



# Wilmington College

**2018-2019**

## **Catalog Addendum**

Included are corrections, updates and descriptions of programs, including tuition, faculty, degree requirements, policies, and courses available beginning 2018-2019. The addendum for 2018-2019 describes changes that apply to all students enrolling at Wilmington College for the first time during the 2018-2019 academic year.

## 2018–2019 CATALOG ADDENDUM

**ADD** to pg. 17 of 2018–2019 catalog the following “Education Area Transfer Credit Policy” immediately after the section titled “Transfer Student Application Procedure and Credit Evaluation”

### Education Area Transfer Credit Policy

1. For students transferring into the licensure program, no more than fifty-percent of the required Education Area coursework will be accepted in transfer. Non-degree seeking students must submit transcript of prior coursework to the Education Program for review.
2. Transfer credit for required licensure coursework and/or field practica must be completed within the last five years from a regionally accredited institution with CAEP or other approved educator preparation accreditation.
3. Transfer credit for field practica will not be awarded beyond ED285 Field Practicum II.
4. All required internships for non-licensure degrees (Education Studies) must be completed in residency.
5. Not more than one methods course may be accepted in transfer.

**ADD** to pg. 72 of 2018–2019 catalog to include **EQ240** and **EQ344** as courses that count toward the General Education Natural Science requirement; add **HI131** as a course that counts toward General Education Humanities.

**ADD** to pg. 114 of 2018–2019 catalog to include BI346 Genetics as part of the Biology Major with Environmental Science Concentration.

**BIOLOGY MAJOR WITH ENVIRONMENTAL SCIENCE CONCENTRATION:** A total of 53 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required Courses:** Common Core 25 hours.

**Concentration Requirements:** 28 hours

**Required course:**

ES332	Ecology and Conservation Biology	(4)
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**Required:** 12 hours of the following.

BI330G	Animal Diversity	(4)
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BI333	Plant Biology	(4)
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ES350/350G	Advanced Topics in Ecology (repeatable when topics vary)	(4)
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ES330/330G	Field Biology	(2–4)
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**Required:** 12 hours from the following.

BI330G	Animal Diversity**	(4)
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BI333	Plant Biology**	(4)
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BI336	Evolution	(4)
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BI338	Vertebrate Anatomy	(4)
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BI340	Animal Physiology	(4)
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BI343	Microbiology and Immunology	(4)
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<b>BI346</b>	<b>Genetics</b>	<b>(4)</b>
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BI349	Parasitology	(4)
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BI350	Advanced Topics for Biology Majors	(4)
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BI434	Biochemistry II: Molecular Biology	(4)
ES494	Environmental Science Research Practicum	(2-4)
ES330/330G	Field Biology**	(2-4)
ES350/350G	Advanced Topics in Ecology** (repeatable when topics vary)	(4)

\*\* may be taken if not chosen above

**Required:** Proficiency Exam during sophomore and senior year.

**ADD** to pg. 121 of 2018–2019 catalog so that the course description for BI350 indicates that the course has a laboratory component.

**BI350 ADVANCED TOPICS FOR BIOLOGY MAJORS (4).** The advanced study of some of the areas of biology, such as physiology, pharmacology, and health science nor offered as regular courses in the biology curriculum. May be repeated when topics vary. **Laboratory.**  
*Prerequisites: BI230 and BI231.*

**ADD** to pg. 141 of 2018–2019 catalog the following language immediately following “Admission to the Teacher Education Program (for licensure majors only)” section:

#### Denial of Admission to the Teacher Education Program

Students denied admission to the Wilmington College Teacher Education Program may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to the Teacher Education Program once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

#### Warning Flag System

Both prior to a student’s admission to and after a candidate’s admission to the Teacher Education Program, Education Area faculty, Wilmington College site supervisors, site school administrators, and cooperating teachers retain the right to issue a warning flag to a student or teacher candidate who engages in behavior that would jeopardize the student’s or teacher candidate’s ability to successfully fulfill the responsibilities of a professional educator. The behavior(s) necessitating a red flag may be academic in nature or indicate the student or teacher candidate does not possess the dispositions the Wilmington College Education Area has identified as being essential for effective educators. These dispositions and related behaviors necessitating a red flag are listed below. Please note that examples of warning flag behaviors listed do not constitute an exhaustive list and Education Area faculty, site supervisors, site school administrators, and cooperating teachers may address any other behaviors they deem related to a listed professional disposition. Documentation of each warning flag, and subsequent remediation plans and faculty decisions, will become part of a student’s/teacher candidate’s permanent file.

***NOTE:*** A total of three warning flags will result in a student’s or teacher candidate’s permanent removal from the Teacher Education Program.

Professional Disposition	Examples of Warning Flag Behaviors
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Responsible and ethical professional behavior	<ul style="list-style-type: none"> <li>• A pattern of poor attendance in class and/or field experience</li> <li>• Repeated late assignments or failure to submit required work</li> <li>• Academic dishonesty or violations of the Wilmington College Student Code of Conduct</li> <li>• Unprofessional conduct at school sites documented by cooperating teachers or site supervisors</li> <li>• Violating student confidentiality/FERPA</li> <li>• Cumulative GPA below 2.75</li> </ul>
Professional dress and demeanor in school settings	<ul style="list-style-type: none"> <li>• Inappropriate clothing worn to field experience site</li> <li>• Inappropriate interactions or relationships with administrators, staff, students, or families</li> <li>• Befriending P-12 students via social media</li> </ul>
Respect for cultural diversity	<ul style="list-style-type: none"> <li>• Ethnic, racial, or religious slurs voiced in class or in a field setting</li> <li>• Inequitable treatment of students who are culturally or linguistically diverse</li> <li>• Negative attitude demonstrated toward students whose backgrounds or abilities may be different than the student's or teacher candidate's</li> </ul>
Belief that all students can learn.	<ul style="list-style-type: none"> <li>• Negative attitude about student potential demonstrated in the field or voiced to site supervisor or cooperating teacher</li> </ul>
Appreciation of the vital role of families in facilitating student learning outcomes	<ul style="list-style-type: none"> <li>• Negative interaction with parents or guardians of student in a field placement setting</li> </ul>
Willingness to implement new instructional methods/technology	<ul style="list-style-type: none"> <li>• Lack of response or negative response to repeated suggestions from faculty, site supervisors or cooperating teachers for improving instructional practice</li> </ul>
Interest in professional growth	<ul style="list-style-type: none"> <li>• Negative attitude toward learning displayed in class or in a field setting</li> </ul>
Willingness to positively impact student learning outcomes, teaching, and school improvement.	<ul style="list-style-type: none"> <li>• Lack of initiative observed by faculty, site supervisors, or cooperating teachers</li> </ul>

The following steps occur in the warning flag system.

***NOTE:*** *Students or teacher candidates will automatically be placed on program probation for one semester when a warning flag is issued. Those placed on program probation are encouraged to work closely with their academic advisors and Student Resource Center to develop strategies for improving overall academic and professional performance.*

1. The Education Area faculty member, site supervisor, site school administrator, or cooperating teacher notifies the Wilmington College Field Director, Education Area Program Director, and Education Area Support Coordinator of the behavior(s) constituting a warning flag(s) in writing with supporting evidence as necessary.
2. A face-to-face meeting is scheduled with the student or teacher candidate, Education Area Program Director, Field Director, and concerned party(ies) who submitted documentation of the behavior(s) in question in order to address the issues and/or concerns constituting the warning flag(s).
3. During this meeting, the Education Area Program Director and Field Director will specifically review warning flag documentation with the student or teacher candidate.
4. The student or teacher candidate presents a written remediation plan and timeline that s/he feels will sufficiently address Education Area concerns.
5. The student's or teacher education candidate's proposed remediation plan is presented to Education Area faculty who will reach consensus as to whether or not they will accept the remediation plan, suggest revisions to the remediation plan, or (in the event of an unemployable offense as contained in Ohio Revised Code) permanently remove the candidate from the Teacher Education Program. The Education Area Program Director then notifies the student or teacher candidate of this decision in writing.
6. If Education Area faculty accept the student's or teacher candidate's remediation plan, s/he is placed on program probation for one semester. At the conclusion of the probationary semester, Education Area faculty review the student's or teacher candidate's remediation plan and reach consensus as to whether or not to allow the student or teacher candidate to continue pursuing teacher licensure or to permanently remove the candidate from the Teacher Education Program.
7. If permanently removed from the Teacher Education Program, the student or teacher candidate will no longer be permitted to enroll in any Education Area coursework, internship, or field practicum course.

**ADD** to pg. 143 of 2018–2019 catalog the following “Denial of Student Teaching” language immediately following the section titled “Admission to Student Teaching”:

#### **Denial of Admission to Student Teaching**

Teacher candidates denied admission to student teaching may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to Student Teach once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

**CHANGE** pg. 148 of 2018–2019 catalog so that the statement under K–12 Intervention Specialist Major reads “**Required:** One of the Intervention Specialist areas listed below (22 hours).” Instead of (26 hours).

**ADD** to pg. 199 of 2018–2019 catalog to add Evan Farr to the list of faculty teaching Political Science

### **Political Science**

Faculty: Evan Farr, Marlaina Leppert–Wahl, Paul Moke, Michael Snarr

**ADD** to pg. 207 of the 2018–2019 catalog to that the prerequisites for PY233 and PY235 read as follows:

*Prerequisite: PY130 and limited to Psychology majors/minors only.*

**CHANGE** pg. 228 of 2018–2019 catalog so that SP330G hours read as follows:  
SP330G Spanish Conversation and Composition (4–12)

**ADD** to pg. 272 of 2018–2019 catalog so that Sara Culler is listed in the Faculty section:

Sara Culler, (2018), Visiting Professor of Economics  
A.B., Wilmington College; M.B.A., Ohio Dominican.

**CHANGE** to pg. 272 of 2018–2019 catalog so that Victoria DeSensi is listed as an Associate Professor.

Victoria DeSensi, (2010), Associate Professor of Psychology  
B.A., Miami University; Ph.D., Indiana University.

**CHANGE** to pg. 279 of 2018–2019 catalog to correct Daniel McCamish’s degrees listed in the catalog.

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

**ADD** to pg. 289–292 of 2018–2019 catalog to include Douglas Burks, Ronald Rembert, and Douglas Woodmansee new Emeriti faculty added in Spring 2018:

Douglas J. Burks, (1980), Professor Emeritus of Biology  
B.A., Earlham College; Ph.D., Case Western Reserve University.

Ronald B. Rembert, (1989), Professor Emeritus of Religion and Philosophy  
B.A., Southern Methodist University; M.A.R., Yale University; Ph.D., Emory University.

Douglas Woodmansee, (1991), Professor Emeritus of Biology  
B.A., The Ohio State University; M.S., Ph.D., Iowa State University of Science and Technology.

