assistant Women's Basketball Coach
    B.S., West Virginia State University; M.A., La Salle University

Shadrach Brausch, (2023) Strength and Conditioning Coach
    B.S., Wilmington College; M.S., Liberty University

Megan Warren, (2023) Head Softball Coach
    B.S., Defiance College; M.B.A., Defiance College

Jake Hyatt, (2024) Assistant Athletic Director Facilities and Operations
    B.S., Wilmington College; M.A., Xavier University

Chyann Martin, (2024) Cheerleading Coach
    B.S., Wilmington College; M.S., Indiana Wesleyan University

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

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

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

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

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

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

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

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

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

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

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

Business and Finance

Jacob Christman, (2023) Administrative Accounting Assistant

B.A., Wilmington College

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

Amy Robinson, (2023) Bursar

B.S., University of Phoenix

Abir Shepard, (2023) Assistant Bursar

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

Sandra Briggs, (2023) Accounts Payable Lead

H.S., Troy High School

Heather Schneder, (2019), Campus Events Manager
B.S., Wilmington College.

Human Resources

Terron Cruey, (2023) Human Resource Director

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

Angela Imbronyev, (2023) Payroll and Benefits Coordinator

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

Information Technology

Mary Beth Corcoran, (2010), Help Desk Manager

George Dimidik, (2018), Vice President of Information Technology
B.S. DeVry Institute of Technology.

Vinson Harcourt, (2012), Systems Analyst
B.S. Western Governors University.

Zachary Sizemore, (2020), Systems Technician

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

Clayton Snavely, (2023) Desktop Technician

A.A., Southern State Community College

Corey Adams, (2023) Software Support Technician

Physical Plant

Jeremy Adkins, (2023) General Maintenance Technician

April Crank, (2019) Office Manager Physical Plant

B.A., Ohio Christian University

Cameron Phelps, (2023) General Maintenance Technician

B.A., Wilmington College

Michael Pyle, (2024) General Maintenance Technician

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

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

Vince Duggins, (1991), Assistant Director Physical Plant

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

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

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

Steven Smith, (2022), General Maintenance Technician

Enrollment Management

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

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

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

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

Sandy Pierson, (2013), Administrative Assistant

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

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

Brooke Cline, (2024) Admissions Counselor

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

William Greene, (2024) Admissions Counselor

B.S., University of Cincinnati

Public Relations

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

Student One Stop Center

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

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

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

Suzanne Harmon, (2024) Assistant Director of Financial Aid

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

Jerome Guerra, (2024), Financial Aid Counselor

B.A., St. Edwards University

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

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

President's Office

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

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

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

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

Student Affairs

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

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

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

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

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

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

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

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

Kristy Nicely, (2022), Supervisor of Mail Room

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

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

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

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

Wilmington College Board of Trustees

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Mary Ann Raizk	Wilmington, Ohio
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Dwight Spann–Wilson	Poughkeepsie, New York
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*James A. Terrell	New Vienna, Ohio
Lee B. Thomas Jr	Louisville, Kentucky
*Robert E. Touchton	Maineville, Ohio
*Richard L. Traa	Egg Harbor Township, New Jersey
*Timothy P. Trayer	Palmyra, Pennsylvania
Joe Volk	Arlington, Virginia
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*Starr D. Wheeler	Brick, New Jersey
*Alumni of Wilmington College	

Presidents of Wilmington College

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

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

General Information

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 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 that is intended to increase practice of servant leadership 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 / service 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 or service organization early in the program.

All courses are offered online with both synchronous and asynchronous components. Synchronous session offer an option to engage live with the instructor and interact with other classmates. The dates and times for these sessions are indicated in your course schedule and in the course syllabus. asynchronous online activity will include assignments, reading, projects, and research that students will do independently throughout each week.

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.

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 program include:
  ◦ Evidence of a completed bachelor's degree in any area from a regionally accredited institution.
  ◦ 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.

- 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

  Official e-transcripts and all other admissions documents may be emailed to
  MOLadmissions@wilmington.edu

- 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.
- 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 the current academic year – $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 courses, not including OL696, 697, 698, 699 (Immersive Learning courses) 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 6 hours of Immersive Learning Experience (ILE) in the following sequences of courses:

ILE I (1 hour): Introduction to Servant Leadership / self-discovery / Explore possible service sites.

ILE II (1hour): Explore specific leadership practices / secure ILE project site.

ILE III (1 hour): Asses & diagnose ILE project site needs / Literature review and methodology.

ILE IV (1 hour): Implement methodology / Analyze data / Create final ILE report and presentation.

More details about the Immersive Learning Experience and requirements are available through the MOL Program's Student Manual, which is distributed during ILE I. A copy can also be assessed 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.)

Semester Modality - Main and Accelerated Formats

Main or full semester course in the MOL program will consist of 16 weeks. Courses listed as Accelerated consist of 8 weeks, with accelerated I courses typically being held the first part of a 16-week semester and Accelerated II courses being offered during the second half of a 16-week semester.

Online Synchronous and Online Asynchronous Delivery

All MOL courses are offered within a virtual or online environment with both synchronous and asynchronous elements. Online synchronous courses required that you participate with live scheduled virtual sessions with your instructor and classmates. All meeting times will be posted in your online course schedule and/or syllabus. Online asynchronous activity will typically include discussion forums, projects, reading, assignments, and other activities which do not require live (real–time) interaction.

Student must pay close attention to the syllabus and communication from their respective instructors, so they will know when they are scheduled to participate with online asynchronous activities and online synchronous sessions.

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

Courses

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
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

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

Prerequisites

Students enrolled in the Master of Organizational Leadership program