

WILMINGTON COLLEGE

**2021-2022
Graduate Catalog**

**Wilmington College
Graduate Program Coordinator
Pyle Center 1247
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Wilmington, Ohio 45177**

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www.wilmington.edu

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

Volume XIII

This catalog contains regulations in effect as of December 2020, and information for students matriculating as of August 2021. Wilmington College reserves the right to change curriculum, personnel, policies, and fees without notice. The provisions of this catalog are informative in character and do not constitute a contract between the student and the College.

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2021-2022 Wilmington College Graduate Calendar

Approved 03/04/2021

Fall Semester 2021

TBA
Thursday, August 19
Monday, August 23
Friday, August 27
Monday, September 6
Friday, October 8
Tuesday, October 26
Monday – Friday, November 22 – 26
Friday, December 10
Monday – Friday, December 13–17
Monday, December 20 at 9:00 a.m.

MSAT Clinical Orientation
New Student Orientation
Classes Begin
Last Day of the Drop/Add Period
Labor Day Holiday
Fall Break
Last Day to Drop a Class
Thanksgiving Break
Last day of Classes
Exam Week
Grades Due to Academic Records

Spring 2022

Thursday, January 6
Monday, January 10
Friday, January 14
Monday, January 17
Monday – Friday, March 14–18
Thursday, March 24
Friday, April 15
Friday, April 29
Monday – Friday, May 2–6
Monday, May 9 at 9:00 a.m.

New Student Orientation
Classes Begin
Last Day of the Drop/Add Period
MLK Holiday
Spring Break
Last Day to Drop a Class
Good Friday Holiday
Last Day of Classes
Exam Week
Final Grades due to Academic Records

Summer 2022

Monday, May 16
Friday, May 20
Monday, May 30
Monday, July 4
Tuesday, July 5
Friday, August 5
Monday, August 8

Classes Begin
Last Day of the Drop/Add Period
Memorial Day Holiday
Fourth of July Holiday
Last Day to Drop a Class
Classes End, Exams in Last Class
Final Grades due to Academic Records

Wilmington College Mission Statement

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

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

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

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

Wilmington College Vision Statement

Wilmington College intends to make significant progress in the next decade toward being a model career-oriented liberal arts college. To move toward this vision, Wilmington will:

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

Wilmington College Core Values

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

Community – To work in partnership with one another, encouraging broad participation and active engagement of all who learn and work at Wilmington College. To provide a learning and working environment that encourages and supports open sharing of information, empowerment and shared responsibility for decision-making, and a culture that emphasizes continuous improvement and growth. To build a sense of shared purpose about the importance and value of the College and to inform stakeholders regularly.

Diversity – To reflect the state and regional communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas.

Excellence – To foster a commitment to the highest standards in all areas of the College's mission.

Integrity – To be fair, honest, and ethical and assume responsibility for one's action.

Peace and Social Justice – To seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

Respect for All Persons – To value the dignity and worth of all persons.

Service and Civic Engagement – To serve others and to accept individual responsibility for being an effective citizen.

Statement of Accreditation

Wilmington College

Wilmington College is accredited 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).

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

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

The College is an institutional member of the Association of Independent Colleges and Universities of Ohio, the Council of Independent Colleges, Friends Association for Higher Education, the Greater Cincinnati Consortium of Colleges and Universities, the National Association of Independent Colleges and Universities, Ohio Foundation of Independent Colleges, and the Southwest Ohio Council for Higher Education.

Master of Science in Athletic Training

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

Commission on Accreditation of Athletic Training Education (CAATE)
2001 K Street NW, 3rd Floor North,
Washington, DC 20006
Phone: 512-733-9700
Toll Free: 844-GO-CAATE (844-462-2283)

Master of Science Program in Occupational Therapy

The Master of Science Program in Occupational Therapy at Wilmington College has applied for accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

Accreditation Council for Occupational Therapy Education (ACOTE®)
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929
Phone: (301) 652-2682
Email: accred@aota.org

Statement of Non-Discrimination

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

Inquiries regarding compliance may be directed to:

Director of Human Resources
Pyle Center Box 1187
1870 Quaker Way
Wilmington College
Wilmington, Ohio 45177
Telephone: (937) 481-2282 or to the
Director of the Office for Civil Rights, Cleveland Office
U.S. Department of Education
600 Superior Avenue East
Bank One Center, Room 750
Cleveland, Ohio 44114-2611
(216) 522-4970

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

1. Contact the officer of the College who is responsible for receiving the complaint, investigating it, and, if need exists, directing it to the appropriate member of the campus community who has responsibility for the specific area in which the infraction is alleged to exist.
 - a. For academic complaints, the Academic Dean/Dean of the Faculty
 - b. For student service-related concerns, the Dean of Students
 - c. For complaints related to employment, the Director of Human Resources
2. Any appeal of action taken as a result of the original complaint should be directed, in writing, to the President of Wilmington College.
3. Any complaint for which there is no other officially designated route for recourse should be brought to the attention of the particular administrator under whose jurisdiction an infraction is thought to exist. Appeals from a decision of an administrator in any such case should be made to the President of Wilmington College.

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.

Throughout history, Friends have also been concerned about prisons and penal systems. The College's off-campus programs at Franklin, Lebanon, and Warren Correctional Institutions, is an expression of this concern.

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 65-acre campus 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.

Wilmington College consists of two campuses, a main campus in Wilmington, Ohio, and a satellite Cincinnati Branch located on the campus of Cincinnati State Technical and Community College in Cincinnati, Ohio.

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.

At the Cincinnati Branch, Wilmington College comprises a floor of CST&C's Main Building with offices, classrooms and administrative facilities.

Wilmington College Policies

Tuition Refund Policy

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

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

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

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

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Direct Grad Plus Loan
4. Other federal, state, private, or institutional sources of aid
5. The student

The amount of Title IV aid to be returned is equal to the total Title IV aid that was disbursed for the semester multiplied by the percentage of the term not attended.

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

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

Financial Aid Policy

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

Academic Policies and Regulations

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

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

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

Academic Load

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

Advanced Placement Course 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:

<i>Course Number</i>	<i>Course Level</i>
100-499	Undergraduate Courses
500-699	Graduate Courses

Grading System

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

A	4.00 quality points
B	3.00 quality points
C	2.00 quality points
F	0.00 quality points

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

*Please see individual program for more detailed grading information.

The following rules apply to dropping, adding, or withdrawing from classes in **Wilmington College**:

Add/Drop/Withdrawal Schedule

Last day to add:	Friday, August 27 (first 5 days of class)
Last day to drop (no transcript notation):	Friday, August 27 (first 5 days of class)
Last day to withdraw (grade of W):	Tuesday, October 26 (60% of term)
Withdrawals after deadline (grade of WF):	After 7 th week of term

Transfer Student Policy

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

International Student Admission Procedures

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

1. All graduate programs may accept international students. Prior to application, international applicants should review the program information in this catalog for program-specific requirements and contact Admissions for current information on the application process.
2. Applicants who have graduated from a non-U.S. college or university must submit acceptable evidence of U.S. degree and/or course equivalency. Applicants must have foreign transcripts evaluated by Foreign Credentials Service of America or World Education Services (WES). The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree. Fees associated with such evaluations are the responsibility of the student.
3. If your native language is not English and you do not have a degree from a regionally accredited U.S. college or university, you must have a minimum score on one of the following exams:
 - a. TOEFL, IBT = 80

- b. IELTS = 6.5
 - c. ELS = Level 112
4. Financial Evidence of Support must be provided to obtain an I-20. Before an I-20 form will be issued, students must make satisfactory arrangements for the payment of the first year's expenses.

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

Academic Integrity Policy

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

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

A. Examinations

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

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

B. Plagiarism

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

To quote from Practical English Handbook (Watkins, Dillingham and Martin, 1978,

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

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

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

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

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

C. Handling Academic Misconduct Charges

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

Minor Offense: Verbally address the matter with the student if possible and notify the Graduate Program Coordinator. 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 Graduate Program Coordinator. 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 with the Associate Dean for 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 Graduate Program Coordinator. A major offense is defined as two moderate offenses

OR a case deemed so by the faculty member involved. The student will face the Graduate Committee and abide by their sanctions (typically disciplinary probation, loss of privileges, discretionary sanctions, suspension, dismissal).

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

D. Grievances

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

Students who wish to appeal a grade, after talking with the instructor and the Program Director, may complete the Wilmington College – Grade Appeal form which is available in the Office of Academic Records or in the Student One Stop Center. Grade appeals must be submitted no later than 30 days from the posting of grades.

E. Academic Appeals

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

Students should complete the form giving particular attention to the rationale for the appeal while making sure to include pertinent facts. Supporting documents, such as syllabi, tests, papers, and statements from a physician or a professor, may be attached. Students should seek assistance from an academic advisor or the Associate Vice President for Retention and Student Success if necessary, particularly if the professor does not make the requested materials available.

If in addition to the written appeal the student wishes to appear before the Academic Standards and Appeals Committee, the student must notify the Office of Academic Affairs to arrange a time at the next available Committee meeting.

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

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

F. Administrative Appeals

Administrative appeals are reviewed and acted upon by the Academic Dean/Dean of Faculty in consultation with faculty and, depending on the appeal, other administrators. Often, an administrative appeal is a request for variance in the general education requirements or an hour requirement for graduation. Administrative appeal forms are

available in the Office of Academic Affairs, the Student One Stop Center, or the Office of Academic Records.

Student Services

Student Resource Center

The Student Resource Center, located in the Robinson Communications building, offers interdisciplinary learning assistance through a variety of services to help students become more efficient and effective learners. All services, except credit courses, are free to Wilmington College students.

The services are:

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

Library Services

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

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

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

Information Technology

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

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

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

Central administrative processing is handled with a database developed by Jenzabar, Inc. for academic and business-related information processing. Faculty and staff access the system to corporately maintain information associated with the academic progress of students and business accounting for the institution. Student access to personal academic and financial information is part of the WCportal and wc@home resources as well as online registration and online applications for prospective students.

Master of Science in Athletic Training Program (MSAT)

Program Mission

Athletic Training at Wilmington College (WC) is a full time, two-year program of study. Based on a solid foundation in the liberal arts with emphasis in the professional study of Sports Medicine, practical experience is provided by combining academic preparation with supervised clinical experiences. The program of study leads to a master's degree in Athletic Training (MSAT). The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through the substantive change process. Any student who has completed a bachelor's degree from WC or a regionally accredited four-year institution and has completed the prerequisite requirements is eligible for consideration for admission to the WC MSAT. No specific undergraduate degree is required for program admission, but a strong background in basic sciences and a related field is desirable.

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

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

Specific program learning outcomes for the WC MSAT Program include the following:

1. Master Clinicians – To prepare athletic training students to exhibit clinical reasoning skills to recognize, analyze, synthesize information related to the discipline of athletic training and use evidence to answer clinical questions and guide clinical practice.
2. Communicate – To prepare the students to communicate effectively in both oral and written form.
3. Evaluate – To prepare the students to become skillful in developing and conducting research and/or creative activities related to healthcare for a diverse patient population.

4. BOC Exam Results – The development of foundational professional knowledge and clinical skills over a two-year period to prepare the students for successful completion of the Board of Certification (BOC) examination.

Admission Application Process and Criteria

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

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

Applications will not be reviewed until all materials are submitted.

The athletic training program **begins in August** of each year.

Admissions criteria:

1. Earned Bachelors from a regionally accredited institution
2. Minimum cumulative GPA of 3.0 and pre-requisite GPA of 3.0, with a minimum grade of 'C' in any pre-requisite course listed below. These courses must be completed before the Professional Phase of the MSAT begins.
3. Completion of full application process through ATCAS (<https://atcas.liasoncas.com/applicant-ux/#/login>).
 - a. Completed application form
 - b. Letter of Interest
 - c. 3 letters of recommendation
 - d. Official transcripts from all college/universities attended
 - e. Documentation of 100 hours of direct observation with a certified athletic trainer
4. Students must read, sign and return the "Technical Standards for Admission into the Athletic Training Program" verifying that the student meets the minimal required technical standards for admission into the program.
5. Qualifying applicants will be required to interview with graduate program faculty (either by phone, or in person).
6. Upon acceptance, the student must complete a medical physical exam using our AT program form

Prerequisite Courses

- Biology
- Human Anatomy
- Human Physiology (may be combined course)
- Exercise Physiology
- Human Nutrition
- General Chemistry w/lab
- Physics
- Statistics
- Kinesiology

- General Psychology

Financial Information

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

Schedule of Graduate Fees for the Master of Science in Athletic Training Program

Tuition:	Per Credit Hour	\$550 per semester hour
	Fees	\$875 per yr. (Tech \$500, Activity \$300, Rec. \$75)

Graduate Scholarship for each student

admitted to the MSAT Program: \$4350 yr. 1, \$3150 yr. 2

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

MASTER OF SCIENCE IN ATHLETIC TRAINING: All degree-seeking students must take the 50 hours listed in the MSAT with a minimum cumulative GPA of 3.0 and grades of "C" or better required.

Required courses:

AT530	Interventions in Athletic Training I	(3)
AT534	Therapeutic Modalities	(3)
AT535	Emergency Procedures in Athletic Training	(3)
AT545	Interventions in Athletic Training II	(3)
AT581	Evidence Based Practice in Athletic Training	(3)
AT585	Clinical Practicum I	(1)
AT536	Principles of Therapeutic Exercise and Rehabilitation	(3)
AT547	Interventions in AT III	(3)
AT549	Interventions in Athletic Training IV	(3)
AT582	Research in Athletic Training I	(3)
AT586	Clinical Practicum II	(1)
AT552	Administrative Operations in Athletic Training	(3)
AT554	Inter-Professional Collaboration in Allied Health	(1)
AT560	General Medical Conditions	(3)
AT565	Therapeutic Interventions in Athletic Training	(3)
AT583	Research in Athletic Training II	(3)
AT587	Clinical Practicum III	(1)
AT588	Clinical Practicum IV	(6)
AT593	Professional Development	(1)

Course sequence:

Year One

Fall Semester		Spring Semester			
AT 530	Interventions in AT I	3 cr	AT 536	Ther. Rehabilitation	3 cr
AT 534	Ther. Modalities	3 cr	AT 547	Interventions in AT III	3 cr
AT 535	Emergency Proc in AT	3 cr	AT 549	Interventions in AT IV	3 cr
AT 545	Interventions in AT II	3 cr	AT 582	Research in AT I	3 cr
AT 581	EBP in AT	3 cr	AT 586	Clinical Practicum II	1 cr
AT 585	Clinical Practicum I	1 cr			
	Total Credits	16 cr		Total Credits	13 cr

Year Two

Fall Semester		Spring Semester			
AT 552	Admin Operations in AT	3 cr	AT 588	Clinical Practicum IV	6 cr
AT 554	Inter-prof Collaboration	1 cr	AT 593	Professional Development	1 cr
AT 560	General Medical Conditions	3 cr			
AT 565	Ther. Interventions in AT	3 cr			
AT 583	Research in AT II	3 cr			
AT 587	Clinical Practicum III	1 cr			
	Total credits	14 cr		Total Credits	7 cr

Transfer Policy

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

Field Hours Policy and Regulations

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

Location of Placements

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

course and the number of credit hours of that course. (See Field Hours Policy and Regulations above)

Practicum and Field Experience Supervision

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

Employment and Extra-Curricular Activities

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

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

Transportation to Practicum and Field Experiences

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

Enrollment in Undergraduate Courses

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

Program Specific Policies

Attendance

Experiential learning is a key element of the MS in AT program and a valuable opportunity to build and demonstrate professionalism. In essence, these experiences are a demonstration of how you would handle a job situation. Due to this, an absence during a clinical rotation associated with a practicum or field experience course reflects differently and is, therefore, processed differently. (*Absences during classroom meetings associated with these courses will follow college and

department attendance policies as outlined by the course syllabus.) Preceptors will be responsible for documenting unexcused absences, including excusable absences without prior notice, in writing via text message, email, or letter to the Program Director, Clinical Education Coordinator, and the course instructor. The first unexcused absence, or excusable absences without prior notice, will be discussed between the student and the preceptor and may result in minor schedule adjustments as needed to ensure attendance compliance. The second unexcused absence or excused absence without notification will result in a meeting with the preceptor and both the Clinical Education Coordinator and the Program Director as well as the implementation of a probationary period. During the probationary period, the student will be required to be present at times and locations as assigned by the Clinical Education Coordinator (CEC) until he/she demonstrates satisfactory performance in the classroom and clinical components of the AT Program. During that time, he/she will also need to specifically request to attend any additional clinical learning opportunities outside of the schedule associated with his/her clinical course. Further noncompliance (i.e. a third offense) with the attendance policy and communication of absences will result in the student being removed from the clinical site and not meeting the "Satisfactory" grade requirement of the course. The "Unsatisfactory" grade in the course may delay the student's matriculation through the MS in AT curriculum and will require him/her to re-take the course.

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

Probation

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

Academic Suspension and Dismissal

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

Time Limit on Credit

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

Governing Catalog Requirements

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

Program Progression

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

Degree Requirements

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

For May graduation On or before January 20

Course Descriptions

AT530 INTERVENTIONS IN AT I (3). Introduction course into the many disciplines of Athletic Training. Prevention, treatment, and rehabilitation of athletic injuries, as well as the diverse role of Certified Athletic Trainers (ATCs) and the concept of the Sports Medicine team will be the focus of the course. Philosophical questions, historical information and foundation topics within the profession will be addressed.

AT534 THERAPEUTIC MODALITIES (3). Investigate and analyze indications, contraindications and biophysics of agents that aid in the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises and rehabilitative techniques.

AT535 EMERGENCY PROCEDURES IN AT (3). Instruction and practice in advanced first aid and CPR techniques AED instruction, and oxygen administration for the paramedical professional. Students must meet professional rescuer standard as established by national certification agencies such as the American Red Cross and the American Heart Association. Provide the professional rescuer with the knowledge and advanced skills necessary in an emergency to help sustain life, reduce pain and minimize the consequences of respiratory and cardiac emergencies and injury or sudden illness until more advanced medical help can arrive.

AT536 PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION (3).

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

AT545 INTERVENTIONS IN ATHLETIC TRAINING II (3). A study of the knowledge and skills required to recognize, evaluate and rehabilitate Hip, Knee, Ankle and Foot injuries. Specific attention will be given to the prevention, recognition, evaluation, treatment, emergency care and rehabilitation techniques for the lower extremity.

AT547 INTERVENTIONS IN ATHLETIC TRAINING III (3). A study of the knowledge and skills required to recognize, evaluate and rehabilitate shoulder, elbow, hand, and wrist injuries. Specific attention will be given to the prevention, recognition, evaluation, treatment, emergency care and rehabilitation techniques for the upper extremity as discussed in the current literature.

AT549 INTERVENTIONS IN ATHLETIC TRAINING IV (3). A study of the knowledge and skills required to evaluate and rehabilitate head, neck, and lumbar spine injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the head, neck and lumbar spine. They will be able to treat and rehabilitate injuries from acute to return to play status.

AT552 ADMINISTRATIVE OPERATIONS IN AT (3). A course designed to provide the athletic training student with competencies needed to plan, coordinate and supervise administrative components of an athletic training organization including those pertaining to health care, financial, personnel and facilities management, and public relations.

AT554 INTER-PROFESSIONAL COLLABORATION IN ALLIED HEALTH (1). This course educates inter-professional teams through an innovative curriculum and shared practices using technology and faculty created case scenarios, case studies and practicum observations.

AT560 GENERAL MEDICAL CONDITIONS (3). Focuses in the identification and treatment of medical conditions of the nervous, urinary, endocrine, reproductive, respiratory, gastrointestinal, cardiovascular, integumentary systems. Emphasis placed on the role the Athletic Trainer has in the prevention, evaluation, diagnosis, treatment and rehabilitation of associated conditions as directed by a supervising physician.

AT565 THERAPEUTIC INTERVENTIONS IN AT (3). Introduces principles of drug therapy across the lifespan and the use of drugs as they pertain to the health care of athletes and their effect on athletic competition. An emphasis on the knowledge, skills and values required of the Athletic Trainer on pharmacological applications, including indications, contraindications, precautions, interactions, documentation and governing regulations relevant to the treatment of injury and illness in athletic training. Examines the knowledge, skills, that the athletic trainer must possess to recognize and intervene, and when appropriate, refer to a recognized professional; the socio-cultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.

AT581 EVIDENCE BASED PRACTICE IN ATHLETIC TRAINING (3). This course exposes the student to the areas and types of research in athletic training, reviewing literature and critiquing research articles, research design, common measures in athletic training, statistical decision making, ethical considerations in research and writing for publication and presentation. The construction and analysis of measurement instruments and corresponding techniques utilized within the athletic training profession will also be discussed.

AT582 RESEARCH IN AT I (3). This course continues the process of research in clinical practice. Development of methods to test a chosen hypothesis will be created. Exploration of statistical methods to test the clinician's hypothesis will be compared. Collection of pilot data will begin.

AT583 RESEARCH IN AT II (3). This course is a continuation of clinical research in athletic training and is the CULMINATION of the students research methods in research related to their Master of Science in Athletic Training Studies.

AT585 CLINICAL PRACTICUM I (1). Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in the overall daily operations and procedures, basic injury care, and therapeutic modalities.

AT586 CLINICAL PRACTICUM II (1). Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in conducting hands-on physical examinations and advanced injury assessment in the evaluation and treatment of injuries to the lower extremity.

AT587 CLINICAL PRACTICUM III (1). Didactic and psychomotor skill instruction of competencies and evaluation of proficiency skill in Athletic Training, which includes advanced athletic training room observation. Emphasis will be based on principles of the analytical skills used in conducting therapeutic rehabilitation, and physical examinations of the head, spine, and upper extremity.

AT588 CLINICAL PRACTICUM IV (6). An immersive clinical experience in the profession of athletic training which provides the student the opportunity to apply knowledge and skills learned in their athletic training courses to the clinical setting through their assigned clinical experience under the direct supervision of a preceptor. Emphasis will be based on principles of the analytical skills used in conducting hands-on physical examinations and advanced injury assessment.

AT593 PROFESSIONAL DEVELOPMENT (1). A capstone course designed for research discussion of critical questions and contemporary issues and problems in athletic training/sports medicine. Current issues in athletic training related to professional conduct and practice are emphasized. Athletic Training Students will prepare for the Board of Certification Examination.

Master of Science (MS) in Occupational Therapy

The Master of Science Program in Occupational Therapy at Wilmington College is designed to prepare graduates to become highly competent and professional health care providers, with the unique capacity to transition from population to population, through a variety of contexts, even in a single day. This versatility is a tremendous asset and can serve to increase the value of the practitioner and the demand for their services, especially in rural communities, where services are very often in high demand.

The Wilmington College OT Program also offers those students, who specifically have an interest in pediatric care, the opportunity to gain expanded knowledge and skill in the two full pediatric courses designed to address the needs of clients in both clinic and school system environments. Applicants should also note that this unique program has been intentionally designed to prepare graduates to be able to work independently in the community. To support them in being successful in independent practice the program has developed a formal mentoring program to provide support from experienced practitioners for up to a full year.

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

Program Mission

The mission of the Occupational Therapy at Wilmington College is to prepare exceptional occupational therapy professionals that recognize the importance of participating in community service, scholarship, and lifelong learning and are able to employ evidence-based clinical reasoning skills and an occupation-based, client-centered focus to provide high quality, compassionate care in meeting the needs of diverse populations, with a particular emphasis on rural settings.

Program Vision

The vision of the Wilmington College Occupational Therapy Program is to be recognized as a competent provider of occupational therapist practitioners that are prepared to provide quality health care and outreach services to meet the demands of a diverse society, with an emphasis on the health care need in rural settings.

Program Goals

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

- 1) Use critical reasoning to recognize health care needs, especially those in rural contexts, and provide evidence-based occupational therapy services to a variety of populations employing a variety of service delivery models, in different health care settings, and within community-based systems.
- 2) Provide services within a client-centered, occupational-based theoretical foundation with consideration of the underlying factors including, but not limited to, the culture and contexts that influence the individual's ability to engage in meaningful occupational tasks and roles.

3) Clearly articulate, document, and apply professional principles and ethics, in the advocacy of the client's and family's needs, as well as the needs of the OT profession.

4) Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and participation in appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupational engagement.

5) Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel, including fieldwork students, within the guidelines of professional practice.

6) Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes.

Admission to the Program

Important:

- 1) No GRE is required for admission.
- 2) No OT transfer credits will be accepted for the Occupational Therapy Program
- 3) Prospective students may submit applications through the OT CAS site

Requirements for consideration for admission to the Wilmington College Master of Science (MS) Program in Occupational Therapy:

- 1) Evidence of a completed bachelor's degree.
- 2) A cumulative 3.0 undergraduate GPA (on a 4.0 scale).
- 3) Completion of all prerequisite courses as follows:
A grade of "B" or better in the following courses:
 - 1) Human Anatomy w/ lab (4 credit hours)
 - 2) Human Physiology w/ lab (4 credit hours)
(Equivalent Alternative: 4 credit Anatomy/Physiology I course & 4 credit Anatomy/Physiology II course, both with labs)
 - 3) Biology or Physics Course w/ lab (3 credit hours)
 - 4) College Algebra or Statistics (3 credit hours)A grade of "C" or better in the following courses:
 - 1) Developmental Psychology (lifespan) (3 credit hours)
 - 2) Introduction to Psychology (3 credit hours)
 - 3) Abnormal Psychology (3 credit hours)
 - 4) Sociology/Anthropology Elective (Intro to Sociology or Cultural Anthropology recommended) (3 credit hours)
 - 5) Medical Terminology (2 credit hours)
 - 6) Advanced Writing Course (3 credit hours)
 - 7) Research Methods Course (3 credit hours)
 - 8) Humanities Electives (art, religion, logic, philosophy, ethics, literature, or foreign language recommended) (6 credit hours)

In addition to the application and transcripts, students must submit to OT CAS:

- 1) A current personal resume.
- 2) A personal statement.
- 3) Evidence of a minimum of 10 hours of job shadowing with an OT professional in a minimum of 2 different practice settings (required forms provided on OT CAS).
- 4) Two written references from professional individuals who can address work/school habits, ability to work well with others, and commitment to goals.
- 5) A signed Essential Functions Form (Minimum Technical Standards–Form provided on OT CAS).

Once all materials are received and the application file is complete, the OT faculty will review submitted materials and rank order applicants. Individuals who submit completed applications, and who are considered potential candidates, may then be invited to an interview with faculty to determine final cohort selection. Being interviewed does not guarantee admission to the program.

***Courses older than 10 years will not meet application requirements for pre-requisites.

***Please note that each completed admissions application is only good for the year in which it is submitted. Individuals who do not receive admission to the program, and who wish to re-apply for the next year, must submit a new application to be considered.

Program Costs

Required Deposit

All students accepted into the program will be required to submit a \$500 deposit to hold their “seat” in the cohort. This deposit will be placed towards the student’s 1st semester tuition once the student begins classes in January. This fee is non-refundable should the student choose not to attend the Wilmington College OT Program.

Tuition

Tuition for 2021/2022 – \$575 per credit hour

Tuition for 2022/2023 – \$775 per credit hour

Tuition for 2023/2024 – \$875 per credit hour (once accreditation has been secured)

Lab Fees

\$50 per credit hour of assigned lab time. Courses can have up to 3 hours of lab time assigned.

Professional Memberships

All OT students will be required to maintain state, national, and world OT memberships throughout the curriculum. The department will assist students in gaining initial membership to these organizations upon admission. The current fees for these memberships are as follows:

State – \$25

National – \$75

World – \$35

Required Laptop Computer

All OT 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.

Health Care and Other Clearance Requirements

All OT students will be required to present proof of the following information prior to the 1st day of class.

Vaccinations (Documented receipt of vaccine or immunity via titer)

- Updated seasonal flu (Influenza)
- Updated Corona (Booster shot as scheduled)
- Measles, Mumps, and Rubella (MMR)
- Tetanus, Diphtheria, Pertussis (Tdap)
- Varicella

Additionally, prior to assignment to Level I FW

- Positive Background Check (completed on campus in 1st semester)
- CPR certification (completed on campus in 1st semester)
- Evidence of current seasonal flu shot
- Evidence of current Corona booster shot

Additionally, prior to assignment to Level II FW (Begins in 5th semester)

- Positive Fingerprinting/Criminal Background Check
- Current CPR certification (update if needed)
- A completed physical
- Substance Abuse Panel (10-panel drug screen, which must include the following substances – amphetamines, methamphetamines, barbiturates, benzodiazepines, cocaine, marijuana, methadone, opiates, and phencyclidine)
- Screening for Tuberculosis (skin test or IGRA blood test within 6 months in accordance with CDC guidelines)
- Evidence of current seasonal flu shot
- Evidence of current Corona booster shot

Accreditation Status

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

Accreditation Council for Occupational Therapy Education (ACOTE®)
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929
Phone: (301) 652-2682
Email: accred@aota.org

Program Specific Policies

Occupational Therapy Grading System

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

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

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

OT Curriculum

Required courses:

OT 530	Foundations of Occupational Therapy	(3)
OT 532	Functional Anatomy	(3)
OT 534	Applied Kinesiology: Movement for Participation	(3)
OT 536	Group Process	(2)
OT 538	Rural Practice & Community Outreach	(2)
OT 539	Professional Practice & Scholarship	(2)
OT 550	Psychosocial Foundations in OT Practice	(3) FW
OT 552	Patient Care Skills	(2)
OT 554	Neuroscience Foundations of OT Practice	(3)
OT 559	Research I: Design & Development	(2)
OT 570	OT Clinical Practice with Children & Adolescents	(3)

OT 572	OT School System Practice	(3) FW
OT 574	Teamwork & Professional Collaboration	(2)
OT 576	Assistive Technology & Design Applications	(2)
OT 579	Research II: Methodologies	(2)
OT 630	OT Practice with Adult Populations	(3)
OT 632	OT Modalities & Modifications	(3)
OT 634	OT Practice in Health & Wellness	(2)
OT 636	Dynamic Practice: Advocacy & Emerging Trends	(2)
OT 638	Integrating Cultural & Global Perspectives	(2)
OT 639	Research III: Data Collection & Analysis	(2)
OT 650	OT Practice with Aging Populations	(3) FW
OT 652	OT Practice Management & Leadership	(3)
OT 654	OT Practice Transitions: Education & Entrepreneurship	(3)
OT 659	Research IV: Presentation & Dissemination	(1) (0/1)
OT 670	OT Professional Practice Seminar I	(1)
OT 675	FW II A	(6) 40 hours/12 wks.
OT 690	OT Professional Practice Seminar II	(1)
OT 695	FW II B	(6) 40 hours/12 wks.

Total: 75 credit hours

Wilmington College Master of Science (MS) Program in Occupational Therapy

Year 1 – Spring OT 500 Courses	Year 1 – Summer OT 500 Courses	Year 1 – Fall OT 500 Courses
OT 530 – Foundations of Occupational Therapy (3)	OT 550 – Psychosocial Foundations in OT Practice (3) FW	OT 570 – OT Clinical Practice with Children & Adolescents (3)
OT 532 – Functional Anatomy (3)	OT 552 – Patient Care Skills (2)	OT 572 – OT School System Practice (3) FW
OT 534 – Applied Kinesiology: Movement for Participation (3)	OT 554 – Neuroscience Foundations of OT Practice (3)	OT 574 – Teamwork & Professional Collaboration (2)
OT 536 – Group Process (2)	OT 559 – Research I: Design & Development (2)	OT 576 – Assistive Technology & Design Applications (2)
OT 538 – Rural Practice & Community Outreach (2)		OT 579 – Research II: Methodologies (2)
OT 539 – Professional Practice & Scholarship (2)		
15 Credit Hours	12 Weeks 10 Credit Hours	12 Credit Hours

Year II – Spring OT 600 Courses	Year II – Summer OT 600 Courses	Year II – Fall OT 600 Courses
OT 630 – OT Practice with Adult Populations (3) OT 632 – OT Modalities & Modifications (3) OT 634 – OT Practice in Health & Wellness (2) OT 636 – – Dynamic Practice: Advocacy & Emerging Trends (2) OT 638 – Integrating Cultural & Global Perspectives (2) OT 639 – Research III: Data Collection & Analysis (2) 14 Credit Hours	OT 650 – OT Practice with Aging Populations (3) FW OT 652 –OT Practice Management & Leadership (3) OT 654 – OT Practice Transitions: Education & Entrepreneurship (3) OT 659 – Research IV: Presentation & Dissemination (1) (0/1) 12 Weeks 10 Credit Hours	OT 670 – OT Professional Practice Seminar I (1) OT 675 – FW II A (6) (40 hours/12 wks.) 7 Credit Hours
Year III – Spring OT 600 Courses		
OT 690 – OT Professional Practice Seminar II (1) OT 695 – FW II B (6) 40 hours/12 wks. 7 Credit Hours		Total Credit Hours = 75

Note: All students are allowed 18 months from the last day of classroom education in which to successfully complete their fieldwork, to be able to receive their degree and graduate from the program.

Course Descriptions

Spring Semester, Year 1

OT530 FOUNDATIONS OF OCCUPATIONAL THERAPY. This course reviews the history of OT practice and explores the current use of philosophies, theories, models and frames of reference. Students are introduced to the Occupational Therapy Practice Framework and explore the profession’s tenets, ethics, and professional roles as applied to varied practice settings. Regional and global public health care needs are reviewed, and students are educated on the application of

therapeutic use of self and critical reasoning as applied to evidence-based, client/family-centered care for diverse populations.

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

OT532 FUNCTIONAL ANATOMY. This course includes examination of the anatomical structures of the human body. Emphasis is placed on the musculoskeletal system of those regions of the body primarily addressed in OT practice. Virtual dissection of body systems and musculoskeletal reviews are analyzed.

OT534 APPLIED KINESIOLOGY: MOVEMENT FOR PARTICIPATION. This course includes a comprehensive study of human movement. An application of the biomechanical frame of reference to evaluate force, torque, range of motion, strength, endurance, sensation, and edema is included. Laboratory experiences include the analysis of movements and performances of functional tasks/occupations.

OT536 GROUP PROCESS. This course is designed to educate the student in group process skills for evaluation and intervention. Students will gain an understanding of how groups function, will learn about group roles and leadership, and will be involved in developing and leading groups designed to meet patient care outcomes.

OT538 RURAL PRACTICE & COMMUNITY OUTREACH. This course is designed to emphasize the knowledge and skills necessary for practice in rural contexts. Students will begin to apply information learned in other courses to begin to analyze and articulate the special needs of this unique population. Issues concerning such topics as access to insurance and providers will be discussed. Students will work to problem-solve through case studies and community evaluations. Opportunities to design alternative solutions to the health care issues of rural communities will be provided. Skills for development of mentoring relationships will be covered.

OT539 OT PROFESSIONAL PRACTICE & SCHOLARSHIP. This course is designed to introduce the student to the expectations of professional and ethical practice in occupational therapy. Students will learn about professional behaviors and be expected to demonstrate these behaviors throughout the rest of the curriculum and on fieldwork. The topics of evidence-based practice and the different types of scholarship will be covered. Students will be expected to demonstrate and understanding of how to use the evidence to support decision-making and care planning. A review of current research that demonstrates the value of OT intervention is included.

Summer Semester, Year 1

OT550 PSYCHOSOCIAL FOUNDATIONS in OT PRACTICE. This course focuses on the psychosocial foundation of OT practice and emphasizes the knowledge and skills necessary for application of psychosocial intervention across all arenas of care. Initial content will focus on

reviewing mental health conditions and exploring the impact of mental health on individuals, cultures, and societies. Students will search for and analyze current evidence and have opportunities to apply theories, frameworks, and clinical reasoning skills in assessment and intervention. Emphasis will be placed on developing professional skills and competencies in assessment and intervention used in psychosocial practice. Application to rural practice will also be emphasized.

Students in good standing with all 2nd semester coursework to date will be assigned a 30-40 hour rotation within a practice setting focused on applying the psychosocial/neurological knowledge and skills. Students will analyze the impact of psychosocial health on occupational engagement and participation within various contexts. Cultural acceptance of mental health issues will be explored.

Opportunities to expand current knowledge of organizational management, direct care situations, and documentation will be provided. Emphasis is again placed on analyzing practice environments for application of OT practice. This Level I experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process.

OT552 PATIENT CARE SKILLS. This course engages the student in the development of professional behaviors, basic patient care skills, and initial competencies associated with OT practice. Students will have opportunities to learn skills for ethical and professional behavior; observation and assessment; development of rapport, client-centered care; and therapeutic use of self. Students will practice skills in activity analysis, documentation, and developing occupational profiles.

OT554 NEUROSCIENCE FOUNDATIONS OF OT PRACTICE. This course focuses on neuroanatomy and neurophysiology, and the current neuroscience evidence, as it applies to occupational therapy assessment and intervention. Additional topics include, but are not limited to, neuroscience as it relates to sensory function, behavior, cognition, and motor control. Application of current neuro-rehabilitation models will also be included.

OT559 RESEARCH I: DESIGN & DEVELOPMENT. This course is an introduction to graduate research. Learners examine the quality of evidence to guide OT practice decisions. The course includes the use of search engines and relevant resources. The scholarship process includes the critique of the quality of evidence related to the developing a research project.

Fall Semester, Year 1

OT570 OT CLINICAL PRACTICE WITH CHILDREN & ADOLESCENTS. Course content includes opportunities for evidence-based assessment and intervention of children and youth (0-21 years). Content prepares the student for the application of critical reasoning within a variety of settings that offer services for this population. Experiences serve to synthesize the roles of occupational therapists, occupational therapy assistants, and other health care providers in this arena. Topics include professional standards of practice, ethics, advocacy, outcomes assessment, ethics, liability, documentation, and reimbursement of services. Experiences also serve to critically analyze the influence of culture in the provision of care. Emphasis is placed development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course.

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

OT572 OT SCHOOL SYSTEM PRACTICE. This course involves review of evidence-based services and critical application of the role of the occupational therapist in early intervention and school-based settings. Emphasis is placed on understanding the roles of all team members, including the student/child, parents, guardians, service providers, and teachers. Regulatory guidelines, IEPs, equipment, transitional living needs, and accessibility issues are explored. Professional leadership, advocacy, ethics, supervision and the profession's ability to enhance educational outcomes are included. Relevant OT models of practice appropriate for the population are synthesized. Additional knowledge and skills required for rural practice are addressed. Coursework will focus on development of professional competencies in the assessment and intervention. Evidence-based occupational therapy assessment and care for children and youth is synthesized in this course.

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

OT574 TEAMWORK & PROFESSIONAL COLLABORATION. This course is designed to educate the student in the necessary skills for teamwork and collaboration with other health care professionals. Roles of the OT and OTA are discussed. Students learn strategies and techniques for provision of supervision in the clinic. The impact of reimbursement on professional roles is covered. Effective teamwork and collaboration in care is highlighted.

OT576 ASSISTIVE TECHNOLOGY & DESIGN APPLICATIONS. This course focuses on the design and use of assistive technologies, adaptations, and environmental modifications to enhance performance, safety, and independence. Content includes opportunities for evaluating the evidence, fabrication, and adaptation. Personal environments, community environments, and practice settings are analyzed for accessibility, necessary modifications, and compliance with legal requirements.

OT579 RESEARCH II: METHODOLOGIES. This course involves advanced exploration of a research topic. Learning experiences include a critical review of related evidence, research methods, instrumentation, study designs, and analysis of results as appropriate for the selected research. Tasks will include critical examination of qualitative and quantitative designs; and methods of analyses and their application in health care studies. Working with a research mentor, and within institutional IRB guidelines, the students will work in small groups to implement an approved research project.

Spring Semester, Year 2

OT630 OT PRACTICE WITH ADULT POPULATIONS. The course focuses on evidence-based practice information for the selection of assessments and interventions offered for the adult population. The course addresses participation, rehabilitation, and disability. Interventions that promote optimal occupation and participation are a key focus for the OT planning process. Client involvement in assessment, goals, intervention plans, and discharge planning processes are emphasized. Learners will use critical reasoning to solve client presented scenarios and develop habits, values, and roles to promote life-long learning. Learners will also assess the influence of culture for access to care and establishing goals and plans that meet the requirements of client-centered care. Outcome assessments to determine the effectiveness of offered services are included. OT role with the OTA and OT health team members are critically examined. Special knowledge and skills for practice in rural contexts is addressed.

OT632 OT MODALITIES & MODIFICATIONS. This course involves the application of adjunctive methods to enhance occupational performance. Case-based application of physical agent modalities is included. Current knowledge regarding contraindications and safety procedures is reviewed. Prosthetic training and the design, fabrication, and care of orthotics are explored. Client education in the care and usage of orthoses and prostheses is included. Education concerning professional roles, documentation, reimbursement, safety, and liability is also provided.

OT634 OT PRACTICE IN HEALTH & WELLNESS. This course focuses on a life span analysis of societal and public health principles of illness and wellness. Content includes a critical review of current evidence for assessing physiological, psychosocial, cognitive and behavioral concepts and health care trends and the implications for occupational engagement and OT practice. Global health care trends and public health needs are explored. Cultural influences of health, access to care, health care disparity, and the impact of illness are investigated.

OT636 DYNAMIC PRACTICE: ADVOCACY & EMERGING TRENDS. Course content covers professional development in the knowledge, values, and skills necessary for practice in emerging practice arenas, such as low vision, ergonomics, driving rehabilitation, primary care, etc. Exploration of the current evidence for provision of these services and the role of the OT in private, community, industrial, and physician practice settings are included. The course emphasizes on-going life-long learning and competencies. The learner is challenged to analyze emerging practice trends and the importance of developing the needed knowledge, skills, and values to prepare for evolving global, national, and regional health care imperatives. Learners explore the role of the advocate and build skills in advocating for individuals, families, and populations.

OT638 INTEGRATING CULTURAL & GLOBAL PERSPECTIVES. This course critically examines the use of reasoning and decision-making in assessment and intervention, with varied cultures, across the life span. Opportunities to explore processes for addressing ethical and cultural issues, managing language barriers, and improving access to care will be provided. Demographic health care needs of various cultures will be analyzed, and assessments and treatments will be reviewed for global application. Case-based scenarios will be used to apply logical thinking models to effectively address complex health care needs.

OT639 RESEARCH III: DATA COLLECTION & ANALYSIS. With the support of the research advisor, the course advances the development of the assigned research project and extends the learners' comprehension of the profession's focus on scholarship for practice. Students will employ chosen methods of analysis to examine data collected in their study.

Summer Semester, Year 2

OT650 OT PRACTICE WITH AGING POPULATIONS. This course involves critical examination of current evidence regarding health care needs and interventions for older adults. Students will explore the continuum of current care services for the older adult population. Services include promotion of wellness and illness models of intervention, productive aging, leisure adaptations, and neuro cognition. Topics will cover wellness programs, services in adult day care centers, assistive living environments, long term care, home health, hospice, and community-based programs. Ethics, legislation, liability, reimbursement, advocacy, and documentation using Medicare/Medicaid guidelines are also included.

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

Students in good standing with all 3rd semester coursework to date will also be assigned to a Level I Fieldwork experience in a setting that addresses the needs of older adults. This experience will serve to enrich didactic coursework through directed observation and participation and allow for analysis of practice environments for application of OT practice.

OT652 PRACTICE MANAGEMENT & LEADERSHIP. This course focuses on advocacy and leadership skills and encourages the student to develop a professional practice that includes a mission, vision, strategic and business plans, applicable policies and procedures, a job description, performance benchmarks and appraisal methods. Related interviews, supervision, leadership models, and appraisal methods are included. Trends in health care systems, management principles, promotion, marketing, liability, consultation, advocacy, and consulting roles are also explored. Development of a 5-year professional development plan including goals for advanced practice certifications and fieldwork education are developed. Ethical scenarios as potential practice liability issues are analyzed. Students will also critically analyze the professional entry competencies for practice (especially concerning rural practice), including certification and licensure responsibilities.

OT654 OT PRACTICE TRANSITIONS: EDUCATION & ENTREPRENEURSHIP. This course is designed to introduce the students to the professional roles of the OT educator and OT entrepreneur. Educational content will include skill development in curriculum design, course development, and teaching strategies. Entrepreneurial content will emphasize the business skills necessary in private practice and particularly focus on the need for unique and creative solutions to meet the growing health care needs of clients in rural settings.

OT659 RESEARCH IV: PRESENTATION & DISSEMINATION. This course is the culmination of the scholarly project. In this course students will complete the research project and deliver a

professional public presentation of the study. Students will also be required to develop an article for future publication.

Fall Semester, Year 2

OT670 OT PROFESSIONAL PRACTICE SEMINAR I. This seminar is designed to prepare the student for the first Level II Fieldwork assignment. Emphasis will be placed on problem-solving possible scenarios, presentation of professional behaviors, and organization and preparation for entering the clinical environment. Students will complete all necessary fieldwork documents and demonstrate successful completion of all required competencies.

OT675 FW II A. This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students' professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services delivered with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

Spring Semester, Year 3

OT690 OT PROFESSIONAL PRACTICE SEMINAR II. This seminar is designed to prepare the student for the second Level II Fieldwork assignment by reviewing student experiences from the first Level II fieldwork and processing information to improve future performance. Emphasis will be placed on problem-solving scenarios, continued demonstration of professional behaviors, and preparation for re-entering the clinical environment. Students will complete all necessary fieldwork documents for the second Level II assignment and review competencies as needed.

OT695 FW II B. This Level II Fieldwork experience is provided to strengthen the didactic learning experiences of the curriculum. Students' professional service delivery of client services under supervision is evaluated. Experiences are selected for the quality and compatibility with the institution's curriculum design. Application of the didactic and Level I fieldwork knowledge, skills, and values are enhanced with client-centered services with professional mentorship and role modeling. Opportunities for discussion and problem-solving (as needed) of fieldwork experiences (including such topics as supervision, evidence use in practice, ethics, methods, and professional roles) will be provided. Discussions may occur on campus or on-line as appropriate. Focus is on developing the necessary entry-level skills for practice.

*****See OT Program Student Handbook for requirements and policies specific to the program.**

Graduate Faculty, Administration, and Staff

Faculty

Erin Bales, Assistant Professor of Occupational Therapy

A.S.G.S., Sothern State Community College, B.S., Ohio State University; O.T.D., Rocky Mountain University of Health Professions

Eric Dick, Interim Director of MSAT, Assistant Professor of Athletic Training

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

Erika A. Goodwin, Professor of Athletic Training, Provost

B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University.

Cindy Hahn, Professor of Occupational Therapy, Occupational Therapy Program Director

B.A., Elmhurst College; M.A., Northcentral University; M.O.T., Western Michigan University; O.T.D., Rocky Mountain University of Health Professions

Jennifer L. Walker, Associate Professor of Athletic Training, Clinical Education Coordinator

B.S., Wilmington College; M.A., The Ohio State University.

Administration

Erika A. Goodwin, Provost, Professor of Athletic Training

B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University.

Kenneth Patterson, (2021), Academic Dean/Dean of the Faculty

B.A., Howard College of Arts and Sciences; M.A., College of Fine Arts; Ed.D., Richard Riley College of Education

Anita Stanley, Graduate Program Coordinator

B. S., Wright State University

Graduate Committee

J. Wynn Alexander, Professor of Theatre (Clerk of Academic Policies Committee)

B.A, Hendrix College; M.F.A., Southern Illinois University

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

Jane Bogan, Associate Professor of Education (Clerk of Assessment)

B.S., Bowling Green State University; M.Ed., Ph.D., University of Virginia

Eric Dick, Interim Director of MSAT, Assistant Professor of Athletic Training

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

Erika A. Goodwin, Provost, Professor of Athletic Training

B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University.

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B.A., Elmhurst College; M.A., Northcentral University; M.O.T., Western Michigan University; O.T.D., Rocky Mountain University of Health Professions

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College of Education

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B. S., Wright State University

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B.S., Wilmington College; M.A., The Ohio State University.

Appendix 1.0: Institutional Review Board

Any research involving human subjects (this includes any and all surveys) is subject to review by the Wilmington College Institutional Review Board (IRB). Applications should be filed in the Office of Academic Affairs. The Academic Dean/Dean of the Faculty serves as the clerk of the IRB.

The Public Health Service Act (Title IV, Part G, Section 491 a) required the Department of Health and Human Services (DHHS) to issue regulations for the protection of subjects of research and to implement a program of instruction and guidance in ethical issues associated with such research. The regulations are codified as Title 45 Part 46 of the Code of Federal Regulations, Protection of Human Subjects (45 CFR 46), issued on June 18, 1991.

To address these regulations most colleges and universities have formed Institutional Review Boards (IRB's) or Human Subjects Review Boards (HSRB's) to review prospective research. Wilmington College needs to establish such a Board to comply with federal regulations.

Membership:

An IRB should have at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB members need to be sufficiently qualified through experience and expertise to promote respect for their advice and counsel in protecting the rights and welfare of human subjects. Consideration should be given to balance in terms of race, gender, cultural backgrounds, and sensitivity to community attitudes. Someone needs to be familiar with (or able to become familiar with) institutional commitments and applicable law. If campus research regularly involves children, prisoners, handicapped persons, pregnant women or mentally disabled persons, then a member of the IRB should be knowledgeable about and experienced in working with these groups.

The full committee is not used for exempted and expedited reviews (described later). In other cases, a majority of the membership must be present for a review and at least one person whose concerns are not primarily scientific should be present.

RESEARCH AND INSTITUTIONAL REVIEW AT WILMINGTON COLLEGE

1. Exempted Review

Most research projects conducted at Wilmington College will be eligible for **exempted** review (which means they do not need review). Research that meets all the following criteria is exempt from review. If your project is exempt, a short description of the project should be filed with the committee. The description should clearly state that all criteria for exemption are met by the project. Class projects (even if there are individual variations by student or group) may be filed as a single project by the professor if all meet the criteria.

The description will be reviewed by the Clerk of the IRB or his/her designee within 2 working days. If all conditions are met, the research will be approved. Appendix A of this document is a copy of the "Request for Exempted Review" form.

CRITERIA FOR EXEMPTION

- a. Research is conducted in an established or commonly accepted educational setting and involves normal educational practices. Examples include research on regular and special educational strategies or research on the effectiveness or the comparison among institutional techniques, curricula, or classroom management methods.
- b. Research involves use of educational tests, survey procedures, interview procedures or observation of public behavior and subjects cannot be identified individually, directly or through identifiers linked to the subjects. Disclosure of the human subject's responses outside of the research cannot reasonably place the subject at risk of criminal or civil liability, be damaging to the subject's financial standing, employability, or reputation.
- c. Research involves the use of educational tests, survey procedures, interview procedures or observation of public behavior not exempt under b. It is still exempt if the human subjects are elected or appointed officials or candidates for public office or if federal statutes require that confidentiality be maintained throughout the research and thereafter.
- d. Research involves collection or study of existing data, documents, records, pathological specimens or diagnostic specimens as long as subjects cannot be identified directly or through identifiers linked to the subjects.
- e. Research or demonstration projects which are conducted by or subject to approval of Department or Agency heads and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs, b) procedures for obtaining benefits or services under those programs, c) possible changes in or alternatives to those programs or procedures, or d) possible changes in methods or levels of payment for benefits or services under those programs.
- f. Taste and food quality evaluation and consumer acceptance studies: a) if wholesome foods without additives are consumed, or b) if a food is consumed that contains an ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
- g. The College has the right to further restrict research. Further restrictions will require committee approval and must be reexamined if questioned by a member of the College community.

2. Expedited Review

Types of research that present only minimal risk to participants are eligible for **expedited** review. Criteria are given below. A list of materials that should be submitted for research in this category is also given below. The materials need to be reviewed by at least two members of the IRB. Approval of projects for expedited review should not require more than one week. Appendix B of this document is a copy of the "Request for Expedited Review" form.

CRITERIA

- a. Research involves collections of hair, nail clippings, dental plaque and/or calculus, or teeth in a non-disfiguring manner, or bodily secretions.
- b. Research can involve collection of small (less than 450 ml. over an eight-week period and less than 2 samples per week) amounts of blood by venipuncture from subjects 18 years of age or older who are in good health and not pregnant.

- c. Research involves speech recordings made for research purposes such as the investigation of speech defects.
- d. Research involves moderate exercise by healthy volunteers.
- e. Study may involve use of existing data, documents, records, pathological specimens, or diagnostic specimens with possible identification of participant.
- f. Research may involve looking at individual or group behavior where the investigator does not manipulate subject's behavior and the research will not involve stress to subjects.
- g. Research may involve work with drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.
- h. Research must meet all the criteria.

3. Full Review

A **full** review requires a majority of committee members, one of which must be a committee member whose concerns are not primarily scientific. Because of the need to call a meeting with up to three members present, this type of review may take several weeks. If your research does not fit all the criteria for either exempted or expedited review, you must request full review. An application for this type of review is in Appendix C of this document and needs to be submitted to the IRB.

4. Other points to consider

If any part of your research is taking place at another facility, you will need to make sure that you have complied with that facilities IRB regulations as well as Wilmington College's. In some cases, they will accept our approval if you provide written documentation. Wilmington College will approve projects approved by other organizations.

The Department of Health and Human Services has additional regulations for research involving children as subjects. If your research will involve children, please check the regulations (<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm>) to ensure that you are in compliance. The Clerk of the IRB should be able to assist you in interpretation of the regulations.

APPENDIX 1.0A

Request for Exempted Review Institutional Review Board

1. Name of person submitting request _____
2. Provide a short description of your project. (Attach)
3. Verify that your project (or projects if class projects are being filed as one request) meets the following criteria by placing a check or N/A (not applicable) in the space when criterion is met or does not apply.
 - a. _____ The research will be conducted in an established or commonly accepted educational setting and involves normal educational practices.
 - b. _____ Any research that involves the use of educational tests, survey procedures, interview procedures or observation of public behavior and subjects is being conducted in such a way that individual cannot be identified.
 - c. _____ Disclosure of any human subject responses outside of the research cannot reasonably place the subject at risk of criminal or civil liability, be damaging to the subject's financial standing, employability, or reputation.
 - d. _____ Research involves the use of educational tests, survey procedures, interview procedures, or observation of public behavior not exempt under b. Research being conducted by the survey uses human subjects that are elected or appointed officials or candidates for public office or involves a situation for which federal statutes require that confidentiality be maintained throughout the research and thereafter.
 - e. _____ Any collection or study of existing data, documents, records, pathological specimens or diagnostic specimens is being done in such a way that subjects cannot be identified directly or through identifiers linked to the subjects.
 - f. _____ Research or demonstration projects which are conducted by or subject to approval of Department or Agency heads and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs, b) procedures for obtaining benefits or services under those programs, c) possible changes in or alternatives to those programs or procedures, or d) possible changes in methods or levels of payment for benefits or services under those programs.
 - g. _____ Taste and food quality evaluation and consumer acceptance studies: a) if wholesome foods without additives are consumed, or b) if a food is consumed that contains an ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the FDA or approved by the EPA or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

**APPENDIX 1.0B
REQUEST FOR EXPEDITED REVIEW**

1. Name of person submitting request _____
2. Title of research _____
3. Time frame for the research:
4. Provide detailed description of the research with primary emphasis on the role of human subjects.
5. Check any of the following criteria that pertain to your study. Indicate which criteria are not applicable to your study. (Note: If any criterion remains unchecked or is not marked N/A, then a full review needs to be requested instead of an expedited review.)
 - a. _____Research involves collection of hair, nail clippings, dental plaque and/or calculus, or teeth in a non-disfiguring manner, or bodily secretions.
 - b. _____Research involves collection of small (less than 450 ml. over an eight-week period and less than 2 samples per week) amounts of blood by venipuncture from subjects 18 years of age or older who are in good health and not pregnant.
 - c. _____Research involves speech recordings made for research purposes such as the investigation of speech defects.
 - d. _____Research involves moderate exercise by healthy volunteers.
 - e. _____Study involves use of existing data, documents, records, pathological specimens, or diagnostic specimens with possible identification of participant.
 - f. _____Research involves looking at individual or group behavior where the investigator does not manipulate subject's behavior and the research will not involve stress to subjects.
 - g. _____Research involves work with drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.
6. Attach a sample of the informed consent form that will be used with the research (samples can be found in Appendix D).

APPENDIX 1.0C–FULL REVIEW

APPLICATION FOR USE OF HUMAN SUBJECTS IN RESEARCH

Respond to each of the following items or questions. Provide enough detail so the reviewers will be able to judge how well your study protects human subjects. Your responses must be preceded by the exact question and typed in the original order. Normally, your response should not exceed five pages.

If any item listed below is NOT APPLICABLE for your study, type N/A beside the item number instead of leaving the item blank.

1. Provide a brief description of the proposed study (*i.e.*, purpose or problem to be investigated).
2. What are your qualifications for conducting the study? (*i.e.*, what is your experience with the procedures and instrumentation to be used in this study? If a student, what is your status, and which faculty member will supervise your research and what are his/her qualifications?)
3. What are the requirements for and characteristics of the subject population? (*i.e.*, what gender, age range, health or medical status, prisoners, institutionalized, adults, mentally handicapped, etc.)
4. How will subjects be sampled, recruited, or otherwise enlisted as participants in the study?
5. Describe in detail the methodology of your study. (*i.e.*, how will the study be conducted from start to finish as far as human subjects are concerned? Be specific about the methods, instrumentation, and types of data collected, etc.)
6. Describe the personnel, materials/equipment, or other resource requirements for the study. (Identify all personnel involved in the study, their role, their qualifications, and their access to the data.)
7. How will you obtain the informed consent of the subjects? (*i.e.*, how, where, and when will the study be explained to subjects? How will subjects indicate their consent?)
8. What are the potential risks to the subjects, and what is the likelihood and seriousness of these risks? (Risks could be physical, psychological, social, legal, etc. and may result from your experimental procedures, or your methods of obtaining, handling, or reporting data.) Submit Electrical Equipment Safety Check form (Appendix E) if applicable.
9. As applicable, for each risk identified in #8, describe other methods that were considered to reduce or eliminate these risks, and explain why they will not be used.
10. What are the potential benefits to the individual subjects and/or society as a whole as a result of the proposed research?
11. As applicable, describe how you will minimize or protect against potential risks to subjects throughout the study. (Describe emergency procedures, confidentiality safeguards, debriefing procedures, security measures for storing data, etc.)
12. As applicable, provide the names and addresses of experts in your field (*not including the investigators*) with whom the committee members could communicate to discuss the potential risks of your procedures.

13. If appropriate, provide references to any published materials that would help the committee make a judgment regarding your procedures for safeguarding the rights and safety of your subjects.

APPENDIX 1.0D – SAMPLE INFORMED CONSENT FORMS

Some sections may not apply to all projects and may be deleted as appropriate. When a signed consent document is used, a copy must be provided to subjects so each will have a record of their agreement to participate.

A written explanation of the study, which the subject may retain, is usually required for all studies, since it is considered to be an integral part of the process for obtaining informed consent. The investigator(s) should use an informed consent form that includes an explanation of the study at the beginning of the document. This format is preferred because it is more clear and concise than using a separate explanation of study and informed consent form. In those cases, for which a signed informed consent document will not be used (such as a mailed questionnaire study), the investigator(s) still must provide an explanation of the study and inform subjects of their rights. Usually this information is provided in a cover letter which accompanies the questionnaire and which the subject may retain.

Ethically and legally, consent is not considered to be "informed" unless the investigator discloses all those facts, risks, and discomforts which might be expected to influence an individual's decision to willingly participate as a volunteer in a study.

Information required in your explanation is listed below. This information should include a "fair" explanation of procedures in language easily understood by lay people. If you are using a signed informed consent document, inform the subjects that these documents will be sealed in envelopes and stored permanently by the College.

Informed Consent Form

Title of Investigation:

Investigator(s): (List faculty and students)

Purpose of Study: In situations where it is not possible to fully disclose the purpose of a study, the following statement is optional: "Because the validity of the results could be affected if the purpose of the study is fully divulged to me prior to my participation, I understand that the purpose of the study cannot be explained to me at this time. I understand that I will have an opportunity to receive a complete explanation of the study's purpose following my participation in the study."

Procedures: Tell subjects what will be expected of them and what they will be asked to do; what data will be collected and how it will be used; how confidentiality will be maintained, how the subjects (or you) may terminate their participation, etc.

Discomforts and Risks:

Alternate Procedures (if any): A disclosure of any appropriate alternative procedures that might be advantageous for the subject.

Potential Benefits: Of the investigation to the subject, or to society. In many investigations, direct benefits for the subjects may not exist.

Period of Time Required:

Contact Person: Invite the subject to contact you or another appropriate person if they have any questions, problems, or concerns about the study. Give the name, title, address, and phone number of the contact person.

Informed Consent Long Form

This is to certify that I, _____, hereby agree to (give permission to have my child or legal dependent) participate as volunteer in a scientific investigation as an authorized part of the education and research program of Wilmington College under the supervision of _____.

The investigation and my part in the investigation (my child's or legal dependent's part in the investigation) have been defined and fully explained to me by the investigator(s), and I understand this explanation. A copy of the procedures of this investigation and a description of any risks and discomforts has been provided to me and has been discussed in detail with me.

I have been given an opportunity to ask whatever questions I may have had, and all such questions and inquiries have been answered to my satisfaction.

I understand that I am free to deny any answers to specific items or questions in interviews or medical history questionnaires.

I understand that any data or answers to questions will remain confidential with regard to my identity (my child's or legal dependent's identity).

I understand that, in the event of injury resulting from this investigation, neither financial compensation nor free medical treatment is provided for such an injury. (This statement is required for projects classified in either the expedited or full review category.)

I certify that to the best of my knowledge and belief, I have fully disclosed (my child or legal dependent has) any physical illness (or mental illness) or weakness that would increase the risk to me (him or her) from participation in this investigation. (This statement is required for projects classified in either the expedited or full review category.)

I further understand that i am free to withdraw my consent and terminate my (my child's or legal dependent's) participation at any time.

Date

Date of Birth

Subject's Signature

I hereby consent to the participation of _____, my legal dependent, as a subject in the scientific investigation described. (This statement is required if minors or other legal dependents are involved in your investigation)

Date

Signature of subject's parent or guardian

I, the undersigned, have defined and fully explained the investigation to the above subject.

Date

Investigator's Signature

I was present when the study was explained to the subject(s) in detail and to my best knowledge and belief it was understood. (This statement is required for projects classified in either the expedited or full review category.)

Date

Witness

CONSENT FOR PHOTOGRAPHIC OR VOICE RECORDING

This is to certify that I, _____, hereby give permission to (check all that apply):

- Photograph my (describe) _____
- Record my voice

as an authorized part of the education and research program of Wilmington College.

I understand that permission to photograph includes any method of producing a visual image including still cameras, movie cameras or video cameras. Voice recordings may include conventional audiotaping or videotaping. I understand that all photographs or voice recordings will remain strictly confidential with regard to my name. Also, I understand that any photograph or voice recording may be used for research, classroom teaching, presentation at professional meetings, or publication in professional journals and books unless specified otherwise.

I have been given an opportunity to ask whatever questions I may have had, and all such questions and inquiries have been answered to my satisfaction. A copy of this form has been provided to me and has been discussed in detail with me.

I further understand that i am free to withdraw my consent for photographic or voice recording at any time prior to completion of the recording. After the recording, i may request that any individually recognizable photographic or voice recording not be shared with anyone but the investigator(s).

Date

Date of Birth

Subject's Signature

I hereby consent to the participation of _____, my legal dependent, as a subject for photographic or voice recording. (This statement is required if minors or other legal dependents are involved)

Date

Signature of Subject's Parent or Guardian

I, the undersigned, have defined and fully explained the purpose of the photographic or voice recording to the subject.

Date

Investigator's Signature

I was present when the purpose of the photographic or voice recording was explained to the subject in detail and to my best knowledge and belief it was understood.

Date

Witness

APPENDIX 1.OE

This is a sample document that should be retyped on the letterhead of the company performing the electrical equipment safety check. A signed original of the memorandum must be sent to the compliance coordinator.

ELECTRICAL EQUIPMENT SAFETY CHECK MEMORANDUM

DATE:

TO: IRB, Wilmington College

FROM: Technician's Full Name
Name of Company

SUBJECT: Electrical safety check for research protocol <Insert Project Title>

I _____, have inspected the items listed below and determined them to be electrically safe for use with human subjects.

DESCRIPTION OF ITEM

INSPECTION DATE

REINSPECTION DATE

NOTES