

Undergraduate Academic Policies

This section of the College Catalog briefly describes certain key academic policies of Wheelock College. These policies ought not be considered all-inclusive. A complete description of the College's Academic Policies can be accessed online at www.wheelock.edu. In addition to the policies described here, there are requirements for students enrolled in various professional academic programs. Questions about academic policies, procedures, or requirements should be directed to an academic advisor, Academic Dean, and/or the Vice President for Academic Affairs. Finally, the academic policies described in this catalog and on the college website may refer to other documents (e.g., handbooks and pamphlets) that explain certain policies, procedures, or requirements more fully and may be obtained from the Registrar's office.

Attendance and Absences

Regular class attendance is expected of all undergraduate and graduate students. Each instructor must clearly explain his or her attendance policy in the course syllabus. The course syllabus must clearly indicate:

- whether class attendance is a factor in the final grade
- what constitutes "excessive" absences

It is the student's responsibility to communicate with his or her instructors regarding absences. The student is expected to complete whatever work is necessary to make up for absences.

Absences for Religious Beliefs

The College complies with Massachusetts law (G.L. c. 151C, § 2B) which provides, in relevant part, that:

Any student in an educational ... institution, ... who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; however, that such a makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Academic Appeals

A Wheelock College student (and a student from any of the Colleges of the

Fenway institution taking a course at Wheelock) has a right to appeal a final grade or academic dismissal. A student may appeal a final grade or academic dismissal to the Academic Appeals Board. Undertaking such an appeal is an extraordinary matter. For a complete explanation of the appeals process see the Academic Policy Section of the Wheelock website at [need website](#).

Grading Policy

For undergraduate students, Wheelock College uses a system of letter grades that are equivalent to the following numerical quality points.

Letter Grade Quality Point Equivalent

A 4.00

A- 3.67

B+ 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D+ 1.33

D 1.00

D- 0.67 Minimum passing

F 0.00 Failing

P 0.00 Passing

In addition, a transcript may show the following statuses in the grade column

I 0.00 Incomplete

WD 0.00 Withdrawal

AU 0.00 Auditing

An "Incomplete" (I) may be submitted by the instructor only when a student fails to complete the requirements of a course by the date grades are due, as a result of documented medical emergency or illness or other extraordinary circumstances, such as a death in the family. (See full description of the policy on Incompletes

below.)

“Withdrawal” is the status recorded by the Registrar’s Office when a student officially leaves a course before the withdrawal deadline published in the academic calendar and fills out a withdrawal form that is submitted to the Registrar’s Office. Only a student can submit a request for withdrawal; a faculty member does not submit such a request.

Pass/Fail Option

Each semester, an undergraduate student may elect a total of four credit hours to be taken under the Pass/Fail option. During a four-year course of study, no more than thirty-two credit hours may be taken under this option, though the restriction does not apply to courses offered only on a Pass/Fail basis, such as some practica and fieldwork.

A grade of “P” (Pass) does not affect a student’s cumulative grade-point average, but a failing grade of “F” (Fail), whether it is awarded under the letter grade system or the Pass/Fail option, is computed in the cumulative grade-point average.

The following restrictions apply to the election of the Pass/Fail option:

- Students must receive letter grades in courses that they select to fulfill General Education requirements or in their arts & sciences and professional majors, excluding practica.
- Only one course in a student’s minor may be taken under the Pass/Fail option.
- Students on probation must take all courses (except courses offered only on a Pass/Fail basis) for letter grades.

For full-semester courses, students must declare their choices of the Pass/Fail option before the fourth class meeting. For seven-week courses, the Pass/Fail option must be declared before the second class meeting. After these deadlines, neither students nor instructors may change the grading election.

Dean’s List

The Dean’s List is a recognition of academic achievement for undergraduate students during an academic term. A student is eligible when he or she meets the following academic standards at the time the Dean’s List is compiled:

- Earns a minimum semester grade-point average of 3.8 (on a 4.0 scale); and
- Successfully completes a minimum of twelve credit hours during the semester which are graded on a ‘letter grade’ basis; and
- Does not carry any Incomplete grades (‘I’) or Failing grades (‘F’) for the

semester at the time the Dean's List is determined.

Note: A student enrolled in 20 credits where 19 credits earn grades of 'A' and 1 credit earns a grade of 'F' will have a term GPA of 3.8.

Declaration of Academic Program

By the end of the fall semester of sophomore year, every undergraduate student must declare an academic program, by submitting a completed Declaration of Program form to the Office of Academic Advising and Assistance. Students wishing to enter the Child Life major must submit an application to the coordinator of the program for the BA or BS and MS dual degree program.

Wheelock Literacy and Communication Policy

The Wheelock Literacy and Communication Exam (WLCE) is a part of a College-wide commitment to help every student write clearly, effectively, and correctly. Every undergraduate must take and pass the WLCE before entering practice courses specified by each professional program. The WLCE consists of five sections: Spelling, Grammar, and Mechanics, Summary, and Essay.

Reading and Writing Seminar Policy

The College has developed a system of writing courses and resources to support students as they prepare for and pass the WLCE. These courses include reading and writing seminars which are taken in the sophomore year by students who must satisfy the WLCE requirement. A student who has not passed the WLCE by the beginning of his or her second year at Wheelock must take and pass at least one semester of a reading and writing seminar and pass all four sections of the WLCE before entering practice courses specified by each professional program. Students who complete the WLCE during their first year are not required to take these seminars.

Academic Status-Undergraduate Full-Time

To complete degree requirements in four years, full-time undergraduates normally carry a course load of between sixteen to eighteen credit hours per semester. For the purposes of financial aid, on-campus housing, and eligibility for the Dean's List, a course load of twelve credit hours per semester is considered full-time. During his or her first semester at Wheelock College, a student may enroll in courses totaling no more than eighteen credit hours. Thereafter, except during a semester when he or she is enrolled in a practicum, a student may enroll in courses totaling no more than twenty credit hours. During a semester in which a student is enrolled in a practicum, he or she may enroll in courses totaling no more than sixteen credit hours unless he or she has received prior approval from the Scholastic Review Board. To obtain such approval, a student must complete and submit to the Scholastic Review Board a Request to Overload form, which is available at the Office of Records and Registration.

Academic Standards

A 2.0 (C) cumulative grade-point average is the minimum acceptable standard for all undergraduate students. An undergraduate student must maintain this standard to graduate from the College and to enter a practicum. Also, all undergraduates must attain a grade of C or higher in the professional studies courses and the pre-professional courses required for the professional program in which they are enrolled. (This policy does not apply to foundation courses in Arts and Sciences.) In addition, a student must demonstrate during pre-practicum courses a strong likelihood that he or she will be able to complete successfully the requirements of an Arts and Science major and/or professional major. The Scholastic Review Board monitors an undergraduate student's academic progress.

Honors Program Minimum GPA

Students in the Honors program must maintain a minimum cumulative GPA of 3.3. Students falling below this average will receive a warning from the Honors Committee immediately after the semester during which the GPA average appears on the transcript. Students have two semesters subsequent to the warning to raise their GPA to the required minimum. Students will be removed from the program if their GPA should fall below 3.3 again in any subsequent semester.

Residency Requirement

An undergraduate student must complete a minimum of 67 credits at Wheelock College to receive a Bachelor's degree. A student's final semester must be completed at Wheelock. Under special circumstances a student may request an exception to this policy. However, students cannot complete more than 8 final credits outside Wheelock. The undergraduate residency requirement is effective as of fall 2009.

Independent Study

Independent Study offers students an opportunity to do self-directed, advanced work in an area of academic interest with the guidance of a faculty member. The topic of the independent work goes beyond the scope of courses offered in any discipline area. Students initiate the planning of an Independent Study in consultation with a faculty member. The academic work is usually completed in one semester. Independent Study carries a 400 course number and the designation of the academic discipline. Students must complete an Independent Study Proposal form, available in the Office of Records and Registration, before beginning the course work. An Independent Study typically does not apply to General Education requirements; to use an Independent Study to satisfy a requirement, the student must petition the Scholastic Review Board.

Self-Designed Major

In very special circumstances, a student may work with advisors to propose an

Individualized Program of Study. This is a comprehensive, independent learning experience designed to take the place of a Professional Studies major or Arts and Sciences major. Students who wish to pursue this option must submit, in consultation with a faculty member in the appropriate academic area, a proposal and a detailed academic map to the Scholastic Review Board for approval. For additional information, contact the Office of Academic Advising and Assistance.

General Education Program

Wheelock College's general education program prepares graduates to be engaged, life-long learners, able to draw upon a broad range of disciplinary and interdisciplinary ways of knowing. The skills and habits of mind gained in General Education courses will enable graduates to enrich their personal lives, adapt to a variety of professional situations, advocate for children and families, and act responsibly in a diverse and changing world.

The General Education Program at Wheelock College

*Additional or more specific requirements apply to professional and arts and sciences majors and programs. Students should check with advisors to determine if special requirements related to general education apply to their particular program of study.

General education courses enable Wheelock graduates to:

- use inquiry and critical thinking to recognize, investigate, analyze, and solve problems and to value the process of that discovery;
- bring wide-ranging disciplinary knowledge to their lives and professions, and pursue a lifetime of intellectual growth;
- communicate effectively using written, oral, and digital means and appreciate the creative and practical functions of language;
- comprehend and employ scholarly and scientific problem-solving methods, including quantitative concepts, to gather, interpret and critically evaluate data, to investigate and answer questions, and to understand the value of such research;
- engage intellectually and creatively with the fine and performing arts, and appreciate creative expression;
- examine, develop and defend moral and ethical judgments, and understand and value the judgments of others;
- connect and synthesize disparate information and ideas, and adapt to personal, intellectual and professional challenges;

- understand human development in its multiple and varied contexts;
- gain an informed understanding of race, class, religion, gender, sexual orientation, ethnicity, and disability, and use that understanding to live and act responsibly in a diverse world.

Students develop these competencies and habits of mind in courses that provide “Foundations of Knowledge and Inquiry” and “Ways of Knowing.” In addition, students deepen their understanding through cross-curricular courses fulfilling requirements in Perspectives on Diversity and Upper Level Writing, and make connections among ways of knowing in an interdisciplinary General Education capstone seminar.

Foundations of Knowledge and Inquiry

Foundation courses focus on developing skills and habits of mind essential to succeed as a student, and to meet Wheelock College’s definition of an educated person. These courses allow students to master skills in reading, writing, speaking, mathematics and information literacy, to learn about human growth and development, to develop an understanding of diverse cultures and the influence of race and ethnicity on human beings, and to become empowered critical thinkers.

First Year Seminar/Critical Thinking (4 credits)

Critical thinking is important to academic, personal, and professional success. It helps us distinguish between facts, theories, and opinions, research and evaluate information, solve problems effectively, and convey ideas clearly. Students select their first year seminar course from a variety of different offerings, all of which also fulfill a “Ways of Knowing” requirement.

Reading, Writing, and Speaking (4-8 credits)

Understanding written texts and communicating in written, visual, oral, and electronic form is critical to every academic discipline and profession, and to success in private and public life. Students take a one or two course sequence (ENG 110 and/or ENG 111) depending upon placement exam results.

Quantitative Reasoning and Mathematical Thinking (4 credits)

The capability to reason quantitatively and to engage in mathematical thinking and problem solving is important to personal and professional success. In the core courses students develop the ability to use and critically evaluate numerical information and to understand and solve problems in a variety of contexts demanding quantitative literacy. Particular course sequences apply to specific programs of study.

Human Growth and Development (4-8 credits)

Understanding human development over the life span is important for personal and professional growth and to Wheelock's mission of improving the lives of children and families. In these core courses (HGD 120/121 and HGD 122/123) students examine patterns of physical, cognitive, social, and emotional development, and compare and contrast major theoretical frameworks which explain those patterns. In addition, students observe and analyze children's behavior in a field placement setting.

Ways of Knowing

Courses enable students to recognize, employ and understand the ways of knowing central to the major academic disciplines. They provide opportunities for students to explore diverse ideas and methodologies, to gain knowledge in specific fields, and to become adept and flexible thinkers, capable of appreciating and applying different disciplinary perspectives to situations in their personal and professional lives.

Self and Society (4 credits)

The relationship between self and society is a fundamental human question. Courses in this category focus on understanding individual and group identity in the context of experiences, theories, institutions, and values that shape and inform human thought and behavior. They allow students to explore the physical, emotional and cognitive dimensions of identity development, as well as the impact of societal beliefs, cultures and systems on human beings. Self and Society courses are located largely in the social sciences, but may be based in topics and approaches of other disciplines, from biology to literature.

Languages and Literatures (4 credits)

Languages and literatures are vital to expressing and understanding ourselves and others. Through language, we express and experience the creativity and diversity of human thought, experience and culture. Courses in this category focus on language and how we use it in practical and imaginative ways to convey what it means to be human. Courses may examine the origin or structure of language, or involve reading and interpreting literary texts, the study and practice of one or more languages, or creating language-based works. Courses in Languages and Literature might be found in a number of disciplines, but are usually located in Linguistics, Literature, and Foreign Languages.

Creativity and the Arts (4 credits)

Creativity is central to humans, and as such is essential to all that we do. Courses in this category encourage students to explore their own creativity, and to appreciate artistic expression and how and what it communicates. Students may develop understanding of creativity and the arts through direct engagement in the creative process or through the study of the creative work of others. Courses may

involve actual performance or production, teach skills, concentrate on artistic history, or discuss the role of the arts in society. Courses in Creativity and the Arts are typically based in fine and performing arts disciplines such as Studio Art, Art history, Theatre performance, and Music performance or history.

Historical Perspectives (4 credits)

Learning about the past is crucial to becoming an educated, civically engaged person, and to professional preparation. Historical perspectives and methods of historical inquiry help us understand what has happened in the past, and give us tools and perspectives for analyzing the present, and responding to the complex challenges of the future. Courses may be focused on a particular historic moment or topic, span time and cultures, and/or examine questions and processes related to how we gather, interpret, and pass on knowledge of the past. Historical perspectives courses increase students' knowledge and understanding of the past and the methods historians use to develop questions, gather information, and verify and interpret their findings. Courses include those with a History designation as well as those in other fields which place emphasis on learning about and interpreting the past.

Investigations in Science and Technology (4 credits)

Having an understanding of basic science concepts, the nature of scientific thinking and practices, and the connections between science and technology is critical for appreciation of the natural world and active participation in issues of public and personal concerns. Courses in this category focus on understanding the basic elements of science inquiry and central components of scientific thinking as well as fundamental concepts in one or more fields of science. The courses engage students in direct experience with phenomena requiring the use of tools of scientific research and processes of experimental design. Courses are usually based in such life and physical sciences as astronomy, biology, botany, chemistry, earth science, ecology, engineering and physics. They may also include interdisciplinary courses which have a strong science and technology component.

Ethics and Social Justice (4 credits)

Thinking about and defining the “good” and moral life is a central feature of human existence. Such examination is central to leading an engaged and ethically empowered life. Courses in this category focus on ethical or moral dilemmas and questions commonly confronted by individuals, groups, and nations. Such courses may also focus on exploring the meaning of a just community, society, or world. Courses come from a range of disciplines, including philosophy, anthropology, political science, religion, psychology, science, and may include a service learning experience.

Interdisciplinary and Cross-Curricular

Interdisciplinary Capstone Seminar (4 credits)

Thinking about the world from a variety of perspectives, and making connections between ways of knowing is critical to learning and living in the 21st century. Courses in this category enable students to bring together perspectives from the different ways of knowing, and use them to explore specific topics and demonstrate what they have learned in their general education program. Courses could be located in any two disciplines or majors offered by the College. Students must have completed at least 80% of their requirements in General Education before registering for the capstone seminar.

Perspectives on Diversity

The ability to understand and interact with people from diverse cultures, backgrounds and experiences is essential to thinking critically and creatively and to living and working in local, regional, and global communities. Wheelock defines diversity broadly to include culture (i.e., national origin, language, ethnicity, and religion) as well as race, gender, social class, age, sexual orientation, and disability. Courses in this category may examine concepts of race and relations of power among cultures, and/or engage with the beliefs, history, experiences, artistic or literary expressions, and traditions of people whose experiences and cultures are outside of the Western tradition.

Upper Level Writing

Writing skills are vital component of success; the ability to communicate one's ideas clearly and effectively is critical to professional and personal growth. Courses that fulfill this requirement ensure that students continue to work on their written communication skills beyond their first-year composition courses. Students must have successfully completed ENG 111 before taking their ULW course.

Graduate Academic Policies

This section of the College Catalog briefly describes certain key academic policies of Wheelock College. These policies ought not be considered all-inclusive. A complete description of the College's Academic Policies can be accessed online at www.wheelock.edu. In addition to the policies described here, there are requirements for students enrolled in various professional academic programs. Questions about academic policies, procedures, or requirements should be directed to an academic advisor, Academic Dean, and/or the Vice President for Academic Affairs. Finally, the academic policies described in this catalog and on the college website may refer to other documents (e.g., handbooks and pamphlets) that explain certain policies, procedures, or requirements more fully and may be obtained from the Registrar's office.

A. Graduate Grading Policy

1. Grades and course status

For Graduate students, Wheelock College uses a system of letter grades that are equivalent to the following numerical quality points.

Letter Grade Quality Point Equivalent

A 4.00 Superior

A- 3.67 Excellent

B+ 3.33 Very good

B 3.00 Good

B- 2.67 Satisfactory

F 0.00 Failing

R 0.00 Satisfactory progress in a course that spans over one semester

In addition, the following status may appear in a transcript

AU 0.00 Audit

I 0.00 Incomplete

WD 0.00 Withdrawal

P (Pass) Pass. Not included in grade-point average.

Each semester at registration, a graduate student may elect to take courses under the Pass/Fail option. Students must declare at the time of registration their choice

of the Pass/Fail option or before the second class meeting. After this deadline, neither students nor instructors may change the grading election. Students who are considering pursuing study beyond the Master's Degree level are encouraged to take at least one-half of their courses for letter grades. A grade of Pass (P) does not affect a student's cumulative grade-point average.

An Incomplete (I) may be given to a student only for health reasons or in extraordinary circumstances. It is the student's responsibility to contact the instructor to request an Incomplete. Unless the student has requested an incomplete, the faculty cannot assign an incomplete.

Satisfactory in a continuing course (R) is the grade submitted by an instructor to indicate satisfactory progress in a continuing independent study, field study, thesis, or course that has been approved by the instructor and the appropriate Academic Dean as a two semester study, thesis, or course. At the end of the second semester, a letter grade, Pass, or Incomplete will be given. If an R is changed to an Incomplete, the student must comply with the Incomplete procedures described above. If an R grade is changed to Incomplete for a thesis, the student must complete the thesis within one calendar year. A continuation fee of \$100 will be charged for each semester that the student carries an Incomplete only in this circumstance. If the completed work is not submitted by the deadline, the Incomplete will automatically be converted to a failing grade of F.

Withdrawal (WD) is recorded by the Registrar when a student officially withdraws from a course before the course withdrawal deadline published in the academic calendar. A faculty member cannot submit a request for withdrawal. Only a student can submit that request.

A graduate student who wishes to audit (AU) a course may do so with the approval of the instructor and the appropriate Academic Dean. To audit a course, a student must register for the course at registration or within the Drop/Add period. The tuition fee for auditing a course is two-thirds of the normal course tuition.

2. Incompletes

It is the student's responsibility to request an incomplete or "I" by submitting to the instructor a completed Request for Incomplete form. If a student makes such a request for more than one course, he or she must complete and submit a separate form for each course (available from the Registrar). The instructor, at his or her sole discretion, may grant the student's request. The instructor will submit the completed form to the Registrar at the same time that he or she submits final grades.

All incomplete work must be submitted by the student to the instructor so that the instructor may submit a change of grade to the Office of Records and Registration before the deadline for submitting changes of grades. Students who plan to enter a

practicum in the semester following the granting of an Incomplete must finish all work prior to beginning the practicum. If a grade has not been submitted by the deadline for submitting changes of grades, the grade of "I" will be administratively changed to a failing grade of "F."

3. Deadline to change a final grade

A faculty member may change a grade he or she has assigned no later than 12 months after the original grade submission deadline. After this time the students and instructor must petition the Graduate Review Board for an exception to the grade change policy. Once a student's degree is conferred, the student's academic statistics are considered final and no grade changes are permitted.

B. Academic Status

Graduate Full-Time and Part-Time Status

Graduate students who are registered for nine or more credit hours in the fall or spring semester or six total credit hours during the summer session are considered full-time. Graduate students who enroll for fewer than these numbers of credit hours are considered part-time. A student's status may change from one semester to the next. Students may register for a maximum of fifteen credit hours per semester for the fall and spring semesters, and a maximum of nine for a summer session. Permission to register for additional credit hours must be obtained in advance from the student's advisor and the appropriate Academic Dean. To remain eligible for most types of financial aid, graduate students must enroll in a minimum of five credit hours each semester.

C. Academic Standards

1. Good academic standing

A 2.67 (B-) semester and cumulative grade-point average is the minimum acceptable standard for all graduate students. A graduate student must maintain this standard to graduate from the College. Graduate students whose grade-point averages are below 2.67 are automatically placed on academic probation. In addition, a student must demonstrate a strong likelihood that he or she will be able to complete successfully the requirements of a graduate program. The Graduate Review Board monitors a graduate student's academic progress.

2. Waiver Policy (graduate students only)

Graduate students with excellent records of previous graduate coursework and/or extensive work experience may request a substitution of specific required courses for others; they may request an exemption from program requirements

Graduate students who have already mastered specific content knowledge or competency evidence for their programs, and can provide evidence of this knowledge may request a reduction of program credit hour requirements not to

exceed six credit hours. All requests must be submitted to Department Chairs and Academic Deans. All students must take at least twenty-seven credit hours at Wheelock to obtain a Master's Degree. Graduate students who wish to request exemption from graduate program requirements should discuss the appropriateness of the request with their advisors.

3. Independent or Field Study (graduate students)

Matriculated graduate students who have demonstrated competence in conducting advanced research and study are encouraged to explore an Independent Study or Field Study in lieu of course electives. An Independent Study or Field Study may not usually replace required courses in a student's program of study. Students may not usually apply more than a total of six credit hours of Independent Study or Field Study toward a Master's Degree program.

D. Academic Warning, Probation and Dismissal

1. Academic Probation

Students whose semester or cumulative grade point averages drop below the level of good standing (2.67) are automatically placed on academic probation. The Graduate Review Board may recommend a range of actions for such students including dismissal from the College.

Students who receive a grade of F will be placed on probation no matter what their grade point average. Student who receive a second grade of F will have their cases automatically reviewed by the Graduate Review Board for consideration for dismissal from the College or other actions. The Graduate Review Board will attempt to notify promptly any student who has been placed on academic probation. However, even if a student is not notified, he/she is on academic probation.

2. Removal from Academic Probation

At the conclusion of each semester, the Graduate Review Board will review the record of each graduate student who has been placed on academic probation for the previous semester. The Board may remove the student from academic probation if the student has:

- received a failing grade of "F" in the previous semester
- demonstrated sufficient academic progress as determined by the Graduate Review Board
- failed to achieve a cumulative grade-point average of 2.67 or higher, achieved a minimum 2.67 cumulative grade-point average or higher.

The Graduate Review Board decides, in its sole discretion, whether to remove a graduate student from academic probation. The decision of the Graduate Review

Board regarding academic probation is final.

3. Academic Dismissal

A graduate student who receives two failing grades of “F” in one or more courses, or who violates the standards for academic honesty, or who fails to be removed from academic probation after a semester, may be dismissed from the College following a review by the Graduate Review Board. Such a student will not be allowed to register for additional graduate program courses. A graduate student who has been dismissed for academic reasons may apply to the Graduate Review Board for readmission after one semester. The Graduate Review Board decides, in its sole discretion, whether to dismiss or not dismiss a student for academic reasons.

E. Minimum Academic Requirements for Students Receiving Financial Aid (graduate students)

Per federal regulations, graduate students must be in Good Academic Standing (see C. Academic Standards #1) in order to continue to receive federally funded financial aid awards. If a student withdraws from one or more courses, his/her bill and financial aid may be adjusted according to federal student aid guidelines. A copy of this policy is available in the Office of Financial Aid.

F. Academic Appeals

A Wheelock College student has a right to appeal a final grade or academic dismissal. A student may appeal a final grade or academic dismissal to the Academic Appeals Board. Undertaking such an appeal is an extraordinary matter.

G. Non-Matriculated Student Policy for Graduate Students

Wheelock welcomes students who have not yet been admitted into a graduate program or who are not interested in matriculating into a graduate program to register for courses as non-matriculated students.

All non-matriculated students who have attended six credit hours or more of graduate courses will be automatically placed on academic hold and will not be permitted to register for additional graduate program courses without obtaining prior approval from the Director of Graduate Admissions.

Non-matriculated students who are considering applying to a Wheelock graduate degree program are strongly encouraged to seek advice from the department chair and the Academic Dean prior to registering for any graduate program courses.

Non-matriculated students who are not interested in enrolling in a Wheelock graduate degree program, but who are interested in pursuing course work at the graduate level for reasons of personal enrichment or professional development, may request Non-Degree Student status. Once a student is granted Non-Degree

Student status, he or she may take an unlimited number of graduate program courses, excluding those courses restricted to matriculated students. Excluded courses include, but are not limited to, all practica and clinical experiences, independent and field studies, and other courses designated as restricted by the appropriate Academic Dean.

H. Length of Time in a Program (Graduate Students)

Graduate students are required to complete their graduate degree programs of study within five years of the semester of matriculation. Part-time students who have not completed their programs of study within this time limit must, no later than one month before the end of their fifth year since matriculation, consult with their academic advisor and Academic Dean and submit a letter of petition to the Graduate Review Board requesting an extension. A rationale for delaying completion should be included. Students should be aware that delay in completing their degree requirements may result in their inability to complete their original program of study, as the requirements and availability of programs may change over time.

The Graduate Review Board may choose to accept or reject the student's petition. The decision of the Graduate Review Board is final, and there is no right of appeal this decision.

I. Withdrawal from the College

1. Voluntary Withdrawal

If a student wants to withdraw from the College, he or she must complete an Official Withdrawal form (available at the Office of Academic Advising and Assistance) and meet with the Associate Vice President for Academic Services. A student will not be removed from the College billing list until the withdrawal procedure has been completed.

2. Non-Voluntary Withdrawal

When a student is required to withdraw from the College for academic reasons, a non-voluntary withdrawal occurs. See Section V.I (Academic Warning, Probation and Dismissal) discussing academic dismissal. A graduate student who does not register after two consecutive semesters, and who has not requested a leave of absence, will be deemed to have withdrawn from the College.

3. Leave of Absence

All graduate students who plan to interrupt their studies for one semester or a period longer than one semester are required to submit a Leave of Absence form. Normally, students may request a leave of absence for no more than three consecutive semesters. At the end of an approved leave of absence, and prior to the beginning of the semester in which the student plans to resume her or his

studies, the student must submit to the appropriate Academic Dean a Request for Reinstatement form in order to reactivate her or his status and to be able to register for courses.

J. Readmission to the College

A graduate student in good academic standing who has withdrawn and wishes to seek reinstatement within five years of the date of his/her matriculation should complete the Request for Readmission. This Request for Readmission is then forwarded to the Graduate Review Board.

A student who has been required to withdraw by the Graduate Review Board for academic reasons may request to be readmitted after a year's absence from the College. The student must complete the Request for Readmission form. The student will also be required to provide supporting documents such as college transcripts, letters of recommendation from employers, or letters of support for readmission. The Graduate Review Board will review the supporting documents and make the final decision regarding reinstatement.

Students seeking to return to the College more than five years after their initial matriculation should follow the admissions procedures in the catalog.

K. Practica

Standards for Entering a Practicum

Normally, students must be admitted into a graduate program for at least one semester prior to the semester in which they wish to begin their first practicum (with the exception of Social Work). Full-time graduate students in Education and Child Life programs should consult with the Field Experience Office as soon as they are admitted to discuss placement options. Part-time graduate students should meet with the Field Experience staff early in the semester before they plan to begin a pre-practicum, practicum or internship. Deadlines for graduate students to register for practica can be obtained from the student's academic advisor or department chair. Social Work students should plan a practicum with the Director of Social Work Field Education. Students should consult with the Office of Field Experience (or, in the case of social work, the Director of Social Work Field Education) to receive complete information on the College's/program's practica policies. These policies include:

- Incomplete Grades before Entering a Practicum
- Reinstatement in a Practicum
- Withdrawing From A Practicum Or Internship
- Grievous Behavior at Placement

- Student Employment at Placement Site
- CORI (Criminal Offender Record Inquiry) and Other Background Checks

L. Academic Records

The Office of Academic Records and Registration maintains the academic transcript of each student. A student's transcript is available to a student upon written request. An official transcript bears the seal of the College and the signature of the Registrar. A transcript issued directly to a student is designated "Issued to Student." To obtain a copy of his or her transcript, a student must complete the Transcript Request form available in the Office of Academic Records and Registration and pay a \$2.00 fee for each transcript requested. To obtain an official transcript, a student must also have satisfied his or her financial obligations to the College.

A file for every student is maintained in the Office of Academic Records and Registration and in the Office of Academic Advising and Academic Assistance. Students may inspect these files upon request.

M. Degrees, Diplomas and Graduation Ceremony Participation

Wheelock College confers degrees three times per year in May, August, and December. Wheelock conducts its graduation ceremony on the Boston campus each May to celebrate as a community the achievements of its degree recipients and program completers.

Students who are not degree recipients or program completers are eligible to participate in the graduation ceremony if they are within four credits of the total required course credits and successfully demonstrate completion of all non-course degree requirements.

Complete information regarding diplomas, the process of degree completion, and academic eligibility to participate in the commencement ceremony is available from the Office of Academic Records and Registration.

Licensure and Certification Information

Child Life Specialist/Child Life Professional Certification

Certification as a Child Life Specialist is available through the Child Life Council (CLC). To become a Certified Child Life Specialist (CCLS) students must pass an examination that is administered by the CLC two times per year in May and November. To be eligible to take the examination, the student must have received a baccalaureate degree or be in the final semester of study towards a baccalaureate degree. All eligibility requirements must be completed by the time of application to take the examination. Once eligibility is approved, the student may take the

certification examination. The student may take this examination as many times as he or she needs to pass it, as long as the current eligibility requirements are met. For more information on Child Life Certification requirements, contact the Child Life Council at Child Life Council, Inc., 11820 Parklawn Drive, Suite 240, Rockville, MD 20852-2529, or via their web site at www.childlife.org, or call 301-881-7090.

Educator Licensure/Massachusetts Department of Elementary and Secondary Education Licensure

Wheelock students who complete a post baccalaureate licensure or master's program that is approved for Initial Educator Licensure in Massachusetts (including passing state licensure examinations), are eligible for institutional endorsement for that license in Massachusetts. Once a teacher is employed in a position that requires the Initial License, the license is activated and valid for employment in Massachusetts for up to five consecutive years. Within five years after the license is activated, it must be advanced to a Professional level. The Professional license can be renewed every 5 years indefinitely. Requirements for Professional Licensure include three years of teaching in the field and at age/grade level of the Initial License after being eligible for that license; mentoring in the first year of teaching with the license; 50 hours of supervised experience beyond the first year of mentoring; and course work approved by the state for Professional Licensure, including any master's degree in a content area of the license or a number of state approved 12-credit course clusters developed and approved for specific licenses.

Undergraduate and graduate state-approved and nationally recognized (accredited) teacher preparation programs offered at Wheelock lead to institutional endorsement for the Massachusetts Initial Teacher License in three graduate areas and one advance specialist license:

- Early Childhood: Teacher of Students With and Without Disabilities (PreK-2)
- Integrated Elementary/Special Education (1-6/PreK-9) at the graduate level only
- Advanced Specialist, Initial Teacher of Reading license (All Levels)

Early Childhood Credential Requirements/Massachusetts Department of Early Education and Care (DEEC)

Wheelock graduates of baccalaureate and post-baccalaureate Early Childhood Programs can use courses and supervised practica from their programs to apply for lead teacher and director credentials issued by the Department of Early Education and Care.

The Massachusetts Department of Early Education and Care (DEEC) has established prerequisite educational and job experience requirements for individuals working in child care centers, nursery schools and private kindergartens. The DEEC credential indicates that an individual meets these criteria and, therefore, is eligible to be employed in specific roles within child care settings. Wheelock College has individual courses and programs that meet the requirements for the DEEC credentials required for the following positions:

Teacher:

Must be at least 18 years of age or have a high school diploma or equivalent AND have 3 credits or 4 CEU credits in Child Development (birth to 8 years of age) and 9 months of supervised work experience or one practicum with children under 7 years of age, three months of which must be with infants or toddlers for Infant/Toddler Teacher, and with preschoolers for Preschool Teacher.

Infant/Toddler Lead Teacher:

B.S. or B.A. or advanced degree in ECE or related field of study; 12 credits or equivalent CEUs in early childhood or a related field of which 3 credits or equivalent CEUs must be in either curriculum, program planning or classroom management, and 3 credits or equivalent CEUs must be in a course in child development (birth to 8 years) and 3 credits or equivalent CEUs must be in a course related to the care of infants and toddlers; and 18 months of supervised work experience with children under 7 years of age, six months of which must be with infants and toddlers.

Preschool Lead Teacher:

B.S. or B.A. or advanced degree in ECE; PreK-3 Certification from DOE, or in a related field of study; 12 credits in early childhood or a related field of which 3 credits or equivalent CEUs must be either curriculum, program planning or classroom management, and 3 credits or equivalent CEUs must be in a course in child development (birth to 8 years); and 18 months of supervised work experience with children under 7 years of age, six months of which must be with preschoolers.

Director:

Must meet the requirements of lead teacher; have 6 months of work experience after meeting lead teacher qualifications; and must have at least 6 additional credits or equivalent CEU credits in courses covering either day care administration, business or management.

Definition of a Practicum for EEC credential

Completion of 150 hours, over an 8-week period, of direct work with infants/toddlers or preschoolers, supervised by personnel from an institution of higher

learning, with at least three site visits, and placement with at least a Lead Teacher qualified staff member. One practicum may substitute for 9 months of work experience. The practicum must be verified on the Verification of Work Experience form and listed on a transcript. Verification may be from the placement or the institution of higher learning.

For more information about credentials for child care providers and center directors certification, or to receive an updated listing of the current child care certification requirements, see the Department for Early Education and Care website at www.eec.state.ma.us or contact them at 51 Sleeper Street, 4th Floor, Boston, MA 02210. You may also call the DEEC at (617) 988-6600; fax at (617) 988-2451; and TTY at (617) 988-2454.

Approved Masters Program for Professional Licensure

Wheelock College offers one full master's program approved for initially licensed teachers who seek Professional Licensure in Massachusetts. Teacher of Reading Masters Degree (for teachers with Initial Licensure in one of the following areas: Early Childhood, Elementary, English Language Learners, or Moderate Disabilities), is also nationally recognized by the International Reading Association (IRA). Any teacher applying for the Teacher of Reading master's program, must provide a copy of his/her initial teacher license with the admissions materials and a letter from a principal on school letterhead verifying at least one year of teaching under that initial license for the admissions review.

Advanced Course Clusters for Professional Licensure

The college offers three state-approved 12-credit course clusters for teachers who hold a masters degree in any field and an Initial teacher license they want to advance to the Professional level. Three years of experience under their Initial license are required for Professional Licensure, in addition to state requirements for mentoring in the early years of teaching. The clusters also offer teachers new initial level content for a variety of purposes. The three Wheelock 12-credit clusters are:

English Language Learners/English as a Second Language (for advancement of licenses in Early Childhood, Elementary, or Moderate Disabilities);

Reading (for advancement of licenses in Early Childhood, Elementary, Moderate Disabilities, or English as a Second Language);

Special Education (for advancement of licenses in Early Childhood, Elementary, or English as a Second Language).

The School of Education, Social Work, Child Life and Family Studies offers several masters programs that can be combined with the 12-credit clusters to serve the professional development and licensure needs of teachers with an Initial

license and who do not have a masters degree. These programs would also offer initial preparation in a complementary field of study. The programs are the Masters in Early Care and Education, Educational Studies, Language and Literacy, and Child Life.

For state licensure requirements contact the office of the Dean of Education, Social Work, Child Life and Family Studies (or the Massachusetts Department of Elementary and Secondary Education website at www.doe.mass.edu/educators).

Social Work/Social Worker Licensure: Massachusetts Board of Registration Of Social Work

Social Work is a legally regulated profession in Massachusetts and in most states. The nature of the regulation varies somewhat from state to state. The most common form, as in Massachusetts, is licensure, although some states have certification. Technically, what is usually regulated is practice under the title of “social worker.” Not all states have all levels, and the terminology varies. Some states license only more advanced clinical practice. In Massachusetts, the licensing levels are as follows:

LSWA. Licensed Social Work Associate. Associate level (associate degree in human service field or baccalaureate degree in any field).

LSW. Licensed Social Worker. BSW-Basic level (baccalaureate degree in social work plus passing LSW licensing exam).

LCSW. Licensed Certified Social Worker. MSW-Intermediate level (master’s degree in social work plus passing LCSW licensing exam).

LICSW. Licensed Independent Clinical Social Worker. Advanced level (master’s degree in social work plus two years of LICSW-supervised post-master’s degree practice experience plus passing advanced licensing exam). This is the level that is most likely to be recognized by insurance companies as eligible for reimbursement for professional services.

Students should always investigate the specific licensure regulations in the state in which you intend to practice. Contact the National Association of Social Workers at www.socialworkers.org or the Association of Social Work Boards at 1-800-225-6880 or www.aswb.org.

Massachusetts Licensing Regulations for Social Work

To practice social work, persons must be licensed in the state of Massachusetts. In addition, all others who have the title “social worker,” or who refer to themselves as practicing social work, must be licensed unless they are county, state, or municipal employees. Practicing social work without a license is punishable by fine and/or imprisonment, as is performing functions reserved for a higher licensing level. For more information on these licensing requirements, please visit

www.naswma.org.

MTEL Policy at Wheelock College

According to Massachusetts law and regulations, to obtain an Initial License to teach in Massachusetts public schools, candidates must complete a state approved program of study and pass the Massachusetts Tests for Educator Licensure (MTEL). The tests are license-specific and the purpose of these exams is to ensure that each licensed educator has the knowledge and skills essential to teach effectively in Massachusetts public schools.

Students entering a post-baccalaureate or Master's Program leading to a Massachusetts Teacher License must pass the Communication and Literacy Skills exam and the appropriate Subject exam(s) prior to entering their capstone or portfolio course as designated by their program. It is recommended that students take the MTEL as advised, and as early as possible in their program. For graduate students, only the Foundations of Reading Test should be delayed until related course work is completed.

Students in a graduate educator licensure-only program not leading to a Master's degree are required to pass all required MTEL exams prior to entrance into the program with one exception. A passing score on the Foundations of Reading exam is required prior to entering the capstone course.

MTEL Test Preparation Resources

The College has developed an extensive system of review sessions and support courses specifically for MTEL preparation support. A sequence of courses, including writing courses, is identified that should enhance students' ability to perform well on the exams if additional content knowledge is needed, in addition to test taking preparation or general content review. Wheelock students have an obligation to work with faculty members and advisors to develop an MTEL preparation plan and to fully utilize the College's resources. Additional information about the MTEL and Wheelock's support system is found on the College website at www.wheelock.edu. Beginning in 2009, Wheelock MTEL preparation support is also available to the public on a fee basis.

2008-2009 Program Completer Information

The following table summarizes the MTEL pass rates for the program completers in academic year 2008-2009 as reported in the 2008-2009 Annual Institutional Report. Program completers are defined as individuals who have completed all the requirements of a state-approved teacher preparation program.

Pass Rates:

Basic Skills: Communication and Literacy

Reading 100%

Writing 100%

Aggregate 100%

Academic Content Areas

Early Childhood 100%

Foundations of Reading 100%

General Curriculum 100%

Aggregate 100%

Teaching Special Populations

Aggregate 100%

Summary Pass Rate* 100%

* The Summary Pass Rate represents the percent of program completers who have passed every portion of the test they have attempted. Students may take each section of the test as many times as necessary to obtain a passing score.

The faculty and administration of Wheelock College are committed to preparing exemplary classroom teachers. Wheelock allows students (depending on their individual program requirements) to enter education degree programs without having first passed the MTEL, but all candidates must pass the required examinations by specific points within their preparation programs, as articulated in the institutional MTEL policy in place since fall 2001 for undergraduate programs and since fall 2002 for graduate programs. Wheelock faculties believe that successful passage of the test is only one measure of a potentially successful teacher. The coursework students will complete and the test support system the College has in place are designed to help students achieve their goals. While a student's success on the MTEL is only one part of becoming a classroom teacher, it is an important and necessary part, and the College supports students in numerous ways to help them be successful.