



Policy Manual Master of Special Education Program

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Web Address
<http://www.wilson.edu/master-special-education>

Program Vision

The Master of Special Education degree is designed for individuals who hold a bachelor's degree and are currently certified to teach in grades K-12. The program is based on the premise that successful teachers will need an in-depth knowledge of pedagogy, a mastery of current theory and an understanding of research-based practices and technology to move from being good teachers to becoming great teachers. The main focus of the Wilson program is to hone teaching skills through research and classroom practices, thereby fostering teaching excellence and teacher leadership.

MASTER OF EDUCATION PROGRAM OPTIONS

- **Master of Special Education No Certification** - This option is for certified educators who wish to expand their knowledge of Special Education in grades PK-12
- **Master of Special Education with PreK-8 Certification** - This option is for certified educators who wish to gain PA Special Education Certification in grades PK-8
- **Master of Special Education with 7-12 Certification** - This option is for certified educators who wish to gain PA Special Education Certification in grades 7-12

MSE PROGRAM ENTRANCE PREREQUISITES

MSE Degree Program Admission is based on the following criteria:

- Completion of bachelor's degree from a regionally accredited institution of higher education
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale
- Submission of required application credentials
- A current certification for eligibility to teach in grades K-12

ADMISSION TO THE MASTER OF SPECIAL EDUCATION PROGRAM (MSE)

To earn the MSE degree, a student must submit application credentials / be formally admitted to the MSE Program during their first semester.

Required MSE Program application credentials:

- **Complete application/essay responses:** <https://www.wilson.edu/master-special-education-application>
- **Resume**
- **\$35.00 non-refundable application fee** (check payable to Wilson College)
- **Official transcripts** from all undergraduate and graduate colleges and universities attended (transcripts must be sent directly to the Director of the MSE Program). E-transcripts are accepted.
- **Praxis scores** (copies are accepted)
- **Copy of valid teaching certificate**
- **Two letters of recommendation** (specifically for entry into the Wilson College MSE Program) from educators or employers. One letter should be from applicant's current principal or supervisor.

Program Application Documents may be mailed, emailed or faxed to:

Wilson College Graduate Education Programs Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201, mse@wilson.edu, fax number (717-262-2579).

ENROLLMENT OF NON-DEGREE STUDENTS IN MSE COURSES

Non-degree students may enroll in any MSE course, for which they have the necessary prerequisites, with the approval of the Director of the MSE Program.

COURSE REGISTRATION INFORMATION

Course registrations can be completed/submitted on-line at:

www.wilson.edu/mse-course-registration-form

TRANSFER CREDITS

At the discretion of the program director, no more than two courses (six semester hours) may be transferred into the MSE program. In order for a course to transfer into the MSE program, the grade in the course must be 3.0 or higher on a 4.0-point scale and the goals, outcomes and assessment results must be similar to that of the MSE course being fulfilled through transfer credit.

COURSE OFFERINGS (10-COURSE PROGRAM)

MSE candidates will plan their courses of study with their academic adviser.

See course descriptions for any course prerequisites/co-requisites.

Master of Special Education (no certificate) (30 credits)

- SPE 526 - Advanced Studies in High Incidence Disabilities (includes field experiences)
- SPE 527 - Advanced Studies in Low Incidence Disabilities (includes field experiences)
- SPE 528 - Early Intervention (includes field experiences)
- SPE 532 - Parent Conferencing and Collaboration for Special Educators (online)
OR SPE 529 - Conferencing and Collaboration (face-to-face)
- SPE 533 - PreK-8 Instructional Methods (includes field experience)
OR SPE 534 - Secondary Instructional Methods (includes field experiences)
- SPE 542 - Positive Behavioral Supports (includes field experiences)
- SPE 543 - Transition Planning and Services
- EDU 554 - Formal and Informal Classroom Assessment (online)
OR EDU 541 – Educational Assessment (face-to-face)
- SPE 598 - Educational Research and Design
- SPE 599 - Master’s Project on Action Research

Master of Special Education (with certification (preK-8) (30 credits)

- SPE 526 – Advanced Studies in High Incidence Disabilities (includes field experiences)

SPE 527 – Advanced Studies in Low Incidence Disabilities (includes field experiences)

SPE 528 – Early Intervention (includes field experiences)

EDU 532 - Education Perspectives in a Diverse Society (online)

OR EDU 512 - Teaching English Lang Learners (face-to-face)

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SPE 532 – Parent Conferencing and Collaboration for Special Educators (online)

OR SPE 529 - Conferencing and Collaboration (face-to-face)

SPE 533 – PreK-8 Instructional Methods (includes field experiences)

SPE 542 – Positive Behavioral Supports (includes field experiences)

EDU 554 - Formal and Informal Classroom Assessment (online)

OR EDU 541 – Educational Assessment (face-to-face)

SPE 598 – Educational Research & Design

SPE 588 – PreK-8 Special Education Practicum

Master of Special Education (with certification (7-12) (30 credits)

SPE 526 – Advanced Studies in High Incidence Disabilities (includes field experiences)

SPE 527 – Advanced Studies in Low Incidence Disabilities (includes field experiences)

EDU 532 - Education Perspectives in a Diverse Society (online)

OR EDU 512 - Teaching English Lang Learners (face-to-face)

SPE 532 – Parent Conferencing and Collaboration for Special Educators (online)

OR SPE 529 - Conferencing and Collaboration (face-to-face)

SPE 534 – Secondary Instructional Methods (includes field experiences)

SPE 542 – Positive Behavioral Supports (includes field experiences)

SPE 543 – Transition Planning and Services

EDU 554 - Formal and Informal Classroom Assessment (online)

OR EDU 541 – Educational Assessment (face-to-face)

SPE 598 – Educational Research & Design

SPE 589 – Secondary Special Education Practicum

GRADUATION REQUIREMENTS

The successful Master of Special Education without Certification candidate will complete 10 courses, including a Master’s Action Research Project (Thesis), while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better.

The successful Master of Special Education with Certification (PreK-8, 7-12) candidate will complete 10 courses, including student teaching or practicum experience, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better. These students must also pass PRAXIS exams as listed under exit assessments.

Electronic Portfolio – MSE students will need to place THREE products/assignments from each MSE course on their Canvas e-portfolio site as a representation of the program when the MSE is complete. Canvas E-portfolio instructions can be found at: <https://docs.google.com/document/d/1vH3ZtjlulDltce0kitQgHtDLiIP6rHc4JguRql76hXw/edit>

Graduation Application - Students must complete and submit a **graduation application** to the registrar two semesters before the anticipated graduation date. A fee will be assessed for late applications. Students who fail to submit a graduation application will not be eligible for graduation.

EXIT ASSESSMENTS

Master of Special Education (no certification)

- Successful defense of Master’s Thesis (Master’s Project on Action Research)
- Completion of an Electronic Portfolio which will house three products completed in each course as a representation of the program when the Master of Special Education is complete.

Master of Special Education with PreK-8 Certification

- For PA certification, students must register for and pass the following PRAXIS exams: Special Education PreK-8 Module #1 (8011), Special Education PreK-8 Module #2 (8012). Additional information can be found at www.pa.nesinc.com.
- Completion of 14 weeks of Student Teaching in a Special Education Classroom

OR

- Completion of an Electronic Portfolio demonstrating mastery of required PDE competencies

Master of Special Education with 7-12 Certification

- For PA certification, students must register for and pass the following PRAXIS exams: Special Education 7-12 Module #1 (8015), Special Education 7-12 Module #2 (8016). Additional information can be found at www.pa.nesinc.com.
- Completion of 14 weeks of Student Teaching in a Special Education Classroom

OR

- Completion of an Electronic Portfolio demonstrating mastery of required PDE Competencies

TUITION

Tuition: Set yearly by Wilson College. Current tuition rates can be found at: <http://www.wilson.edu/graduate-tuition>.

Tuition payment is expected within two weeks of the submission of course registration unless student has opted to take advantage of the Deferred Payment Option.

PAYMENT OPTIONS

Students will not receive a hard copy of their bill in the mail.

Wilson College offers the following payment options:

Payment by Mail: Payment by check can be mailed to Wilson College, c/o Business Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201

Credit card or Electronic Check payments can be made through student’s portal account. When choosing this payment option, the payment will be reflected in real time on their student account.

Payment Plan - Payment plans are available through Official Payments. Please visit <https://payplan.officialpayments.com> to set up a payment plan.

Deferred Payment – Wilson College students, whose employers do not reimburse for college courses until the course has been completed, may apply to the College for a deferred payment schedule.

- There is an up-front, non-refundable fee of \$25.00 per course that must be submitted with the Deferred Payment Agreement Form.
- Form/payment must be submitted no later than the end of the first week of the semester OR two weeks following course registration date.
- Payment in full is due to Wilson College no later than 30 days after the last class meeting.

The Deferred Payment Agreement Form can be located on the MSE Website: <http://www.wilson.edu> → Graduate → Special Education MSE → Deferred Payment Agreement (link is on the right side of the page).

Completed forms/payment should be sent to: Wilson College, c/o Master of Education Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201.

For questions regarding payment information, please contact our Business Office (Student Accounts Receivable) at 262-2017, Option #1, Option #3.

REFUND POLICY

The current refund policy may be viewed at: <http://www.wilson.edu/refund-policy>

Cohort Courses (Fall & Spring Semesters 15-16 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First week of semester	100%	0%
Second week of semester	75%	25%
Third week of semester	50%	50%
Fourth week of semester	25%	75%
Fifth week of semester	0%	100%

On-Line Courses (7-8 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First class meeting	100%	0%
Second class meeting	75%	25%
Third class meeting	50%	50%
Fourth class meeting	25%	75%
Fifth class meeting	0%	100%

TEXTBOOKS

Course textbook information can be accessed at the Wilson College Virtual Bookstore: www.ecampus.com/wilson
(Order Textbooks → Choose Semester → EDU → Select your course # / Instructor → VIEW textbooks)

Wilson College provides this service to make access of textbooks/course textbook information more convenient for students and professors.

Students are under no obligation to order textbooks via this venue.

Policies Specific to Graduate Students

Enrollment of Students in M.Ed. Courses

Provisional Status

Provisional status allows a student to enroll in graduate classes in order to qualify for admission to the degree program. A student may be granted provisional status by the program director after a plan of action is written which will assist the student to meet the entrance requirements of the program. If a student is granted provisional status, the student must first satisfactorily complete the educational plan approved by the program director with a GPA of 3.0 or higher before being officially admitted to the program.

Time Limit to Complete Degree

All course work and degree requirements must be completed within **six** years of taking the first class in the M.Ed. Program at Wilson College. Appeals for extension of the six year limit must be submitted in writing to the Director of the MSE.

Transfer Course Limit for the MSE Degree Program

At the discretion of the Director of the Master of Special Education (MSE), no more than **two** courses may be transferred into the MSE Degree Program. For a course to transfer into the MSE Degree Program, the grade in the course must be 3.0 or higher on a 4.0 scale and the goals, outcomes, and assessment results must be similar to that of the MSE course being fulfilled through transfer credit.

Academic Load

The typical full-time load is three classes per term or semester. It is recommended, however, that candidates employed full-time take no more than two classes per semester.

A maximum of three classes may be taken during any fall or spring semester, and either of the two summer sessions. Candidates wishing to attempt more than the maximum load should seek permission from the Director of the MSE Program, and should check with their employer.

Academic Probation

Graduate students must maintain a 3.0 grade point average. If the GPA falls below 3.0 or a grade of 'C' is received in any course, the student will be placed on academic probation. A student may be dismissed from the program if an academic probation extends beyond the completion of three additional course credits, or the student receives two course grades of 'C' or lower or one course grade of 'F' at any time during their graduate studies at Wilson. All students in the MSE program are subject to the Wilson College Honor Principle, the academic and administrative regulations, and the Wilson College Judicial Process.

Leave of Absence

A Leave of Absence for a graduate student may not exceed one year. See complete description regarding applying for a Leave of Absence and termination of a Leave of Absence in the current College Catalog.

Graduation Requirements

The successful Master of Special Education **without Certification** candidate will complete 10 courses, including a **Master's Action Research Project (Thesis)**, while

maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better.

The successful Master of Special Education with Certification (PreK-8, 7-12) candidate will complete 10 courses, including student teaching or practicum experience, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better. These students must also pass PRAXIS exams as listed under exit assessments.

Electronic Portfolio – MSE students will need to place THREE products/assignments from each MSE course on their Canvas e-portfolio site as a representation of the program when the MSE is complete. Canvas E-portfolio instructions can be found at: <https://docs.google.com/document/d/1vH3ZtjIuDIltce0kitQgHtDLiIP6rHc4JguRqI76hXw/edit>

Graduation Application - Students must complete and submit a **graduation application** to the registrar two semesters before the anticipated graduation date. A fee will be assessed for late applications. Students who fail to submit a graduation application will not be eligible for graduation.

Spring graduates completing requirements during summer:

1. A student who completed her/his degree requirements during the summer will have her/his degree conferred on the first day of the fall semester.
2. The student will participate in and receive their diploma covers at the preceding May's Commencement and be considered part of May's graduating class.
3. Diplomas will be released to the student in late September.
4. A student who has not completed all requirements for graduation must petition the Committee on Academic Procedures by the last day to withdraw from classes to participate in Spring Commencement if more than **one** course requirement remains to be met.
5. Regardless of the number of courses remaining to be completed, the student must submit a written plan to the Registrar and MSE Director outlining how the requirements will be met before the end of the Summer following Spring Commencement. This plan must be signed and approved by the Director of the Master's Program. The written plan must be submitted by the last day of classes for the Spring semester.
6. In the event that a student fails a degree requirement(s) during Spring semester of her/his graduation year, he or she must submit a written plan to the

registrar outlining how the requirement(s) will be met before the end of the summer following spring commencement. This plan must be signed and approved by the student's advisor and must be submitted to the registrar by June 1st.

Academic Policies and Procedures

(Applicable to both Undergraduates and Graduates)
Information from 2016-2017 Catalog

Adding or Dropping Courses

Any change in a student's planned program must be approved by the advisor. Each change shall be submitted to the registrar's office on a form provided by that office, and approved by the Committee on Academic Policy and Procedures..

Administrative Drop

If a student registers but does not attend the first class of the semester, the Office of the Registrar will administratively drop the student from the course(s). For billing and financial aid purposes, an administrative drop will be recorded as a dropped course effective the first day of the semester and the student will not be responsible for charges for the course(s). However, it is still the student's responsibility to complete the process by submitting a Drop/Add form to the registrar's office. Failure to do so may result in a grade of "F" for the course(s).

Admitting Students into a Course

Admission of a student into a class without the prerequisite, or after the first week of classes, shall be at the discretion of the instructor.

Approval of Student Schedules

Each student is responsible for consulting with and obtaining approval of the academic advisor for planning a program.

Auditing Courses

1. An auditor shall be defined as a student who attends a course regularly without being required to take part in recitation, written work, or final examination, and without receiving credit for the course.
2. Students requesting permission to audit a course must receive prior approval from the appropriate faculty member.
3. The request to audit a course must be submitted to the Office of the Registrar no later than the last day of the add/drop period.
4. Students who audit courses will be required to pay all additional or established fees associated with the class. A student receiving financial aid should contact the Financial Aid Office to determine what impact, if any, enrolling in a course for an audit will have on the student's aid.

5. Courses taught as “one-on-one,” by virtue of their participatory nature, do not qualify as classes that may be audited. These courses include, but are not limited to, independent studies, guided studies, and applied music.

6. A student who has audited a course may not request permission to receive “Credit by Examination” based on the audit alone. The fact of the student’s attendance in a course as an auditor shall be noted on the student’s permanent academic record if, in the opinion of the instructor concerned, the student’s regularity of attendance merits such a notation. The instructor will indicate this fact by the letters “P.R.” (permanent record).

Catalog Policy for Matriculated Students

Degree-seeking students must complete requirements as outlined in the College catalog for the year in which they matriculate into a degree program. If there are curricular changes (general education, major or minor), a student may choose to meet the requirements as outlined in the new catalog. The student must provide a statement in writing to the Office of the Registrar that she or he intends to complete the new curriculum. Should a student decide to change her/his degree, major or minor, the student may be required to follow the most current requirements as determined in consultation with the registrar.

Dismissal from a Course

An instructor may, based on a disregard for the stated policy for a course, request the Committee on Academic Policy and Procedures dismiss a student from a course with the designation of W entered on the records. Conditions for readmission to the course will be granted only by the Committee on Academic Policy and Procedures.

Leaves of Absence

A leave of absence is a period of time approved by the College during which the student is not in attendance, but considered a student of record.

A leave of absence may be granted to a matriculated Wilson College student on completion of the leave of absence form available in the registrar’s office. A leave of absence for a graduate student may not exceed one year. When a student returns from leave of absence, the student returns under the catalog she/he followed before leaving.

A leave of absence is terminated in one of the following ways:

1. Return to the College - The student shall notify the registrar’s office to register for courses.
2. Withdrawal from the College - The student must notify the College of the intent to withdraw. After two years, the student is automatically withdrawn from the College and will need to reapply in order to return.

A leave of absence is not granted for the purpose of taking a course for transfer credit from another institution. A student, working with an academic advisor, must get prior approval from the academic dean for any course from another institution if it is to apply towards Wilson College’s graduation requirements. The student must complete the off-campus study form available in the registrar’s office.

Students may take a leave of absence, provided they complete a leave of absence form, which must include all the appropriate signatures, and return it to the registrar’s office by the last day of class in the semester. Students who complete this process will receive a “W” for each course that semester. After this date, students may take a leave of absence without academic penalty only for reasons of illness, family crises, or other problems outside of the student’s control, and only with prior approval of the Committee on Academic Policy and Procedures.

The official date of the leave of absence will be the date the completed form is returned to the College, not the date the student stopped attending classes. Students who stop attending classes and fail to officially take a leave of absence or withdraw from their course(s) will be assigned the grade of F (failure) for all courses in which they were registered.

Note: Regulations for financial aid may differ from academic regulations. A student should meet with a financial aid counselor to determine the impact of a leave of absence.

Short Term Student Absences

Policies relating to short term student absences (i.e. funerals, illnesses, medical treatments, pregnancies, etc.) will be determined by each individual faculty member.

Waitlist Policy During Priority Registration/Open Registration Period

During the priority registration period, students who are interested in taking a closed class should place themselves on the course waitlist. The computer automatically ranks waitlisted students in the order that they are added to the waitlist.

When priority registration closes, the registrar and the vice president for academic affairs will review all closed courses with waitlists. When appropriate, and with faculty consultation, students may be added to existing courses or additional sections may be added.

If it is not possible or reasonable to make accommodations for the waitlisted students, the students will remain on the waitlist until the first day of class. If there are drops in a waitlisted course, students will be accommodated in order of their standing on the waitlist.

In cases of extreme circumstances - those circumstances completely beyond a student's control (e.g., severe illness, hospitalization, death in the immediate family, etc.) - the registrar or the vice president for academic affairs may accommodate a student who is a junior or senior, regardless of her/his priority on the waitlist. Please note that failure to register during the appropriate priority period or procrastination does not constitute extreme circumstances.

Waitlist Policy During Add/Drop Period

During the add/drop period, each faculty member will determine who will be added to her/his courses. Priority ranking on the waitlist does not apply during the add/drop period. Students who had been waitlisted for a course should contact the instructor directly to inquire about adding the course.

Withdrawal from a Course

Withdrawal from a course requires approval by the advisor and the instructor. Students may withdraw from a course through the 10th week of the semester with the designation W (Withdrawn). It is the student's responsibility to officially withdraw from any course scheduled, whether or not they have ever attended. If the student does not attend and does not withdraw, the name will remain on the class list and a grade of "F" will be recorded for the course. A student who wishes to receive the designation of W for medical reasons must submit such evidence to the dean of the College.

Withdrawal from the College

A student who withdraws from the College plans to leave the College and does not intend to return. If a student is contemplating withdrawing from the College, an appointment should be made with the registrar for advice concerning procedures to be followed. Because such a decision has numerous and broad implications for the student, she/he is advised to discuss the matter with her/his academic advisor, family, and the appropriate faculty and staff members.

Students may officially withdraw from the College provided they complete a Withdrawal Form that includes all the appropriate signatures and return it to the registrar's office by the last day of class in the semester. Students who complete this process will receive a W for each course that semester. After this date, students may withdraw from the College without academic penalty only for reasons of illness, family crises, or other problems outside of the student's control, and only with prior approval of the Committee on Academic Policy and Procedures.

The official date of the withdrawal will be the date the completed form is returned to the College, not the date the student stopped attending classes. Students who stop attending classes and fail to officially withdraw from the College will be assigned the grade of F (failure) for all courses in which they were registered.

In order to re-enroll in the College, a student must reapply and follow all the appropriate admissions procedures. When a student is readmitted to the College, she/he must follow the current catalog.

Note: Regulations for financial aid may differ from academic regulations. A student should meet with a financial aid counselor to determine the impact of withdrawing from the College.

Evaluation of Academic Work

Course Syllabi

Early in the semester, instructors will distribute the general work requirements and grading policies of the course. These include statements, as appropriate, concerning attendance, participation in class, quizzes, papers, and an examination.

Final Examinations

Types of Exams

Final examinations are end-of-semester examinations of student work, typically summative or comprehensive in coverage and representative of a significant part of a student's grade for a course. The College recognizes three final examination types: scheduled, self-scheduled and take-home.

- Scheduled final exams are taken during the published final exam period at the registrar's scheduled exam time for a course.
- Self-scheduled final exams are taken during the published exam period, but scheduled individually or in small groups with the instructor during one of the registrar's scheduled exam times.
- Take-home final exams are exams or projects assigned by an instructor in advance of the published final exam period but that have instructor-scheduled deadlines during the published final exam period.

Scheduling of Final Exams

- The final examination schedule will be published in the week following the add/drop deadline for each regular semester. The final exam period will begin at 6:15 p.m. on reading day of each regular semester. Reading day is designated for study and preparation for final exams. Final examinations of any sort will not occur or be due on reading day. Similarly, the last week of the academic semester is a time for final classroom work of all kinds. However, faculty should be conscious of student workload and preparations in this last week, as well as the need to preserve the integrity of the 15-week academic semester. Final examinations of any sort will not occur or be due in the last week of the regular semester.

- Scheduled final exams for day courses will be arranged (day and time) by the registrar during the published exam period. Scheduled final exams for night courses will be arranged on the regular night of the course during the published exam period. Scheduled final exams for weekend courses will be arranged by the registrar's office on the regular weekend day of the course, as appropriate. Scheduled final exam times may not be altered without the registrar's approval.
- Self-scheduled exams should be arranged by the student and instructor during the published final exam period. Faculty must make available every regularly scheduled daytime final exam slot (7:30 a.m., 11 a.m. and 2:30 p.m.) to students for self-scheduling. It is not recommended that students schedule more than two exams on a given day in the final exam period. Students self-scheduling exams on a given day do not qualify for the academic hardship exceptions below.
- Take-home final exams or projects should have deadlines no earlier than the published final exam time for a course and no later than the last day of the published exam period. Take-home final exams may be distributed at the instructor's discretion, though with sensitivity to the time required for the work to be done well and the protections on reading day and the last week of the academic semester mentioned above.

Academic Hardships

- Students are not expected to take more than two final exams in a given day. If a student has more than two finals scheduled on the same day, the student should contact the Office of the Registrar and the appropriate faculty members to request an adjustment to the exam schedule.
- Students are not expected to take two final exams for upper-level or intensive major courses back-to-back on the same day. If a student has two upper-level or intensive major course exams scheduled back-to-back on the same day, the student should petition the registrar and the appropriate faculty members to adjust the exam schedule.
- Any student with a documented learning disability whose exam schedule creates an academic hardship must make appropriate arrangements through her/his instructors and the Section 504 coordinator.
- Travel away from campus prior to the end of the scheduled exam period will not count as a hardship and will not qualify the student for adjustment of the exam schedule.

Performance of Final Examinations

- Faculty and student work in the performance of exams of any sort will be guided by the Wilson College Honor Principle.

- For scheduled final exams, faculty members report to the classroom designated in the published final examination schedule at the arranged day and time and provide students with the full three-hour period to complete the examination. Students report for self-scheduled exams at the arranged day and time and remain in the examination room until they complete their exams, except to go to the restroom.
- For self-scheduled final exams, faculty members will report for the self-scheduled exam at the arranged day and time and provide students with the full three-hour period to complete the examination. Students will report for self-scheduled exams at the arranged day and time and remain in the examination room until they complete their exams, except to go to the restroom.
- For take-home final exams, faculty will provide students with sufficient time to complete the examination. Students must meet arranged deadlines for take-home final exams or projects.

Grade Appeal Policy

Informal Process

Any student who would like to appeal a grade should attempt to resolve the situation directly with the instructor. The student should first informally discuss the grade appeal with the instructor. Most appeals will be resolved through this informal process.

Formal Process

Level 1: Written Appeal to Instructor

If the student is not satisfied with the response and would like to formally appeal the grade, she/he must submit a formal appeal in writing to the instructor. This written appeal should be completed as soon as possible, but no later than the last day of the add/drop period of the next semester of the regular academic year (fall or spring) or two weeks after grades are sent to the student, whichever date is later. The instructor must respond to this appeal in writing.

Level 2: Written Appeal to Department

If, after formally appealing to the instructor, the student feels that the situation is still unresolved, she/he should appeal the grade to the appropriate department chair. If the instructor serves as the department chair, the appeal should go to the division head. A copy of the initial appeal letter and response should be forwarded to the department chair. The student may choose to write an additional letter directly to the department chair. The department chair should attempt mediation between the student and the instructor. The department chair must respond to this appeal in writing.

Level 3: Written Appeal to the Committee on Academic Policy and Procedures

Should the appeal not be resolved after reaching the departmental level, then the student may petition the Committee on Academic Policy and Procedures. The student must petition the Committee on Academic Policy and Procedures in

writing no later than the withdrawal date for the semester in which the appeal process began. The committee should receive copies of the original appeal letter and all related correspondence. At any level of the appeal process, the instructor will be informed of and will be invited to participate in the meetings.

If the student believes that any step of the appeal is not proceeding in a timely manner, the student should contact the Office of the Dean of the Faculty for assistance in expediting the process.

Grading System and Reports

The Office of the Registrar will report semester and mid-semester grades to the students. If applicable, individual instructors may, at their discretion, report grades to students; however, the grades reported by the registrar's office will constitute the official college record.

Grades used in reporting achievement in courses shall have the following significance:

A, A-	Excellent	CR	Credit
B+, B, B-	Good	NCR	No Credit
C+, C, C-	Satisfactory	W	Withdrawn
D+, D, D-	Minimal Passing	IN	Incomplete
F	Failing		

In computing academic averages the assigned values shall be:

A = 4.0, **A-** = 3.7, **B+** = 3.3, **B** = 3.0, **B-** = 2.7, **C+** = 2.3, **C** = 2.0, **C-** = 1.7, **D+** = 1.3, **D** = 1.0, **D-** = 0.7, **F** = 0.

Midterm Grades

Midterm grades shall be reported to the Office of the Registrar for all registered students. In addition, faculty must complete a low-grade form for each student, having a low midterm grade (below a C). The form should include the reason for the low grade, recommendation for completion of the course or possible withdrawal, and total number of absences.

Incompletes

The grade of Incomplete (IN) can be given to a student who is doing passing work in a course but who, for reasons beyond the student's control, is not able to complete a small portion of the work for the course by the deadline for submitting grades. An Incomplete is not given in the case of negligence or procrastination on the part of the student.

An Incomplete must be requested by the student and approved by both the instructor and the student's academic advisor. Request for Incomplete forms are

available in the registrar's office. The deadline for requesting an Incomplete grade is the last day of classes.

In cases involving unusual circumstances, such as illness or injury, the dean of students may request an Incomplete on the student's behalf. Unless the Committee on Academic Policy and Procedures extends the time limit, an Incomplete automatically becomes an F if the work is not completed within six weeks from the last day of class in the term in which it was incurred.

Repeat Course Policy

Students are permitted to retake ANY course, except FYS100 First-Year Seminar. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript. The course information will be listed in the usual manner the second time it appears on the transcript.

The most recent grade counts toward the student's cumulative grade-point average, regardless of which grade was higher.

It is recommended that the course be repeated in the first semester that it is subsequently offered. However, any course may be repeated any time prior to graduation.

Students may repeat a course for credit a maximum of two times (i.e., a course may be taken for credit a maximum of three times). Please note that a course from which a student has withdrawn (earned a grade of W) will count as an attempt. Students in the education department may repeat education courses only one time (i.e., a course may be taken for credit a maximum of two times). This includes pre-practicum and student teaching practicum.

Students may not repeat using the credit/no credit option to replace a grade. However, a student who has failed a course using the CR/NC option may elect to retake the course for either a grade or a CR/NC option.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student's responsibility to understand the consequences of repeating courses. Students with questions regarding the impact of course repeats on student financial aid should consult with the financial aid office.

This policy took effect Jan.1, 2004. Any course taken since Jan. 1, 2004, replaces the grade earned in any previous semester.

Academic Standards

Academic Expectations and Dishonest Work

Membership in a community of scholars requires that students take responsibility for meeting the obligations involved in completing their academic work. Living under the Honor Principle also requires that students be honest with the Wilson community about how this work was accomplished. The most frequent tests of this requirement come in the form of academic dishonesty and plagiarism (defined below), ranging from cheating on an exam to improper documentation of material taken from other sources and used in a student's research.

It is the responsibility of the academic community to make newcomers aware of their obligations as scholars and to assist in educating them as to what these obligations entail. Instructors should explain the proper conduct for the taking and completing exams. It is the instructor's responsibility to make clear to students what her/his expectations are regarding proper methods of documentation in coursework; it is the student's responsibility to inquire about and familiarize themselves with these methods. A student may not present substantially the same paper for credit in two or more courses unless she/he has written permission from each instructor.

Definition

Academic dishonesty is defined as those actions by which a student fulfills his/her obligation to an assignment by unethical or prohibited means such as – but not limited to - cheating on a test or consulting with others about how to answer questions on a take-home exam.

Plagiarism is a form of academic dishonesty which involves the presentation - willful or unwitting - of someone else's work as one's own. This includes the use of direct quotations and paraphrases, as well as excessive borrowing of the organizational pattern of a given source. Such sources include, but are not limited to, visual and printed materials, manuscripts, other students' work, and classroom lectures.

Avoiding academic dishonesty and plagiarism is a learning process for all scholars, and this should be taken into consideration when dealing with violations. In the case of minor or first offenses, an informal resolution – in which the faculty member would resolve the matter directly with the student - may be warranted. In the case of serious or repeated offenses or if an informal resolution was unacceptable to either of the parties involved, the procedures for reporting academic violations will be followed. These are found in section B of the “Blue Book,” which describes the judicial system.

Reporting Academic Dishonesty

Faculty and students are expected to work together to resolve matters of academic dishonesty. The faculty member or the student may request that the matter be sent to Joint Honor Council at any time during this process.

Instructors suspecting an incident of student academic dishonesty must confront the student(s) regarding the allegation. If, after the confrontation, the instructor determines that academic dishonesty has not occurred, no further action needs to be taken.

If the instructor believes that academic dishonesty has occurred, he/she can resolve the matter with the student provided the student agrees to the findings and with the fairness of the sanction(s). The instructor must then complete an Academic Dishonesty Report within one week of discovering the incident, submit it to the vice president for academic affairs/dean of the faculty and send a copy to the student. On this report, the faculty member will indicate the name of the student, course number and title, a description of the events that led to the charge of Academic Dishonesty, and indicate the action taken after discussing the matter with the student. A good faith effort should be made to obtain the student's signature before the report is forwarded to the dean. In cases when the student is unavailable, the dean will inform the student of the allegation.

If the instructor thinks that academic dishonesty has occurred, but is unable to reach an agreement with the student regarding the merits of the charges, the student can either accept the sanctions or request that the matter be brought before the Joint Honor Council. If the matter is brought before the Joint Honor Council, the Academic Dishonesty Report would not be filed unless the student is found guilty of academic dishonesty. If a student is issued a failing grade for the work or the course or if the case is sent to Joint Honor Council, the student may not withdraw from the course until the issue is resolved. In addition, the instructor's permission is required to withdraw, if permitted, after the matter is resolved.

The vice president of academic affairs/dean of the faculty will review these reports and keep them on file until a student graduates or five years after the last course has been taken. Repeated incidents will result in further action, which may include submitting the student to Joint Honor Council.

Special Situations

Academic Appeal Process

Any student who has a conflict with an instructor should attempt to resolve the situation directly with the faculty member. However, in cases of alleged harassment, see the “Bluebook/Student Handbook,” faculty by-laws and the Human Resources Manual. If, after discussing the situation with the instructor, the student feels that the situation is still unresolved, she/he should discuss the situation with the appropriate department chair. If, after this meeting, the student

feels that the situation is still unresolved, she/he should discuss the situation with the appropriate division head. If after exhausting these channels the student still feels that the situation is unresolved, she/he should meet with the vice president of academic affairs and the dean of the faculty. At any level of the appeal process, the instructor may be invited to participate in the meetings.

Exceptions to Regulations

A student or faculty member may petition the Committee on Academic Policy and Procedures for an exception to any academic regulation. The petition must give a complete rationale for an exception. The committee may consult with appropriate faculty and the student before ruling on the petition. Exceptions shall be granted only for extraordinary circumstances.

Student-Initiated Medical Leave of Absence

- A student experiencing mental or physical conditions that interfere with her/his ability to function and to meet academic requirements may apply for a medical leave of absence in order to obtain the medical or psychological treatment that will allow her/him to return to full time study at Wilson.
- A student may apply for a medical leave of absence at any point in the semester through the last day of classes. Before applying for a medical leave, the student must meet with either the director of counseling or the director of the health center to secure a recommendation for a medical leave. The College reserves the right to ask for further documentation (including but not limited to diagnoses, treatment plans and program notes) from non-college providers.
- Following recommendation from the director of counseling or the director of the health center, the dean of students will make the final decision for approval of the medical leave of absence. In some instances, the dean of students may meet with the student to review the terms and requirements set forth in the medical leave agreement.
- When a medical leave is taken at Wilson, the grade of W (withdrawal) for each course will be recorded by the registrar. In certain circumstances students may be eligible for an INC (incomplete) and will be subject to the policy outlined in the current academic regulations for the College.
- Normal policies for refunds and deposits apply as stated. It is the responsibility of the student and/or her/his parents to check with the financial aid office regarding the terms of the financial aid policy in relationship to the medical leave.

- A student who is on medical leave of absence may not be in residence and must request permission from the dean of students to visit on campus.
- A student preparing to return to Wilson from medical leave of absence must notify in writing the dean of students and the director of the counseling center or the director of the health center (whichever office recommended the medical leave). Notice of intent to return should be made to both offices as soon as reasonable with proper documentation and no later than 30 days prior to the start of the new semester.
- To return to the College, a student must meet the requirements set forth in the medical leave agreement which was written at the time leave was taken. Requirements may include but are not limited to (1) evaluation of treatment protocol, (2) medication, (3) diagnosis, (4) follow-up treatment and (5) a readiness-to-return-to-college-assessment provided by the treating professional/s who worked with the student during the medical leave. Confidential medical information will be provided to either the director of counseling or the director of the health center, whichever office recommended the leave. In addition, students may be required to meet with the director of counseling or the director of the health center prior to readmission.
- The director of counseling or the director of the health center will submit in writing to the dean of students a final recommendation regarding the student's readmission. The dean of students will notify the student in writing of her/his readmission to Wilson.
- A student who extends his/her medical leave beyond two academic years must reapply to the college through the Office of Admissions.

Medical Leave of Absence—Wilson College Initiated

- Wilson College reserves the right to place students on a college-initiated medical leave of absence when it becomes evident through observed behavior or by report(s) from faculty, staff or students that a leave from the College may be in the best interest of a student and the College. The dean of students will engage in a determination on a case-by-case basis and will apply the direct threat analysis, taking into consideration the nature, duration and severity of the risk and likelihood, imminence and nature of the future harmful conduct, either to the student or to others in the college community.

- Note: A full description of the direct threat analysis process from the U.S. Department of Education follows and includes the provision for interim removal from campus pending case review and final appeal.
- These procedures will be followed when the College initiates a medical leave of absence.
- The dean of students (and/or her designee) will notify the student that a college initiated medical leave is under consideration and will arrange to meet with the student. The dean may require the student to undergo an evaluation by a licensed health care professional. The results of the evaluation, along with recommendations, will be forwarded to the director of counseling or the director of the health center. Any such recommendations are not binding on the College.
- A review committee convened by the assistant dean of students and consisting of the director of counseling (or designee), the director of the health center (or designee) and the dean of the faculty (or designee) will meet to review all information related to the case - including any evaluations or treatment plans for the student - and will make a decision regarding the student's status. Information provided to the review committee will be reviewed "blind" to ensure the privacy and confidentiality of the student is maintained. The student will be notified in writing of the review committee's decision regarding medical leave.
- Within five days of receiving the notice of college-initiated medical leave, the student may appeal the decision by sending a written request to the dean of students stating why the student believes the medical leave is unwarranted. At the discretion of the dean of students, the leave may remain in effect during the period of the appeal. The dean of students will review the request; may consult with the student, the assistant dean and/or the review committee, and may review the information considered by the review committee. The dean of students will make a decision within five days of receiving the appeal and will notify the student of the decision. This decision is final.
- When a Medical Leave is taken at Wilson, the grade (W) withdrawal) for each course will be recorded by the registrar. In certain circumstances student may be eligible for an Incomplete and will be subject to the policy outlined in the current academic regulations for the College.
- Normal policies for refunds and deposits apply as stated. It is the responsibility of the student and/or her/his parents to check with the financial aid office regarding the terms of the financial aid policy in relationship to the medical leave.
- A student who is on college-initiated medical leave of absence may not be in residence and must request permission from the dean of students to visit on campus.
- A student preparing to return to Wilson from college-initiated medical leave of absence must notify in writing the dean of students and the director of the counseling center or the director of the health center. Notice of intent to return should be made to both offices as soon as reasonable with proper documentation and no later than 30 days prior to the start of the new semester.
- The director of counseling or the director of the health center will submit in writing to the dean of students a final recommendation regarding the student's readmission. The dean of students will notify the student in writing of her/his readmission to Wilson.
- A student who extends her/his medical leave beyond two academic years must reapply to the College through the Office of Admissions.
- According to the U.S. Department of Education's Office of Civil Rights the following steps should be taken in a "direct threat" situation:
 - The college needs to make an individualized and objective assessment of the student's ability to safely participate in the College's program, based on a reasonable medical judgment relying on the most current medical knowledge or best available objective evidence.
 - There must be a high probability of substantial harm and not just a slightly increased, speculative or remote risk.
 - The assessment must determine the nature, duration, and severity of the risk, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk.
- A student's observed conduct, actions and statement should be considered, not mere knowledge or belief that the student is an individual with a disability.
- Procedures should be followed to ensure that a student with a disability is not subjected to an adverse action based on unfounded fears, prejudice and stereotypes.
- Where safety is of immediate concern, a college may remove a student from the campus pending a final decision against the student as long as the student has had said notice of the removal and an initial opportunity

to be heard, and a full opportunity to be heard and appeal rights are offered later.

Policies for Special Academic Options

Guided Study

Courses which are part of the regular curriculum may be offered through a Guided Study. Occasionally, it may be necessary for a guided study to be arranged by the registrar's office - in consultation with the department and/or faculty member teaching the course - to meet a course scheduling need. In this event, the procedure below is waived. A guided study may not be offered in the same semester that the course is scheduled.

Procedure

Typically, the student arranges for a guided study course. The student then prepares a proposal in consultation with a faculty member from the appropriate discipline. The proposal and appropriate form, approved by the student's advisor, must be filed with the registrar by the first day of the semester.

The faculty member is responsible for ensuring that the proposal is submitted to the registrar in compliance with the academic regulations and is further responsible for the academic integrity of the guided study.

The proposal should include a statement of agreement on:

- Topic
- Tentative schedule
- Bases for evaluation

The proposal must be approved by the academic dean.

Important Contacts

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