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GRADUATE CATALOG

VOLUME LVI

Sponsored By
The Brothers of Christian Instruction

Accredited By
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604
312-263-0456 / 800-621-7440

Commission on Collegiate Nursing Education
One Dupont Circle NW, Suite 530, Washington, DC, 20036
202-887-6791

The Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street, Alexandria, VA 22314
703-706-3245 / 800-999-2782, ext. 3245

Council for Accreditation of Counseling and Related Educational Programs
1001 N. Fairfax Street, Suite 510 Alexandria, VA 22314
702-535-5990

Council for the Accreditation of Educator Preparation
1140 19th St. NW, Suite 400, Washington DC, 20036
202-887-6791

Authorized By
Ohio Department of Higher Education

Approved By
Office of Academic Quality Assurance, The Ohio Board of Nursing

The Ohio Counselor, Social Worker and Marriage and Family Therapist Board

Incorporated By
The State of Ohio

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• The Council of Independent Colleges
• Association of Catholic Colleges and Universities
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• National League of Nursing
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• Association to Advance Collegiate Schools of Business
• American Association of Colleges for Teacher Education
• The Council of Graduate Schools
• Association of Independent Colleges and Universities of Ohio
• The Ohio Foundation of Independent Colleges
• Ohio Campus Compact

• The Ohio College Association
• OhioLINK
• OHIONET
• Ohio Private Academic Libraries
• Council for the Advancement and Support of Education

Graduate Academic Calendar

Fall Semester 2018

Classes begin Session I August 27
Labor Day September 3
Last day to drop classes and receive a refund September 4
Last day to drop classes for Session I and last day to drop with a grade of W September 21
Spring Graduation Application Deadline September 30
Last day of classes for Session I October 20
Academic Advising for Spring Semester begins October 22
Classes begin Session II October 22
Session I final grades due by 1:00 p.m. on Faculty Self-Service October 24
Last day to drop classes and receive a refund October 29
Spring Semester Registration for current students November 8-16
Last day to drop classes for Session II and last day to drop with a grade of W November 16
Open Registration for Spring Semester begins for new and re-admitted students. November 19
The Brother of Christian Instruction Founder’s Day Recess November 21
Thanksgiving Break November 22-23
Last day of classes for Session II December 15
Fall Semester Officially Ends (Includes Distance Learning) December 15
December Graduate Recognition Ceremony for Summer and Fall Graduates December 16
Session II final grades due by 1:00 p.m. on Faculty Self-Service December 19

Spring Semester 2019

Classes begin Session I January 7
Last day to drop classes and receive a refund January 14
Martin Luther King Jr Day January 21
Deadline to Apply for Summer Graduation February 1
Last day to drop classes for Session I and last day to drop with a grade of W February 1
Last day of classes for Session I March 2
Classes begin Session II March 4
Session I final grades due by 1:00 p.m. on Faculty Self-Service March 6
Last day to drop classes and receive a refund March 11
Academic advising for Fall and Summer Semesters begins March 11
Fall and Summer Semesters Registration for current students March 28-April 5
Last day to drop classes for Session II and last day to drop with a grade of W March 29
Open Registration for Summer and Fall begins for new and re-admitted students. April 8

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter Break</td>
<td>April 18-21</td>
</tr>
<tr>
<td>Last day of classes for Session II</td>
<td>April 27</td>
</tr>
<tr>
<td>Spring Semester Officially Ends (Includes Distance Learning)</td>
<td>April 27</td>
</tr>
<tr>
<td>Graduate Reception, Baccalaureate and Commencement Weekend</td>
<td>April 27-28</td>
</tr>
<tr>
<td>Session II final grades due by 1:00 p.m. on Faculty Self-Service</td>
<td>May 1</td>
</tr>
</tbody>
</table>

**Summer 2019 Semester**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Classes begin Session I</td>
<td>April 29</td>
</tr>
<tr>
<td>Last day to drop classes and receive a refund</td>
<td>May 6</td>
</tr>
<tr>
<td>Last day to drop classes in Session I with a final grade of W</td>
<td>May 24</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27</td>
</tr>
<tr>
<td>Summer Graduation Application deadline</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day for classes for Session I</td>
<td>June 22</td>
</tr>
<tr>
<td>Final grades due by 1:00pm on Faculty Self-Serve</td>
<td>June 26</td>
</tr>
<tr>
<td>Classes begin Session II</td>
<td>June 24</td>
</tr>
<tr>
<td>Last day to drop classes and receive a refund for Session II</td>
<td>July 1</td>
</tr>
<tr>
<td>Fourth of July (offices closed)</td>
<td>July 4</td>
</tr>
<tr>
<td>Last day to drop classes in Session II with a final grade of W</td>
<td>July 19</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>August 17</td>
</tr>
<tr>
<td>Summer Semester officially ends (includes Distance Learning)</td>
<td>August 17</td>
</tr>
<tr>
<td>Final Grades due by 1:00 pm on Faculty Self-Service</td>
<td>August 21</td>
</tr>
</tbody>
</table>

*Information about class cancellations is available daily by calling 330-490-7085.*

*Full-term Graduate semesters (16 weeks) adhere to the Undergraduate last day to add a course, last day to drop with a refund and the last day to drop with a grade of W dates.*

*The last day to drop a class with a refund for all Graduate sessions lasting 8 weeks or longer will be 6 business days from the first day of the session.*

*Final grades are due the Wednesday following the last day of the course unless otherwise indicated.*

*Specific Physical Therapy details are available through the PT Department.*
Founders of Walsh University

Originally founded in 1819 by two Breton priests, Jean Marie de la Mennais and Gabriel Deshayes, the Brothers of Christian Instruction strove to carry religious education all over the world, including North and South America, Africa and Asia. Their home in North Canton, Ohio, is a shining testament to the Brothers’ mission of bringing values-based education to all who seek it, regardless of means or circumstances.

When the Brothers of Christian Instruction stood in a farmer’s field at the corner of North Market and Easton, they formed a vision. A vision to turn fifty acres of alfalfa into a college campus. This vision lay on a foundation of faith, courage and selfless hard work.

That vision was realized on November 17, 1960, when seven Brothers, comprising the entire faculty, welcomed the incoming class of sixty-seven "gentlemen." Br. Farrell (Walsh’s first president) stood on the steps and gave the group a pep talk. Apparently, construction delays and final charter approval by the Ohio Board of Regents had forced a late start for classes, and students would be required to double up on their credit hours to complete the fall semester on time.

Staff support at the time came from a full-time custodian and a part-time secretary. Two structures, a residence for the Brothers and an academic building, stood on the bare campus. The parking lot flooded whenever it rained, and boards were used to cover muddy walkways. (Quite a contrast to the present 27 buildings and nearly 300 faculty and staff led by Walsh’s sixth president, Richard Jusseaume.)

At first, Walsh offered a liberal arts curriculum with majors in secondary education and business administration, as well as pre-professional programs in dentistry, medicine and law. Today, nearly 3,000 students can select from nearly 100 undergraduate and graduate programs.

This wonderful Catholic higher-education resource has continued to grow and prosper for more than 50 years because the Brothers of Christian Instruction, and those who have built on their efforts, had a vision - a vision that built Walsh University.
The Philosophy and Mission

Walsh University is an independent, coeducational Catholic, liberal arts and sciences institution. Founded by the Brothers of Christian Instruction, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition.

Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community, and close student-teacher interaction.

The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.
The Purpose of Graduate Programs in the University

The Influence of the Catholic Mission and Brother’s Charism on Graduate Programs in the University

The Catholic Mission and Brother’s Charism call the faculty, curriculum, student, and research to respond to the mission of service to those in need. The University respects the integrity of each discipline and calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. The Brother’s Charism of education calls both graduate faculty and students to a level of independence and initiative befitting the professional teacher, scholar, and practitioner. The combined challenge of excellence and service should infuse faculty, staff, and student alike.

The Purpose of Graduate Learning, Teaching, and Research in the Catholic University

Graduate learning, teaching and scholarship differ from undergraduate learning, teaching, and scholarship in both intensity and kind. Graduate programs share the foundations of the University’s mission, charism, and curriculum beliefs but call the student and faculty to a task that has different goals than an undergraduate program. Graduate curricula have single-mindedness in focus – an in-depth study of a field – and the goal of leading students to independence in the acquisition and promulgation of knowledge and practice.

Learning
Specialization, depth of knowledge and independent application mark graduate learning. A paramount goal of graduate programs is to empower students to become productive members of a profession or field of study able to further the achievements of producing knowledge and improving practice.

Teaching
Graduate teaching differs from undergraduate teaching because of the necessary added depth pursued and the specific skills that students must master. Graduate teaching must empower students to discover, apply, and generate knowledge and to demonstrate informed practice.

Scholarship
In graduate programs, teachers are and students become empowered members of a scholarly community that informs independent practice and generates new knowledge for others.

Mission
The mission of Walsh University’s graduate programs is to provide post-baccalaureate programs that evidence the University’s mission and Charism. Graduate programs are specialized courses of study that enroll qualified students and support faculty scholars.

Vision
The graduate programs seek to distinguish themselves in dedication to their students, the quality of the program, creative teaching, and scholarship that serves the community and the common good.

Values
In addition to the foundational beliefs and aims of the University, the graduate programs focus on specialized knowledge, evidenced-based practice, independent learning, compassionate service, and engaged scholarship as values fundamental to graduate programs constitutive of Walsh University.

The Role of Students and Faculty in Graduate Programs

Students
Students, in graduate programs, complete their program as junior peers to their professors. Students continue their careers as informed and informing practitioners. Whether they stay on the job or in practice, or become educators, they are able to carry on a program of professional growth with their newfound peers.

Faculty
Faculty of graduate students must already be what they are guiding their students to become: members of a practice or field of study empowered to use best practices in generating new knowledge or charting ways of improved evidence based practice in an environment that recognizes foundational beliefs about reality, the person, society, and culture, as referenced in the University’s Curriculum Document (1990).

The Role of Professional and Support Staff in Graduate Programs

Professional and Support Staff
Professional and Support staff share in the foundational beliefs of the community, as well as the mission and Charism of the Brothers, through their service to the programs, faculty, and students. As members of our community, they minister to the common good with their talents and gifts so that all are accepted as created in God’s image and they are dedicated to fostering our ministry to students and their success.
General University Policies

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

Walsh University is covered by, and subscribes to, the Family Educational Rights and Privacy Act (FERPA) – informally known as the Buckley Amendment. Passed by the U.S. Congress, Public Law 93-380, as amended and effective November 19, 1974.

This law permits students the right of confidentiality and the right to inspect and review their educational record as maintained by the appropriate offices and agencies of the University. Also, it affords students the right to request that amendments be made to ensure that their records are accurate.

Copies of the Act and the Federal Regulations are available for examination in the University Library, the Office of the Registrar, or by accessing the Department of Education's FERPA web site at www.ed.gov. (http://www.ed.gov)

FERPA information is published yearly online at www.walsh.edu (http://www.walsh.edu), in the University catalog and in the student handbook.

Definitions

Student is any person who attends or has attended Walsh University.

Educational Record is any record in handwriting, print, tape, microfilm, electronic file or other medium maintained by Walsh University which directly relates to a student. The following exemptions are not part of the educational record or subject to FERPA:

1. Personal records maintained by University staff/faculty if kept in the sole possession of that individual, and the information is not accessible or revealed to any other person — e.g., a faculty grade book.
2. Employment records not contingent on student's enrollment.
3. Law enforcement records that are created by a law enforcement agency for that purpose.
4. Medical and psychological records used solely for treatment.
5. Alumni records disclosing information about a student who is not considered "enrolled."

Right to Inspect and Review Educational Records

Students have the right to inspect and review their educational records within 45 days of the day the University receives a request for access.

Procedure

A student should submit to the appropriate University official a written request that identifies the records to be inspected. Arrangements for access will be made by the University official, and notification will be given to the student of the day, time, and location where records will be inspected.

Exceptions

Students are granted the right to inspect and review all their educational records except for the following:

1. Information regarding other students;
2. Financial records of parents;
3. Confidential letters of recommendation, confidential letters or statements of recommendation for admission, employment, or honorary recognition put in education files before 1/1/75.

Disclosure of Educational Records

Walsh University accords all rights under the FERPA Act to each student. Outside individuals or agencies will not have access to, nor will the University disclose any information from a student’s educational record without the written consent of the student. The University may, however, furnish information within the University’s community serving in the educational interest of the student (i.e., faculty, administration, support staff, advisors, campus security, campus student service departments such as financial aid and housing).

Exceptions made to the disclosure policy are:

1. To University officials listed in the above paragraph;
2. To federal/state educational officials in connection with legislative requirements;
3. In connection with financial aid for which the student has applied;
4. To organizations conducting studies on behalf of the University;
5. To accrediting organizations; to the parents of dependent students (e.g., parent information listed on the FAFSA [Free Application for Federal Student Aid]);
6. To comply with a lawful judicial order or subpoena;
7. To appropriate individuals in health safety emergencies;
8. Limited directory information.

Directory Information

Walsh University, in accordance with the FERPA Act, has designated the following information as "directory information." The University may release directory information to anyone without the student’s consent unless the student requests otherwise in writing to the Office of the Registrar PRIOR to the first day of the academic semester or term in which the request is to become effective. This will remain effective until removed by the student.

Information the University may release, unless the student wishes all information to be withheld, includes:

1. Name;
2. Address (local and home);
3. Telephone (local and home);
4. Major field of study;
5. Participation in officially recognized University activities and sports;
6. Weight and height of member of athletic teams;
7. Dates of attendance;
8. Enrollment status;
9. Degrees and awards received;
10. Most recent previous educational agency or institution attended.
The student has the right to consent to disclosures of personally identifiable information contained in the educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. Personally identifiable information is information that, if disclosed, would make a student’s identity easily traceable — e.g., Social Security number. If a student does not want Directory Information released, he/she must contact the Office of the Registrar immediately.

Amendment of Educational Records

Under the FERPA Act, students have the right to request an amendment to educational records they believe are inaccurate, misleading, or in violation of their privacy rights under this Act. Procedures are as follows:

Students must submit a written request to the appropriate University official to amend a record. In doing so, the student should clearly identify the part of the record to be amended, and clearly state why it is inaccurate or misleading.

If the University determines that the information is inaccurate, misleading, or in violation of the student’s right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.

If the University determines that it is not appropriate to change the record, the appropriate University official will notify the student of the decision. The student will be advised of his or her right to a hearing regarding the request for amendment. At that time, information regarding the hearing procedures will be provided to the student.

Compliance Office

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Walsh University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Medical Leave Policy

Any student who is experiencing personal/emotional/medical difficulties and is unable to complete academic and/or social responsibilities to Walsh University may request a medical leave of absence. Requests for medical leaves are initiated through Counseling Services located in the David Family Campus Center. A medical leave of absence will not guarantee a refund of tuition and fees. (*Please note: Graduate Program Leave Policies are located under the Academic Policies & Procedures in the Graduate Catalog.)

Smoking Policy

All Walsh University buildings are smoke-free environments. Exceptions are made for the residence area of La Mennais Hall (Brothers’ residence). Additionally, Walsh University has implemented a policy regarding smoking in accordance with Ohio Revised Code Chapter 3794.

In view of the requirements of this legislation, and our desire to promote the health and well-being of students, visitors, faculty and staff, the University policy provides a working environment that is free from tobacco smoke. Smoking is not permitted in, or within 20 feet of, Walsh University buildings, shelters and indoor athletic facilities. Smoking is also not permitted in University vehicles.

The policy applies to all staff and students throughout University premises. It also applies to visitors, contractors and sub-contractors while on University premises.

Smoking is not permitted near entrances to any University buildings. Smoking receptacles have been removed from these entrance areas. Designated smoking areas have been provided in certain areas with effective ventilation. In addition, smoking receptacles will be located in these areas. While smoking is permitted outdoors, we are asking that preferential consideration be given to non-smokers whenever it is clear they are exposed to involuntary smoke.

Appropriate signage, as required by the new law, has been added to all non-smoking areas including all University buildings, athletic facilities, and vehicles. In addition to complying with the new legislation, it is hoped that these efforts will have the following results: everyone will know where smoking is permitted and non-smokers will know that they can, with few exceptions, avoid contact with second-hand smoke if they so choose. Your cooperation is critical to making this effort a success.

Change of Regulations

Walsh University reserves the right to modify degree requirements, courses, schedules, calendars, regulations, fees, student life policies and procedures, and changes as may be deemed beneficial to the efficient operation of the University. Such changes become effective as announced by the proper University authorities.

Title IX and Walsh University

Discrimination Policy

Statement of Policy

Walsh University does not discriminate on the basis of race, religion, age, sex, sexual orientation, color, disability, national or ethnic origin, or status as a veteran, in policies and programs such as those specified below. This statement applies to all academic programs, all athletic programs, and to all policies and procedures concerning students and student activities. This statement applies to all personnel and administrative policies. In order to maintain its Catholic identity, Walsh University may prefer to hire individuals who are Catholic or who demonstrate adherence to the ideals expressed in the University Mission Statement. Finally, it is the policy of the University to maintain an environment free of sexual harassment and intimidation.

It is the stated policy of Walsh University to promote and maintain a campus environment free from all forms of discrimination, intimidation, and exploitation, including sexual harassment. The use of one’s institutional position or authority to promote discrimination against any individual or group or to solicit unwelcome sexual relations with a member of the Walsh University community is incompatible with the mutual trust and respect among the University community fundamental to the mission of the University. Discrimination and sexual harassment are considered unethical and unprofessional activities, especially when they involve persons of unequal power, authority, or influence. Furthermore, discrimination and sexual harassment are illegal under Title VII of the 1964 Civil Rights Act.
In accordance with the mission statement and compliance with nondiscrimination laws, Walsh University regards freedom from discrimination and sexual harassment an individual employee and student right protected by policy. Members of the Walsh community must stand against assaults upon the dignity and value of any individual. Walsh University is committed to freedom of expression; however, the value of free expression is undermined by acts of discriminatory harassment that harass, intimidate, or humiliate members of the community or create a hostile or offensive campus environment. Protected free expression ends when prohibited discriminatory harassment begins.

It is imperative that members of the Walsh community know that discriminatory harassment will not be tolerated.

**DEFINITIONS**

**Discriminatory behavior** involves the singling out, excluding, or demeaning any individual on the basis of age, gender, religion, sexual orientation, race, ethnicity or national origin, disability or veteran status.

**Discriminatory harassment** generally includes conduct (oral, written, graphic or physical) directed against any person or groups of persons because of age, gender, race, ethnicity or national origin, sexual orientation, disability, veteran status or religious preference, and that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depiction or treatment, and threatened or actual abuse or harm.

**Sexual harassment** includes unwelcome sexual advances, requests, for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education;
2. submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual;
3. such conduct has the purpose or effect of interfering with an individual’s academic or work performance or creating an intimidating, hostile or offensive working, educational, or living environment.

Sexual harassment includes the following examples:

- demeaning verbal remarks that are lewd, obscene, or sexually suggestive in the form of jokes, teasing, or insults directed at a person or group
- inappropriate behavior of touching, pinching, patting, fondling, kissing, or cornering
- pressure for dates and/or sex
- requests for sex in exchange for grades, salary raises, or promotion.

Any employee or student who may have been a victim of or is a witness of discrimination or harassment should proceed as follows:

For issues involving discrimination or harassment based on gender, including sexual harassment, the Walsh University Title IX procedures govern these complaints. Please contact Amy K. Malaska, Title IX Coordinator at 330-490-7321 or amalaska@walsh.edu.
If the assailant is a student, regardless of criminal or civil action, campus administrative action may be initiated through the Student Conduct system.

**Filing a Complaint**

Any member of the University community may file a complaint of misconduct against students or employees. Complainants may approach the Title IX Coordinator or Title IX Deputy Coordinators directly. Complaints asking for action on the misconduct are to be prepared in writing and signed by the complainant. Complaints against students are to be directed to the Assistant Dean of Students/Chief Judicial Office, Bryan Badar. Gender-based complaints against employees should be directed to the Director of Human Resources, Frank McKnight. Any complaint should be submitted as soon as possible after the misconduct takes place or becomes known. In some situations however, the complainant may delay in filing a complaint. Such delays may make it more difficult to secure evidence and witnesses; however, resolution is still possible.

It is the responsibility of those charged with upholding Title IX matters to ensure that investigations occur in all gender-based misconduct complaints. When a complaint is received by either Judicial Affairs or the Human Resources Office, an initial review will be conducted. The initial review will be followed by a resolution process. The Title IX designated reviewer will determine the process of resolution of the complaint in consultation, if appropriate, with the complainant.

In the case of gender-based offenses, the Title IX investigator may take immediate measures to assist complainants in resuming educational activities while deciding what course of action, if any, to pursue against a respondent or while awaiting the results of a resolution process. Some interim measures can be utilized even when the decision is made not to file a complaint. Interim measures include but are not limited to, the following: providing an escort, changing the complainant’s course schedule or room assignment in the residence halls, arranging academic accommodations, waiving the service fee for on-campus health center services, and/or implementing appropriate educational or prevention strategies to address the environment in which the offense took place. Additional interim measures can be utilized in those cases where the complainant has filed a complaint. These include, but are not limited to, the following: issuing no contact orders, limiting the respondent’s access to campus, limiting the respondent’s access to facilities and activities, and changing the respondent’s course schedule or room assignment. When appropriate, the respondent may be placed on interim suspension.

**Standard of Evidence**

The standard of proof used for a student conduct case and all Title IX cases is a **preponderance of evidence**. This means a greater than 50% chance (based on the evidence by the complainant) that the respondent is responsible for the university policy violation in the complaint.

**Rights of the Complainant and the Respondent**

The Complainant and the Respondent are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceedings by an advisor of their choice.

Both the Complainant and the Respondent shall be simultaneously informed, in writing, of: 1) the outcome of any institutional disciplinary proceedings that arise from an allegation of domestic violence, dating violence, sexual assault, or stalking; 2) the institutions’ procedures for the accused and the victim to appeal the results of the institutional disciplinary proceeding; and 3) any change to the results that occurs prior to the time that such results become final - and when such results become final.

Please refer to the Walsh University home page at www.walsh.edu (https://www.walsh.edu) for the Title IX prompt at the bottom of the page for additional information regarding Deputy Title IX Coordinators contact information; Students rights during an investigation; procedures victims should follow if an incident of domestic violence, dating violence, sexual assault or stalking has occurred; and additional resources.
Academic Services

Tutoring
The Academic Support Center (ASC), housed in Farrell Hall-209, provides free tutoring to Walsh University students. Writing tutoring for graduate students is usually provided on a one-to-one basis, arranged in half-hour or one-hour sessions. In-person writing tutoring is available for all graduate programs. Distance writing tutoring may be available upon request. Please contact the Academic Support Center for scheduling information for writing tutoring. If you have any subject-based tutoring requests, please refer to your Program Director. More information regarding tutoring, including contact information for the Academic Support Center, can be found at https://www.walsh.edu/academic-support-center.

Accessibility Services
Walsh University is committed to fostering an institutional climate in which qualifies students with disabilities have full access to the academic environment. Housed in Farrell Hall 209, along with the Academic Support Center, Accessibility Services verifies students’ disability status and determines eligibility for specific accommodations. Academic accommodations, such as tape recorders, electronic textbooks, and extended test time, are coordinated through this office, as are physical accommodations, including disability-appropriate housing and physical changes to classrooms or labs. Students must register with Accessibility Services in order to receive these services per federal law. Accessibility Services can provide these accommodations only to students with verified disabilities and not to the general student population.

Walsh University Experiential Learning
Experiential Learning supports students applying knowledge to real-world problems through guided experiences outside the classroom. The Office of Service Learning, the Career Center and the Office of Global Learning collaborate to offer numerous experiences for students to engage in authentic opportunities on campus and with the outside community. Students will engage in real world experiences that prepare them for a profession or career, strengthen their professional skill set and deepen their overall understanding of their discipline.

Service Learning
The Office of Service Learning's mission is to facilitate mutually beneficial service learning opportunities among Walsh and the local community. This is accomplished by supporting faculty as they develop and incorporate service learning into courses and by understanding community needs via established relationships with local organizations. Through Service Learning courses students will:

- Apply course content to the service experience in the community.
- Apply knowledge from the service experience to the course content.
- Demonstrate an enhanced understanding of issues and needs in the community based on the service experience.

To discover a service learning course that fits with your academic goals, visit the Service Learning webpage (https://www.walsh.edu/service-learning) or contact the Office of Service Learning.

Career Center
The Career Center — located in the David Campus Center — empowers students and alumni to connect their academic preparation to employment or continued study beyond graduation. The staff of the Career Center use a systematic approach of self-assessment, experiential learning, and best-practice coaching to help students and alumni succeed in both identifying and reaching the next step in their professional journey, whether that step includes employment or graduate school.

The Career Center also works to cultivate relationships with local employers in order to connect student/alumni talent with internship and job opportunities in northeast Ohio and beyond. Through a series of on-campus and regional job fairs, students and alumni have opportunities to meet face-to-face with local professionals and graduate degree programs seeking new candidates.

Also, students and alumni have 24/7 access to Handshake -- the Career Center’s online career management platform. Handshake uses simple but powerful search tools and alerts to help you find the best fit from more than 500,000 jobs and internships posted by 120,000 companies, non-profits and government organizations. Show off your best self to employers by building out a rich profile that helps you stand out when employers search for students. Handshake also continually personalizes career recommendations based on your interests and connections, helping you discover exciting new opportunities.

Take the next step in your career journey by connecting with the Career Center at walsh.edu/career-center (https://www.walsh.edu/career-center).

Global Learning
Through the Office of Global Learning, students have the opportunity to participate in a number of faculty-led courses in Europe, Uganda, Tanzania, Haiti, and beyond. Walsh's Rome campus in Castel Gandolfo, Italy provides faculty-led courses in a number of disciplines throughout the academic year and into the summer academic sessions. Global Learning programs offer students unique academic experiences that broaden their intellectual awareness, cultural sensitivity, professional preparedness, and exposure to the world. This is why Walsh University students are encouraged to participate in at least one Global Learning experience before they graduate.

Students may also seek study abroad opportunities through a number of providers or our consortia partner, the Cooperative Center for Study Abroad (CCSA). Walsh University also partners with CAPA –The Global Education Network to offer students a number of international internship opportunities in locations such as Buenos Aires, Dublin, London, Shanghai, and Sydney. Students interested in exploring such opportunities should contact the Office of Global Learning.

Walsh University is also proud of its status as a Peace Corps Preparatory Institution. The Peace Corps Prep program will prepare students for international development fieldwork and potential Peace Corps service. To accomplish this, students build four core competencies through interrelated coursework, hands-on experience, and professional development support.

Details for the application process for any of these programs can be found on the Global Learning webpage (https://www.walsh.edu/global-learning) or by contacting the Office of Global Learning.
Student Publications, Broadcasting And Video Production

*The Spectator*, the official student newspaper, reports current events on campus and voices the opinions and attitudes of the student body regarding various aspects of life at the University. The campus literary society publishes a magazine, *Raison d’Être*, and conducts various events. WCAV, the University’s cable radio station, operates from a studio in the basement of the Betzler Science Center.
Academic Policies and Procedures

Admission Policies

The admission file for an applicant to any graduate program is closed two years from the time of application if the applicant has not completed the admission process. A student wishing to be reconsidered for admission after the two-year limit has passed must reapply to the program.

Admittance to any graduate program is valid for three semesters from the time of admission acceptance.* A student who wishes to matriculate after the three semester time limit has passed must reapply to the program or provide updated documentation as specified by the graduate program director.

*Due to the “lock-step” nature of the Doctor of Physical Therapy and Master of Occupational Therapy programs, this policy does not apply. A request to defer admission for one year may be granted upon written request and approval of division chair.

Transfer Policy

A maximum of three courses or nine semester credits of graduate work may be transferred from other accredited institutions, providing the work is completed with a grade of "B" or better. Transferred credit is not included in the calculation of the student's GPA. Each course transferred in under this procedure will require the separate approval of the respective Program Director. The remainder of the course work for the graduate degree must be earned at Walsh University. Transfer credit is not viewed as an automatic student right. No transfer of credit will be allowed for courses taken more than five years prior to matriculation.

Time Limit

All requirements for a graduate degree, including any course accepted by transfer, must be completed within six (6) calendar years. The six-year time limit begins with enrollment in the graduate program. Written application for extension must be made to the Program Director and the Office of Graduate Affairs before the start of the last semester of the sixth year.

Graduate Program Leave Policies

Leaves of Absence

Matriculated students who stop taking courses in their graduate program are subject to the time limit policy regardless of inactive terms or semesters. Only an authorized leave of absence will temporarily "stop the clock" toward the six-year degree completion requirement. *There are two types of authorized leaves of absence: medical leave and personal leave.

*Due to the "lock-step” nature of the Doctor of Physical Therapy program, the semester requirements of this policy do not apply. The duration of the leave of absence must be authorized by the Program Director.

Medical Leave of Absence

Any student who is experiencing personal/emotional/medical difficulties and is unable to complete academic and/or social responsibilities to Walsh University may request a medical leave of absence. Requests for medical leaves are initiated through Counseling Services located in the David Family Campus Center. A medical leave of absence does not guarantee a refund of tuition and fees.

Personal Leave of Absence

A leave of absence for personal reasons (employment changes, family changes, etc.) may be granted on request to the individual graduate Program Director for up to two successive semesters. Students may request additional personal leaves of absence from their Program Directors. These requests need to be endorsed by the Dean (Chair in Education) of the School and by the Office of Graduate Affairs. A personal leave of absence does not guarantee a refund of tuition and fees.

Auditing Graduate Courses

Individuals who complete the application procedure determined by individual graduate programs may choose to audit a graduate course for self-improvement. Tests and class discussion are not required when auditing a graduate course, but the approval of the program director is required. The auditing fee is one-half the regular tuition rate per course and an AU entry is recorded on the transcript.

Academic and Professional Standards

Students must maintain a B (3.0) cumulative grade point average or higher. Students must earn a pass/satisfactory grade in courses that do not require a letter grade. Grades below B- are not acceptable for degree credit and students must retake the course and/or complete a remediation plan for the course (no course grade remediation is available in the Master of Business Administration, Counseling and Human Development or Nursing, and students must retake any course with a grade below B-). Students who fail to meet the academic or disciplinary professional standards as defined by the discipline may be placed on probation, or recommended for dismissal, by the program director. The probationary status will be automatically recorded on the official academic transcript. Upon authorization of the Office of Graduate Affairs, dismissal status will be recorded on the official academic transcript.

Professional Behavior

Ethical and professional behavior reflects a core value of Walsh University to educate "its students to become leaders in service to others...in the Judeo-Christian tradition" (from Walsh mission statement). Accordingly, graduate students are expected to maintain consistent ethical and professional behavior in their courses and in their fieldwork in communities where they practice and serve. All Walsh graduate programs provide education in professional and ethical behavior in conjunction with relevant professional codes of ethics and/or codes of ethics of their academic units. Students are expected to consult their program handbooks for specific expectations for ethical and professional behavior in their programs.

Student Progress and Retention

Graduate programs provide formative feedback to students regarding their progress in knowledge and skill development. Faculty members work with students to obtain assistance in developing content mastery and skill development necessary for success in their professional careers. In conjunction with specific requirements within academic programs, students may participate in structured progress/retention plans for content mastery and skill development. Students are expected to consult their program handbooks for detailed information.
Administrative Withdrawal (Non-Attendance)

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course after one week
- 8 week course after two weeks
- Semester course after three weeks

Courses taught in other formats will adapt the above guidelines.

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Office of Graduate Affairs or the Office of Academic Services. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

E-Learning Modality Considerations

Any student who fails to log in and participate during the first week must contact the instructor as close to the first class session as possible. If a student fails to log in and participate for two consecutive weeks, the student may be administratively dropped from the class by the instructor per the above general Administrative Withdrawal policy. (adapted from E-Learning Handbook, 2012.)

Grading System

Walsh University has adopted the following system of letter grades for graduate programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designation</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Above average</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Below average</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Courses with a grade of below "B-“ must be repeated or a remediation plan completed (except in the MBA & CHD programs, where no course remediation is available).

Repetition of Courses

Students may repeat any course taken at Walsh University. There may be limits by individual programs set on the number of times a course may be repeated in the program. The recording of grades for a repeated course will be governed by the following conditions:

1. credit for a course will only be awarded once (The student cannot transfer in a course already completed at Walsh);
2. the best grade is used in the calculation of the grade point average with the exception that a "W" cannot replace another grade;
3. the original grade and the repeated grade will appear on the student's transcript. Only one course is counted toward graduation requirements.

In Progress Grade Policy (IP)

An "IP" grade is issued when the nature of the course requires ongoing work that cannot be completed in the semester in which the student was enrolled in the course. Typical courses for which an "IP" grade is an option include independent studies, field work/clinical experience courses, project courses, self-directed study and similar courses of an unstructured nature. Course work for an "IP" grade will be completed within one calendar year following the semester in which the "IP" grade was issued. When the course work is completed, the instructor of record will issue a revised grade converting the "IP" to the appropriate letter grade. In cases where one year is not sufficient to complete the course work for reasons deemed valid by the instructor, the student may appeal to the Program Director for an extension. If "IP" course work is not completed and/or an extension has not been approved, the "IP" grade will convert to a letter grade of "F." No student will be allowed to graduate with an "IP" on the official transcript.

Incomplete Grade Policy (I)

An "I" grade is issued for a structured course when a student is unable to complete a specific component for the required course work due to valid personal, professional, health, or family crisis reasons. Incomplete course work must be completed by the end of the following semester. If the outstanding course work is not completed at the end of this time frame, the "I" grade will be converted to an "F" unless an exception is granted by the program director. No student will be allowed to graduate with an "I" on the official transcript.

Attendance

Graduate students are expected to attend all classes and must comply with the specific attendance requirements announced by the instructor at the beginning of each course. Students who miss 4 or more hours of course material may not receive course credit or may be required to make up the course work. Students are encouraged to notify the course instructor in advance of anticipated absence or tardiness. Repeated instances of absence or tardiness in a curriculum leading to a career path are unacceptable and may lead to disciplinary action. A student with an urgent circumstance may be given a reasonable amount of assistance to make up the missed work or exams through remedial work as determined by the instructor.

Changes in Registration (Add/Drop/Course Withdrawal)

Changes in registration are initiated in the Office of the Registrar. A student may add or drop a course(s) during the add/drop period for the semester (refer to program calendar) for specific dates. The student’s official academic record will not reflect courses dropped during the add/drop period. A fee is charged for each change in registration. All requests must be submitted on an official “Change of Registration” form available in the Student Service Center. Canceled courses will be dropped automatically by the Office of the Registrar however; it is the student’s responsibility to add another course in its place. Canceled courses will not be assessed a change in registration fee.
After the add/drop period and no later than two weeks before the last class day, a student may withdraw from a course by completing a Add/Drop Form available in the Student Service Center. The academic advisor and instructor or Program Director must approve any course dropped during this time period.

- A course dropped after the add/drop period up to the last date of current registration will receive a grade of "W" (Withdrawal). No student will be allowed to drop after this date. Consult the academic calendar for dates.
- The student who fails to attend a course and who also fails to withdraw will result in a final grade of "F" in the course.
- Changes in registration of any student receiving veterans’ benefits will be forwarded to the Veterans Administration by the Registrar.

Withdrawal from the University

Registration for classes creates a contract for payment of tuition, fees, and charges. A student choosing to terminate this contract with Walsh University must officially withdraw during the first 6 business days from the first day of the session within any part of the term in the fall, spring, or summer or any 8-week courses semester; withdrawal from any class lasting less than 8 weeks must be made by the first business day of the session or earlier. Failure to officially withdraw within these refund periods obligates the student to pay all charges in full. Students must notify their Program Director in writing or via email that they plan to withdraw from their graduate program. Additionally, after notifying the Program Director, a formal withdrawal must be made in writing (or fax) through the Student Service Center; this formal withdrawal and must be signed by the student. Nonattendance to class or notification to a professor does not constitute an official withdrawal. Withdrawal from a class or from the University on or before the sixth business day will cancel all financial obligations to the University.

FALL, SPRING AND SUMMER SEMESTERS (INCLUDING 8-WEEK COURSES)

<table>
<thead>
<tr>
<th>Business Days</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six (6)</td>
<td>100% of tuition</td>
</tr>
<tr>
<td>Seven (7)</td>
<td>no refund</td>
</tr>
</tbody>
</table>

FALL, SPRING AND SUMMER SEMESTERS (LESS THAN 8-WEEK COURSES)

<table>
<thead>
<tr>
<th>Business Days</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1)</td>
<td>100% of tuition</td>
</tr>
<tr>
<td>Two (2)</td>
<td>no refund</td>
</tr>
</tbody>
</table>

If a student withdraws from the University beyond the withdrawal date and therefore does not receive an adjustment to tuition, the University may still be required to return a portion of the federal and/or state financial aid to the appropriate programs. Any balance created on the student’s account as a result of this transaction is the responsibility of the student.

Students considering a withdrawal are encouraged to first consult with a financial aid advisor located in the Student Service Center.

If a student withdraws or reduces the number of credit hours after the refund period for reasons beyond his or her control, a detailed letter may be submitted to the Fees and Charges Appeals Committee explaining the extenuating circumstances. Poor academic performance is not considered grounds for appeal.

The University will not grant a refund of charges for any withdrawal or reduction in hours beyond the established deadline without an approval from the Fees and Charges Appeals Committee.

Detailed appeal letters documenting the extenuating circumstances can be addressed to:

Walsh University,
Fees and Appeals Committee, Finance Department,
Attn.: Laurel Lusk
2020 East Maple Street,
North Canton, Ohio 44720.

SUSPENSION OR EXPULSION

The University will follow the Withdrawal Policy stated above in the event suspension or expulsion occurs. Students suspended or expelled after the refund periods will be obligated to pay all charges in full.

Semester Hour Load

The semester course load of a full-time graduate student is nine hours. An overload is permitted only upon approval of the director or chairperson of the appropriate program with recommendation of the advisor. The maximum load for a full-time student is 12 credits in any fall or spring semester or combined summer sessions. The semester course load of a part-time graduate student is six hours.

Courses numbered 500 or higher are open to graduate students and selected advanced undergraduates with the approval of their advisors and the Program Director.

Academic Appeals

All students have the right to appeal a grade or academic decision which they believe to be in error or unfair. Students who believe that they have been unfairly treated should first voice their concerns directly with the individual faculty member or the responsible program director and attempt to resolve their concerns. A written appeal should not be entered upon lightly by a student, nor lightly dismissed by an instructor or administrator.

When the grading or program issue cannot be resolved through direct meetings with the faculty or responsible program director, students may submit a written appeal no later than two calendar weeks after the release of final grades to the School Deans of the respective academic programs (Business, Nursing, Counseling, Physical Therapy) or the Division Chair for Education or the Division Chair of Humanities (for Theology) who will review the issues with the student and faculty member and then make a written determination regarding the action to be taken. The decision of the Division Chair of Humanities may also be appealed to the Dean of Arts and Sciences within two weeks of the Division Chair’s decision.

If the student elects to appeal the Division Chair (Education) or School Dean's decision, he/she must submit a separate formal appeal to the Office of Academic Services, which includes (a) a rationale for the
appeal of the Division Chair and/or School Dean’s decision, (b) the original written student appeal to the Division Chair or School Dean and (c) the official written response of the Division Chair or School Dean. This formal appeal to the Dean of Academic Administration MUST be submitted no later than TWO WEEKS following the decision of the Division Chair and/or School Dean in which the issue occurred or by a pre-set date in cases of suspension or dismissal. The decision of the Office of Academic Administration is final.

If the appeal process results in a change of grade, the appropriate administrator must submit the signed grade change form to the Office of the Registrar.

**Equity and Grievance Concerns**

Walsh University is committed to the equitable and fair treatment of all its members: students, faculty and staff. Accordingly, the University has adopted formal grievance and equity policies governing the conduct of the entire community (see Grievance and Equity policies, pg. 33 of the Student Handbook).

**Student Responsibility**

It is the student’s responsibility to satisfy the requirements for graduation in the selected curriculum and to observe the academic regulations of the graduate program. While the advisor and the staff of the program stand ready to aid the student in his/her decision making, the final responsibility rests with the student.

Ordinarily, the program prescribed at the time of admission constitutes the minimum course requirements. Additional studies may be required in light of a student’s need for professional or academic background. Such studies will be undertaken with the approval of the student’s advisor and the program director.

**CATEGORIES OF MATRICULATED STUDENTS:** refer to program specific information.

**ACADEMIC ADVISING:** refer to program specific information.

**Graduation Requirements**

Each candidate for a degree is responsible for meeting all requirements for graduation. The Program Director assists the student. Commencement exercises are held at the end of the fall and spring semesters. Diplomas for those terms are awarded upon certification of all degree requirements. Diplomas are mailed to the graduates who complete their requirements by the end of the term. Candidates for graduation must file an “Application for Graduation” in the Office of the Registrar according to the following deadlines:

- **Spring Semester Graduation:** September 30
- **Summer Semester Graduation:** February 1
- **Fall Semester Graduation:** June 1

Completed applications for graduation must be returned to the Office of the Registrar. Applications are available in the Student Service Center on the Walsh website or Graduate Portal. All requirements for commencement (financial, academic, institutional) must be met before a candidate for a degree can receive a transcript or diploma. A student who files an application for graduation after the specified date will be included in the first subsequent commencement. However, a student is eligible upon completion of all degree requirements to receive a letter certifying that the requirements for the degree have been completed and stating the date when the degree is to be conferred formally.

**International Students**

**ADMISSIONS, MATRICULATION AND INITIAL ENROLLMENT FOR INTERNATIONAL GRADUATE STUDENTS**

International students are admitted, matriculate and enroll in graduate study only at the beginning of the full semester academic term. In addition, international students must comply with the admissions, matriculation and enrollment policies of the individual graduate program in which they seek to study.

Requirements for admission of International Students to Walsh University:

- Completed application for admission
- Original official transcripts translated into English providing proof that secondary education was successfully completed
- Original official transcripts from all colleges, universities or professional schools previously attended, translated into English
- TOEFL score of 500 or higher on the paper-based test, 173 or higher on the computer-based test, or 62 or higher on the Internet test. Minimum IELTS score of 5.5
- Walsh’s Certification of Financial Responsibility indicating that the funds exist and will be available to pay for the first academic year, supported by financial statements.
- All International students are required to purchase health insurance (see below)
- The student must meet all program specific admission criteria.
- International students must maintain full-time status (9 or more credit hours per semester) during their stay in the United States.

**INTERNATIONAL HEALTH INSURANCE REQUIREMENT**

**WALSH UNIVERSITY STUDENT HEALTH INSURANCE POLICY**

Walsh University requires all full-time undergraduate and graduate students to have health insurance. Walsh University will automatically enroll all full-time undergraduate and graduate students with the university health plan. Students that waive the university plan must provide documentation of an alternate insurance plan to the Director of International Student Services.

Walsh University policy requires all international students to maintain insurance coverage meeting the following minimum standards:

**Minimum coverage for basic accident and illness:** $50,000 per condition

**Repatriation of remains:** $7,500

**Medical evacuation (return to home country for medical treatment):** $10,000

**Deductible (amount you must pay before your insurance provider pays):** $500 maximum

The policy provided lasts for 12 months from the first day of classes. Students can select a 6 month policy if they have proof of graduation within those 12 months.
Academic Integrity Policy and Procedures

I. POLICY STATEMENT

Academic integrity lies at the heart of student–teacher relationships involving learning, free inquiry, and the search for knowledge and truth. Inspired by the spirit of the Judeo-Christian tradition expressed in the University’s mission statement, Walsh University requires all faculty and students to act honestly, morally, and ethically in the maintenance of professional standards for learning, research, writing, and assessment. To maintain the academic integrity of the University, students are responsible for their own academic work. Academic dishonesty is not acceptable.

II. PENALTIES AND SANCTIONS

Violations of academic integrity and appropriate penalties vary in severity, and range from failure of a specific test or assignment, reduced course grade, failure of the course, probation, suspension, to expulsion from the University. The faculty member has the primary responsibility in determining the severity of the impact on a student’s grades in a course. In cases where the faculty member believes the severity of the offense warrants academic probation, suspension, or dismissal, such a recommendation should proceed through the division chair or school dean to the Office of Graduate Studies. It is the responsibility of the faculty member to provide all documentation and supporting materials related to violations of academic integrity.

III. PROCEDURES FOR HANDLING ALLEGED VIOLATIONS

If a faculty member discovers, and/or has reason to believe that the student has committed an academic integrity violation, the faculty member checks the Academic Integrity Repository for prior offenses and communicates to the student the nature of the charge, the information collected, and the penalty warranted. The faculty member determines the violation, the student’s grade, and the penalty imposed.

If the student concurs with the decision, the faculty member notifies the division chair/school dean in writing of the decision and the penalty imposed. The faculty member has the primary responsibility in determining the severity of the impact on a student’s grades in a course. If the student maintains that the decision was unfair, he or she may appeal the decision in accordance with the University’s Academic Appeals procedures. Formal written appeals involving academic decisions in graduate programs will be adjudicated by the Office of Academic Affairs. Faculty may request confirmation of prior student offences.

IV. DEFINITIONS

Academic Dishonesty

The definition of Academic dishonesty is the fabrication or misrepresentation of work, either intentional or unintentional, which includes, but is not limited to, plagiarism, cheating, forgery, sabotage, bribery, and the multi-submission of work.

Plagiarism

Plagiarism is the representation of the works, ideas, data, or arguments of others as one’s own. Whether quoting, paraphrasing, or reiterating others’ ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks and/or other forms of documentation.

Sources include books, magazines, newspapers, electronic media, private letters, interviews, or other individuals’ work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources.

Cheating

Cheating is using, or attempting to use, unacknowledged or unauthorized materials, information, data, or ideas. In addition to plagiarism, looking at another student’s materials and/or using unauthorized external aids of any sort during an exam or completion of assignments is also cheating.

Forgery

Forgery is the fabricating, altering or counterfeiting of images, documents, or signatures on any information, data, or documents.

Sabotage

Sabotage means deliberately impairing, destroying, damaging, or stealing another’s work or working materials such as lab experiments, library resources, computer programs, term papers, exams, or projects.

Bribery

Bribery means offering any service or article with the purpose or effect of receiving a grade or other academic benefit not earned on the merits of the academic work.

Multi-Submission of Work

A classroom paper of any type must be the work of the student submitting it. Student should normally submit credit work for only one course, unless the instructor(s) grant prior written consent for submission to meet requirements for any other course.

Academic Integrity Repository

A confidential file of student academic Integrity violations kept in the office of Academic Affairs. Faculty may request confirmation of prior student offences.

Official Transcript Requests

NORMAL SUBMISSION

All transcript requests must include your social security number or student ID number, phone number, dates of attendance at Walsh University, address you would like the transcript(s) mailed to and any former name(s). All transcript requests must include your signature (this is mandatory for release of your transcript, Public Law 93-579, Privacy Act of 1974).

Transcripts CANNOT be released if a Financial or Administrative hold exists.

An Official Transcript Request Form is available online at www.walsh.edu (http://www.walsh.edu). Requests may be ordered in person, at the Student Service Center, mailed to the University, or faxed to 330-490-7372.

Transcripts may be picked up at the Student Service Center located in Farrell Hall, first floor. A photo ID is required.

Mail requests to:

Walsh University
2020 East Maple Street
North Canton, OH 44720
Online Submission

The Office of the Registrar has implemented online transcript requests. This feature is available to students who were enrolled beginning Summer 2000. Students who attended prior to Summer 2000 will need to use the Normal Submission process.

The On-line Transcript Request option may be accessed through the Cavalier Center at www.walsh.edu (http://www.walsh.edu). With online submission, students have the ability to request transcripts AND check on the status of the request.

All transcripts will be processed in 3-5 business days and will be mailed to the address provided by the student or picked up at the Student Service Center.

Veterans' Benefits

All programs leading to master's or bachelor's have been approved by the State Approving Agency for veterans training under Public Law 358. Walsh University meets all requirements for undergraduate and graduate students eligible to study under benefits of the G.I. Bill.

Certain standards of progress are applicable to any student receiving a veteran’s allowance:

- Students eligible for Veterans Administration (V.A.) educational allowance who do not raise their G.P.A. to that required at the end of the first probationary period (one semester) will be terminated for V.A. payment purposes.
- Students who withdraw from a course except during the official add-drop period receive no credit. This score is included when determining the cumulative G.P.A. for Veterans Administration payment purposes.
- For the purpose of the Yellow Ribbon Program, Walsh only provides tuition assistance during the fall and spring semesters and will not match tuition gap for students during the summer term.
Financial Policies and Expenses

Estimated Graduate Expenses 2018–2019

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - CHD, MAED &amp; MBA (per semester hour)</td>
<td>$705</td>
</tr>
<tr>
<td>Tuition - MSN &amp; DNP (per semester hour)</td>
<td>$685</td>
</tr>
<tr>
<td>Tuition - MA in Theology (per semester hour)</td>
<td>$352</td>
</tr>
<tr>
<td>Auditing - CHD, MAED &amp; MBA (per semester hour)</td>
<td>$353</td>
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<tr>
<td>Auditing - MSN &amp; DNP (per semester hour)</td>
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<tr>
<td>Auditing - MA in Theology (per semester hour)</td>
<td>$176</td>
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<tr>
<td>Graduation Fee</td>
<td>$125</td>
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<tr>
<td>Parking Fee 1</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript</td>
<td>no charge</td>
</tr>
</tbody>
</table>

1 No parking fees for eLearning programs.

See the University's general financial policies. Additional fees may be applied to specific courses, required projects, and assessment tools. Please contact your program of study for any additional fees. The Doctor of Physical Therapy Program's estimated expenses differ from other Walsh University graduate programs. Please contact the Division of Physical Therapy at 330-490-7286 for information regarding program costs.

Walsh Alumni Tuition Discount

Grads of Walsh University are eligible for a 25% tuition discount for courses in Master's programs. (This discount does not apply to the Doctor of Physical Therapy, Master of Occupational Therapy, Master of Arts in Theology or Endorsement programs.) To obtain this discount, the alumnus completes a request form at the time of registration in the Student Service Center.

Please note: These discounts are not available to students whose employers provide them with 100% tuition reimbursement. The Alumni and Post Baccalaureate Discounts are intended to financially assist Walsh Graduates who choose to continue their education at Walsh. As a result, these discounts are not structured to extend to the student's employer. If, however, the student is able to document that his/her employer does not reimburse based on the pre-discount rate initially assessed, Walsh University may reconsider its policy on a case-by-case basis.

Diocesan Tuition Discount

A 50% discount* is granted to full time employees of a Diocese. Verification of full-time Diocesan employment is required for each semester a person applies for this discount. (*This discount does not apply to the Doctor of Physical Therapy, Master of Occupational Therapy, Master of Arts in Theology or Endorsement programs.)

Financial Assistance

FEDERAL DIRECT LOANS

Assistance is available to degree-seeking graduate students primarily through federal student loans. This includes Federal Direct Stafford Loans as well as Federal Direct Graduate PLUS Loans. Students must file a Walsh application for financial aid and the Free Application for Federal Student Aid (FAFSA) to be considered for these loans.

TEACH GRANT

This federal grant is available to education majors who will teach in certain subject areas. The annual award is $4,000. This grant has the potential of turning into a loan if certain conditions are not met. Because of this, please log onto www.studentaid.ed.gov (http://www.studentaid.ed.gov) for more information.

Graduate Assistantships

A limited number of graduate assistantships are available for full-time students. Application is made to the department. The maximum amount a graduate assistant may earn in one year is established by the University. Appointments are made either for the maximum sum or one-half the maximum. The graduate assistant on full stipend is responsible for 20 hours per week of service. The graduate assistant on half stipend is responsible for 10 hours of service per week. Please note that placement in a graduate assistantship may impact a student's financial aid package, and as a result, it may be necessary to delay awarding of federal aid for students who have or will apply for graduate assistantships. If an assistantship is awarded after federal aid is awarded to the student, a revision in the initial aid package may be necessary.

Terms of Payment

Walsh University requires the following payment terms:

1. All charges for tuition, fees, room and board are due no later than the first day of classes each semester, or
2. Students electing the Walsh University Payment Plan, offered through Tuition Management Systems, must be enrolled in the program no later than the first day of classes each semester. An enrollment fee of $40 per semester is charged to participate in the program. (Please contact the Student Service Center for information regarding the payment plan.), or walshafford.com.
3. Students participating in the Employer Reimbursement Program must be enrolled in the program no later than the first day of classes each semester. For details see below.

Student account balances and details are available online within the secure area of the Cavalier Center (Student Account Information). Students are responsible for timely payments and those students that do not follow the required payment terms will be charged late fees on any outstanding balance. Students enrolled in the tuition payment plan or the Employer Reimbursement Program are exempt from service charges if they adhere to the published payment schedule. Please contact the Student Service Center at 330-490-7367 with questions or have difficulty accessing the Cavalier Center.

Unpaid Balances

Students with outstanding balances may not register for classes, receive grades, participate in graduation ceremonies, or receive a diploma or transcript of credits.

Balances that remain outstanding for over 150 days will be turned over to a collection agency and collection costs of up to 40% will be added to the outstanding account balance.
**Employer Reimbursement Program**

A student whose employer offers an educational reimbursement benefit may elect to participate in the Walsh University Employer Reimbursement Program.

Students wishing to enroll in Walsh University’s Employer Reimbursement Program must complete the enrollment form available in the Student Service Center each academic year they wish to participate.

The form must be turned in to the Student Service Center to be enrolled in this program. The form should be submitted at the time of registration and are valid for one academic year. Students shall be subject to interest charges until the application is completed and submitted to the Student Service Center.

Participants in the program receive the following benefits:

- Exemption from interest charges for that semester;
- Eligibility to register for classes with an outstanding balance exceeding $1,000;
- Permission to delay final payment until 30 days after the last day of that semester.

The student is responsible for notifying the University of any change in eligibility or employment status.

If a student fails to make final payment within thirty (30) days following the completion of the academic semester, or there is demonstrated abuse of the program, the University may elect to remove the student from the program, and potentially begin collection procedures as stated above.

As a courtesy, Walsh University will provide an account statement/registration schedule to the student to present to his/her employer. These statements will be sent one time at the end of each semester. Due to the popularity of this program, Walsh is unable to accommodate requests for “customized” statements.

**Employer Reimbursement and Tuition Discounts**

The alumni and post baccalaureate discounts are intended to financially assist Walsh graduates who choose to continue their education at Walsh. As a result, these discounts are not structured to extend to the student’s employer. If, however, the student is able to document that his/her employer does not reimburse based on the pre-discount rate initially assessed, Walsh University may reconsider its policy on a case-by-case basis.

**Checks Returned**

Walsh assesses a $29 service charge to those individuals whose checks, made payable to Walsh University, are returned by the bank because of insufficient funds.

**Walsh University Satisfactory Academic Progress Policy for Graduate Students**

The Financial Aid Office at Walsh University is required under Federal regulations to monitor the academic progress of all financial aid recipients. Failure to maintain Satisfactory Academic Progress (SAP) can affect a student’s eligibility for federal financial aid. Both qualitative and quantitative standards are applied when determining SAP. Walsh University reviews SAP at the end of each spring semester. Students who fail to meet SAP are sent written notification which includes Walsh University’s SAP policy as well as appeal information.

**ACCEPTABLE PASSING RATE**

Each student must earn a passing grade in at least 67% of all courses attempted at Walsh University. "F" (Failed) and "W" (Withdrawn) grades will be counted as hours attempted but not passed. "I" (Incomplete) coursework cannot be counted as a successful completion. An Incomplete grade that has been changed to a passing grade can be added to the number of hours completed. It is the student’s responsibility to notify the Office of Financial Aid once an incomplete grade has been changed to a valid grade. Transfer hours accepted by Walsh University and repeated coursework are considered in this ratio.

**ACCEPTABLE GRADE POINT AVERAGE (GPA)**

The minimum GPA standards for financial aid eligibility must be equal to or higher than the standard set forth by Walsh University for academic standing purposes. Freshmen must have a cumulative GPA of at least 1.75. Sophomores/juniors/seniors must have a cumulative GPA of at least a 2.0 in order to maintain federal SAP. Determination of GPA requirements (1.75 vs. 2.0) for entering transfer students will be based on the number of transfer credits they carry with them from their prior institution(s), but the approved transfer coursework will have no effect upon the cumulative grade point average. Only one grade for a repeated course will be reflected in the calculation of the student’s GPA. (For federal aid purposes, a student is allowed to repeat a course only once if a passing grade is achieved). The minimum cumulative GPA for graduate students is 3.0 and the calculation also follows the transfer and repeated coursework stipulations cited above.

**TIME LIMITS**

Students cannot exceed 187 attempted hours (150% of graduation requirements) and continue to receive financial aid toward their undergraduate degree. Transfer hours are included in the 187 attempted hours. (Please note: State Aid is only available for a maximum of five full-time years, regardless of whether or not the student has reached the 187 credit hour limit.) Time limits are applicable even during periods where students did not receive Title IV aid and include courses taken during the summer. Transfer hours and repeated coursework also count when calculating acceptable time frame limits. Graduate students are not held to the same 150% calculation based on their specific graduation requirements. The 150% maximum time frame allowance for completion of the program is intended to be long enough to allow for changes in major, loss of credit due to transfer, withdrawn coursework, minor, double majors, etc.; therefore, an extension of the maximum time frame granted for those reasons is unlikely. Students seeking a second degree are limited to the federal Direct Loan program and will be monitored for time limits as well.

**APPEALS**

Students who have lost their eligibility for federal financial aid due to not maintaining SAP will be notified in writing and have a right to appeal. All appeals must include substantive reasons for failure to comply with the SAP Policy, and all extenuating circumstances should be supported by documentation whenever possible. Documentation should not only indicate the mitigating circumstance(s) that caused a student to have academic difficulty, but also indicate that the circumstance which caused the situation has been rectified so that the student will be successful in future terms. Prior to submitting the appeal to the Student Service Center, the student must contact the Director of Academic Achievement for assistance in completing certain sections of the appeal form.
If an appeal is approved, students are granted a probationary period in which to rectify the reason why he/she did not meet SAP. If it is apparent that the student cannot complete this within one term, an extension may be given to the student after review of the academic "Action Plan" included in the original appeal. If the student does not adhere to the criteria outlined in the Action Plan, the probationary period will not be extended.

**REGAINING FINANCIAL AID ELIGIBILITY**

Students can regain full eligibility for federal financial aid by successfully completing coursework while in Suspension status that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours, and raise their overall Cumulative Completion Rate for all coursework attempted to the 67% undergraduate or graduate level. Students who are ineligible to receive federal financial aid may use one or more of the following payment options while attempting to regain eligibility: student’s own resources, Walsh University’s Payment Plan, and/or Alternative/Private Educational Loans.

*(PLEASE NOTE: Since Walsh University does not offer remedial courses, that category of coursework is not addressed in this SAP Policy.)*
Student Life and Services

Commuter Student Services

Walsh University offers a broad range of commuter student services, including the Going the Distance newsletter, the Snowbird Program, commuter incentive programs and programs designed specifically for commuters. Commuter Student Services supports joint efforts with other departments to meet the special needs of the Walsh commuter student population.

The David Campus Center and the Barrette Center are commuter hubs on campus, with numerous lounges, TV access, fitness center, Cavalier Cafe, cafeteria, the Grille and more. For further information please contact the Director of Student Activities & Commuter Student Services located in the David Campus Center.

Counseling Services

Like everyone, students face difficult life transitions and circumstances, experience painful emotions, and need assistance in developing clear and meaningful goals. Counseling is a collaborative process that involves the development of a unique, confidential helping relationship. Counselors act as facilitators to help students better understand themselves and the world around them. Open and honest discussions of feelings, behaviors, relationships, life experiences, and circumstances with a trained counselor in a non-judgmental, safe, confidential environment enables individuals to grow towards greater freedom in making healthy choices and taking appropriate actions for more satisfying relationships, self-concept, academic progress, and life goals.

Counseling Services is staffed by licensed professional clinical counselors, counseling interns, and graduate practicum students, trained to help students cope with a wide variety of educational, adjustment, and mental health issues. Counseling Services is free to all enrolled students. This office offers a confidential place to dis-cuss concerns when difficult situations arise, when problems seem overwhelming or options appear limited. Counseling Services staff work with the student to help identify strengths, locate support resources, and to begin a process of change and growth. Counseling Services staff will respect your values, choices, and lifestyle and will see you as an individual with your own unique strengths and limitations.

Depending on the nature of the concern, counseling may be one session, short term (2-5 sessions) or long term (all semester). If necessary, appropriate referrals to outside health care professions are made. Counseling Services is open during the Fall and Spring Semesters and follows the Walsh Academic Calendar. All counseling is discontinued at the end of each semester and students can return in the future if they choose.

Intramurals

The Walsh University Department of Intramurals plans, coordinates, and implements a broad range of activities and programs designed to help meet the physical, social, and recreational interest and needs of the Walsh Community. Intramurals are open to all members of the Walsh Community including residential students, commuter students, faculty/staff, and alumni.

Intramurals offers competitive league play in sports such as flag football, dodgeball, softball, outdoor soccer, 5-on-5 basketball, 3-on-3 basketball, volleyball, kickball and bowling. Each year, participants compete in teams to win the annual Dean’s Cup award for participation throughout the year. Intramurals also sponsors various weekend tournaments, including golf, billiards, table tennis, and corn-hole.

For information on upcoming events, contact the Intramurals Office at 330-244-4743.

Multicultural Affairs

The University believes that diversity should not be merely tolerated, but embraced and celebrated. With this belief as its guiding principle, the Office of Multicultural Affairs seeks to foster awareness, understanding and sensitivity to the perspectives of groups who have currently and historically been subject to unfair treatment and perceptions due to race, gender, class, sexual preference and others. The office offers support services to under-represented groups to increase their chances of a successful academic experience, presents an opportunity for cultural exploration through programming, and acts as a liaison to various departments on campus for the multicultural student. In addition, the office actively educates and promotes multicultural learning and development for the entire Walsh community. The Multicultural Affairs Office is located in the Paul and Carol David Family Campus Center, we encourage all students, faculty and staff to participate in our activities and services.

On-Campus Living/Residence Life

Walsh University now offers on-campus housing options for students pursuing Graduate studies. Living on campus makes life much easier in a safe and comfortable environment. Our on-campus apartments are fully outfitted and provide easy access to our academic facilities and campus services.

Our University Apartments (Brauchler, Meier, and Stein Halls) provide quad-style living with single-bed rooms (two shared bathrooms), fully outfitted kitchens, and a private laundry room. The apartments are fully furnished and all extra charges for utilities (electric, heat, water, cable, and internet) are included as part of your housing contract. Other on-campus housing accommodations may be available upon request.

Policies and procedures are designed to give students freedom for growth and self-discipline; at the same time, the policies help to ensure the environment needed for study and respect for other members of the community.

Students enrolled for 9 credit hours in a Walsh University Graduate Program to be eligible for on-campus housing. A $200 housing deposit is required along with submission of a housing application. At this time, Walsh does not offer housing options for graduate students who are married and/or with families. For more information, please contact the Director of Residence Life.

International Student Services

The International Student Services office provides a welcoming and supportive home for our international students and offers a variety of services and programs to assist students with cultural, academic, and social needs. International Student Services seeks to support the mission of Walsh University in the areas of expanding the international perspective of students, promoting diversity, and facilitating cultural growth and awareness. The office is dedicated to serving the campus community and developing programs to enhance awareness of multiple perspectives. The office aims to provide effective immigration advising
and foster a sense of community among international students, while expanding opportunities for international students and Americans to interact both on and off campus. The International Student Services Office is located in the Paul and Carol David Family Campus Center.

Campus Ministry

The crux of Catholic Campus Ministry, rooted in the sacraments of the Church, is to help students recognize and respond to God's transformative grace in their lives. The office of Campus Ministry is dedicated to modeling Christ's self-giving love in a very practical way and challenging others to do the same. Offering a variety of opportunities for prayer, reception of the sacraments, retreats, service programs and fellowship, Campus Ministry is a safe place where students can grow holistically, mind, body and spirit and discern how God is calling them in a given vocation and profession. Campus Ministry at Walsh University commits to the 6 aspects of Catholic Campus Ministry outlined by the United States Conference of Catholic Bishops:

1. Forming the Faith Community
2. Appropriating the Faith
3. Forming the Christian Conscience
4. Educating for Justice
5. Facilitating Personal Development
6. Developing Leaders for the Future

The department of Campus Ministry embraces diversity of faith and religion and is here to serve students of all faith backgrounds, connecting them to appropriate faith communities.

Campus Ministry also houses the office of student service and outreach, which provides a plethora of service opportunities and experiences for students who wish to dedicate their time and talents to better the community, locally and globally. Campus Ministry, committed to justice, educates and challenges students to be a voice for the voiceless in the world, especially the most vulnerable.

The offices of Campus Ministry are located in the Campus Ministry Center in the lower level of the Paul and Carol David Family Campus Center and in Residence Hall Towers Connector.

Bookstore

The bookstore/gift shop, located in the David Campus Center, sells new and used textbooks, school supplies, books, novelties, gift items, sundries, toiletries, clothing, accessories, and other items. The bookstore also offers textbook rentals and digital books. Visit www.walsh.bncollege.com (http://www.walsh.bncollege.com) for details.

Athletics

Walsh is a member of the NCAA Division II and competes as members of the Great Midwest Athletic Conference (G-MAC). Walsh sponsors 10 intercollegiate sports for men (Baseball, Basketball, Cross Country, Football, Golf, Indoor Track and Field, Lacrosse, Outdoor Track and Field, Soccer and Tennis) and 11 for women (Basketball, Bowling, Cross Country, Golf, Indoor Track and Field, Lacrosse, Outdoor Track and Field, Soccer, Softball, Tennis and Volleyball). The athletic department also sponsors Men's Bowling as a club sport.

University Wellness

Walsh University Wellness is dedicated to our students by promoting a holistic and value-based approach to a healthy life-style. University Wellness provides campus and community-wide health educational opportunities as well as diverse mind, body, and spirit programming that enhances a whole person's well-being.

Our Get Physical Series program offers a wide range of group exercise classes throughout the year. The Get Physical Series schedule, which includes classes such as Yogalates, Zumba, and Circuit Training, can be found on my.walsh.edu/wellness.

Our Healthy Lifestyle Management programming offers the opportunity for students to take control of their well-being by practicing preventive medicine through screening opportunities such as blood pressure, body composition, body mass index, and cholesterol. University Wellness offers the educational tools required to live a healthy lifestyle with programs such as our Equipment Orientation program and Physical Fitness Assessment program.

Health Services

Health Services is located in the Gaetano M. Cecchini Family Health & Wellness Complex. Healthcare professionals assist students in addressing their health care concerns while they are enrolled at the university. Health Services has a close relationship with nearby medical facilities to offer extensive healthcare in the event it is necessary. Some health services requested may require additional fees.

Fitness Centers

Walsh University offers four separate fitness centers. A current Walsh ID, full t-shirt, and clean tennis shoes are required for all fitness center participants.

The Cavalier Fitness Center, located in the Gaetano M. Cecchini Family Health and Wellness Complex, is fully staffed and equipped with free weights and power stations. This fitness center caters to all students, athletic teams, faculty/staff and community clinic participants.

The David Center Fitness Center, located in the Paul & Carol David Campus Center, caters to all students, faculty and staff. Locker and shower rooms are located across the hall within close proximity of the center.

Dining Services

The Schervish Dining Centre in the David Campus Center, the Cavalier Cafe in the Marlene and Joe Toot Global Learning Center, and the Betzler Grille in the Barrette Business and Community Center are open at designated hours.

Student Activities

The Office of Student Activities (OSA) serves the needs of Walsh University students and provides resources and services for Walsh's many student organizations. If you are interested in learning about the extra-curricular and co-curricular opportunities at Walsh University, email the Office of Student Activities at osa@walsh.edu (osa@walsh.edu).
University Program Board

The University Programming Board (UPB) is a student run organization responsible for providing diverse social programming for Walsh University. The organization is comprised of students who design and implement a wide range of programs. These programs include events such as Homecoming, on campus concerts and comedians, outdoor festivals, trips to professional sporting events and much more. If you would like more information or are interested in joining the University Programming Board, email osa@walsh.edu.
The DeVille School of Business
Dr. Rajshekhar G. Javalgi, Dean
Dr. Michael Petrochuk, M.B.A. Program Director

Mission
To grow, to learn, to lead, and to serve the global community.
Extending the charism of the Brothers of Christian Instruction by meeting students where they are with the resources and support they need, the mission of the DeVille School of Business (DSoB) is to prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution.

We accomplish our mission through:

• Offering curricula that are adaptive, flexible, experiential and responsive to changing market conditions
• Emphasizing critical thinking, effective communication, systems and sustainability, and ethical, social, personal and professional responsibility
• Providing our primarily first-generation traditional and non-traditional undergraduate students with personal support and attention in a collaborative, small-class environment
• Accommodating our graduate students with flexible course delivery options with personal support and attention in a collaborative, small-class environment
• Engaging in professional and scholarly activities that are impactful and relevant

Vision
The DSoB will be the preferred resource for business knowledge transfer – expanding its global citizenship, partnerships and service to others.

Core Values
DSoB Core Values in Action
Guided by our commitment to students and other stakeholders, we:

Integrity
Foster an ethical environment of honesty, accountability, responsibility.

Service
Advance a culture of leadership in service to others.

Responsive
Provide an integrated undergraduate and graduate global business curricula that are adaptive to changing market conditions and accommodate students with flexible course offerings.

Success
Cultivate meaningful professional relationships within a supportive, developmental approach to advise, guide and mentor students.

Focus
Commit to experiential, practice-focused student learning activities and outcomes to prepare students for life after graduation.

Diversity
Respect the diversity of individuals, ideas, cultures, strengths and experiences and the value it adds to our school.

Improvement
Foster a culture of continuous improvement in all facets of the DeVille School of Business through ongoing review, assessment, evaluation and action.

Expected Outcomes
Instilled with the charism of the Brothers of Christian Instruction – the DeVille School of Business Community will be oriented toward serving our global community through sustainable ethical leadership.

The DeVille School of Business Faculty will produce impactful and relevant intellectual contributions primarily focused on teaching and practice.

The DeVille School of Business will be a distinguished and preferred resource for the business and professional communities.

The DeVille School of Business will be recognized for the currency, relevancy, flexibility and innovation of its program offerings; teaching strategies; and responsiveness to business and community needs.

Student Learning Outcomes

• Graduates communicate effectively.
• Graduates think critically and solve problems supporting their decisions with appropriate analytical and quantitative techniques.
• Graduates demonstrate effective decision-making that incorporates the tenets of ethics and cultural awareness.
• Graduates demonstrate the personal and professional knowledge, inter-personal skills and cross-cultural competencies to function effectively in a global environment.
• Graduates demonstrate leadership in service to others.
• Graduates demonstrate knowledge in a specialized area of business.

• Master of Business Administration MBA (p. 27)
• BA/MBA Program (Bachelor’s Degree & MBA for Business Majors) (p. 25)
• Certificate in Healthcare Management (p. 26)

BA/MBA Program (Bachelor’s Degree & MBA for Business Majors)

The BA/MBA program is open to any qualified graduating high school senior and Walsh business major undergraduate student who wishes to expand his or her current business knowledge with an MBA degree. As such, the student may apply as a part of his/her undergraduate admissions process and up to the end of the first semester in which the student attains junior-class level status (60 earned credit hours).

Transfer students will also be eligible for the BA/MBA Program, so long as they will have completed a minimum of sixty-four (64) undergraduate credits at Walsh toward their undergraduate degree.

A student applying to the BA/MBA Program must satisfy two of the following:


• Minimum 3.50 cumulative high school GPA performance.
• Minimum ACT score of 25 or an SAT score of 1150.
• Graduate in the top 15% of high school class.

Application
The following documents must be submitted for any student (high school or transfer) applying to the BA/MBA Program:

• Completion of an MBA application form (separate from the Walsh University admission application form).
• Submission of all high school and university (if applicable) transcripts.
• Submission of two letters of reference
  • For the high senior applying to the BA/MBA Program, one letter from the student's high school college counselor (or appropriate school representative) and one letter from the student's high school teacher (business teacher preferred).
  • For the transfer student applying to the BA/MBA Program, one letter from the student's high school college counselor or teacher (business teach preferred) and one letter from a university faculty member from the undergraduate institution.
• Completion of an in-person interview with the MBA Director.

By the end of the BA/MBA student's completion of his/her junior year (60 earned credit hours), the student must achieve a minimum 3.50 GPA. The minimum 3.50 must be maintained for progression in the BA/MBA program. A student who achieves and maintains the minimum 3.50 will take up to two (2) MBA courses in his/her senior year (90 earned credit hours). Failure to maintain the 3.50 cumulative GPA will disqualify the student from taking any MBA coursework while an undergraduate.

Transfer students will also be eligible for the BA/MBA Program, so long as the student will complete a minimum of sixty-four (64) undergraduate credits at Walsh.

Admission Decision
A BA/MBA student is dually admitted to the BA in Business and the MBA programs. In addition to meeting admission requirements for both programs, the admitted student must maintain 3.50 GPA in undergraduate coursework to remain in good standing in the program. Upon successful completion of the requirements for the BA portion of the program, the student will be awarded the Bachelor of Arts in Business and a change from undergraduate to graduate student status. Upon successful completion of all graduation requirements in the MBA Program, the student will be awarded the Master of Arts in Business.

If an admitted student fails to complete any/all undergraduate graduation requirements, the student's MBA Program status will be changed to "provisional" until such time that these undergraduate graduation requirements have been met.

Undergraduate & Graduate Policies
While an undergraduate, all university and undergraduate policies will apply to the student. Following completion of the undergraduate degree, all university and DeVille School of Business MBA Program policies will apply to the student.

A student admitted to BA/MBA Program will begin MBA coursework in the senior year while competing undergraduate coursework. The MBA courses may be used to satisfy the student's undergraduate elective options. To receive MBA credit for courses, the student must attain a grade of "B-" or higher.

Accounting Majors
• BUS 521 (Sustainable Ethical Leadership)
• BUS 526 (Applied Organizational Research & Analysis)

Finance Majors
• BUS 521 (Sustainable Ethical Leadership)
• BUS 526 (Applied Organizational Research & Analysis)

Management Majors
• BUS 524 (Marketing)
• BUS 526 (Applied Organizational Research & Analysis)

Marketing
• BUS 521 (Sustainable Ethical Leadership)
• BUS 522 (Organizational Behavior & Communication)

The MBA courses taken during the student's senior year will be included in the student's normal undergraduate tuition fee structure. After completing the Bachelor's degree, the student is eligible to receive the Walsh University 25% tuition discount on all future coursework completed at the University.

Certificate in Healthcare Management
The DeVille School of Business Certificate in Healthcare Management is designed for healthcare professionals looking to advance their careers within the healthcare management field. It is also ideal for those seeking to expand their knowledge in this area.

Offered through The DeVille School of Business, this five-course program will increase one's knowledge within the areas of healthcare systems, finance, managed care and marketing strategy. The certificate will qualify participants to advance their management careers in hospitals, outpatient centers, physician group practices, managed care organizations, public health agencies, and other health-related organizations.

Target Audience
• Persons with an undergraduate, master's, and/or advanced degrees who are currently in clinical or healthcare management
• Persons with an undergraduate, master's and/or advanced degrees who are looking to transition their careers into healthcare management

Features of the Program
• Access to excellent faculty with real-world experience
• Opportunity to obtain certificate within one year
• Dynamic and exciting classroom environments
• Chances to visit innovative, cutting-edge healthcare providers
• Option to participate in a global experience opportunity
• Ability to transfer to Walsh's MBA Program after certificate completion
Global Experience

While enrolled in the certificate program, certificate students may participate in the MBA Program's global experience(s). The student is advised to seek more information on global experiences from the MBA Program or the Global Learning department.

Certificate Academic Guidelines

Admission Policy

Participants enrolled in the Certificate in Healthcare Management program must comply with The DeVille School of Business admission requirements:

- Minimum 3.0 GPA from an accredited undergraduate institution¹
- Completed non-degree student application form accompanied by a non-refundable fee of $25
- Official transcript(s) of undergraduate, and all other graduate study, sent directly from the applicant's college(s) or university(ies) to the Walsh University Office of Admissions
- Current resume

¹ Relevant work experience will also be taken into consideration by the program director.

Transfer Into The MBA Program

Students are encouraged to apply to the Walsh University's DeVille School of Business MBA Program after the completion of the Certificate in Healthcare Management program. Admittance into the MBA Program will require:

- Successful ("B" or higher) completion of the five (5) certificate program courses
- Completion of an MBA Admission Application
- Application review by the MBA Program

Based upon the applicant's credentials, the following may be recommended:

- Successful completion of the MBA Prep Series
- Completion of the Graduate Management Aptitude Test (GMAT) with the required score
- Other agreed-upon activities that will document competence in quantitative, finance, accounting, and/or economics

Program Delivery

The Certificate Program in Healthcare Management is offered at the main campus in North Canton, Ohio or online.

Registration Procedures

Students enrolling in coursework for their first semester may register by completing a Graduate Registration Form. This form may be found either in the Student Service Center in Farrell Hall or downloaded from the file gallery on our website www.walsh.edu/forms4 (http://www.walsh.edu/forms4). Complete, sign and do one of the following (you do not need an advisor's signature):

- Bring this form to the Student Service Center in Farrell Hall
- Fax this form to: 330-490-7193
- Mail this form to:
  Walsh University,

Certificate students that have completed at least one semester in the program are strongly encouraged to utilize the Cavalier Center to register. PIN numbers will be distributed near the beginning of each semester through the Walsh email system.

Transfer of Courses

A certificate student may transfer-in a maximum of six (6) credit hours or two (2) courses as approved by the MBA Program Director. These courses must be taken from an accredited MBA program. The student must submit the course syllabus and other requested documentation as requested by the MBA Program. Requesting and submitting materials are no guarantee that course will be accepted for transfer. Transferred courses may only be accepted for Sustainable Ethical Leadership (MBA 621) or Marketing (MBA 624) - and not transferred-on for specialty-specific courses (MBA 721, MBA 722, or MBA 723).

To receive the Certificate in Healthcare Management, a student will complete the following five courses (15 credit hours):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 621</td>
<td>Sustainable Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 721</td>
<td>Legal &amp; Policy Aspect Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MBA 722</td>
<td>Healthcare Organizat &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>MBA 723</td>
<td>Healthcare Finance/Economics</td>
<td>3</td>
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Master of Business Administration

MBA

Program Philosophy

Linking current theory to practice, the Walsh University DeVille School of Business Master of Business Administration (MBA) program is designed to develop and refine interpersonal and analytical skills that are essential to planning, organizing, and controlling activities of contemporary organizations. The program’s primary theme is to improve an organization’s effectiveness through organizational and personal leadership. The intention is to provide the knowledge a leader needs for productive interaction and coordination with other persons across the organization.

To this end, leadership concepts and skills concerning organizational design and personnel behavior are explored and managerial and interpersonal skills are developed on a foundation of understanding across an organization’s functional areas. The foundation includes assessing and filling client requirements, controlling cash flows, developing efficient operations, and establishing and maintaining information systems.

The intent of the Walsh MBA Program is to develop a general understanding of such models and the capacity to adapt them to a specific organization. While the program explicitly acknowledges that an understanding of these areas of expertise is vital to the effective management of an organization, the focus is on developing leadership
talent able to identify and enhance cross-functional synergies, thereby improving overall organizational effectiveness.

**Program Learning Outcomes**

- Think critically and solve problems within organizations, supporting decisions with appropriate analytical and quantitative techniques.
- Demonstrate sustainable ethical organizational leadership capabilities.
- Demonstrate integrative professional and personal knowledge within a dynamic global business environment.
- Demonstrate advanced communication competencies within a business context.
- Demonstrate advanced knowledge in the core areas of business.
- Graduates demonstrate advanced knowledge in a specialized area of business.

**Areas of Specialty**

1. **Management**
   The MBA Management Specialty links current theory to practice and provides the knowledge a leader needs for productive interaction with others within the organization. The coursework develops and refines the qualitative leadership, quantitative, and analytical skills needed for a leader to plan effectively, organize, lead and control the activities of an organization.

2. **Healthcare Management**
   The MBA Healthcare Management Specialty is designed to create a balance between business knowledge and the unique aspects and demands of the healthcare management field. The specialty provides future leaders with a wide range of competencies and skills needed to advance or develop their careers in the rewarding field of healthcare management.

3. **Marketing**
   The Marketing Specialty combines the traditional area of marketing communications with e-commerce and other emerging social marketing opportunities to provide an understanding of the role and importance of the media and technology in forming a unique focus. This coursework prepares professionals to foresee changes in the marketplace and enable them to develop strategic and customer focused approaches in current and emerging businesses.

**Leadership Program**

Along with completing the MBA coursework, it is also important for MBA students to develop as leaders. As a result, the MBA Program requires that all MBA students complete the MBA Leadership Experience Practicum (hereafter referred to as the Practicum). The practicum is linked to Walsh University’s mission: educating students to become leaders in service to others. The two-part practicum is designed to fit in to each MBA student’s coursework.

The practicum will require each student to complete the “Sustainable Ethical Leadership” (MBA 621) course (which is a part of the MBA core curriculum courses). Following the completion of this MBA 621 course, each student will register for Part I of the practicum (MBA 631). Part I is a half-day program for in-class students and is also delivered online. It is comprised of a computer simulation, group facilitation discussion, and time for reflection. In addition, each student will be given the “Strength Finder” book, for use in Part II.

Part II (MBA 691) involves a one-on-one mentoring by a trained leadership mentor. The student and mentor will review Part I materials (reflection, demographic items, and Strength Finder results). Both will then develop a leadership action plan for the student to develop and advance his/her leadership.

**MBA Academic Guidelines**

**Admission Policy**

An applicant must have an earned undergraduate degree from an accredited undergraduate institution, earning a cumulative grade point average of 3.0 or higher. When the applicant has attended more than one undergraduate institution, a weighted average GPA will be calculated. An applicant who has graduated with a cumulative GPA of less than 3.0 is encouraged to apply, but will be subject to review by the MBA Admissions Review Committee.

**Foundational Knowledge**

Every applicant is required to demonstrate foundational knowledge in the functional areas of business (i.e., accounting, economics, finance, and quantitative techniques). Satisfying this requirement of foundational knowledge will be determined by the MBA Program, through an examination of the completed application (as outlined below), including the applicant's transcript(s) and professional experience.

Foundational knowledge in the functional areas of business may either be demonstrated by: an undergraduate business degree, significant and substantial prior business-related experience, or successful completion of the MBA Pathway.

**Application Process**

Prior to pursuing one of the following recommended paths toward admission, an applicant is required to officially apply to the MBA Program. Submitting the following materials as outlined in the admission process will constitute a “completed” application:

- Completed application form.
- Official undergraduate transcript(s) for any/all institutions attended and all other graduate transcripts (if applicable), sent directly from the applicant’s college(s) or university(ies) to the Walsh University Department of Graduate Admissions.
- Current resume.
- Demonstration of English language proficiency by applicants for whom English is a second language (if applicable).

**Calculation of Weighted-Average GPA**

For the purposes of the admission process, all undergraduate coursework will be used to calculate the adjusted weighted-average cumulative GPA.

**Paths to Admission**

There are two paths, along with the required demonstration of foundational knowledge, for admission into the MBA Program:

**Path #1**

An applicant with an earned Bachelor’s degree majoring in business and a weighted cumulative GPA of greater than or equal to 3.50 will receive full acceptance into the MBA Program.

**Path #2**

An applicant who holds an earned Bachelor’s degree with a major in business (with a weighted-average GPA of greater than or equal to 3.00 and less than 3.50) or an applicant who holds a Bachelor’s degree with a non-business major (with a weighted-average GPA of greater than 3.00)
having undergone the portfolio review by the MBA Program, may be recommended to complete the MBA Pathway course(s), take the GMAT, or be directly admitted into the MBA Program.

Please note: For non-business majors, applicants should not take the GMAT for admission into the Walsh MBA Program until approved as part of the application process.

**Course Waiver Policy**

An MBA student with an undergraduate business major may be considered for a waiver of an MBA core curriculum course corresponding to the student's undergraduate major(s). Granting of such a course waiver would be based upon the student's undergraduate GPA in his/her major. A waived course will be replaced by equivalent credit hours in graduate courses. All course waivers and substitutions must be approved by the program director.

**Registration Procedures**

There are 2 ways to register for classes:

- Through your MyWalsh University Portal. Once in your portal, you will have access to the schedule of classes and a PIN number to register.

OR

- Complete a registration form and return it to the Student Service Center for processing.

If you have any problems registering, please contact either Graduate Admissions or the MBA Program Coordinator.

**Categories of Graduate Students**

- **Matriculated**
  A matriculated student is a degree-seeking student who has met all admission requirements for the degree program.

- **Candidate**
  All MBA core and specialty coursework must be successfully completed ("B- or higher" with a cumulative GPA greater than 3.00) prior to taking the specialty-specific capstone course.

- **Non-Matriculated**
  A non-matriculated student is a student enrolled in a graduate course who has not completed admission requirements or who does not intend to pursue a graduate degree but wishes to enroll in graduate coursework for professional development. A non-matriculated student may enroll in a maximum of six (6) semester credit hours.

- **Certificate-Seeking**
  A certificate-seeking student is a post-baccalaureate student who is seeking a certificate, having met all of the certificate admission requirements.

**Completion of Core Curriculum Requirements**

MBA students are required to successfully complete ("B- or higher in all courses with an accumulated GPA of 3.0 or higher) all MBA core curriculum courses prior to taking specialty courses.

Any student who is enrolling in a specialty course before completing the core curriculum coursework may be administratively withdrawn from that specialty course unless prior approval was sought and received by the MBA Director.

**Capstone Course**

**Advancement to Candidacy**

A student that has completed all of the MBA core curriculum requirements and Part I of the practicum will be advanced to candidacy in the MBA Program. Advancement to candidacy is required before an MBA student can enroll in MBA specialty courses. Completion of Parts I and II of the practicum are required for graduation from the MBA Program.

Any student who is attending part-time that enrolls in the capstone course before completing all other coursework will be administratively withdrawn from the capstone course.

**Course load**

An MBA student may take up to four (4) credit-bearing MBA courses in any given semester - two (2) credit-bearing MBA courses per eight-week session. At no time may an MBA student take more than two (2) credit-bearing MBA courses in the same eight-week session.

[Note: It is acceptable for an MBA student to take a Leadership course (which is zero (0) credit hours) along with up to two (2) MBA courses.]

**Repeating Courses**

**MBA Pathway Courses**

A student must earn a grade of "B" or higher in each MBA Pathway course required for admission to the program. If a student earns a grade lower than "B," the student may repeat the course one time. If the earned grade in the second and final attempt is lower than a "B," the student will not be granted admission to the MBA Program.

**MBA Program Courses**

A student must earn a grade of "B-" or higher in each course required for graduation from the MBA Program. If an earned grade is lower than "B-" the student may repeat the course one time. Failure to receive a "B-" or higher in the second and final attempt will result in dismissal from the MBA Program.

**Transfer of Courses**

A student may transfer-in a maximum of nine (9) credit hours or three (3) courses as approved by the program director. These courses must be taken at an accredited MBA program. The student must submit course syllabi and other requested documentation as requested by the MBA Program. Requesting and submitting materials is no guarantee that courses may be accepted for transfer. Finally, transferred courses may only be accepted for core curriculum requirement — and not for specialty-specific courses.

**Academic Advising**

MBA students may consult with the MBA Program for advising at mbaprogram@walsh.edu. The Program's duties are to serve as consultant working with the student.

**Completion of a Second Specialty Area**

MBA students that would like to complete a second MBA specialty area must submit a Declaration of a Major Specialty form. The form can be acquired from and submitted to the Registrar's Office. In order to be included on the students' degree and noted on transcripts, this submission must be done before the last semester in which they will complete their first specialty area. In order to complete a second specialty area, students must complete four (4) separate and unique courses as required for the second specialty area - one of which must be the second specialty area capstone course.
Academic Incivility and Bullying Policy
Academic incivility is defined as rude and/or discourteous communication (written or verbal) or any behavior that is considered disruptive to the academic environment that includes (but is not limited to) the classroom, advising sessions, or any other setting or interaction. Bullying is an intentional action that may be verbal, written or behavioral in nature that is directed toward a student(s), student group, University faculty or staff, or any other individual related to the University and includes any action that:

- Causes physical or mental harm to another person
- Is persistent and severe enough in nature to cause an intimidating, abusive or threatening academic environment
- Includes cyber bullying which involves any electronically transmitted information via cell phone, Internet, social networking website or personal digital assistance (PDA) device.

Examples of bullying and incivility include but are not limited to threats, taunts, intimidation through words or behaviors, rumors, slurs, demeaning comments, innuendos, or purposeful exclusion from activities.

The DeVille School of Business expects its students to create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students and all others with dignity and respect.

Bullying, cyber bullying and incivility will not be tolerated by the DeVille School of Business. Any student who feels he/she is a victim of bullying or intimidation or witnesses such actions toward another should report the events to a faculty member, the MBA Director, or the Dean of the DeVille School of Business. All allegations will be investigated and if validated, appropriate actions will be taken.

Consequences of a confirmed case of bullying or incivility may include but are not limited to:

- Referral to the Dean of Students of Walsh University
- Counseling
- Diversity training
- Dismissal from the MBA Program
- Dismissal from Walsh University
- Legal action

Global Experience
While enrolled in the MBA program, students may participate in the MBA Program’s global experience(s). The student is advised to seek more information on global experiences from the MBA Program or the Office of Global Learning.

MBA Core Requirements
The MBA degree requires the successful completion of thirty-six (36) semester hours of coursework for a student who demonstrates all required competencies upon entry.

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<tr>
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<tr>
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MBA – Management Specialty degree requirements

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All incoming MBA students will be required to take MBA 621 in their first semester.

Required Specialty Courses
Must successfully complete all of the following:

- MBA 681 Global Business Conditions
- MBA 682 Managerial Accounting
- MBA 701 System & Organizational Design
- MBA 702 Quality & Performance Mgmt

Elective Specialty Courses
Must successfully complete one of the following:

- MBA 683 Not-For-Profit Accounting
- MBA 743 Social Media Marketing
- MBA 761 Entrepreneurship/Innovation

Specialty Capstone Course
After successfully completing all core, specialty and specialty elective courses:

- MBA 719 Strategic Management

Total Hours 36

MBA – Healthcare Management Specialty degree requirements

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Required Specialty Courses
Must successfully complete all of the following:

- MBA 702 Quality & Performance Mgmt
- MBA 721 Legal & Policy Aspect Hlthcare
- MBA 722 Healthcare Organizat & Systems
- MBA 723 Healthcare Finance/Economics

Elective Specialty Courses
Must successfully complete one of the following:

- MBA 683 Not-For-Profit Accounting
MBA 744 Services Marketing
MBA 761 Entrepreneurship/Innovation

Specialty Capstone Course
After successfully completing all core and specialty courses:
MBA 739 Healthcare Strategy

Total Hours 3

MBA – Marketing Specialty degree requirements

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Required Specialty Courses
Must successfully complete all of the following:
MBA 741 Marketing Research
MBA 742 Integrated Marketing Communica
MBA 743 Social Media Marketing
MBA 744 Services Marketing
MBA 745 Analytics for Bus Intelligence

Specialty Capstone Course
After successfully completing all core and specialty courses:
MBA 759 Marketing Strategy

Total Hours 36

Master of Business Admin (MBA)

MBA Pathway
This course covers two major themes of quantitative and economic principles that have required applications in key MBA courses. The first half of the course will focus on practical mathematical and statistical concepts that support critical analysis and business decision-making. Topics include modeling for optimization, basic descriptive statistics and probability distributions. The second half of the course supports general knowledge and understanding of economic problems and economic decision-making for business. The material covers micro and macro-economic principles, supply and demand elasticity, profit maximization and markets. All concepts are supported by the use of modern spreadsheet analysis tools.

This course represents a study of accounting fundamentals and financial decision-making concepts. The course will prepare students for Managerial Accounting and Financial Management of MBA program. Topics include, but are not limited to, financial statements and analysis, Cash Flow, Cost, Capital Budget, and Time Value Money concepts by applying the scientific calculator.

MBA 621 Sustainable Ethical Leadership 3 sem. hrs.
This course is designed to explore behavior in the modern business world from a professional ethical perspective. Particular current issues will form the basis of discussion and analysis. During the course, students will study ethics as a discipline and will explore it with an emphasis on the modern business environment. Cases and presentations will be used to provide a better understanding of concepts and principles that determine managerial ethics in real-life situations. This course will explore the application of moral theory to management decision-making with special emphasis on the Catholic moral tradition in adherence to Ex Corde Ecclesiae (1990). Cross listed as MBA526 for BA/MBA students

MBA 622 Organ Behavior & Communication 3 sem. hrs.
In this course, students examine essential management, organizational behavior and communication theories. Topics include: motivation, conflict management and resolution, groups and teams, and communication. This course is designed to explore how these elements impact the practical application of behavioral science theories with respect to solving complex management problems in a diverse, global environment. Cross listed as MBA526 for BA/MBA students

MBA 623 Financial Accounting & Mgmt 3 sem. hrs.
This course examines the practices required to effectively manage an organization's financial resources. This course explores financial analysis and budgeting techniques with an orientation towards development, analysis, and interpretation of historical, present, and projected performance measures. This course will explore a firm's financing strategies and its access to a variety of capital sources, a firm's optimal capital structure, and effective resource allocation and investment strategies. Specific topics include: financial statement analysis, pro forma analysis, operating budgets, capital budgeting, insourcing and outsourcing, capital structure, and cost of capital.

MBA 624 Marketing 3 sem. hrs.
This course explores the applications of marketing theories and concepts used throughout various types of organizations including manufacturing, service, nonprofit, and government entities. Topics include marketing strategy and planning, market segmentation, consumer behavior, branding, product and service development, and international marketing. Cross listed as MBA526 for BA/MBA students.

MBA 625 Information Systems 3 sem. hrs.
This course focuses on various information and communications technologies. Students will examine how information systems are used to solve problems, manage data, and make better business decisions. Topics include management information systems, data-bases, ERP systems, cloud computing, and information privacy.

MBA 626 Applied Org Research&Analysis 3 sem. hrs.
This course provides students with an overview of statistical concepts and research methods used by for-profit and not-for-profit organizations. Students gain an understanding of research problem formulation, research design, sampling methods, analytic and descriptive survey questionnaires, qualitative versus quantitative data collection, and evaluation and interpretation of descriptive and inferential statistics by performing their own research. The course includes consideration of the use of research methods in program evaluation and outcome studies. This course further emphasizes the importance of integrating research into the business setting to the benefit of students and the overall business profession. Cross listed as MBA526 for BA/MBA students.
MBA 631 Leadership Exp Practicum I 0 sem. hrs.
This course includes a leadership simulation, a facilitated group discussion and time for reflection. It is intended to provide the basis for the student to complete reflective leadership documents. This course must be completed prior to the student taking any specialty courses. Prerequisite: MBA621.

MBA 681 Global Business Conditions 3 sem. hrs.
This course explores the fundamentals of business conditions analysis: the analysis of the external factors that have significant impact on organizational performance. The course is intended to help students develop a better understanding of the domestic and global environments in which corporations operate. Cultural, social, political/legal, technological, economic and competitive issues are examined within the context of a business environment.

MBA 682 Managerial Accounting 3 sem. hrs.
This course is a study of management accounting problems and issues in a complex and changing business environment. This course will enable managers to organize, direct, and adjust daily operations through performance reports comparing planned and actual results. Specific topics include: job order costing, process costing, activity based costing, the Cost of Goods Manufactured Statement, variances, and cost estimation.

MBA 683 Not-For-Profit Accounting 3 sem. hrs.
This course explores the accounting for hospitals and voluntary health and welfare organizations. Specific topics include: financial statements and government reporting for non-profit entities, as well as Statements of Financial Position, Activities, and Functional Expenses.

MBA 691 Leadership Exp Practicum II 0 sem. hrs.
This course includes a leadership coaching session. Prior to the session, the student will have completed all leadership reflective documents as identified. The student will then contact and meet with the leadership coach. This course must be completed as a requirement for graduation. Prerequisite: MBA631.

MBA 701 System & Organizational Design 3 sem. hrs.
In this course, students examine the interactions among organizational resources and technologies, organization design, management practices and external forces from a macro-organizational perspective. Topics include: the interrelation of system design, work design and management theory; as well as an overview of organizational theory and design – what organizations are, how they are designed, how they operate and how they can be changed and improved through organization design. Study concentrates on organizations as systems and managerial, technical, structural, and cultural subsystems as they relate to the broader environment.

MBA 702 Quality & Performance Mgmt 3 sem. hrs.
In this course, students examine quality management as it provides the means for the organization to define its culture and support the constant attainment of stakeholder satisfaction through an integrated system of tools, techniques and training. Concepts and practices to effectively manage, measure and improve organizational performance are also examined. Topics include: a comparative analysis of influential quality theorists such as Deming, Crosby, Taguchi and others; application of various continuous improvement techniques, definition and development of individual, group and organization-level performance indicators and performance improvement systems.

MBA 719 Strategic Management 3 sem. hrs.
In this capstone course, students focus on the perspective and skills of the general manager. The purpose of this course is to provide practice in diagnosing and identifying realistic solutions to complex strategic and organizational problems. The course builds on previous coursework by providing an opportunity to integrate various functional areas and by providing a total business perspective. Topics include: an overview of strategic management, the process of choosing and defining purposes and objectives, identifying internal and external environmental factors relevant to strategic management, formulating and implementing a viable strategy and monitoring strategic performance. The course focuses on relationships among the firm, its strategy, and its environment; why firms choose certain businesses; which business strategies are successful; and how firms can change in response to a dynamic environment.

MBA 721 Legal & Policy Aspect Hlthcare 3 sem. hrs.
Focus of this course is on current health care laws and policies. This course examines the complex issues in the healthcare industry such as healthcare liability, malpractice, healthcare insurance, disclosure of patient information, patient and provider relationships and government roles in the healthcare industry.

MBA 722 Healthcare Organizat & Systems 3 sem. hrs.
This course explores the health care internal and external environments and their impacts on organizational design and structure and the decision-making process. Topics include healthcare institutions such as hospitals, long-term care facilities, and the role of the government in patient care.

MBA 723 Healthcare Finance/Economics 3 sem. hrs.
This course explores healthcare specific financial policies and issues, analytical framework and economic transformation for financial decisions (such as investment and working capital), methods of financial management, insurance coverage and financing. In addition, the course focuses on the ability to apply economic and population health models to address health service issues and problems.

MBA 739 Healthcare Strategy 3 sem. hrs.
This course explores the integrative and cross-functional nature of strategy and decision-making in the health services sector. Topics include principles, concepts and theories from strategic planning, as well as an integrative approach linking strategy with marketing, human resources management, accounting, finance, and operations management.

MBA 741 Marketing Research 3 sem. hrs.
This course focuses on the stages of the marketing research process and how this process plays a part in the overall development of marketing strategy for organizations. Topics include research design, qualitative and quantitative research techniques, data collection, survey design, sampling, statistical analysis, hypothesis testing, and research reporting.

MBA 742 Integrated Marketing Communications 3 sem. hrs.
This course evaluates the components of an integrated marketing communications (IMC) program and strategies to develop IMC effectiveness within organizations. Topics include advertising, public relations, personal selling, sales promotion, direct marketing, and social media.

MBA 743 Social Media Marketing 3 sem. hrs.
This course introduces students to the social media marketing industry, its operations, context, and technology. Topics include online social networks, consumer-generated advertising and reviews, blogs, e-mail, viral marketing, and international implications.
MBA 744 Services Marketing 3 sem. hrs.
This course examines the unique aspects and attributes of services marketing within the larger marketing and marketing strategy contexts. Topics include delivering value, the service experience, customer satisfaction, pricing of services, and service recovery.

MBA 745 Analytics for Bus Intelligence 3 sem. hrs.
This course provides review of business analytics and advanced business intelligence concepts. The emphasis is on conceptual understanding as well as conducting statistical analyses using available application programs utilized within the business enterprise. Students gain an understanding of the key methods of predictive analytics and analytics-driven solutions to facilitate decisions and actions. This course will practice these methods with hands-on analyses of real datasets. Topics include an introduction to business analytics, uses of statistical data, statistical and quantitative analysis, exploratory and predictive modeling, and analytics driven solutions.

MBA 759 Marketing Strategy 3 sem. hrs.
This capstone course combines marketing concepts learned in previous marketing and other MBA courses into an integrative and application-oriented learning experience. Topics include strategy, consumer research, consumer behavior, segmentation, new product development, integrated marketing communications (IMC), and services marketing.

MBA 761 Entrepreneurship/Innovation 3 sem. hrs.
This course focuses on developing innovative solutions to real-world business problems and creating new business opportunities. Topics include developing and formulating new and creative business ideas, identifying the market needs and planning business opportunities, and assessing the typical operating and administrative issues.

MBA 779 Entrepreneurship Strategy 3 sem. hrs.
This capstone course provides students with the opportunity to sharpen their leadership skills, work within a team setting, and implement the tools and skills developed in the core curriculum. Topics include developing a business plan for a new venture, focusing on the tools and concepts necessary for a career as an entrepreneur, and understanding the driving focus of entrepreneurial success and failure.
The Gary and Linda Byers School of Nursing

Dr. Judy Kreye, Interim Dean
Dr. Janet Finneran, Graduate Program Director

Program Philosophy
The Nursing Graduate Programs at Walsh University prepare nurses to assume leadership positions in a variety of advanced roles. We believe that it is the responsibility of the faculty to provide an environment that stimulates the learner to think critically, communicate effectively and act compassionately. We hold to the ideal of providing quality care to clients and fulfilling our responsibility as contributing members of the profession and society.

Program Goals
To provide excellence in nursing education grounded in the human experience. The Gary and Linda Byers School of Nursing prepares the graduate to practice nursing within the framework of Judeo-Christian values promoting health in diverse communities.

- Doctor of Nursing Practice (p. 34)
- Master of Science in Nursing (p. 35)
  - Adult Gerontology Acute Care Nurse Practitioner Track (p. 36)
  - Family Nurse Practitioner Track (p. 38)
  - Nurse Educator Track (p. 37)
- Family Nurse Practitioner Certificate Program (p. 39)
- Nursing Education Certificate Program (p. 40)
- Nursing R.N. - M.S.N. for the Registered Nurse (p. 34)
- Nurse Educator Track (p. 37)
- Family Nurse Practitioner Certificate Program (p. 39)
- Nursing Education Certificate Program (p. 40)
- Nursing R.N. - M.S.N. for the Registered Nurse (p. 34)

Doctor of Nursing Practice (DNP)

Program Philosophy
The Nursing Graduate Programs at Walsh University prepare advanced generalist nurses to assume leadership positions in a variety of roles. We believe that it is the responsibility of the faculty to provide an environment that stimulates the learner to think critically, communicate effectively and act compassionately. We hold to the ideal of providing quality care to clients and fulfilling our responsibility as contributing members of the profession and society.

Program Goals
To provide excellence in nursing education grounded in the human experience. The Gary and Linda Byers School of Nursing prepares the graduate to practice nursing within the framework of Judeo-Christian values promoting health in diverse communities.

Program Outcomes
The goal of the DNP program is to prepare graduates that are leaders in nursing practice. As a graduate of the DNP program the student will be able to:

1. Practice at the highest level of clinical nursing by integrating and applying knowledge from the sciences within the fields of organizational management, ethics, health policy, and information technology.
2. Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care
3. Apply analytical skills and translational science methodologies to practice-focused scholarship
4. Provide leadership in interdisciplinary collaborative teams to improve health outcomes for individuals, populations, and systems
5. Utilize strategies of risk reduction, illness prevention, health promotion, and health maintenance for individuals and populations
6. Develop skill in the analysis and shaping of health care policy that shapes health
7. Demonstrate skill in the application of ethical decision-making frameworks to resolve ethical dilemmas

Areas of Concentration
Walsh’s DNP curriculum builds on traditional master’s programs by providing education in evidence-based practice, quality improvement, and systems leadership, among other key areas. Each student is challenged to develop the skills and knowledge necessary to meet client needs in a variety of health care settings.

Doctorate of Nursing Practice (Post Masters) Academic Guidelines

Admission Requirements
1. A current unencumbered Registered Nurse license(s). Two years of experience as a Registered Nurse is preferred.
2. Official transcripts documenting a baccalaureate degree in Nursing (and master’s degree if applicable) from a program accredited by a national organization responsible for nursing accreditation (Accreditation Commission for Education in Nursing (ACNE), Commission on Collegiate Nursing Education (CCNE) or their equivalent). Transcripts should document a minimum 3.0 cumulative grade point average on a 4.0 scale on all undergraduate and graduate coursework.
3. Completion of an undergraduate or graduate Statistics course.
4. Two professional letters of recommendation supporting the applicant’s potential for success in the Doctoral program from graduate prepared nurses or faculty members who can address the applicant’s potential. Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
5. Resume or CV with your application that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors and awards.
6. An essay of a maximum of 1000 words that addresses the following:
   a. Discuss a person, incident, or experience in your life that impacted your decision to become an advanced practice nurse who will care for a diverse population of patients.
   b. All students contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a
personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of the profession and the mission of Walsh University.

c. Describe how your personal strengths, experiences, and aptitude will contribute to your success in graduate school (community service, leadership experience, nursing experience).

d. Explain the academic challenges, success, or obstacles in your life that impacted the ability to achieve your goals.

e. Describe how the DNP degree will impact your practice as a clinical leader.

7. Confirmation of clinical hours completed in Master's program.

*Based on submitted admission materials, the graduate admissions committee may require an interview.

Registration Procedures

New students are given instructions on how to register with their acceptance letter. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan. For the remainder of the program students are responsible for registering for their own classes. The process is as follows:

• Graduate students may register on-line via the Walsh University Cavalier Center (www.walsh.edu) To register on-line, the student must obtain an alternate PIN from their assigned academic advisor and resolve any holds that may prevent registration.

• Obtain a form from the website (www.walsh.edu). Click on “Academics” and scroll down to the “Office of the Registrar” link. Scroll down to the link “forms” and then on “Graduate Registration Form”. Download a copy and fax (330) 490-7372, mail or present the completed form to the Registrar’s Office (located in Farrell Hall).

Academic Advising

Upon admission to the DNP program, the student is assigned to a graduate faculty member who will work with the student to develop a curriculum plan. Students are encouraged to meet with their advisors prior to registration each semester to confirm their program plan. Upon development of the DNP Proposal, students are then assigned to an advisor who will work with them throughout the program on the DNP Scholarly project.

Maintaining Quality and Rigor in the Walsh DNP Program

According to the AACN DNP Roadmap Task Force Report. (October 20, 2006) Quality and rigor in DNP programs requires that the curriculum focuses on "providing leadership for evidence-based practice. This requires competence in translating research in practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions, and program evaluation."

The post master's DNP curriculum is designed to include the higher level and expanded content defined in the DNP Essentials. However, consideration will also be given to the variability that exists in master's level nursing programs. Therefore, faculty will need to assess each candidate’s previous educational program to determine the unique learning experiences required to meet the end-of-program competencies.

DNP Scholarly Project

All Walsh Byers School of Nursing Doctor of Nursing Practice (DNP) students must complete a DNP Scholarly project. The project is a faculty-guided scholarly experience that provides evidence of critical thinking ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a problem significant to nursing practice.

Students will follow the American Association of Colleges of Nursing's (AACN) DNP Essentials for "Clinical Scholarship and Analytical Methods for Evidenced-Based Practice" www.aacn.nche.edu/DNP/pdf/ Essentials.pdf (http://www.aacn.nche.edu/DNP/pdf/). The DNP program consists of a minimum of 38 credits beyond the master's-level specialty content. The core and research courses are taken by all students. After completing the core and research courses, students move into specialty content that will support the completion of the residency practicum and DNP Scholarly project.

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>NURS 718</td>
<td>Health Informatics</td>
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<tr>
<td>NURS 702</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Biostatistic for Outcomes Eval</td>
<td>3</td>
</tr>
<tr>
<td>NURS 705</td>
<td>App of Epidemiol to Hlth Serv</td>
<td>3</td>
</tr>
<tr>
<td>NURS 708</td>
<td>Translat Evid to Clin Pract</td>
<td>2</td>
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<tr>
<td>NURS 710</td>
<td>NursLead Rol/Eth in ComHlthSys</td>
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<tr>
<td>NURS 715</td>
<td>Clinical in Advanced Specialty ¹</td>
<td>3</td>
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<tr>
<td>NURS 721</td>
<td>Mgmt for Qual Imp/Hlth Care</td>
<td>3</td>
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<td>NURS 725</td>
<td>Adv Leader in Clin Practice</td>
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Capstone Project Courses

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NURS 730</td>
<td>Residency Practicum</td>
</tr>
<tr>
<td>NURS 731</td>
<td>DNP Scholarly Project</td>
</tr>
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</table>

Total Clinical Hours: 530 ¹

Total Credit Hours: 38-45

¹ Depending on the number of clinical hours that a student had in their master's degree program, some students may require an additional number of clinical practice hours post masters to reach the minimum number of hours mandated by the AACN for a DNP degree. AACN requires the DNP graduate to have a minimum of 1000 clinical practicum hours post-baccalaureate.

Master of Science in Nursing Program Philosophy

The Nursing Graduate Programs at Walsh University prepare nurses to assume leadership positions in a variety of advanced roles. We believe that it is the responsibility of the faculty to provide an environment that stimulates the learner to think critically, communicate effectively and act compassionately. We hold to the ideal of providing quality care to clients.
and fulfilling our responsibility as contributing members of the profession and society.

**Program Goals**

To provide excellence in nursing education grounded in the human experience. The Gary and Linda Byers School of Nursing prepares the graduate to practice nursing within the framework of Judeo-Christian values promoting health in diverse communities.

**Program Outcomes**

Graduates of the MSN program will:

1. Demonstrate competent, safe care of clients based on a synthesis of knowledge and principles from nursing and related disciplines.
2. Utilize nursing research as the foundation for evidence based practice and to support nursing education.
3. Exhibit leadership skills as a central figure in the interdisciplinary health care team for the improvement of patient care and education.
4. Analyze legal and ethical issues impacting health care delivery systems and education and act as change agents for the improvement of patient care and nursing education.
5. Demonstrate advanced clinical skills in the professional role of an advanced practice nurse or educator.

**The Master of Science in Nursing Academic Guidelines**

**Admission Requirements**

1. A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
2. Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (Accreditation Commission for Education in Nursing (ACNE), Commission on Collegiate Nursing Education (CCNE) or their equivalent). Transcripts should document a minimum 3.0 cumulative grade point average on a 4.0 scale on all undergraduate coursework.
3. Completion of an undergraduate or graduate Statistics course.
4. Two professional letters of recommendation supporting the applicant’s potential for success in the Master’s program from graduate prepared nurses or faculty members who can address the applicant’s potential. Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
5. Resume or CV with your application that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors and awards.
6. An essay of a maximum of 1000 words that addresses the following:
   a. Discuss a person, incident, or experience in your life that impacted your decision to become an advanced practice nurse or nurse educator who will care for a diverse population of patients.
   b. All students contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of the profession and the mission of Walsh University.
   c. Describe how your personal strengths, experiences, and aptitude will contribute to your success in graduate school (community service, leadership experience, nursing experience).
   d. Explain the academic challenges, success, or obstacles in your life that impacted the ability to achieve your goals.

*Based on submitted admission materials, the graduate admissions committee may require an interview.

**Areas of Concentration**

Walsh University’s Master’s Program in Nursing prepares post-baccalaureate Registered Nurses for an advanced career as a Nurse Educator, Family Nurse Practitioner or Adult Gerontology Acute Care Nurse Practitioner.

**Global Experience**

While enrolled in the program, students may participate in the Byers School of Nursing’s global experience(s). The student is advised to seek more information on global experiences from the Graduate Program Director or the Office of Global Learning.

**Adult Gerontology Acute Care Nurse Practitioner Track**

**Adult Gerontology Acute Care Nurse Practitioner Track**

As part of Walsh University’s Master of Science in Nursing program, the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) track meets the health care needs of the acutely ill person by providing the following services, in congruence with the AGACNP competencies established by the American Association of Critical-Care Nurses (AACN) (2012):

- Direct health care services, ranging from disease prevention to acute and critical care management
- Health promotion, health protection, disease prevention, and treatment
- Assessment and diagnosis of health status
- Synthesis of data to assist clinical decision making
- Creating and implementing plans of care
- Educator of patients, families, and other health care professionals

The AGACNP functions in an acute care environment, typically defined as the hospital setting, but is inclusive of specialty clinics, home care, emergency departments, rehabilitation centers, and beyond. The AGACNP must be nationally certified in order to be classified as an Advanced Practice Registered Nurse (APRN).

Walsh University’s AGACNP track was developed with direct input from current, nationally-certified, and licensed nurse practitioners from a variety of subspecialties. The content is focused on care of the acutely ill adult and utilizes a variety of methods to immerse the student in an adaptive, comprehensive learning environment. Students will be required to complete a minimum of 650 clinical hours with an eligible preceptor. Four rotations are required, including internal medicine, cardiology, critical care, and palliative care/hospice.
The Adult Gerontology Acute Care Nurse Practitioner Track objectives are to:

1. Demonstrate competent and safe care of the acutely ill adult gerontology patient and population, ranging from health promotion to disease prevention, to maintenance and stabilization of complex acute and chronic conditions.
2. Synthesize theoretical, scientific, and evidence-based clinical knowledge for the assessment and management of adult and aging patients with acute, chronic, and critical conditions.
3. Analyze situations to improve quality of care through consultations and collaborations with other professions.
4. Demonstrate leadership skills through a commitment to the implementation, preservation, and evolution of the adult-gerontology acute care nurse practitioner role and advocate for health policies that positively affect APRN practice.
5. Provide culturally competent care with respect to cultural and spiritual beliefs and make health care resources available to patients from diverse cultures.

Adult Gerontology Acute Care Nurse Practitioner Track Guidelines

Admission Policy

Participants enrolled in the Adult Gerontology Acute Care Nurse Practitioner program must comply with the Byers School of Nursing, Graduate admissions requirements.

Program Delivery

The Adult Gerontology Acute Care Nurse Practitioner program is offered using a distance learning methodology* and requires students to be on campus for two intensives.

Registration Procedures

New students are given instructions on how to register with their acceptance letter. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan. For the remainder of the program students are responsible for registering for their own classes. The process is as follows:

- Graduate students may register on-line via the Walsh University Cavalier Center (www.walsh.edu) To register on-line, the student must obtain an alternate PIN from their assigned academic advisor and resolve any holds that may prevent registration.
- Obtain a form from the website (www.walsh.edu). Click on “Academics” and scroll down to the “Office of the Registrar” link. Scroll down to the link “forms” and then on “Graduate Registration Form”. Download a copy and fax (330) 490-7372, mail or present the completed form to the Registrar’s Office (located in Farrell Hall).

*Online refers to the definition from the Higher Learning Commission: Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

### Adult Gerontology Acute Care Nurse Practitioner Track

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<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>NURS 600</td>
<td>Theoretical Devel of Nurs Sci</td>
<td>3</td>
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<tr>
<td>NURS 601</td>
<td>Research Meth/Evid Based Pract</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603</td>
<td>Prof Role Dev/Ethical Issues</td>
<td>3</td>
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<tr>
<td>NURS 606</td>
<td>Hlth Care Policy,Organ/ Financ</td>
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<thead>
<tr>
<th>Practice Application Courses (14 Credit Hours)</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology</td>
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<td>NURS 612</td>
<td>Advanced Pharmacology</td>
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<td>NURS 614</td>
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<tr>
<td>NURS 618</td>
<td>Health Informatics</td>
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<tr>
<td>NURS 640</td>
<td>Clini Assessment &amp; Management</td>
</tr>
<tr>
<td>NURS 671</td>
<td>Intensive I</td>
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<tr>
<td>NURS 672</td>
<td>Intensive II</td>
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<tr>
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<tbody>
<tr>
<td>NURS 662 AGACNP Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 664 Adult Gerontology Acute Cre I</td>
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<tr>
<td>NURS 665 Adult Gerontology Acute Cre II</td>
<td>5</td>
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<tr>
<td>NURS 667 Adult Gerontology Acute Cr III</td>
<td>3</td>
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<tr>
<td>NURS 668 AGAC Capstone I</td>
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</tr>
<tr>
<td>NURS 669 AGAC Capstone II</td>
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</table>

Total Clinical Hours: 650

| Total Hours | 45 |

### Nurse Educator Track

#### Nurse Educator Track

The Byers School of Nursing, Nurse Educator Track is designed for nurses who wish to gain knowledge, skills and expertise related to teaching in nursing.

The Nurse Educator Track objectives are to:

1. Utilize nursing and education research to create teaching strategies designed to support nursing education in a dynamic learning environment.
2. Exhibit leadership skills as a significant figure in the interdisciplinary health care team for the improvement of nursing education.
3. Analyze legal, ethical, and regulatory issues impacting health care delivery systems and education systems for the improvement of nursing education.
4. Engage in scholarship activities within the nurse educator role.

#### Nurse Educator Track Guidelines

Admission Policy

Participants enrolled in the Nurse Educator track must comply with the Byers School of Nursing graduate admission requirements.

Program Delivery

The Nurse Educator track is offered using a distance learning methodology*. 

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<td></td>
<td>Theoretical Devel of Nurs Sci</td>
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<tr>
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<tr>
<td>NURS 668 AGAC Capstone I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 669 AGAC Capstone II</td>
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</table>

Total Clinical Hours: 650

| Total Hours | 45 |
Family Nurse Practitioner Track

Family Nurse Practitioner Track

Family Nurse Practitioner Track

The Byers School of Nursing Family Nurse Practitioner (FNP) Track allows students to expand their scope of practice to include care of individuals across the lifespan. The program includes didactic and clinical experiences that focus on the primary care needs of individuals, families, and communities. Upon completion of the program, students are eligible to sit for a national Family Nurse Practitioner Certification Exam.

The Family Nurse Practitioner Track objectives are to:
1. Demonstrate personal, collegial, and collaborative approaches that enhance the family nurse practitioner’s effectiveness in working in an interprofessional manner.
2. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states, health promotion, health protection, disease prevention, and treatment of all patients including those with multiple chronic conditions.
3. Ensure quality of care through consultations and collaboration with other professionals.
4. Analyze situations to improve health outcomes for patients, communities, and systems by overseeing and directing the delivery of clinical services within an interprofessional system of health care.
5. Translate knowledge and psychomotor skills to enhance patients’ ability for self-care through advocating, modeling, and teaching.
6. Demonstrate a commitment to the implementation, preservation, and evolution of the family nurse practitioner role as well as build interprofessional relationships to provide optimal care to the patient.
7. Provide culturally competent care with respect to cultural and spiritual beliefs and make health care resources available to patients form diverse cultures.

Family Nurse Practitioner Track Guidelines

Admission Policy
Participants enrolled in the Family Nurse Practitioner program must comply with the Byers School of Nursing, Graduate admissions requirements.

Program Delivery
The Family Nurse Practitioner Track is offered using a distance learning methodology and requires students to be on campus for two intensives.

Registration Procedures
New students are given instructions on how to register with their acceptance letter. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan. For the remainder of the program students are responsible for registering for their own classes. The process is as follows:

- Graduate students may register on-line via the Walsh University Cavalier Center (www.walsh.edu). To register on-line, the student must obtain an alternate PIN from their assigned academic advisor and resolve any holds that may prevent registration.
- Obtain a form from the website (www.walsh.edu). Click on “Academics” and scroll down to the “Office of the Registrar” link. Scroll down to the link “forms” and then on “Graduate Registration Form”. Download a copy and fax (330) 490-7372, mail or present the completed form to the Registrar’s Office (located in Farrell Hall).

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Nurse Educator Track

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<tr>
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<tbody>
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<td>NURS 600</td>
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<td>NURS 601</td>
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<td>NURS 603</td>
<td>Prof Role Dev/Ethical Issues</td>
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<td>NURS 614</td>
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<td>NURS 616</td>
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<td>NURS 617</td>
<td>Sem in Prof Development (2 sem. hours)</td>
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<td>NURS 618</td>
<td>Health Informatics (project hours)</td>
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<td>NURS 619</td>
<td>Practicum in Nurs Prof Develop (3 sem. hours) (150 clinical hours)</td>
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Expert Knowledge (11 Credit Hours)

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<tr>
<td>NURS 630</td>
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</tr>
<tr>
<td>NURS 631</td>
<td>Curr Design in Nurs Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 632</td>
<td>Teach Strateg in Nursing Educ</td>
<td>2</td>
</tr>
<tr>
<td>NURS 635</td>
<td>Practicum in Nurs Education (160 clinical hours)</td>
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</table>

Total Clinical Hours: 310

Total Hours: 40

1 NURS 617 and NURS 619 are required for Professional Development Students and take the place of NURS 615 and NURS 616
The Post-Master’s Family Nurse Practitioner (FNP) Certificate Program objectives are to:
1. Demonstrate personal, collegial, and collaborative approaches that enhance the family nurse practitioner's effectiveness in working in an interprofessional manner.
2. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states, health promotion, health protection, disease prevention, and treatment of all patients including those with multiple chronic conditions.
3. Ensure quality of care through consultations and collaboration with other professions.
4. Analyze situations to improve health outcomes for patients, communities, and systems by overseeing and directing the delivery of clinical services within an interprofessional system of health care.
5. Translate knowledge and psychomotor skills to enhance patient’s ability for self-care through advocating, modeling, and teaching.
6. Demonstrate a commitment to the implementation, preservation, and evolution of the family nurse practitioner role as well as build interprofessional relationships to provide optimal care to the patient.
7. Provide culturally competent care with respect to cultural and spiritual beliefs and make health care resources available to patients from diverse cultures.

Target Audience
- Nurses who are DNP or PhD graduates or students who wish to gain expertise as a Family Nurse Practitioner.
- Master’s students within any other track of Walsh’s Master’s Nursing program.
- Post-Master’s nurses with clinical expertise who are seeking advanced education for preparation for the Family Nurse Practitioner role.

Features of the Program
- Access to excellent faculty with real-world teaching experiences.
- The Post-Graduate FNP Certificate program allows Master’s prepared nurses to expand their scope of practice to include care of individuals across the lifespan. The program includes didactic and clinical experiences that focus on the primary care needs of individuals, families, and communities.
- Option to participate in global experience opportunity.

Global Experiences
While enrolled in the certificate program, students may participate in the Byers School of Nursing's global experience(s). The student is advised to seek more information on global experiences from the Graduate Program Director of the Office of Global Learning.

Certificate Academic Guidelines

Admission Policy
Participants enrolled in the Post-Master’s Family Nurse Practitioner Certificate program must comply with The Byers School of Nursing Graduate admission requirements.
Program Delivery
The Post-Master's Family Nurse Practitioner Certificate program is offered using a distance learning methodology*. Students are required to be on campus for two intensives.

Registration Procedures
Students enrolling in coursework for their first semester may register by completing a Graduate Registration Form. This form may be found either in the Student Service Center in Farrell Hall or downloaded from the file gallery on our website (www.walsh.edu/forms4). Complete, sign and do one of the following (you do not need an advisor’s signature):

- Bring this form to Graduate Admissions, Barrette Business Center Room #139.
- Scan and email to adice@walsh.edu or Fax the form to 330-244-4680.
- You may also mail this form to:
  Walsh University, Student Service Center
  2020 East Maple Street
  North Canton, OH 44720-3336
  Attn: Graduate Admissions

Certificate students who have completed at least one semester in the program are strongly encouraged to utilize the Cavalier Center to register.

*Online refers to the definition from the Higher Learning Commission: Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

Certificate Requirements
To receive the Post-Master’s Family Nurse Practitioner Certificate, a student will complete the following curriculum:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NURS 612</td>
<td>Advanced Pharmacology ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 642</td>
<td>Clinical Pharmacology¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 640</td>
<td>Clin Assessment &amp; Management ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 641</td>
<td>FNP I: Care of Adult/Gero Cl²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 643</td>
<td>FNP II: Care of Child/Adoles²</td>
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</tr>
<tr>
<td>NURS 645</td>
<td>FNP III: Care of Women²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 647</td>
<td>FNP IV: Clients Mult Chron Cond</td>
<td>6</td>
</tr>
<tr>
<td>NURS 649</td>
<td>FNP V: Care of Fam Pri Care</td>
<td>5</td>
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<tr>
<td>Total Credit Hours 24-38</td>
<td></td>
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</tr>
</tbody>
</table>

¹ Courses may be waived for advanced practice nurses with prescriptive authority and current practice.

² Courses may be waived for currently certified practicing nurse practitioners in specialty practice (adult, women’s health, pediatrics, nurse midwifery).

Nursing Education Certificate Program
Post-Master’s Nursing Education Certificate Program
The Byers School of Nursing Certificate Program in Nursing Education is designed for nurses who wish to gain knowledge, skills and expertise related to teaching in nursing. The five course program consists of courses within the Masters of Nursing Education track and an elective from the Division of Education.

The Post-Master’s Nursing Education Certificate Program objectives are to:
1. Utilize nursing and education research to create teaching strategies designed to support nursing education in a dynamic learning environment.
2. Exhibit leadership skills as a significant figure in the interdisciplinary health care team for the improvement of nursing education.
3. Analyze legal, ethical, and regulatory issues impacting health care delivery systems and education systems for the improvement of nursing education.
4. Engage in scholarship activities within the nurse educator role.

Target Audience
- Nurses who are DNP or PhD graduates or students who wish to gain expertise as a nursing educator
- Master students within any other track of Walsh’s Master’s Nursing program (FNP)
- Post-master’s nurses with clinical expertise who are seeking advanced education in preparation for the role of Nurse Educator.

Global Experience
While enrolled in the program, students may participate in the Byers School of Nursing’s global experience(s). The student is advised to seek more information on global experiences from the Graduate Program Director or the Office of Global Learning.

Certificate Academic Guidelines

Admission Policy
Participants enrolled in the Nursing Education Certificate program must comply with The Byers School of Nursing Graduate admission requirements.

Program Delivery
The Nursing Education Certificate program is offered using a distance learning methodology*.

Registration Procedures
New students are given instructions on how to register with their acceptance letter. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan. For the remainder of the program students are responsible for registering for their own classes. The process is as follows:

- Graduate students may register on-line via the Walsh University Cavalier Center (www.walsh.edu) To
Admissions Requirements

1. The student must meet all admission requirements for the RN-BSN program and be admitted to that program.
2. To be admitted to the RN-MSN track, the applicant will have successfully completed the following courses: chemistry, statistics, NURS 300RN, NURS 302RN, NURS 340RN, NURS 420RN and NURS 430RN, in the RN-BSN program and meet the admission requirements for the MSN program. The student may apply to the RN-MSN track upon successful completion of three of the five RN-BSN courses listed above.

Admissions Criteria for the Masters of Science in Nursing Program

1. A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
2. Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (Accreditation Commission for Education in Nursing (ACNE), Commission on Collegiate Nursing Education (CCNE) or their equivalent). Transcripts should document a minimum 3.0 cumulative grade point average on a 4.0 scale on all undergraduate coursework.
3. Completion of an undergraduate or graduate Statistics course.
4. Two professional letters of recommendation supporting the applicant's potential for success in the Master's program from graduate prepared nurses or faculty members who can address the applicant's potential. Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
5. Resume or CV with your application that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors and awards.
6. An essay of a maximum of 1000 words that addresses the following:
   a. Discuss a person, incident, or experience in your life that impacted your decision to become an advanced practice nurse or nurse educator who will care for a diverse population of patients.
   b. All students contribute to the creation of a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of the profession and the mission of Walsh University.
   c. Describe how your personal strengths, experiences, and aptitude will contribute to your success in graduate school (community service, leadership experience, nursing experience).
   d. Explain the academic challenges, success, or obstacles in your life that impacted the ability to achieve your goals.

*Based on submitted admission materials, the graduate admissions committee may require an interview.

Once admitted to the MSN Program the new RN-MSN student must follow all policies as posted in the MSN Handbook.

Return to the RN-BSN Track

The student may return to the traditional RN-BSN track at any point and finish the traditional RN-BSN requirements using all credits earned from the graduate level coursework (NURS 601, NURS 610 and NURS 614).

If the student decides to continue with the three graduate courses, he/she must also register for and take NURS 450RN: Nursing Capstone. Upon successful completion of the capstone course, these students will apply for graduation and receive their BSN degree.

Credit for Work Experience

Credit for work experience, with a maximum of two upper division nursing courses (excluding graduate courses), is an option for the registered nurse by using the professional portfolio process. Students are required to complete Humanities 200 in order to learn how to prepare a portfolio. They must submit their professional portfolio within one year of
completing HUM 200. Students must arrange a written agreement with the faculty assigned to portfolio review.

Registration Procedures
New students are given instructions on how to register with their acceptance letter. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan. For the remainder of the program students are responsible for registering for their own classes. The process is as follows:

- Graduate students may register on-line via the Walsh University Cavalier Center (http://www.walsh.edu). To register on-line, the student must obtain an alternate PIN from their assigned academic advisor and resolve any holds that may prevent registration.
- Obtain a form from the website (www.walsh.edu). Click on “Academics” and scroll down to the “Office of the Registrar” link. Scroll down to the link “forms” and then on “Graduate Registration Form”. Download a copy and fax (330) 490-7372, mail or present the completed form to the Registrar’s Office (located in Farrell Hall).

Academic Advising
Upon admission to the master’s program, the student is assigned to a initial graduate faculty member who will then work with the student to develop a plan that will allow the student to progress through the program as efficiently as possible. Students are encouraged to meet with their advisors prior to registration each semester to confirm their program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology</td>
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</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Aspects of Clinical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
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<td>NURS 300RN</td>
<td>Theor Conc for Nurs Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 302RN</td>
<td>Crit Think in Clin Decisions</td>
<td>5</td>
</tr>
<tr>
<td>NURS 340RN</td>
<td>Nursing with Families</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420RN</td>
<td>DV:Population Focused Nursing</td>
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<tr>
<td>NURS 430RN</td>
<td>Nursing Leadership</td>
<td>5</td>
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<tr>
<td>NURS 450RN</td>
<td>Nursing Capstone</td>
<td>2</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Adv Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Research Meth/Evid Based Pract</td>
<td>3</td>
</tr>
</tbody>
</table>

1 NURS 601, NURS 610, and NURS 614 are graduate level courses that may be applied to the undergraduate degree requirements.
2 Above CHEM 109 or its equivalent
3 Prerequisite is MATH 104 or its equivalent
4 NURS 300RN must be the first upper division nursing course taken
5 NURS 450RN must be taken during the last semester before graduation

Credit for work experience, maximum of two upper division nursing courses (excluding graduate courses), is an option for the registered nursing by using the professional portfolio process. Students are required to complete HUM 200 in order to learn how to prepare a portfolio. They must submit the professional portfolio within one year of completing HUM 200. Students must arrange a written agreement with the faculty assigned to portfolio review before attempting the portfolio.

Nursing (NURS)

NURS 600 Theoretical Devel of Nurs Sci  3 sem. hrs.
This course explores the development of nursing knowledge, theory and their relationship to nursing education, practice and research. A historical overview of concept and theory development in nursing and related disciplines is explored as well as the process of critiquing, evaluating, and utilizing nursing theories. Students will examine the relationship between the components of theory and the role that theory plays in research, practice and education. Projections for the future of theory development in nursing are also discussed.

NURS 601 Research Meth/Evid Based Pract  3 sem. hrs.
This course focuses on emerging methodologies for the study of advanced nursing. Students will discuss evaluation, utilization and application of current research pertaining to nursing education and practice. The role of the nurse researcher in promoting evidence-based practice is emphasized. Processes for implementation and evaluation of evidence-based nursing practice are included. Pre/Corequisite: NURS 600 or by permission.

NURS 602 Stat/Epidem Meth for Hlth Sci  2 sem. hrs.
This course explores the determinants and distribution of health and illness and the application of statistical and epidemiological principles to advanced nursing practice and health care delivery. The natural history of common diseases and conditions and the relationship of disease states to levels of prevention are emphasized. The master prepared nurse's role as it relates to levels of prevention, screening tests, diagnostic tests, guideline uses, and evidence-based care is explored. Ethical and legal aspects of epidemiology as related to practice are examined as well as the role of the nurse in environmental epidemiology.

NURS 603 Prof Role Dev/Ethical Issues  3 sem. hrs.
This course explores the professional role of the masters prepared nurse in health care delivery, research, and education. Emphasis will be placed on common core skills necessary to improve patient health outcomes, advance nursing education and promote population health. National health care objectives will be used to target specific areas of interest. Ethical requirements related to the practice of advanced nursing will be appraised, with an emphasis on understanding how to promote health and prevent illnesses of the public within appropriate ethical boundaries. The context of practicing within an interprofessional setting will be accentuated.

NURS 605 Epi Methods for Hlth Promotion  2 sem. hrs.
This course explores the determinants and distribution of health and illness and the application of statistical and epidemiological principles to advanced nursing practice and health care delivery. The natural history of common diseases and conditions and the relationship of disease states to levels of prevention are emphasized. The master prepared nurse's role as it relates to levels of prevention, screening tests, diagnostic tests, guideline uses, and evidence-based care is explored. Ethical and legal aspects of epidemiology as related health promotion, health protection, and disease prevention as a basis for clinical decision-making are examined.
NURS 606  Hlth Care Policy,Organ/ Financ  2 sem. hrs.
This course focuses on analysis of organizational theories within the health care environment and the impact of ethics, values, politics, and market forces on the structure and function of nursing and health care organizations. The application of economic and financial theories in understanding the strategic impact of market dynamics, utilities, incentive structures, and driving and restraining forces in health care change is explored. The emphasis is on analyzing the actual and potential impact of these dynamics on the structure and function of the health care system.

NURS 610  Advanced Pathophysiology  3 sem. hrs.
This course focuses on the inter-relationships of human biological systems, biochemical, genetic and cellular concepts, providing the framework for study of advanced pathological concepts. Case studies illustrate theoretical concepts and assist in the application of theory to practice.

NURS 612  Advanced Pharmacology  3 sem. hrs.
This course builds on prior knowledge of pathophysiology and human physiology. It provides the basis for pharmacotherapeutics and therapeutic management guidelines for treatment of select disease processes, drug information by classification, and principles of pharmacodynamics and pharmacokinetics. Clinical application, adverse reactions and patient education implications are presented.

NURS 614  Adv Health Assessment  3 sem. hrs.
This course builds on the students’ knowledge and skills of basic health assessment and provides a foundation for the advanced nurse to evaluate the health of individuals across the lifespan. Theory and research based methodologies and skills will be incorporated to assist students in the comprehensive assessment of individuals including advanced communication skills such as clinical interviewing and focused history taking; psychosocial and physical assessment, critical diagnostic reasoning and clinical decision making. Interpretation of data for the purpose of differentiating normal from abnormal findings as well as for recognition of potential and/or actual health problems will be addressed.

NURS 615  Sem in Adv Clinical Specialty  2 sem. hrs.
This course includes didactic content to expand knowledge of procedures, skills and clinical reasoning related to acute and chronic health conditions in one of the following areas: pediatric, women’s health/maternity or adult health. Collaborative skills and the importance of interdisciplinary team development are emphasized as well as application of content to the nurse educator role.

NURS 616  Prac in Adv Clinical Specialty  3 sem. hrs.
This course provides practicum opportunities for the clinical management of clients as well as the opportunity to expand knowledge of procedures, skills and clinical reasoning. Settings and populations are chosen according to the student specialty selection. Students work collaboratively with other nurses and other healthcare professionals to provide individualized health care to those in culturally and socio-economic diverse settings. (150 clinical hours)
Corequisite: NURS 614.

NURS 617  Sem in Prof Development  2 sem. hrs.
This course includes didactic content to expand knowledge of procedures and skills necessary for the role of the nursing professional development specialist.

NURS 618  Health Informatics  2 sem. hrs.
Students will explore healthcare informatics concepts, theories, legal and ethical implications, and applications within the healthcare environment and classroom. Critical issues affecting the development and implementation of information technologies (clinical, administrative and learning), knowledge management principles, and professional practice trends will be analyzed. Emerging information and communication technology in health care will be explored. Emphasize the health informatics resources to implement health care outcome improvement and support practice and administrative decision-making. Students will apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to their area of practice.

NURS 619  Practicum in Nurs Prof Develop  3 sem. hrs.
This course provides practicum opportunities in nursing professional development with the opportunity to expand knowledge of procedures and skills necessary for success in this nursing specialist role. Settings are chosen according to the student’s specialty selection. Students will work collaboratively with other nurses and other healthcare professionals to develop, plan, implement, and evaluate nursing professional development. This course requires 150 clinical hours.
Corequisite: NURS 617.

NURS 630  Assess,Meas&Eval in Nurs Educ  2 sem. hrs.
This course explores evidence-based assessment and evaluation practices and the use of a variety of tools and strategies, including information technology, to assess and evaluate learning. Students will develop appropriate formative and summative assessment techniques that address intended learning outcomes and promote learning.

NURS 631  Curr Design in Nurs Education  3 sem. hrs.
This course explores curriculum development and appropriate evaluation models to assess curriculum design. Students will evaluate the influence of accreditation requirements on curriculum development and the accreditation evaluation process.

NURS 632  Teach Strateg in Nursing Educ  2 sem. hrs.
This course explores instructional frameworks, learning environments including traditional and virtual classrooms as well as clinical environments, and student management and motivation techniques. Students will examine theories associated with optimizing the teaching experience and student outcomes and gain an understanding of evidence-based teaching, learning, communication, and motivation strategies used for specific learning situations and student populations.

NURS 635  Practicum in Nurs Education  4 sem. hrs.
This practicum course is designed to combine practice and theory and provide an opportunity to apply knowledge and competencies acquired throughout the program of study to educational environments. It is a time intensive practicum in an educational setting of the student’s choice (160 clinical hours).

NURS 640  Clini Assessment & Management  3 sem. hrs.
This course builds on the students’ knowledge and skills of Advanced Health Assessment focusing on the diagnostic process within the primary care context. Evidence based practice will be incorporated to assist students through the inductive process of moving from specific physical findings or patient concerns to possible diagnoses based on history, physical, and laboratory and diagnostic tests. Students will be expected to synthesize diagnostic information in order to arrive at appropriate diagnoses and treatment plans. Required lab time.
Prerequisites: NUR 614.
NURS 641 FNP I: Care of Adult/Gero Cl 6 sem. hrs.
This course emphasizes illness prevention, healthy lifestyle adaptations, wellness promotion and health maintenance of adults and elderly clients, including the theories and principles of aging, health/wellness motivation and promotion, disease prevention, and pro-activity and self-determination. The course also incorporates the review and application of aging theory and family relationship dynamics. Social, economical, racial, geographical, cultural, religious, and specific aging uniqueness and influences on wellness are also elements of this course. Research, guidelines, and evidence-based practice will be utilized to enhance the student's learning and clinical education, including clinical procedural, diagnostic, and treatment skills. (100 clinical hours).
Prerequisites: All Core Courses Completed, NURS 640.

NURS 642 Clinical Pharmacology 3 sem. hrs.
Clinical pharmacology builds upon NURS 612 Advanced Pharmacology. Specific requirements, responsibilities, interprofessionalism, and concerns as an APN prescriber, including safe prescription writing and medication management of patients throughout the life span, including persons with multiple chronic conditions (MCC), will be comprehensively reviewed. Controlled substances, and the functions of the Drug Enforcement Agency (DEA) and state monitoring, as aspects of prescribing, will be reviewed.
Prerequisites: NURS 610, 612.

NURS 643 FNP II: Care of Child/Adoles 6 sem. hrs.
This course provides didactic and clinical experiences to prepare the advanced practice nurse to provide primary and episodic care to the pediatric population, from birth through adolescence. Emphasis is on the integration of theory, development, health promotion, disease prevention, and clinical decision making. Didactic content and clinical address comprehensive diagnosis and management of common health problems, appropriate diagnostic procedures, laboratory tests, therapeutic interventions for pediatric patients and families. Management and promotion of health, treatment of acute episodic health problems and stable, chronic illness in the continuum of infants through adolescence is the focus of the clinical application in a variety of health care venues. The course has a strong focus on providing culturally competent care to achieve health promotion, disease prevention, and the care of underserved, vulnerable populations. (100 clinical hours).
Prerequisites: All Core Courses Completed, NURS 640.

NURS 644 Dynamics of Fam Nursing Practi 2 sem. hrs.
This course provides the theoretical foundations for the nursing care of families within a community context. Family functioning and roles across the lifespan are examined. Family dynamics that impact family member well-being in the context of health care are explored. Emphasis is placed on using family assessment tools and communication strategies as best practice methods to support families in health care situations.

NURS 645 FNP III: Care of Women 6 sem. hrs.
This course presents theories, principles and skills in assessing, promoting, and maintaining the health of women across the lifespan, with a focus on the gynecologic and reproductive health needs of women. Management of common health problems is included. Clinical experiences will focus on competency in the evidence-based management of women's health. (100 clinical hours).
Prerequisites: All Core Courses Completed, NURS 640.

NURS 646 FNP IV: Clients Mult Chron Cond 6 sem. hrs.
This course focuses on the intricacies and interrelationships between disease processes, human physiology, and pharmacologic and other treatment modalities inherent in the care of the adult or elderly patient with multiple chronic healthcare conditions (MCC). (150 clinical hours).
Prerequisites: NURS 641, 643, 645.

NURS 649 FNP V: Care of Fam Pri Care 5 sem. hrs.
This course serves as the capstone experience for the FNP program. This course synthesizes all material from previous FNP courses and focuses on refining and integrating clinical learning modalities, including assessment, diagnosis, treatment, prevention, and evaluation for all members of the family including rural and underserved populations. Didactic and clinical experiences promote a seamless transition into professional practice. (200 clinical hours).
Prerequisites: all previous FNP clinical courses (FNP I-IV).

NURS 662 AGACNP Clinical Pharmacology 3 sem. hrs.
Acute Care Clinical Pharmacology builds on NURS 612 Advanced Pharmacology. Specific requirements, responsibilities, interprofessionalism and concerns as an Acute Care Nurse Practitioner prescriber, including safe prescription ordering and medication management of adult patients in the acute care setting will be reviewed in depth. Topics include analgesia and sedation, managing shock and shock-like states, cardiac, respiratory, endocrine and neurological emergencies and toxicology. Use of schedule II controlled substances in drug therapy, recent guidelines and recommendations on pain management, fiscal and ethical implications, prevention of abuse and diversion and state and federal laws will be reviewed and discussed as a requirement for advanced nursing practice per the Ohio Board of Nursing.

NURS 664 Adult Gerontology Acute Crea 5 sem. hrs.
This course examines the concepts of advanced nursing care of the acutely/critically ill adult including respiratory, cardiac and vascular disease diagnosis and management, as well as implications for the critically ill patient. This course discusses trauma, burns and special issues related to infectious diseases and toxicology in the acute care setting. Students are provided with in depth knowledge of advanced nursing practice management of acutely and critically ill adults from diverse populations. Students will apply skills related to advanced assessment, pharmacology, pathophysiology, theories and critical thinking in the didactic and clinical settings to formulate differential diagnoses, management plans, and optimal outcome parameters for physiologically unstable adults who have complex acute and critical health problems and are at risk for developing complications. Emphasis is placed on the importance of health care technology in the acute care setting. Students are also introduced to the interprofession approach to patient care. This course includes 200 clinical hours in an acute care setting with a qualified perceptor.
NURS 665  Adult Gerontology Acute Care II  5 sem. hrs.
This course builds on the content presented in NURS 664 Adult Acute Care I. The role of infections, sepsis and antimicrobial therapy are discussed as they relate to the critically ill patient. In depth advanced didactic content related to shock states, renal/urological diseases, and abdominal/pelvic disorders is also presented. As with Adult Acute Care I, students will formulate differential diagnoses, management plans, and optimal outcome parameters for physiologically unstable adults who have complex acute and critical health problems. The importance of health care technology continues to be considered when planning care for the adult in the acute care setting. Emphasis is placed on the interprofessional approach to patient care. This course includes 200 hours of clinical experience in an acute care setting with a qualified preceptor.

NURS 667  Adult Gerontology Acute Care III  5 sem. hrs.
This course focuses on advanced didactic content related to neurological conditions and trauma and immunological/hematological disorders and their implications for the critically ill patient. Additional content is presented on temperature regulation, transplants, nutrition, and endocrine disorders. The complex relationships among all pathologies presented to date are analyzed and serve as a basis for management of patient care. This course allows students to synthesize theory, evidenced based practice, pharmacology, pathophysiology, and critical thinking into the management of the acutely/critically ill adult. Emphasis is placed on the role of the Adult Acute Care Nurse Practitioner as an active member of the interprofessional health care team. This course includes 250 clinical hours in an acute care setting with a qualified preceptor.

NURS 668  AGAC Capstone I  1 sem. hr.
This course prepares the students to be familiar with the legal implications affecting scope of practice of the Advanced Practice Nurse. This includes issues related to licensure, credentialing and privileging for advanced practice. Topics include pertinent issues found in Ohio law which impact the advanced practice role. The role of Medicare on practice are discussed along with legislative and regulatory processes. Also included are the topics of coding, billing and documentation.

NURS 669  AGAC Capstone II  1 sem. hr.
This course serves as a continuation of NURS 668 Acute Care Capstone I. The information provided helps prepare the student for the transition form registered nurse to advanced practice nurse. Topics include preparation for the certification examination, resume building, interviewing and contract negotiation.

NURS 671  Intensive I  0 sem. hrs.
Essential Skills; held for 3 days on campus (Must be completed prior to the start of clinicals).

NURS 672  Intensive II  0 sem. hrs.
Advanced Skills/Professional Practice; held for 2 days on campus (Must be completed during FNP IV).

NURS 691  Independent Study  1 sem. hr.
Directed readings, discussions, and research of specific topics in nursing. By arrangement with the instructor and with permission of the Program Director and Dean of the School of Nursing.

NURS 693  Graduate Statistics  3 sem. hrs.
This course is intended for students who require an understanding of basic statistical techniques used in bio-behavioral research. Key statistical concepts relevant to bio-statistics and the behavioral sciences are reviewed, such as populations and samples, variables and level of measurement, central tendency, and variability. Probability Inferential statistical tests common to bio-behavioral research are studied including independent and dependent samples t-tests, simple linear regression, analysis of variance and non-parametric equivalents of these tests.

This course explores the development of advanced practice nursing knowledge. The process of critiquing, evaluating and utilizing theoretical knowledge as a context for nursing practice is emphasized. The development and use of various theories in practice are brought together from the perspective of clinical nursing and other scientific disciplines as a foundation for achieving optimal client outcomes.

NURS 702  Advanced Nursing Research  3 sem. hrs.
This course focuses on the translation of research into practice and the dissemination of new knowledge. Students explore evidence-based practice and engage in leadership of the translation of research into practice and the evaluation of current practice to improve health care outcomes. The students will generate evidence through their practice to guide improvements in both practice and the outcomes of care. A project related to a population of interest will be developed. The analysis and critique of research studies is the primary method for developing the knowledge and skills relevant to improve the quality of care and improve health care outcomes.

NURS 703  Biostatistic for Outcomes Eval  3 sem. hrs.
This course provides students with the basis for understanding and interpreting commonly used statistical tests and their application in the evaluation of clinical outcomes. Students will apply statistical methods in the analysis of existing outcome data.

NURS 705  App of Epidemiol to Hlth Serv  3 sem. hrs.
This course explores the determinants and distribution of health and illness; application of epidemiological principles and biostatistics to advanced nursing practice and health care delivery. Nurse executives and clinical nurse leaders are provided the conceptual orientation and the knowledge of techniques from epidemiology to design, manage, and evaluate nursing and health care delivery systems which are focused on populations. The epidemiologic approach along with evidence based practice serves as the basis for analysis and application of the theory and skills needed to assess, plan and evaluate the care of populations within integrated healthcare systems. Cultural, ethical, and organizational factors impacting at-risk populations are explored.

NURS 706  Hlth Care Policy, Organ/Financ  3 sem. hrs.
This course focuses on analysis and synthesis of organizational theories within the health care environment and the impact of ethics, values, politics, and market forces on the structure and function of nursing and health care organizations. The evaluation of system level coordination and policy issues and the analysis of contributions of nurse executives to improving the health care systems are explored. The application of economic and financial theories in understanding the strategic impact of market dynamics, utilities, incentive structures, and driving and restraining forces in health care change is highlighted. The emphasis is on critically analyzing the actual and potential impact of these dynamics on the structure and function of the health care system.
NURS 708 Translat Evid to Clinl Pract  2 sem. hrs.  
This course focuses on the critical examination of data analysis and interpretation for advanced nursing practice research problems. SPSS statistical program will be utilized for data analysis. Issues related to data analysis and interpretation of results will be discussed.

NURS 710 NursLead Rol/Eth in ComHlthSys  3 sem. hrs.  
In this course students synthesize ethical theoretical leadership concepts with personal and professional values and gain an appreciation for the changing sociocultural context in which clinical leadership is practiced. Within a clinical context, working with multiple disciplines and stakeholders, communication, negotiation, and conflict management is addressed. Transformation of systems, informatics, demographic and cultural trends, and advocating for ethical decision-making are emphasized. Using principles of chaos and complexity theory, students will explore methods for assessing organizations, identifying emerging issues, and facilitating organization-wide changes.

NURS 715 Clinical in Advanced Specialty  1-3 sem. hrs.  
This course provides students with an opportunity to explore select population based health care issues in a clinical setting. Emphasis will be placed on acquiring and utilizing clinical knowledge inherent in the development of clinical innovations. Based on select clinical experiences, students will develop comprehensive clinical narratives for analysis.

NURS 718 Health Informatics  1-3 sem. hrs.  
Students will explore healthcare informatics concepts, theories, legal and ethical implications, and applications within the healthcare environment and classroom. Critical issues affecting the development and implementation of information technologies (clinical, administrative and learning), knowledge management principles, and professional practice trends will be analyzed. Emerging information and communication technology in health care will be explored. Emphasis is on the health informatics resources to implement health care outcome improvement and support practice and administrative decision-making. Students will apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to their area of practice (30 clinical hours).

NURS 721 Mgmt for Qual Impr/Hlth Care  3 sem. hrs.  
This course provides students with the tools needed to evaluate and improve health care programs and clinical outcomes through the development of reliable evaluation designs. Emphasis is placed on the process of care delivery and its related components including program evaluation of clinical outcomes, efficiency, resource allocation and cost reduction.

NURS 725 Adv Leader in Clin Practice  6 sem. hrs.  
This course is designed to advance the student’s ability to use leadership and management theory in nursing practice within current and emerging organizational systems. The student will build on previous course work to further develop the DNP leadership role in these focus areas: leadership development, management of care, collaboration with other health professionals, group and team dynamics, finance, physician relations/alignment, planning and human resource management (150 clinical hours).

NURS 730 Residency Practicum  3 sem. hrs.  
This course is designed to provide a culminating practicum experience for the DNP leadership student. Students will focus on promoting evidence based practice as interdisciplinary team members and providing high quality, cost effective care in a dynamic health care environment. Emphasis is placed on further refinement of competencies related to the leadership complex issues, organizations, and systems (150 clinical hours).

NURS 731 DNP Scholarly Project  1-4 sem. hrs.  
Students undertake a systematic investigation of a clinical or administration based problem selected by the student and supported by faculty. The student will identify the problem to be addressed, review and critique pertinent literature, and implement and evaluate the project. The designed and approved project will be implemented and within a mentored and supervised clinical immersion experience. The project uses an evidence-based practice model and is systematically developed in consultation with the student's doctorate of nursing practice and scholarly project committee who evaluates each step of the process (200 clinical hours).
School of Arts and Sciences

Dr. Michael Dunphy, Dean

At the heart of Walsh University’s liberal arts education is the School of Arts and Sciences, home to the Humanities, Language and Letters, Mathematics and Sciences, Philosophy and Theology divisions, together offering more than 24 majors. The school also houses the University’s General Education and Honors programs.

Mission

The Walsh University School of Arts and Sciences - in the spirit of the Catholic intellectual tradition - provides dynamic and diverse learning experiences that foster the personal and professional development of Walsh students, encouraging reflective, creative, and critical thinking, effective communication, and a commitment to servant leadership.

Vision

The School of Arts and Sciences provides our graduates with the knowledge, technical expertise, professional skills, and ethical foundations necessary to face the challenges of a changing world. Grounded in service, social responsibility, and faith and reason, we embrace innovative and transformative teaching methods that support interdisciplinary and global perspectives in student learning, while helping our students develop intellectually and spiritually. The School of Arts and Sciences is committed to student engagement through mentoring and collaborative undergraduate and graduate research.

• Master of Arts in Theology (p. 47)
• Theology (B.A./M.A.) (http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-humanities/bama-theology)
• Certificate in Lay Ecclesial Leadership (http://catalog.walsh.edu/graduate/school-arts-sciences/layecclesialcert)

Master of Arts in Theology

Dr. Bradley Beach, Chair
Dr. Chris Seeman, Director

Theology Program

Program Philosophy

By its very nature, theology involves graduate-level learning, teaching and scholarship. As faith seeking understanding, theological reflection presupposes comprehensive, in-depth exploration of divine revelation and the Church’s ongoing engagement with it. As a dialogue between faith and reason, it generates new insights into sacred mystery. As a response to our baptismal call to apply our gifts to the building up of Christ’s body and the evangelization of the world, it obligates us to communicate those insights as competent scholars and to live out their implications as servant-leaders.

Because the one Church of Christ subsists in the Catholic Church, “which is governed by the successor of Peter and by the Bishops in communion with him” (Lumen Gentium 8), theology must be informed by and faithful to the Church’s magisterium. By the same token, because “many elements of sanctification and of truth are found outside” the visible structure of the Church and her teachings (ibid.), it must also be ecumenical in scope, dialogical in approach, and ready to embrace truth wherever it may be found (Unitatis Redintegratio; Nostra Aetate; Fides et Ratio). Finally, because it is never an end in itself but rather a means of deepening Christian discipleship, sound theological education must advance the Church’s mission “of scrutinizing the signs of the times and of interpreting them in the light of the Gospel” (Gaudium et Spes 4).

Although all are called “to the fullness of the Christian life and to the perfection of charity” (Lumen Gentium 40), each of us responds to this call differently in accordance with the vocation and gifts which the Holy Spirit assigns us. The purpose of a theology program is to help clarify that vocation and activate those gifts. Therefore, while all theology students share a common core of learning experiences, they also have the responsibility, in consultation with an academic adviser, of individualizing their curriculum to support their own distinctive form of servant-leadership.

Program Goals

The overarching goal of the Master of Arts in Theology is to form intentional Christian disciples who will use their knowledge and skills to serve the Church and advance its mission in the world. The program helps students realize this goal in three stages:

1. A core curriculum that provides comprehensive, in-depth knowledge of Scripture and Tradition and cultivates foundational skills of theological reflection
2. A concentration curriculum that develops specific, interdisciplinary competencies in Pastoral Ministry, Religious Education, or Parish Administration—or, for those who plan to go on to doctoral-level work, elective topics that will support their continued academic development
3. A culminating assignment (a thesis or project) that integrates, demonstrates, and applies the knowledge, skills, and competencies acquired over the course of the program

A student who successfully completes the program will:

• have in-depth knowledge of the media of divine revelation (Scripture and Tradition) and how they are related.
• have in-depth knowledge of how the Catholic Church interprets and applies Scripture and Tradition.
• be able to engage in theological research.
• be able to communicate their research within a professional context appropriate to their ecclesial role.
• respond to the teachings of Jesus Christ in the context of their personal journey of faith.
• respond to the example of Jesus Christ in the context of professional service.

Master of Arts in Theology Academic Guidelines

With permission of the Director of the Graduate Program in Theology, a maximum of three courses or nine semester credits of graduate work may be transferred from other accredited institutions, provided the work is “B” quality or better. The remainder of the course work for the master’s degree must be earned at Walsh University. Usually no transfer of credit will be allowed for courses taken more than five years prior to matriculation in the graduate program.

Permission to register for a course without formal admission to the Master of Arts in Theology program may be granted to a non-matriculated college graduate by the Director of the Graduate Program in Theology. A
Categories Of Graduate Students

- NON-MATRICULATED: A non-matriculated student is a student enrolled in a graduate course who has not completed admission requirements or does not intend to pursue a graduate degree but wishes to enroll in graduate coursework for professional development. A non-matriculated student may apply for transfer as a matriculated student. No more than 6 semester hours taken as a non-matriculated student may be applied toward the master's degree.

- MATRICULATED: A matriculated student is a degree-seeking student who has met all admission requirements for the degree program.

- CANDIDATE: A candidate is a matriculated student who has successfully completed at least one half of the coursework for the degree program with a cumulative quality point average of 3.0 or higher (based upon a 4.0 scale).

Admission Policy

Persons with bachelor's degrees from accredited colleges, with promising scholastic standing, and with personal and professional potential will be considered for admission to the Master of Arts in Theology program. New students planning to take graduate courses should contact the Program Director at least six weeks before classes begin.

Requirements for admission as a matriculated student in the Master of Arts in Theology program include:

- Completed application form.
- Official transcript(s) of undergraduate and all other graduate study sent directly from the applicant’s college(s) to Walsh University Admissions Office.
- Recommendations by three persons qualified to appraise scholastic aptitude, personal and professional promise.
  - One affidavit of good moral character
  - A minimum of a 3.0 grade point average at the undergraduate level (4.0 scale).
  - Interview with the Program Director.
  - Evidence of proficiency in written English. Student will be required to produce a writing proficiency sample.
  - Miller's Analogy 40 or GRE Scores.

An applicant who has completed the admission process but does not satisfy the admissions criteria may be granted a conditional acceptance. To convert the conditional acceptance to full acceptance, the conditionally accepted student must successfully complete all the admissions criteria. A conditionally accepted student may complete a maximum of 6 credit hours in the program.

Registration Procedures

Students who are fully admitted to the program may register by either of the following procedures:

Call 330-490-7367 to reserve a place in a class. You will be asked to provide your name, address, telephone number and social security number. You will process the official registration at the first class meeting.

Complete the registration form provided with each semester’s Schedule of Classes and return it in person, by mail or fax (330-490-7372) or use the online registration process.

Academic Advising

Upon admission to the master’s program, the student is assigned to a graduate faculty member who will then work with the student to develop a plan that will allow the student to progress through the program as efficiently as possible. Students are encouraged to meet with their advisors prior to registration each semester to confirm their program plan.

THEOLOGY B.A./M.A. PROGRAM

The B.A./M.A. program is designed to provide high-achieving students an accelerated path to theological literacy and professional competency in service to the Church—especially in fields such as Pastoral Ministry, Religious Education and Parish Administration—or as preparation for doctoral-level research. B.A./M.A. coursework integration results in a streamlined educational program wherein students can earn their M.A. in approximately 6 years.

In addition to meeting separate admission requirements for the B.A./M.A. program (beyond general admission to the university), students must maintain a 3.3 GPA in their undergraduate coursework, and follow all undergraduate and graduate academic policies and procedures to remain in good standing in the program. With the permission of their advisor, B.A./M.A. students take three graduate courses during the last three semesters of their undergraduate degree program: THEO 679, THEO 680 and THEO 681. Upon completion of the undergraduate requirements for the B.A. portion of the program, students will be awarded the degree of Bachelor of Arts. An official Change of Status form must be filed with the Division of Philosophy and Theology to change the student status from undergraduate to graduate. Upon completion of all graduation requirements, students will be awarded the Master of Arts.

The Master’s level program in Theology requires a curriculum of 36 hours. The Core courses consist of 24 credit hours. In addition to completing the core courses the student may choose one of the following options:

- Thesis Option: The student may choose six credit hours from courses offered in a particular theological concentration, and opt for a six-hour thesis to attain a master’s degree.

  OR

- Concentration Option: The student may choose one of three concentrations (Parish Administration, Religious Education or Pastoral Ministry), choosing three courses offered in a particular theological concentration (3 credits each), and a three-hour capstone Integration Project that relates to and applies in a practical way to the track in which the student has chosen to concentrate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 670</td>
<td>Catholic Tradition</td>
<td>3</td>
</tr>
<tr>
<td>THEO 679</td>
<td>Christology and the Trinity</td>
<td>3</td>
</tr>
<tr>
<td>THEO 680</td>
<td>Catholic Moral Life</td>
<td>3</td>
</tr>
<tr>
<td>THEO 681</td>
<td>Ecclesiology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 682</td>
<td>Old Testament Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>THEO 683</td>
<td>New Testament Scriptures</td>
<td>3</td>
</tr>
</tbody>
</table>
Theology (B.A./M.A.)

The B.A./M.A. program is designed to provide high-achieving students an accelerated path to theological literacy and professional competency in service to the Church—especially in fields such as Pastoral Ministry, Religious Education and Parish Administration—or as preparation for doctoral-level research. B.A./M.A. coursework integration results in a streamlined educational program wherein students can earn their M.A. in approximately 6 years.

In addition to meeting separate admission requirements for the B.A./M.A. program (beyond general admission to the university), students must maintain a 3.3 GPA in their undergraduate coursework, and follow all undergraduate and graduate academic policies and procedures to remain in good standing in the program. With the permission of their advisor, B.A./M.A. students take three graduate courses during the last three semesters of their undergraduate degree program: THEO 679, THEO 680 and THEO 681. Upon completion of the undergraduate requirements for the B.A. portion of the program, students will be awarded the degree of Bachelor of Arts. An official Change of Status form must be filed with the Division of Philosophy and Theology to change the student status from undergraduate to graduate. Upon completion of all graduation requirements, students will be awarded the Master of Arts.

B.A. in Theology (36 sem. hrs.)
(Students must maintain a minimum 3.3 GPA.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>THEO 200</td>
<td>H2a:Christian Theology to 1500</td>
<td>3</td>
</tr>
<tr>
<td>THEO 201</td>
<td>H2a:Christian Theo/1500 to Pre</td>
<td>3</td>
</tr>
<tr>
<td>THEO 215</td>
<td>H2a:Old Testament Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>THEO 302</td>
<td>H3:Liturgy/Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>THEO 309</td>
<td>H2a:SL:Princ of Justice/Peace</td>
<td>3</td>
</tr>
<tr>
<td>THEO 406</td>
<td>Theology Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Theology Internship options (see course description)
Choose 1 of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 408</td>
<td>Seminar: Topics in Theology</td>
<td>3</td>
</tr>
<tr>
<td>or THEO 409</td>
<td>H3:Sem:Selected Theologians</td>
<td>3</td>
</tr>
<tr>
<td>THEO 579</td>
<td>Christology and the Trinity</td>
<td>3</td>
</tr>
<tr>
<td>THEO 580</td>
<td>Catholic Moral Life</td>
<td>3</td>
</tr>
<tr>
<td>THEO 581</td>
<td>Ecclesiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 36

M.A. in Theology (36 sem. hrs.) (= 27 Credit Hours + 9 Credit Hours from THEO 579, 580, 581)
(Students must maintain a minimum 3.0 GPA)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>THEO 670</td>
<td>Catholic Tradition</td>
<td>3</td>
</tr>
<tr>
<td>THEO 682</td>
<td>Old Testament Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>THEO 683</td>
<td>New Testament Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>THEO 690</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>THEO 691</td>
<td>Liturgy and Sacraments</td>
<td>3</td>
</tr>
</tbody>
</table>

Terminal Track

Pastoral Ministry Concentration (select three of the following courses) 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 676</td>
<td>Lay Ecclesial Leadership</td>
<td></td>
</tr>
<tr>
<td>THEO 684</td>
<td>CPE: Eccl Leader/Pastoral Care</td>
<td></td>
</tr>
<tr>
<td>BSC 560</td>
<td>DV: Intro Counsel/Counsel Prof</td>
<td></td>
</tr>
<tr>
<td>CHD 612</td>
<td>Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>CHD 626</td>
<td>Group Process</td>
<td></td>
</tr>
</tbody>
</table>

Religious Education Concentration (select three of the following courses) 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 631</td>
<td>Cetechesis</td>
<td></td>
</tr>
<tr>
<td>THEO 676</td>
<td>Lay Ecclesial Leadership</td>
<td></td>
</tr>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td>EDT 600</td>
<td>Creat Approach Individ Instruc</td>
<td></td>
</tr>
<tr>
<td>NURS 632</td>
<td>Teach Strateg in Nursing Educ</td>
<td></td>
</tr>
</tbody>
</table>

Parish Administration Concentration (select three of the following courses) 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 651</td>
<td>Parish Administration</td>
<td></td>
</tr>
<tr>
<td>or THEO 676</td>
<td>Lay Ecclesial Leadership</td>
<td></td>
</tr>
<tr>
<td>MBA 683</td>
<td>Not-For-Profit Accounting</td>
<td></td>
</tr>
<tr>
<td>MBA 744</td>
<td>Services Marketing</td>
<td></td>
</tr>
</tbody>
</table>
Prospective students must meet two of the following three criteria:

1. Have a minimum high school grade point average of 3.5.
2. Have a minimum ACT score of 27 or SAT score of 1200.
3. Graduate in the top 10% of their high school class.

**Prospective students must complete the following protocol:**

1. Complete an application form and submit with writing sample to Chair, Humanities Division.
2. Participate in an interview with the Undergraduate Program Coordinator and Graduate Program Director.

Students who do not meet requirements to enter the B.A./M.A. program as freshmen may apply through Track 2 or Track 3.

**Track 2 is open to students after their freshman year who meet the following criteria:**

1. Complete 30 semester hours, including transfer credits, with a minimum 3.3 GPA.
2. Complete THEO 106.
3. Complete an application form and submit with writing sample to Chair, Humanities Division.
4. Participate in an interview with the Undergraduate Program Coordinator and Graduate Program Director.

**Track 3 is open to students after their sophomore year who meet the following criteria:**

1. Complete 60 semester hours, including transfer credits, with a minimum 3.3 GPA.

**Graduate course descriptions are listed in the Graduate Catalog.**

**Admission to the B.A./M.A. program follows three possible tracks:**

**Track 1 is Freshman Admission**

Prospective students must meet two of the following three criteria:

1. Have a minimum high school grade point average of 3.5.
2. Have a minimum ACT score of 27 or SAT score of 1200.
3. Graduate in the top 10% of their high school class.

**Prospective students must complete the following protocol:**

1. Complete an application form and submit with writing sample to Chair, Humanities Division.
2. Participate in an interview with the Undergraduate Program Coordinator and Graduate Program Director.

Students in the B.A./M.A. program must follow all undergraduate and graduate academic policies and procedures including a change of status for the graduate program.

**Theology (THEO)**

**THEO 579 Christology and the Trinity 3 sem. hrs.**
This course studies the person, being and activity of Jesus of Nazareth in depth through an examination of biblical testimonies, early Church Councils, and contemporary theological methods. Students will integrate Christology with Trinitarian theology and pneumatology, especially as these relate to salvation history. Offered as needed.

Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

**THEO 580 Catholic Moral Life 3 sem. hrs.**

With an eye toward the roles, responsibilities and concerns of lay ecclesial leaders of the Church in the modern world, this course explores fundamental categories, methods, concepts and norms used in moral theology to analyze and evaluate human moral experience (individual and social) and to address central questions of Christian theological ethics. Topics include the use of Scripture, Tradition, and experience as foundational sources in moral theology; the Church as locus for Christian moral life; the connection of worship and spirituality with the Christian moral life; and the relation between Christian ethics and theological understandings of freedom, conscience, authority, character, sin, grace and responsibility; and application of moral analysis to contemporary moral issues (personal, professional and social). Offered as needed.

Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

**THEO 581 Ecclesiology 3 sem. hrs.**
This course explores the identity, nature, and mission of the Church through an integrative study of divine revelation, magisterial pronouncements, constructive theology, history and the social sciences. Students will engage all of these perspectives in critical dialogue with their own experience and vocation. Offered as needed.

Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

**THEO 600 Spec Topics in Ecclesial Lead 2,3 sem. hrs.**
This course focuses on the faith experience of the Christian community, grounding contemporary ecclesial leadership in a theological tradition and enabling lay ecclesial leaders to respond effectively to a wide range of needs in today’s world.

**THEO 610 Spec Topics in Moral Theology 3 sem. hrs.**
This course focuses on the historical development and contemporary discussion of a specific moral issue of special concern (to be announced) for lay ecclesial leaders in the Church in the modern world.

**THEO 620 Spec Topics in App Pract Theo 2,3 sem. hrs.**
This course will explore those areas of practical theology that engage the contemporary ecclesial leader in specific pastoral and leadership roles.
THEO 630  Special Topics in Scripture  2,3 sem. hrs.
This course will explore specific biblical themes that may be of special concern or interest in grounding a lay ecclesial leaders knowledge and skills in pastoral care and leadership.

THEO 631  Catechesis  3 sem. hrs.
This course explores the theory, practice, and assessment of Christian instruction by surveying emerging models and approaches to faith transformation. The reading assignments and presentations will point to texts, journals, web sites and parishes that provide and practice the models described. The course will encourage conversation and mutual learning about all approaches to parish faith formation across the life span with the goal of assisting all who bear this responsibility. This course is administered by the Josephinum Diaconate Institute (online).

THEO 640  Special Topics in Theology  3 sem. hrs.
This course will explore specific theological areas that may be of special concern or interest.

THEO 651  Parish Administration  3 sem. hrs.
This course explores civil, legal and financial issues facing the parish. Topics addressed include: overview of civil law, contracts, negligence and premise liability; land use and zoning, employment law, worker’s compensation and unemployment compensation; civil law regarding marriages and families, festivals, Bingo; casinos and liquor liability, tax exempt status; confidentiality/privileged communication; protection of children, and financial management. Students will be asked to review and analyze published case decisions. This course is administered by the Josephinum Diaconate Institute (online).

THEO 670  Catholic Tradition  3 sem. hrs.
This course closely examines selected theologians, controversies, and movements within the two thousand-year history of the Catholic Church. Special emphasis is placed upon the interpretation of seminal historical texts and the retrieval of traditional prayers and devotions for the Christian life today.

THEO 671  Theological Themes  3 sem. hrs.
This course explores the theory, practice, and assessment of Christian instruction by surveying emerging models and approaches to faith transformation. The reading assignments and presentations will point to texts, journals, web sites and parishes that provide and practice the models described. The course will encourage conversation and mutual learning about all approaches to parish faith formation across the life span with the goal of assisting all who bear this responsibility. This course is administered by the Josephinum Diaconate Institute (online).

THEO 676  Lay Ecclesial Leadership  3 sem. hrs.
This course examines significant changes taking place in the theology and praxis of lay leadership in the life and ministry of the Church. Students will critically evaluate the foundational theology, spirituality, leadership skills and organizational developments necessary for laypeople to advance the Church’s identity and mission in today’s world.

THEO 677  Dynamics of Theology  3 sem. hrs.
This course explores the identity, nature, and mission of the Church through an integrative study of divine revelation, magisterial pronouncements, constructive theology, history and the social sciences. Students will engage all of these perspectives in critical dialogue with their own experience and vocation. Offered as needed.
Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

THEO 680  Catholic Moral Life  3 sem. hrs.
With an eye toward the roles, responsibilities and concerns of lay ecclesial leaders of the Church in the modern world, this course explores fundamental categories, methods, concepts and norms used in moral theology to analyze and evaluate human moral experience (individual and social) and to address central questions of Christian theological ethics. Topics include the use of Scripture, Tradition, and experience as foundational sources in moral theology; the Church as locus for Christian moral life; the connection of worship and spirituality with the Christian moral life; the relation between Christian ethics and theological understandings of freedom, conscience, authority, character, sin, grace and responsibility; and application of moral analysis to selected contemporary moral issues (personal, professional and social). Offered as needed.
Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

THEO 681  Ecclesiology  3 sem. hrs.
This course explores the identity, nature, and mission of the Church through an integrative study of divine revelation, magisterial pronouncements, constructive theology, history and the social sciences. Students will engage all of these perspectives in critical dialogue with their own experience and vocation. Offered as needed.
Prerequisite: Must be a junior or senior in the B.A./M.A. Theology program.

THEO 682  Old Testament Scriptures  3 sem. hrs.
This course explores the literature and theology of the Old Testament: the Pentateuch, the Histories, the Poetical/Wisdom books, and the Prophets, including the Deutero-canonical literature unique to the Catholic Bible. Students will read the Old Testament in the context of the historiographic, cultural and intellectual traditions of ancient Near Eastern civilization with special attention to how the biblical authors creatively appropriated and transformed those traditions. Students will also analyze canon formation as a hermeneutical process expressing the covenantal community’s ongoing dialogue with God and history. Students will integrate their insights with Catholic biblical hermeneutics and the Church’s dogmatic constitution on divine revelation.

This course explores the literature and theology of the New Testament: the Gospels and Acts, the Epistles, and the Apocalypse of John. Students will read the New Testament within the historical, cultural and intellectual contexts of Early Judaism and Greco-Roman civilization, with special attention to how the inspired authors interpreted the life, death and resurrection of Jesus within the framework of the Old Testament. Students will integrate their insights with Catholic biblical hermeneutics and the Church’s dogmatic constitution on divine revelation.

THEO 684  CPE: Eccl Leader/Pastoral Care  3 sem. hrs.
This course is an action/reflection process of theological education grounded in a person-centered approach to pastoral ministry. As a member of an interdisciplinary healthcare team, the student’s education experience involves providing pastoral care to patients, families and staff at a local health care facility. In an interfaith peer group and in consultation with a certified ACPE Supervisor, students evaluate the effectiveness of his or her style of ministry in relation to theological perspective, religious tradition, the behavioral sciences and the pastoral needs of the person ministered to. Each participant develops an individualized contract for learning. Learning needs are taken into account in the development for the curriculum. This course is administered by the St. Vincent Charity Medical Center in Cleveland. (Standards 309.1, 309.2, 309.3, 311.1, 311.2, 311.3, 312.1, 309.9, 309.10, 311.8, 311.9, 312.7, and 312.8)
THEO 685 CPE:Pastoral Form Eccl Lead 3 sem. hrs.
The second unit will focus on Pastoral Formation and a basic understanding of behavioral concepts. It will build on some of the exercises from the first unit on theological reflection and pastoral identity. The student will examine his/her choices from movement into ministry and the process of developing resources to articulate faith, spirituality and religious beliefs. The educational exercises and discussions will include Motivation for Ministry, Spiritual Pilgrimage, Communication and Talking with a Patient about God and Faith, with the focus and exploration on personal development as the core behavioral concept. (Standard 240.3, 240.5, 252.1, 252.5, and 252.6)

THEO 686 CPE:Eccl Lead as Prof Minister 3 sem. hrs.
The third unit will focus upon Competence in Pastoral Functioning. With the goal of greater professional functioning by the student, the program will offer structures to help conceptualize pastoral care and its professional tasks by writing a Theory of Pastoral Care Paper. Building again on what has come before. The themes will center on further professional growth in the areas of Pastoral Assessment, Development of Technique, and Group Dynamics with a focus on ethical perspectives and Advanced Conceptualization in Pastoral Care and Counseling. (Standard 240.1, 240.7, 240.8, 240.10, 252.4)

THEO 690 Spiritual Formation 3 sem. hrs.
This course examines the major Christian spiritual traditions. In addition to exploring the Christian experience of the Holy Spirit in Sacred Scripture, the early Church Fathers, saints and spiritual masters, students will develop a rule of life for themselves that is tailored to their own level of conversion, personality, vocation and abilities.

THEO 691 Liturgy and Sacraments 3 sem. hrs.
This course studies Christian liturgy and the Sacraments as signs and instruments of divine grace in the life of the Church. By reflecting on the source and summit of Christian life, students will identify the ethical dimensions of pastoral care and ministry for today’s lay ecclesial leader.

THEO 690 Project Seminar 1,3 sem. hrs.
All students who will be taking THEO 701 or THEO 702 are required to participate in the seminar. Ordinarily, this will be taken prior to beginning the Culminating Assignment. The seminar will promote the integration of theory and practice as well as collaboration and partnership in developing ecclesial leadership praxis. The nature of the seminar is to integrate pastorally what the student has learned academically throughout their courses. In conjunction with the seminar, a student is expected to prepare a reflection paper that exhibits a growing ability to integrate the theology and practice within a particular context of ecclesial leadership. Discussions and group work are directed toward either a final ministry project or a final integrating thesis involving a significant contribution to the students’ ecclesial context or the wider community. Participation in the seminar will involve an assessment by members of the faculty. The Director of the Master’s Program oversees the seminar. Completion of this seminar involves successful preparation of an acceptable final comprehensive project or thesis in a selected area of ecclesial leadership, attesting to the student’s successful integration of theological knowledge and pastoral/professional expertise with its appropriate application.

THEO 701 Integration Project 3,6 sem. hrs.
Requirements for the Master of Arts in Theology degree include completing of an Integration Project or Integration Thesis, normally in the last semester of the degree program. The project/thesis assists the student in integrating various foundational and elected courses within the program with the past, present, and future ecclesial leadership role/ministerial context of the students. Students develop the project/thesis using the particular interest or emphasis that has been identified within the seminar and which has been supported throughout the course of study. This culminating assignment is intended to foster an internalized appropriation of the foundational doctrines of the Church in a way that relates them to Christian life and ecclesial leadership. Weekly small group work will help develop the skills necessary for sound theological and ecclesial/ministerial judgment, promoting integration of theory and practice as well as formation for collaboration and partnership in lay ecclesial leadership settings. Through discussions, ground work, and a specific project/thesis involving a contribution to the wider community, (e.g., related to social justice, spiritual renewal, education and formation, pastoral administration or pastoral care), students will demonstrate in a structured format the ability to articulate, exercise and apply the skills and knowledge acquired during the degree program. Typically a paper of approximately 45-60 pages is required. Students should present a substantive, well crafted and focused project that is of significant pastoral interest. The student will demonstrate competence in a special area of subject, chosen in consultation with a major advisor. The student’s focus will be an in-depth problem rather than several broad problems. The completed project/thesis will reflect the student’s graduate-level ability for in-depth research and will include: 1) Scholarly exposition of appropriate primary and secondary literature, 2) Informed, critical analysis of major issues involved, and 3) Thoughtful and academically defensible disclosure reflecting the student’s position on the chosen research question. Although the project/thesis format may vary according to the nature of the topic to be explored, scholarly and academic standards are expected throughout. The student is not expected to conduct research with the expansive rigor of a doctoral dissertation. However, he or she is expected to demonstrate both familiarity with scholarly literature and growing expertise in the chosen area. The student will be responsible for proofreading the final work, checking for clear grammar, academically appropriate style, expressing oneself clearly and effectively, and exploring abstract thinking. The last component of the Culminating Assignment is a one-hour oral qualifying exam/discussion with a panel of three examiners. The work signifies that through this project/thesis and this discussion, one has developed an integrated framework in ecclesial leadership praxis.
THEO 702  Integration Thesis  3-6 sem. hrs.
Requirements for the Master of Arts in Theology degree include completing of an Integration Project or Integration Thesis, normally in the last semester of the degree program. The project/thesis assists the student in integrating various foundational and elected courses within the program with the past, present, and future ecclesial leadership role/ministerial context of the students. Students develop the project/thesis using the particular interest or emphasis that has been identified within the seminar and which has been supported throughout the course of study. This culminating assignment is intended to foster an internalized appropriation of the foundational doctrines of the Church in a way that relates them to Christian life and ecclesial leadership. Weekly small group work will help develop the skills necessary for sound theological and ecclesial/ministerial judgment, promoting integration of theory and practice as well as formation for collaboration and partnership in lay ecclesial leadership settings. Through discussions, ground work, and a specific project/thesis involving a contribution to the wider community, (e.g., related to social justice, spiritual renewal, education and formation, pastoral administration or pastoral care), students will demonstrate in a structured format the ability to articulate, exercise and apply the skills and knowledge acquired during the degree program. Typically a paper of approximately 45-60 pages is required. Students should present a substantive, well crafted and focused project that is of significant pastoral interest. The student will demonstrate competence in a special area of subject, chosen in consultation with a major advisor. The student’s focus will be an in-depth problem rather than several broad problems. The completed project/thesis will reflect the student’s graduate-level ability for in-depth research and will include: 1) Scholarly exposition of appropriate primary and secondary literature, 2) Informed, critical analysis of major issues involved, and 3) Thoughtful and academically defensible disclosure reflecting the student’s position on the chosen research question. Although the project/thesis format may vary according to the nature of the topic to be explored, scholarly and academic standards are expected throughout. The student is not expected to conduct research with the expansive rigor of a doctoral dissertation. However, he or she is expected to demonstrate both familiarity with scholarly literature and growing expertise in the chosen area. The student will be responsible for proofreading the final work, checking for clear grammar, academically appropriate style, expressing oneself clearly and effectively, and exploring abstract thinking. The last component of the Culminating Assignment is a one-hour oral qualifying exam/discussion with a panel of three examiners. The work signifies that through this project/thesis and this discussion, one has developed an integrated framework in ecclesial leadership praxis.

THEO 703 CPE:Inter Past Care Eccl Leade  3 sem. hrs.
The final unit will strive to facilitate Integration. The themes as well as the program schedule will be planned in part by the Students. Two focused presentations will be Perspectives of Pastoral Care Leadership and Group Dynamics. Activities will help students to think about their learning and plan for their future professional roles as laity, vowed religious, ministers, priests and rabbis. (Standard 240.9, 241.1, 241.2, 241.3, 252.8)
School of Behavioral and Health Sciences

Dr. Pamela Ritzline, Dean  
Dr. Penny Bove, Associate Dean

School of Behavioral and Health Science Vision

Through our academic programs, the School of Behavioral and Health Sciences engages faculty and students in research and in efforts to improve the quality of human and community life. We aspire to promote innovation, interdisciplinary collaboration, global and domestic service and advocacy for the underserved.

School of Behavioral and Health Science Mission

The mission of the School of Behavioral and Health Sciences is to provide high quality innovative educational programs which foster academic excellence rooted in scholarship and evidence based practices. Academic excellence embodies critical thinking, effective communication, creativity, life-long learning and an orientation to interdisciplinary and global learning. We challenge students in the academic programs to examine their personal values and respect the uniqueness, human dignity and cultural backgrounds of all people. Our students become leaders in service who demonstrate ethical and professional behaviors and advocate for the rights, health and welfare of all human beings. We encourage individuals to act in accordance with and guided by the example and teachings of Jesus Christ.

Programs of Study

The School of Behavioral and Health Sciences offers programs in Counseling and Human Development, a Master of Occupational Therapy and a Doctor of Physical Therapy.

- Master of Arts in Counseling and Human Development (p. 62)  
- Master of Occupational Therapy (p. 75)  
- Doctor of Physical Therapy (p. 54)

Doctor of Physical Therapy (DPT)

Dr. Jaime Paz, Program Director

Program Vision

Our vision is to graduate critical thinkers who are change agents for our profession, who are lifelong learners, who demonstrate excellence in clinical practice, who are consumers and contributors to evidence based practice, who dedicate themselves to service through mentorship, community-based care, and altruistic endeavors.

Program Mission

The mission of the Physical Therapy Program is to educate students to: demonstrate requisite knowledge, clinical skills, and professional behavior consistent with the profession of physical therapy; exhibit culturally sensitive and ethically sound conduct; display critical thinking; demonstrate leadership in service; become committed lifelong learners; contribute to evidence based practice; and advance the profession of physical therapy. The mission of the Physical Therapy program is consistent with the mission of Walsh University, which encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

Program Philosophy

The philosophy of Walsh University’s Physical Therapy Program reflects an understanding that to be a practitioner of choice, our faculty and students should demonstrate professional behaviors both in the academic and clinical settings. Furthermore, our students will demonstrate an ability to become an autonomous practitioner by active reflection and implementation of best practice based on evidence. The goal of these guiding principles is to provide care and manage persons with movement system dysfunction that result from a variety of health conditions across a person’s lifespan. Our graduates will be able to practice as generalist physical therapists in a variety of practice settings across the continuum of care, in both direct access and referral environments.

Program Goals

Building on a solid grounding in the liberal arts, the graduate level program focuses on the development of students emphasizing those values and characteristics that will enable the graduate to function as a competent provider of physical therapy services.

Based on the missions of Walsh University and the Physical Therapy Program, the following goals were developed to:

Goal 1: Prepare competent Doctors of Physical Therapy for evidence based and collaborative clinical practice.

Goal 2: Develop consumers and creators of scholarship by promoting and supporting academic excellence through engagement in basic science, clinical, and translational research for dissemination of new knowledge.

Goal 3: Engage in physical therapy service partnerships that provide health care education, service/outreach, research activities, and clinical care to the general population.

Goal 4: Promote ideal ethical and professional behaviors consistent with the physical therapy profession.

Goal 5: Demonstrate excellence in innovative instructional strategies and/or communication methods.

To achieve these goals the students must demonstrate the general knowledge, skill, and mindfulness of a competent physical therapist who exhibits the Judeo-Christian values of Walsh University.

Program Student Learning Outcomes

Since our outcomes are directly related to our student's ability to demonstrate entry-level competence in Physical Therapy, we call our intended accomplishments “Program Student Learning Outcomes (PSLOs).” The following PSLOs have been adopted as the key learning outcomes for Walsh University Doctor of Physical Therapy students:

1. Physical Therapy DPT graduates will demonstrate competency in patient outcome based examination, evaluation and intervention across the physical therapy scope of practice.

2. Physical Therapy DPT graduates will demonstrate competent and comprehensive entry level critical thinking and clinical reasoning skills consistent with entry level physical therapists.

3. Physical Therapy DPT graduates will demonstrate oral, written and interpersonal communication skills consistent with entry level physical therapists.

4. Physical Therapy DPT graduates will demonstrate competency in service in the domains of education, participation, design and reflection.
5. Physical Therapy DPT graduates will contribute to research procedures associated with evidence based physical therapy practice.

6. Physical Therapy DPT graduates will demonstrate cultural sensitivity, professional behavior and ethically sound behavior.

**ACCREDITATION**

The Commission on Accreditation in Physical Therapy Education (CAPTE) American Physical Therapy Association re-affirmed our program accreditation, with commendation, in November 2015 through December 2025.

**Academic Guidelines for Doctor of Physical Therapy**

**Routes of Admission**

In consideration of the non-discrimination policy of Walsh University, any candidate who demonstrates a history of scholastic aptitude along with professional potential will be considered for admission. There are 3 routes of admission into the graduate program in Physical Therapy. All qualified students applying to our program are required to successfully complete an interview prior to being accepted.

1. **Traditional Entry**
   
   Traditional entry involves a 4+3 model in which the student completes an undergraduate degree in 4 years prior to entry into the graduate program in Physical Therapy. Students can complete their undergraduate degree from Walsh University or other accredited institutions and submit application materials for review.

   **Traditional Entry Requirements for Admission**
   
   - B.S. or B.A. degree with an undergraduate overall GPA of 3.0 or greater from an accredited institution
   - Students who are in their senior year of completing their undergraduate degree are eligible to apply for admission
   - Application to [PTCAS.org](https://www.ptcas.org)
   - Completion of course prerequisites with a GPA of 3.0 or higher in the following:
     - Biology (2 semesters, plus lab) • 8 semester hours
     - Chemistry (2 semesters, plus lab) • 8 semester hours
     - Physics (2 semesters, plus lab) • 8 semester hours
     - Anatomy and Physiology (2 semesters) • 8 semester hours
     - Psychology (2 semesters) • 6 semester hours
     - Statistics (1 semester) • 3 semester hours
     - Exercise Physiology (1 semester) • 3 semester hours
   - Transcripts from all former institutions attended must be submitted
   - Graduate Record Examination (GRE) taken with scores reported (quantitative, verbal, analytical writing)
   - Three letters of recommendation (one academic; one professional; one may be professional, academic or an athletic coach).
   - Supplemental recommendation forms can be requested from Graduate Admissions.
   - Exposure to the field of Physical Therapy and submission of observation forms documenting 30 hours of clinical observation in 2 different Physical Therapy settings, 1 inpatient and 1 outpatient (a minimum of 10 hours in each setting). Supplemental observation forms can be requested from Graduate Admissions.
   - On-Site Interview (by invitation only)
   - TOEFL score (international students only)

**Additional Requirements**

Beyond the stated admission requirements, students matriculating in the professional entry program in Physical Therapy must have (with or without reasonable accommodations in compliance with the Americans with Disabilities Act):

- Adequate gross and fine motor ability for safe performance of patient evaluation and treatment procedures
- Adequate visual, auditory, tactile and kinesthetic senses for obtaining accurate evaluative and investigatory findings
- Ability to think critically and problem solve
- Ability to communicate effectively (oral, nonverbal, and written)
- Ability to organize and effectively use time
- Adaptability to perform tasks with persons from diverse backgrounds in a variety of settings
- The Physical Therapy Student Manual provides more details on additional requirements including physical examination, immunization and substance abuse information.

2. **Early Decision**

The Early Decision option is a 4 + 3 model for applicants who are certain that Walsh University is their first choice. Applicants will complete an undergraduate degree prior to entry into the graduate program in Physical Therapy. However applicants have the option to apply and be accepted prior to the regularly scheduled interviews in the fall.

- If accepted to Walsh, applicants may not apply to any other schools during that application cycle.
- If not accepted, applicants may apply to additional schools (including Walsh University as desired) in the same application cycle during the normal admissions period.

**To begin the application process, review our admissions process (https://www.walsh.edu/admissions-process) and then refer to [PTCAS.org](https://www.ptcas.org) to begin.**

Please contact Mona McAuliffe, Associate Director of Graduate Admissions, regarding traditional entry and any other questions about the admissions process at 330-490-7406 or [mmcauliffe@walsh.edu](mailto:mmcauliffe@walsh.edu).
• To be considered for Early Decision, applicants must have a 3.5 overall and pre-requisite GPA and a minimum combined score (verbal & quantitative) of 298 on their GREs.

Please contact Mona McAuliffe, Associate Director of Graduate Admissions, regarding Early Decision and any other questions about the admissions process at 330-490-7406 or mmcauliffe@walsh.edu.

3. Early Assurance

The Early Assurance, direct freshman entry program is a 3 + 3 model, available to a limited number of graduating high school seniors who will enroll in Walsh University’s Division of Mathematics and Sciences Biology Pre-PT Early Assurance program/curriculum. The students in this program will complete 3 years of undergraduate curriculum at Walsh University and finalize their undergraduate degree during their first year of graduate school (as part of the 3 year professional DPT program). The Early Assurance direct freshman entry program is competitive and allows for automatic acceptance into the DPT program upon completion of specified milestones during one’s matriculation as an undergraduate student within the University. The following criteria must be met prior to submitting an application to the early assurance program.

Prior to Attending Walsh University:
• High school GPA of 3.75 or higher
• Minimum ACT score of 28 or SAT score of 1200 (critical reading and math, not including writing)
• Successfully complete a standardized interview with faculty members of the Physical Therapy Program.

Once at Walsh University:
• Must be enrolled in the Biology Pre-Physical Therapy major
• Must complete pre-requisites for the program with a 3.5 GPA or higher
• Must complete a minimum of 3 academic years of undergraduate education at Walsh University
• Must maintain an overall GPA of 3.5 or higher during their undergraduate curriculum
• Must achieve a Graduate Record Examination (GRE) score of 298 (total) or higher (verbal & quantitative)
• Must meet the requirements of DPT admissions (with the exception of a PTCAS application) as follows:
  • A letter of recommendation from an undergraduate PT advisor
  • A letter of recommendation from a licensed Physical Therapist
  • A letter of recommendation from an undergraduate faculty member familiar with the student’s academic performance
• Documentation of 30 hours of clinical observation in 2 different Physical Therapy settings, 1 inpatient and 1 outpatient (a minimum of 10 hours in each setting)
• Successfully complete an interview with a member of the Physical Therapy Admissions Committee prior to matriculation into the graduate program.

Please contact the undergraduate admission office regarding Early Assurance and any other questions about the admissions process at 1-800-362-9846.

Eligibility

All students applying for the Physical Therapy Program should be aware that prior criminal convictions could affect the student’s ability to obtain a license to practice in the State of Ohio and in other legal jurisdictions (states, districts and territories) in the United States upon graduation from the program. It is the student’s responsibility to determine whether he or she is eligible for licensure as a physical therapist.

Registration Procedures

Students fully admitted to the program are required to mail an initial registration form to the Physical Therapy Program Office for the first semester of courses. Each subsequent semester, students will register electronically through the Cavalier Center.

Academic Standards

The Physical Therapy Program has three primary academic standards:

1. Students must maintain a B (3.0) overall GPA throughout matriculation;
2. Student must receive a satisfactory/pass grade in the professional experience courses; and
3. Students must receive a course grade of B- or higher in every class.

The Physical Therapy Program follows the Student Retention Policy in the Program Student Manual which outlines a stepped process of formative and summative assessment geared to keep students informed of their academic standing and status in the program. As gatekeepers for the profession, the Physical Therapy faculty have a dual responsibility of helping facilitate student success while ensuring public safety by maintaining a standard of professional, clinical and academic competency. Students who do not meet one or more of the primary academic standards may be given a warning and/or placed on probation with remediation as deemed appropriate. Failure to complete the conditions of probation may result in recommendation for dismissal from the program.

Appeals

The Physical Therapy Program adheres to the University guidelines for the appeal process as outlined earlier in this Graduate Catalog.

Withdrawal

Walsh University has a policy that allows students to withdraw from individual courses. The Physical Therapy curriculum is lock-step; therefore, students cannot withdraw from individual courses and continue in the curriculum. Students may need to step away from the Physical Therapy Program for various reasons including a medical leave of absence. Please refer to the Graduate Academic Policies and Procedures for more information on leaves of absences and withdrawals. Students who are dismissed from the program will not have the option to return to complete the program.

Academic/Research Advising

Upon entry into the Physical Therapy Program, each student is assigned an academic advisor. The advisor assists/counsels the student as needed to help ensure success in the program. Students are highly encouraged to meet regularly with their advisor to facilitate communication and progression in the curriculum. When a research advisor is assigned, that advisor may be different from the academic advisor to provide the student with the most suitable mentor for the chosen topic or design. If at any time there is a need for a change in an academic or research advisor, the student and current advisor will present their request to the Program Director.
Student Membership in Professional Organizations

Students are encouraged to join the American Physical Therapy Association (APTA), the national professional organization for physical therapists and physical therapist assistants. The APTA sets the standards for the physical therapy profession; students are exposed to many APTA documents and publications during their physical therapy education. The APTA has a student category for membership. The American Academy of Physical Therapy (AAPT) is also a national organization for physical therapists and physical therapist assistants. The AAPT’s mission pertains to recruitment and mentoring of minority and disadvantaged students for careers in physical therapy and toward improving health care for minority and other disadvantaged individuals.

Curriculum and Degree

The Walsh University Physical Therapy curriculum is an intensive three-year program, eight semesters including summers, leading to a Doctor of Physical Therapy degree. Course work builds upon a foundation of basic sciences and problem solving skills. Students gain knowledge and develop skills in teaching and scientific inquiry as well as physical therapy patient diagnosis and intervention. Students are required to perform original research and present their work prior to graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Semester I</td>
<td></td>
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<tr>
<td>PT 503</td>
<td>Human Anatomy 1</td>
<td>6</td>
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<tr>
<td>or PT 603</td>
<td>or Human Anatomy</td>
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<tr>
<td>PT 503L</td>
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<td>or PT 603L</td>
<td>or Human Anatomy: Lab</td>
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<tr>
<td>PT 511</td>
<td>Foundations of Clin Science 1</td>
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<td>or PT 611</td>
<td>or Foundations of Clin Science</td>
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<tr>
<td>PT 5151A</td>
<td>Biomechanics 1</td>
<td>2</td>
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<tr>
<td>or PT 6151A</td>
<td>or Biomechanics I</td>
<td></td>
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<tr>
<td>PT 701</td>
<td>Professional Issues I</td>
<td>1</td>
</tr>
<tr>
<td>Hours</td>
<td>13</td>
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| Semester II                                      |       |
| PT 504  | Foundations of Neuroscience 1             | 4     |
| or PT 604 | or Foundations of Neuroscience       |       |
| PT 506  | Foundations of Pharmacology 1            | 2     |
| or PT 606 | or Foundations of Pharmacology       |       |
| PT 5151B | Biomechanics II                          | 2     |
| or PT 6151B | or Biomechanics II                   |       |
| PT 608  | Found of Clinical Exercise              | 4     |
| PT 612  | PT Mgmt of Mus-Skel Impair I            | 3     |
| PT 702  | Professional Issues II                  | 1     |
| Hours                                                    | 16                       |

| Semester III                                     |       |
| PT 605  | Motor Learning/Motor Control             | 3     |
| PT 613  | PT Mgmt of Mus-Skel Impair II            | 5     |
| PT 614  | PT Mgmt of Mus-Skel Impair III           | 5     |
| PT 710  | Health Care Business Mgmt I              | 2     |
| Hours                                                    | 15                       |

| Semester IV                                      |       |
| PT 703  | Professional Experience I                | 4     |

Course Title                                      Hours

| Semester V                                      |       |
| PT 704  | Professional Experience II                | 4     |
| PT 721  | Research Methodology II                   | 2     |
| PT 731  | PT Mgmt of Neuro-Mus Impair II            | 6     |
| PT 734  | PT Mgmt Cardio/Respir Impair I            | 4     |
| Hours                                                    | 16                       |

| Semester VI                                     |       |
| PT 711  | Health Care Business Mgmt II              | 2     |
| PT 735  | PT Mgmt Cardio/Respir Impair II           | 5     |
| PT 742  | Life Span                                  | 3     |
| PT 74006 | Special Topics: Diag Img                  | 1     |
| PT 74001 | Special Topics: Pediatrics                | 2     |
| Hours                                                    | 13                       |

| Semester VII                                     |       |
| PT 705  | Professional Experience III               | 5     |
| PT 712  | Community Health in PT                    | 3     |
| PT 722  | Research Methodology III                  | 1     |
| PT 732  | PT Mgmt Multi System Impairmnt            | 4     |
| PT 740  | Special Topics 2                          | 1     |
| Hours                                                    | 14                       |

| Semester VIII                                    |       |
| PT 706  | Professional Experience IV                 | 6     |
| PT 713  | Service Project                            | 1     |
| PT 723  | Research Methodology IV                    | 2     |
| PT 736  | Capstone Sem:Clin Decis Making             | 2     |
| Hours                                                    | 11                       |

<table>
<thead>
<tr>
<th>Categories of Matriculated Students (Graduate Students Accepted by Physical Therapy Program)</th>
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<tbody>
<tr>
<td>• Matriculated Student</td>
</tr>
<tr>
<td>This category applies to any graduate student who has met all admission requirements for the degree and is enrolled in the program.</td>
</tr>
</tbody>
</table>

Doctoral Research Project

Students in the physical therapy program perform original research projects during their program of study and present that original work prior to graduation. Four research courses are provided to prepare students for their research. Each student group will be assigned a research advisor at the time of determination of the group’s research topic.
**Physical Therapy (PT)**

**PT 503 Human Anatomy  6 sem. hrs.**
Human Anatomy is a foundational course in normal human anatomy, both gross anatomy and surface anatomy, using a regional approach. Classroom and laboratory experiences are designed to promote methods of learning that minimize memorization. Incorporation of basic biomechanical principles enhances learning by association. Emphasis is given to the neuromusculoskeletal system and is presented as consistent with physical therapy clinical practice.

**PT 503L Human Anatomy: Lab  0 sem. hrs.**

**PT 504 Foundations of Pharmacology  4 sem. hrs.**
This course is designed to expand on previous science courses in order to provide a more in-depth understanding of the structure and function of the human nervous system in normal and pathological conditions. Material presented in this course provides the foundational science background for future applied courses related to physical therapy management of patients with conditions affecting the neuromusculoskeletal system. The course presents classroom and laboratory learning experiences that build from an understanding of basic nervous system functions at molecular and cellular levels to more complex functions involving whole systems. Structural changes in the nervous system are related to functional changes that occur during development, following injury, and with aging. A problem/ case study approach to learning is emphasized in order to further develop the student’s critical inquiry and clinical decision-making abilities.

**PT 504L Found of Neuroscience Lab  0 sem. hrs.**

**PT 506 Foundations of Pharmacology  2 sem. hrs.**
This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action such as pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug classes illustrated using prototypic drugs. Examples drawn from various body systems.

**PT 511 Foundations of Clin Science  4 sem. hrs.**
This course introduces the student physical therapist to the process of clinical examination including problem solving and clinical decision-making as well as introduction to foundational interventions. Using the Guide to Physical Therapist Practice the course focuses on physical therapy examination, evaluation, and basic treatment interventions as preparation for individuals with functional limitations related to movement. The course includes an introduction to examination techniques (tests and measures) common to the evaluation process (history, upper and lower quarter screens). Instruction also includes foundational intervention techniques and concepts such as patient communication and documentation; transfers; gait training with assistive devices; body mechanics; positioning and draping integral to examination and intervention; range of motion and manual muscle testing assessments; electrotherapeutic and heat/cold physical agents.

**PT 5151A Biomechanics I  2 sem. hrs.**
Material in this course includes 1) the basic principles of biomechanics related to stability and movement; 2) biomechanics of biologic structures and function of the musculoskeletal system, with in depth description of the structural and functional features of major joints of the human body; and 3) an introduction to human movement analysis.

**PT 5151B Biomechanics II  2 sem. hrs.**
Second foundational science course in Biomechanics. Material in this course includes 1) biomechanics of biologic structures and function of the musculoskeletal system, with in depth description of the structural and functional features of major joints of the human body; 2) human movement analysis.; and 3) normal human gait.

**PT 603 Human Anatomy  6 sem. hrs.**
Human Anatomy is a foundational course in normal human anatomy, both gross anatomy and surface anatomy, using a regional approach. Classroom and laboratory experiences are designed to promote methods of learning that minimize memorization. Incorporation of basic biomechanical principles enhances learning by association. Emphasis is given to the neuromusculoskeletal system and is presented as consistent with physical therapy clinical practice.

**PT 603L Human Anatomy: Lab  0 sem. hrs.**

**PT 604 Foundations of Neuroscience  4 sem. hrs.**
This course is designed to expand on previous science courses in order to provide a more in-depth understanding of the structure and function of the human nervous system in normal and pathological conditions. Material presented in this course provides the foundational science background for future applied courses related to physical therapy management of patients with conditions affecting the neuromuscular system. The course presents classroom and laboratory learning experiences that build from an understanding of basic nervous system functions at molecular and cellular levels to more complex functions involving whole systems. Structural changes in the nervous system are related to functional changes that occur during development, following injury, and with aging. A problem/ case study approach to learning is emphasized in order to further develop the student’s critical inquiry and clinical decision-making abilities.

**PT 604L Found of Neuroscience:Lab  0 sem. hrs.**

**PT 605 Motor Learning/Motor Control  3 sem. hrs.**
This course is a foundational course applicable to entry-level physical therapy practice pertaining to acquiring, controlling, and perfecting movement skill. The course will explore the application of the principles of motor control and motor learning as they apply to healthy individuals and those individuals with a variety of physical therapy impairments. In addition, students will explore motor control across development with an emphasis on reflexes and functional postures; general motor learning principles specific to the pediatric population will be introduced. This foundational knowledge will form a framework for both assessment and treatment of the neurologically involved child or adult and serve as a transitional course to expand on prior knowledge of neuroscience, therapeutic activities, and therapeutic exercise in preparation for subsequent course work.

**PT 606 Foundations of Pharmacology  2 sem. hrs.**
This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action such as pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug classes illustrated using prototypic drugs. Examples drawn from various body systems.
PT 608 Found of Clinical Exercise  4 sem. hrs.
This course examines in depth the mechanisms of muscle function, the principles of therapeutic exercise, and the practical application of exercise. The basic skills of clinical interventions including range of motion, stretching and flexibility, strengthening (strength, endurance and power training), balance, and aerobic training will be covered in depth. This information will prepare the student to critically think about, evaluate, and implement a plan of care for paper and live patients involving a variety of diagnoses on PT 613 and PT 614.

PT 611 Foundations of Clin Science  4 sem. hrs.
This course introduces the student physical therapist to the process of clinical examination including problem solving and clinical decision-making as well as introduction to foundational interventions. Using the Guide to Physical Therapist Practice the course focuses on physical therapy examination, evaluation, and basic treatment interventions as preparation for individuals with functional limitations related to movement. The course also introduces an introduction to examination techniques (tests and measures) common to the evaluation process (history, upper and lower quarter screens). Instruction also includes foundational intervention techniques and concepts such as patient communication and documentation; transfers; gait training with assistive devices; body mechanics; positioning and draping integral to examination and intervention; range of motion and manual muscle testing assessments; electrotherapeutic and heat/cold physical agents.

PT 612 PT Mgmt of Mus-Skel Impair I  3 sem. hrs.
This course is the first in a series of three courses on evaluation and treatment of general musculoskeletal conditions. All relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to general musculoskeletal conditions are integrated into this course. Information in this course includes the general physical therapy evaluation process, basic pathology, tissue injury and the healing process, and the integration of previous information covered in the curriculum. The course utilizes classroom and laboratory experiences to expose the student to simple problems in order to begin to develop the clinical reasoning skills required in entry-level practice. Emphasis is on basic evaluation technique in orthopedic and manual physical therapy and the implementation of therapeutic intervention techniques learned in other courses. This course provides the foundation for PT 613 and PT 614.

PT 613 PT Mgmt of Mus-Skel Impair II  5 sem. hrs.
An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to entry-level physical therapy practice. The course is the second course in the continuation Musculoskeletal Impairments series and includes the physical therapy evaluation process, physical therapeutic intervention techniques and procedures, and patient care plan development for spinal impairments and upper quarter. This course is to build on foundational skills in neuro-musculoskeletal assessment. The course presents classroom and laboratory experiences to develop simple to complex problems to assist the student in developing the necessary clinical reasoning and clinical skills. Emphasis is on basic evaluation techniques in orthopedic and manual physical therapy with an introduction to special test diagnostic accuracy and interpretation. It provides the foundation for selection of appropriate assessment and treatment planning in orthopedics. Students learn an evidence-based approach to screening, examination, and evaluation which all involve a critical thinking process to establish an orthopedic impairment based physical therapy diagnosis.

PT 614 PT Mgmt of Mus-Skel Impair III  5 sem. hrs.
An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to entry-level physical therapy practice regarding the upper and lower extremity. The course is a continuation of PT 612/613, Musculoskeletal Impairments I/II and includes the physical therapy evaluation process, physical therapeutic intervention techniques and procedures, and patient care plan development. The course presents classroom and laboratory experiences building from simple to complex problems to assist the student in developing the necessary competencies in physical therapy. Emphasis is on basic evaluation techniques in orthopedic and manual physical therapy with an introduction to special test diagnostic accuracy and interpretation. It provides the foundation for selection of appropriate assessment and treatment planning in orthopedics. Students refine their approach to screening, examination, and evaluation of extremity impairments with integration of spinal screening. This involves the critical thinking process to establish an orthopedic impairment based physical therapy diagnosis and subsequent treatment plan.

PT 6151A Biomechanics I  2 sem. hrs.
Material in this course includes 1) the basic principles of biomechanics related to stability and movement; 2) biomechanics of biologic structures and function of the musculoskeletal system, with in depth description of the structural and functional features of major joints of the human body; and 3) an introduction to human movement analysis.

PT 6151B Biomechanics II  2 sem. hrs.
Second foundational science course in Biomechanics. Material in this course includes 1) biomechanics of biologic structures and function of the musculoskeletal system, with in depth description of the structural and functional features of major joints of the human body; 2) human movement analysis; and 3) normal human gait.

PT 701 Professional Issues I  1 sem. hr.
This course is an introduction to the profession of physical therapy. Distinguishing factors of a profession, including the history of the profession and responsibilities of health care professionals are covered. Students are introduced to national, state and regional professional organizations. The topics of legal and ethical considerations are also covered. Students are guided through the discovery of practice expectations and the growth of the profession over the past century. Students are also expected to participate in professional development activities.

PT 702 Professional Issues II  1 sem. hr.
The course is designed to prepare the student physical therapist for clinical practice. Students build upon knowledge and skills gained in Professional Issues I. Students are introduced to the roles of various participants in clinical practice and the assessment tools utilized during clinical education. Issues related to legal and ethical clinical practice are covered.

PT 703 Professional Experience I  4 sem. hrs.
This is the first of four clinical education experiences within the curriculum. Professional Experience I introduces the student to the general organization of a physical therapy practice that pertains to the care of individuals with musculoskeletal dysfunction either in an inpatient or outpatient setting. Students are responsible, under the direct guidance of a licensed clinical mentor, for the examination, evaluation, diagnostic, prognostic and intervention components for patient care. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.
PT 704 Professional Experience II 4 sem. hrs.
This is the second of four clinical education experiences within the curriculum. Professional Experience II provides the student the opportunity to participate in a physical therapy practice that pertains to the care of individuals across the lifespan, with emphasis on those who experience acute or chronic neurological dysfunctions and/or cardiopulmonary and/or integumentary dysfunctions. Professional Experience II primarily occurs in an inpatient acute, post-acute or rehabilitation setting. Some students may participate in an outpatient neurological or general medicine rotation. Under the direct guidance of a licensed physical therapist/clinical mentor, students are responsible for the examination, evaluation, diagnostic, prognostic and intervention components for patient care. Students are expected to function as part of a multi-disciplinary team and to participate in practice management activities. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

PT 705 Professional Experience III 5 sem. hrs.
This is the third of four clinical education experiences within the curriculum. Professional Experience III provides the student the opportunity to participate in a physical therapy practice that pertains to the care of individuals across the lifespan, with emphasis on those who experience acute or chronic neurological, and/or cardiopulmonary dysfunctions. Professional Experience III primarily occurs in an inpatient acute, sub-acute, or rehabilitation practice setting. Some students may participate in an outpatient pediatric or a community based neurological rotation or a combined inpatient/outpatient rotation. Students are responsible, under the direct guidance of a licensed clinical instructor/clinical mentor, for the examination, evaluation, diagnostic, prognostic and intervention components for patient care. Students are expected to function as part of a multi-disciplinary team, and participate in practice management activities. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

PT 706 Professional Experience IV 6 sem. hrs.
This is the fourth and final clinical education experience within the curriculum. Professional Experience IV is scheduled after the completion of all didactic coursework in the basic, behavioral and clinical science courses. This course provides the student the opportunity to participate in a physical therapy practice that pertains to the care of individuals across the lifespan who experience neuromusculoskeletal, cardiopulmonary, or integumentary dysfunctions. Practice settings may vary based upon a student’s clinical interests. Students may also be given the opportunity to focus on an area of interest involving either a specialized patient population (i.e. geriatrics, pediatrics), practice management or clinical research application. During this experience, students have the opportunity to function behaviorally as would professional physical therapists, with the exception that the clinical instructor is responsible for the student’s provision of service and monitors the student’s decision-making process during the examination, evaluation, diagnostic, prognostic and intervention components for patient care. Students are expected to function as part of a multi-disciplinary team, and participate in practice management activities. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

PT 710 Health Care Business Mgmt I 2 sem. hrs.
The course is the first course addressing health care business management issues impacting physical therapy practice. Students are introduced to special topics related to access, cost and quality of care. Particular emphasis is on the United States Health Care delivery system, the continuum of care, reimbursement, interdisciplinary team management, direct access and autonomous practice.

PT 711 Health Care Business Mgmt II 2 sem. hrs.
This course provides the student with an enhanced view of the healthcare system in the United States. The primary aim is to ensure that students are prepared to enter the healthcare system with an ability to contribute in the administration of contemporary and ethical physical therapist practice. The course includes requisite knowledge and application activities to develop an appreciation of public health, including a working understanding of health promotion and wellness as well as a physical therapist's role in primary prevention. Activities are included to enhance the learners' appreciation of a variety of health care professionals and their respective roles in modern interdisciplinary patient care. Students will also acquire an understanding of business principles, including resource and financial management principles required for the administration of a physical therapist practice.

PT 712 Community Health in PT 3 sem. hrs.
This course introduces the concept of community health care in relation to physical therapist practice. Physical therapists role in health prevention, promotion and wellness across the lifespan in community based and non-traditional settings are addressed. Students develop a community health program that meets a community need that prepares them for their role as primary health care providers. Students also prepare for the role of clinical teaching.

PT 713 Service Project 1 sem. hr.
A commitment to community service is an inherent part of the mission at Walsh University and the Physical Therapy program. Students provide direct community service as part of their academic experience within the physical therapy curriculum. During this course, students deliver the community program that was approved during semester 7 in conjunction with PT 712 Community Health in Physical Therapy.

PT 720 Research Methodology I 3 sem. hrs.
This course is designed to introduce students to the research process. Taught from an epidemiological perspective, learners within the course will appreciate different types of study design and the hierarchy of evidence. This course will also introduce students to the interpretation of descriptive and inferential statistics including effect sizes. Students will apply their knowledge by being immersed in the research process through the completion of a systematic review of the literature. This process will provide students with experience in the searching for relevant literature, using various sources of information and technology, working with a health sciences librarian, and writing scientifically with the oversight of a faculty member.

PT 721 Research Methodology II 2 sem. hrs.
Taught from an epidemiological perspective, learners will be exposed to different types of data and statistical analyses. Through this, students will develop the ability to interpret statistical results and inferences that can be drawn from various types of analyses. This course further immerses students in the research process with the intention of developing the skills needed to synthesize research findings and write scientifically. Students will complete the scholarly project that was initiated in PT720 (a systematic review of the literature), with the intention of submission to a peer-reviewed venue.
PT 722 Research Methodology III 1 sem. hr.
This course teaches students to critically appraise and evaluate sources of research evidence. Within this process, students will develop the ability to discern the applicability of research findings to specific patient populations and to the practice of physical therapy. This will contribute to the development of a deeper appreciation for evidence based and evidence informed practice.

PT 723 Research Methodology IV 2 sem. hrs.
This course is designed to improve a student’s ability to present scholarly work in a professional, effective, and interesting manner. The course will discuss written, verbal, and demonstrative methods of disseminating research deliverables within professional venues. Students will complete the groups’ research projects and present their works at the Physical Therapy Program Research Symposium.

PT 730 PT Mgmt of Neuro-Mus Impair I 6 sem. hrs.
This course is the first within a series of two neurological courses presenting an integrated approach to relevant physiologic, anatomic, theoretical, medical, and therapeutic concepts related to entry-level neurologic physical therapist practice in both adult and pediatric populations. The two Physical Therapy Management of Neuromuscular Impairment courses will operate from a top-down model across the neural axis, focusing initially on central nervous system diagnoses of cortical dysfunction, injury, and recovery. Students will gain knowledge, skills, and the capacity for the clinical reasoning necessary to complete a comprehensive neuromuscular examination and develop a comprehensive plan for intervention based on current motor control and learning theories. Pediatric content is interwoven within the course.

PT 731 PT Mgmt of Neuro-Mus Impair II 6 sem. hrs.
This course is the second within a series of two neurological courses presenting an integrated approach to relevant physiologic, anatomic, theoretical, medical, and therapeutic concepts related to entry-level neurologic physical therapist practice in both adult and pediatric populations. It is a direct extension of PT 730 (Physical Therapy Management of Neuromuscular Impairments I), continuing with diagnoses along the neural axis, progressing from the central nervous system and moving to more of a focus on peripheral nervous system dysfunction. Students will continue to gain fundamental knowledge to develop the clinical reasoning and critical thinking necessary to complete a detailed neuromuscular examination and develop a comprehensive plan for intervention based on current motor control and learning theories. Pediatric content is interwoven within the course.

PT 732 PT Mgmt Multi System Impairment 4 sem. hrs.
Many patients that Physical Therapists encounter often have multiple systems that are impaired that ultimately affect their functional capabilities. This course integrates the many areas that have been discussed previously in the curriculum and aims to help the student focus their management strategies in the areas of medical screening and differential diagnosis. Complex patient cases involving multi-systems will be utilized throughout the course and the student will be responsible for demonstrating sound decision making processes based on best available evidence. In essence this course will help prepare the student physical therapist for autonomous practice.

PT 734 PT Mgmt Cardio/Respir Impair I 4 sem. hrs.
An integrated approach to the study of all relevant anatomic, physiologic, pathological, medical and therapeutic (invasive and surgical) concepts related to physical therapy practice in the area of cardiovascular, pulmonary, endocrine (diabetes) and integumentary impairments. The course includes commonly used physical therapy examination and therapeutic techniques and procedures, along with patient-care program development focused on the inpatient setting. Emphasis is placed on thorough review of medical history to help ensure safety during patient care.

PT 735 PT Mgmt Cardio/Respir Impair II 5 sem. hrs.
An integrated approach to the study of all relevant physiologic, anatomic, pathological, medical and therapeutic concepts related to physical therapy practice in the area of cardiovascular, pulmonary, integumentary, endocrine, hematology, immunology, oncology, genitourinary and gastrointestinal impairments. The course includes the physical therapy diagnostic process, physical therapeutic techniques and procedures, and patient-care program development. The course presents classroom and laboratory experiences building from simple to complex problems to assist the student in developing the competencies necessary for practice as a generalist in physical therapy. Experiences related to psychological, social, cultural, economic, and vocational aspects of illness and disability are included. Concepts are cumulative throughout the system(s) and continued enrollment depends upon mastery and use of previous concepts.

The capstone course is usually taken in the final year of a program and is designed to showcase a student’s comprehensive knowledge of the subject they have studied in various courses over their academic career. The course is sectioned into critical parts of the DPT’s profession from graduation of entry level into their professional career, NPTE and jurisprudence examinations, professional development and professional advocacy.

PT 740 Special Topics 1 sem. hr.
This elective course involves advanced study (beyond entry level) of selected examination and/or intervention techniques. Topics vary from semester to semester and from year to year.

PT 74001 Special Topics: Pediatrics 2 sem. hrs.
This course is designed to provide an overview of general pediatric practice, including developmental parameters and legal historical perspectives. It will progress through a foundational basis for pediatric premises and proceed to an overview of assessment, evaluation, and intervention approaches for specific diagnoses in the specialty practice with pediatric patients. While depth of all diagnoses will not be explored, different case studies will be used to clarify the contextual basis of evidence based practice across settings and within relevant services provision models. This class will build on the pediatric diagnoses and evaluation/intervention process covered in neurologic rehabilitation PT 730 & PT 731.

PT 74006 Special Topics: Diag Img 1 sem. hr.
This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging as they pertain to patient/client management in physical therapy.

PT 742 Life Span 3 sem. hrs.
Life Span prepares students to understand the physical, social, emotional and intellectual growth and development throughout the life span. Instructional content includes child development theories and research; adulthood; geriatrics; and death and dying.
M.A. Counseling and Human Development

Dr. Ruthann Anderson, CHD Program Director

Comprehensive Mission Statement

The CHD program mission and philosophy statement for the CHD program extends to professional counselor education the following mission of Walsh University. "The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages the individuals to act in accordance with reason guided by the example and teachings of Jesus Christ." The CHD program mission is centered around the core values of leadership, service, justice and educational excellence; it describes the priorities, expectations and goals of CHD education.

Program Philosophy

The Master's program in Counseling and Human Development (CHD) is committed to developing conscientious, professionally skilled counselors and student affairs professionals who are responsive to the needs and individual differences of all people. We seek to cultivate within each student a greater self-awareness, a respect for the uniqueness, human dignity, and cultural background of each person, and the moral commitment to work, first and foremost, in the best interests of clients and students.

To accomplish this end, the CHD program provides students with a professional foundation in both theory and research about human behavior and in counseling practice skills. We focus on how the understanding of human behavior and diversity is integrated into counseling practice and student affairs practice. Consequently, our students are involved in both the practice of professional helping and the science of professional understanding.

We seek students with diverse backgrounds and experiences who will join in promoting the mission, values and goals of the CHD program.

Program Goals

1. Develop students’ core knowledge and competencies necessary to function as professional counselors in school and clinical mental health counseling, and as student affairs professionals.
2. Prepare students for specialized professional roles as clinical mental health counselors, school counselors, and/or student affairs professionals.
3. Assist students to develop a sense of their identity as counselors and student affairs professionals and the professional orientation needed to work for the welfare of diverse clients and students.

Accreditation

The Walsh M.A. Program in Counseling and Human Development includes two license-eligible specialty areas: Clinical Mental Health Counseling and School Counseling. Both the Clinical Mental Health Counseling and the School Counseling specialty programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 Standards.

C.H.D. Academic Guidelines

Admission to the CHD Program

Admissions information and application packets are available from the Graduate Admissions Office. Contact Patricia Merrell, Graduate Admissions Counselor, by telephone at 330-490-7586 or by e-mail at pmerrell@walsh.edu. Forms are also available online at the Walsh University website at www.walsh.edu/masters-counseling-admissions (http://www.walsh.edu/masters-counseling-admissions).

Applicants are considered for admission for the fall and spring semesters. The CHD program admits students on a rolling basis toward these admission dates. Applicants are strongly urged to apply as early as possible. New admits will not be accepted once the program reaches cohort capacity; they will be placed on an admissions wait list for the next open (fall or spring) semester. To discuss details of admission processes, contact the Graduate Admissions Office (contact Patricia Merrell by telephone at 330-490-7586 or by e-mail at pmerrell@walsh.edu).

Admission Requirements

1. Applicants with a bachelor’s degree from an accredited college or university (must be completed prior to beginning CHD coursework) are considered for admission to the CHD program. Official transcripts of undergraduate and all other graduate education are required.
2. Completed application form accompanied by a nonrefundable application/registration fee of $25.
3. Evidence of personal and professional potential for the CHD program is provided by:
   a. Three letters of recommendation (or Walsh CHD recommendation forms) completed by persons qualified to appraise scholastic aptitude, relevant personal characteristics and professional promise, such as a past instructor, work supervisor or professional working in the counseling/human service field (friends and peers are excluded).
   b. A notarized affidavit of good moral conduct (form supplied by the Graduate Admissions office).
   c. On-campus interview with the Program Director or program faculty members. Out-of-state applicants or international applicants may contact the Program Director for alternate arrangements to meet this requirement.
   d. A current résumé submitted to the Graduate Admissions Office
4. Written English proficiency demonstrated in a writing sample completed on-site. Out-of-state or international applicants may contact the CHD Administrative Assistant for alternate arrangements for the writing sample.
5. Minimum cumulative GPA of 3.0 on a 4.0 scale on the baccalaureate transcript. Applicants who meet this criterion do not need to submit results from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Applicants with a minimum cumulative GPA of 2.99 or less may be considered for conditional admission once they have submitted their results from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) in addition to all required admissions documents. Individuals who hold a master’s degree from
Categories of Graduate Students

- Non-Matriculated Student
  Students who do not intend to pursue a degree in counseling. Generally, these are "licensure only" students who already have a master's degree and are completing courses required for school or clinical mental health counseling licensure in Ohio. A CHD degree-seeking student cannot be enrolled as a non-matriculated student.

- Matriculated Student
  Graduate students who have met all admission requirements for the CHD master's degree program.

- Candidacy
  The process of candidacy is internally driven by the CHD program faculty and occurs two times in the academic year. Matriculated students who reach the half-way point in their coursework and have completed one or more process courses (i.e., group process, social and cultural diversity, substance abuse) are considered for candidacy. The CHD faculty is responsible for evaluating students' academic and professional suitability to enter the counseling profession. It is the program's ethical and professional mandate to protect the public and assure the quality of its graduates. Students are notified of the outcome in writing. Students in Counseling Education and Training tracks must acquire candidacy before registering for practicum.

Academic Advising

Upon admission to the CHD program, students are assigned a faculty advisor to help them plan course scheduling. Students are responsible to contact their advisor for help in planning course loads each semester prior to registering. Students must complete a "Prospectus" which serves as a plan of study during their first semester in the CHD program.

Comprehensive Examination

As part of the Master's program graduation requirements, CHD students must successfully pass a final comprehensive examination. This is a capstone assessment of core areas of knowledge required/expected of the profession, as well as a demonstration of your ability to translate the theory and knowledge gained in the curriculum into practical insights related to client/student care. The examination is generally taken during the last semester the student is completing course requirements. Those who fail any section of the comprehensive examination, or the examination as a whole, are required to complete a second examination as determined by the faculty. If the second examination results are also unsatisfactory, matriculation is delayed and course retakes (with specified course competency requirements) are required at the student's expense. If student performance results in failure of the course retakes (a performance of less than 80%), matriculation is terminated.

Dual Specialization Policies - M. A. in Counseling and Human Development

Students may simultaneously complete the requirements for any two of the CHD specializations with relative ease. Choose two from Clinical Mental Health Counseling (p. 67), School Counseling (p. 68) or Student Affairs in Higher Education (p. 68). In order to have both specializations posted on the diploma, course and specialization-specific requirements for both specializations must be fulfilled before the M.A. degree is conferred.

Once the M.A. is conferred, a student may return to the Counseling and Human Development program as a non-matriculated student to complete courses required for another specialty. A student may not return for a second degree once the M.A. is conferred.

CHMC & SC

Students may simultaneously complete the requirements for both license-eligible specializations, Clinical Mental Health Counseling and School Counseling in the M.A. in Counseling and Human Development. In order to have both specializations posted on the transcript, all course requirements for school and clinical mental health specialties must be fulfilled, and students must successfully complete CHD 790 - Practicum
for Dual Specialization. The CMHC-SC Dual Specialization requires 72 semester hours.

SAHE & CMHC

Students may simultaneously complete requirements for the SAHE & CMHC specialties. In order to have both specializations posted on the transcript, all course requirements for both SAHE & CMHC specialties must be fulfilled. The SAHE-CMHC dual specialization requires 78 semester hours.

SAHE & SC

Students may simultaneously complete requirements for the SAHE & SC specialties. In order to have both specializations posted on the transcript, all course requirements for both SAHE & SC specialties must be fulfilled. The SAHE-SC dual specialization requires 66 semester hours.

Student Retention Policy

CHD faculty members recognize that graduate student training is a developmental process; that is, faculty members understand that professional counseling competencies develop over time. CHD faculty members want to see all matriculated students acquire the competencies necessary for them to function in their professional roles as school, clinical mental health counselors and student affairs professionals, succeed in their graduate studies, and complete their master’s degree. At the same time, CHD faculty members have ethical and professional responsibilities to serve as gatekeepers to the profession by identifying problematic student behaviors, and insufficient student competence in academic, clinical and professional knowledge and skills, including decision making and judgment (for Counselor Education, see ACA Code of Ethics [2014] and 2009 CACREP standards; for Student Affairs in Higher Education, 2006), CAS [2006], ACPA and NASPCA, [2010]). In order to ensure that each student receives timely feedback to improve academic and clinical competencies and correct problematic behaviors, the CHD faculty members adopted a retention policy. The purpose of the retention policy is to establish a systematic means to evaluate students’ competencies and professional behaviors, and to set up a process to address the development (and/or remediation) of students’ professional skills (academic and clinical), and/or professional behavior. The implementation of this policy provides students with information related to the overall progress of their professional development. See the CHD Handbook for complete policy, forms, processes and procedures.

"Licensure Only" Non-Matriculated Status

Individuals who hold a master’s degree in counseling which does not meet the licensure requirements in Ohio must obtain a prescription for required coursework from the Ohio Counselor, Social Worker and Marriage and Family Therapist Board. They are eligible for licensure-only (non-matriculated) program at Walsh University.

Individuals who hold a master’s degree in education or counseling other than school counseling must obtain the equivalent of a Walsh school counseling degree to become licensed as a school counselor. They are also eligible for licensure-only (non-matriculated) program at Walsh University.

The Alpha Mu (Walsh University) Chapter of Chi Sigma Iota

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training who are dedicated to excellence in scholarship, research, and clinical practice. It was established January 1, 1985, and the first initiation was held by the Alpha Chapter of Ohio University in March of 1985. As of May 2018, there are 396 chapters and over 117,000 initiated members. National headquarters are located in Greensboro, N.C.

The Walsh University chapter, Alpha Mu, was established in the spring of 1987 and has grown from five members to over 100 members comprised of either counseling professionals or professionals-in-training. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in the study and practice of counseling.

Students enrolled in the Walsh University Graduate Program in Counseling and Human Development in one of the licensure tracks may be invited to join Alpha Mu upon recommendation of the faculty and if they meet the following requirements:

- a grade point average of 3.5 or better on a 4.0 scale
- promise of active participation in the chapter
- faculty endorsement

Faculty, alumni, and participating professional counselors who are either certified or licensed and who have given evidence of distinguished scholarship and professional service, including professional credentials and/or graduation from a Council for Accreditation of Counseling and Related Education Programs (CACREP) approved program, are also eligible to be invited to join.

Membership in the Alpha Mu chapter can make a valuable contribution to the professional development of the counseling student as they become part of a network of professionals who ascribe to high standards of scholarship and practice. Alpha Mu offers many events and programs for CHD students, such as an annual initiation dinner, speakers and programs on current issues and topics relevant to the counseling field, a chapter networking directory, and all-day workshops or seminars with the opportunity to earn continuing education units (CEUs) for license renewal.

The Alpha Gamma (Walsh University) Chapter of Chi Sigma Alpha

Chi Sigma Alpha, the Student Affairs Honor Society, began in the fall of 2002 at Virginia Polytechnic Institute and State University to promote and recognize exemplary attainment in academics, research, and service to the profession of student affairs.

The Walsh University chapter, Alpha Gamma, was established in the fall of 2016. Members include graduate students pursuing the Student Affairs in Higher Education specialty within the CHD program, program alumni, and student affairs professionals.

Students enrolled in the CHD Program may be invited to join upon recommendation of the faculty and the Alpha Gamma Executive Committee, and if they meet the following requirements:

Successful completion of 6 semester hours in the CHD program (provided that they have not been on active social or academic probation while enrolled as a CHD graduate student).

A grade point average of 3.5 or better on the 4.0 scale (which must also be maintained in order for students to remain eligible for membership in Alpha Gamma).
A demonstration of commitment to the three pillars (based upon application materials).

The support of members is essential to the success of our Alpha Gamma chapter in advancing its aims both at Walsh and in partnership with other members and local chapters from various institutions of higher education across the country. Members have a unique opportunity to shape the future of this Honor Society and of the student affairs profession through their active membership and involvement. In doing so, this Society adds value to the personal, professional, and career journey of its members, helping them to thrive as competent students and professionals. Additionally, members of Alpha Gamma become part of a network of peers and professionals who share a commitment to high standards in academics, research, and service to the profession.

For more information on the Walsh University Alpha Gamma chapter of Chi Sigma Alpha, please contact one of the officers or the Faculty Advisor.

Financial Aid
Walsh Alumnae Tuition Discount
Graduates of Walsh University are eligible for a 25% tuition discount for graduate courses in the CHD program. To obtain this discount, alumnae students complete a request form at the time of registration in the Student Service Center.

Senior Citizens
Senior citizens qualify for special financial aid; for information, inquire at the Student Service Center.

Scholarships
Premier Student Discount
Students who have been admitted to a CHD Program from other colleges and universities may apply for the Premier Tuition Discount Scholarship in the Student Service Center. This tuition discount scholarship is based on a combination of factors including GPA, admission test scores and financial need. Students who receive the Walsh Alumnae Tuition discount are not eligible for this scholarship program. This is a nonrenewable scholarship and must be applied for each year.

Dr. Sandra Lopez-Baez Scholarship
This one-time $1,000 tuition scholarship, which is sponsored by the Alpha Mu chapter of Chi Sigma Iota International, is awarded annually to a CHD student who has completed one semester of the CHD graduate program, has a 3.50 cumulative GPA or better, and demonstrates financial need. Applications are available each spring semester from the Vice President of Advancement and University Relations or Christine Craddock, Administrative Assistant for the CHD program. Recipients of the Richard J. Mucowski Scholarship, Sandra Lopez-Baez Scholarship, and Alice Cleary Scholarship are ineligible.

The Dr. Sandra Lopez-Baez Book Scholarship
The Alpha Mu chapter of Chi Sigma Iota offers two $250 book scholarships per year to CHD students who demonstrate financial need. To apply for this scholarship contact the Faculty Advisor for the chapter. Applicants must meet Alpha Mu’s membership criteria, fulfill candidacy requirements and maintain a GPA of 3.5 or better. Applications are available each spring semester from the Vice President of Advancement and University Relations or Christine Craddock, Administrative Assistant for the CHD program.

The Dr. Linda Barclay Scholarship
This one-time tuition scholarship, which is sponsored by the Alpha Mu chapter of Chi Sigma Iota International, is awarded annually to a CHD student who has completed one semester of the CHD graduate program, has a 3.50 cumulative GPA or better, and demonstrates financial need. Applications are available each spring semester from the Vice President of Advancement and University Relations or Christine Craddock, Administrative Assistant for the CHD program. Recipients of the Richard J. Mucowski Scholarship, Sandra Lopez-Baez Scholarship, and Alice Cleary Scholarship are ineligible.

Student Loans
Students may apply for Stafford Loans for graduate study through the Financial Aid Office in the Student Service Center. Students apply each spring for these annual loans.

Graduate Assistantships
A limited number of graduate assistantships are available for full-time students. CHD students are notified when graduate assistantships are available. Application is made to the CHD Administrative Assistant. The maximum amount a Graduate Assistant may earn in one year is established by the University. Appointments are made for 20 hours of service each week. They may take twelve (12) tuition free credits per year (pro-rated depending on how much of the year they are employed).

The Behavioral Science/Counseling and Human Development BA/MA Program
B.A./M.A. Program in Behavioral Science/ Counseling and Human Development: Mental Health or School Counseling
Social and Behavioral Sciences — Dr. Jo Anna Kelly, Program Director

The B.A./M.A. program provides the best preparation for students who wish to pursue clinical mental health or school counseling careers. To accomplish this, the program integrates core theoretical and knowledge areas in psychology and sociology into a Behavioral Sciences major at the undergraduate level. At the graduate level, the program integrates the core theoretical knowledge and skill areas in professional counselor education needed for practice as a clinical mental health counselor or school counselor. B.A./M.A. coursework integration results in a holistic, streamlined educational program wherein students can meet educational licensure requirements in school counseling or clinical mental health counseling in approximately 6 years.

The program develops counselors who assist others in making differences in their lives. To meet this overall goal, students apply theoretical models to the understanding of human behavior and demonstrate the professional attitudes, behaviors and counseling skills needed to integrate their knowledge and skills with the ethical practice of counseling with diverse populations.

General program goals include:

• Develop within students the knowledge, competencies and attitudes necessary to function as professional counselors.
• Assist students to develop a sense of their identity as counselors and the professional orientation needed to work for the welfare of diverse clients.
• Assist students to understand both the scientific and humanistic perspectives in behavioral science and to apply this knowledge to counseling practice.
• Prepare students for specialized roles as clinical mental health counselors and school counselors.

B.A./M.A. students are dually admitted to the B.A. in Behavioral Sciences and the M.A. in Counseling & Human Development. In addition to meeting separate admission requirements for the B.A./M.A. program (beyond general admission to the university), students must maintain a 3.3 GPA in their undergraduate coursework, follow all undergraduate and graduate academic policies and procedures, and meet appropriate interpersonal and professional behavior standards to remain in good standing in the program. With the permission of their advisor, B.A./M.A. students take three graduate courses during the last three semesters of their undergraduate degree program: BSC 560; BSC 502 (CHD 602 course); and BSC 526 (CHD 626 course). Upon completion of the undergraduate requirements for the B.A. portion of the program, students are awarded the degree of Bachelor of Arts in Behavioral Science. An official Change of Status form must be obtained from the Program Director of Social and Behavioral Sciences and filed with the Registrar to change the status from undergraduate to graduate. Upon completion of all graduation requirements in the Counseling and Human Development program, students are awarded the Master of Arts in Counseling & Human Development (with Clinical Mental Health and/or School Counseling).

For details regarding admission to the B.A./M.A. program, refer to Dr. Jo Anna Kelly, Program Director of Social and Behavioral Sciences at jkelly@walsh.edu

**B.A. with a Behavioral Science Concentration**
(Students must maintain a minimum 3.3 GPA.)

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSC 430</td>
<td>DV:Applied Behav Science Sem</td>
<td>3</td>
</tr>
<tr>
<td>BSC 440</td>
<td>DV:HS:Applied Behav Sci Intern</td>
<td>3-9</td>
</tr>
<tr>
<td>BSC 502</td>
<td>Research Methods/Prog Evaluati</td>
<td>3</td>
</tr>
<tr>
<td>BSC 526</td>
<td>UG:DV:Group Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 560</td>
<td>DV:Intro Counsel/Counsel Prof (formerly Counseling and Interviewing Processes)</td>
<td>3</td>
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</table>

**Electives**
Select one of the following:

- PSYC 309 | H1:Crit Iss in Child/Adol Deve            | 3     |
- SOC 314  | H1:DV:Sociology of Aging (formerly Critical Issues in Adult Development) | 3 |

**M.A. in Counseling and Human Development School Counseling**
(Student must maintain a minimum 3.0 GPA.)

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<tbody>
<tr>
<td>BSC 502</td>
<td>Research Methods/Prog Evaluati</td>
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<tr>
<td>BSC 526</td>
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<tr>
<td>or CHD 626</td>
<td>Group Process</td>
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<tr>
<td>BSC 560</td>
<td>DV:Intro Counsel/Counsel Prof</td>
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<tr>
<td>or CHD 626</td>
<td>Group Process</td>
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<tr>
<td>CHD 603</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 610</td>
<td>Prin/Tech/Theories of Coun/Dev</td>
<td>3</td>
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<tr>
<td>CHD 612</td>
<td>Lifespan Development</td>
<td>3</td>
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<tr>
<td>CHD 620</td>
<td>Found/Organ of School Counsel</td>
<td>3</td>
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<tr>
<td>CHD 624</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>CHD 635</td>
<td>Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CHD 637</td>
<td>Consult,Collabor &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CHD 662</td>
<td>Individ Study: Counsel/Dev (optional)</td>
<td>1-3</td>
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<tr>
<td>CHD 680</td>
<td>Issues in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 730</td>
<td>Soc/Cult Diversity in Coun</td>
<td>3</td>
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<tr>
<td>CHD 740</td>
<td>Ethics/Issues in Counseling</td>
<td>3</td>
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<tr>
<td>CHD 790</td>
<td>Practicum: Counseling Tech</td>
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<tr>
<td>CHD 795</td>
<td>Internship: School Counseling</td>
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<td>CHD Elective</td>
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</table>

Total Hours: 49-51

Graduate course descriptions are listed in the Graduate Catalog.

**M.A. in Counseling and Human Development Clinical Mental Health Counseling**
(Student must maintain a minimum 3.0 GPA.)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSC 502</td>
<td>Research Methods/Prog Evaluati</td>
<td>3</td>
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<tr>
<td>or CHD 602</td>
<td>Research Methods/Prog Eval</td>
<td></td>
</tr>
<tr>
<td>BSC 526</td>
<td>UG:DV:Group Process</td>
<td>3</td>
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<tr>
<td>or CHD 626</td>
<td>Group Process</td>
<td></td>
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<tr>
<td>BSC 560</td>
<td>DV:Intro Counsel/Counsel Prof</td>
<td>3</td>
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<tr>
<td>or CHD 626</td>
<td>Group Process</td>
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</tr>
<tr>
<td>CHD 603</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 610</td>
<td>Prin/Tech/Theories of Coun/Dev</td>
<td>3</td>
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<tr>
<td>CHD 612</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 624</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>CHD 635</td>
<td>Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CHD 665</td>
<td>CMHC:Foundations for Practice</td>
<td>3</td>
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</tbody>
</table>
Clinical mental health internship is served in an "out placement" setting. Examples of settings include the University Counseling Services, community clinical mental health agencies, hospitals, family services, substance abuse agencies, crisis centers, private practice, and others. Requirements for Clinical Mental Health Counseling students include a total of 600 hours of internship with at least 240 hours of direct client service. The 240 hours of direct client service contact must include a range of activities such as individual, couple, family and group counseling as well as diagnostic assessment, diagnosis to mental and emotional disorders, and treatment planning. The hours must be distributed among a broad range of clinical activities.

Prerequisites are specified within the course descriptions listed in this catalog. "Practice oriented" courses included in the curriculum are: CHD 790 Practicum, CHD 796I Internship in Clinical Mental Health Counseling I and CHD 796II Internship in Clinical Mental Health Counseling II. The Practicum course is designed to provide students with counseling experience under the supervision of the Practicum instructor and the individual clinical mental health supervisor. This experience is necessary to enhance counseling competencies in practitioners. Practicum requires 100 hours of work, of which 40 hours must involve direct client service (Note: Students pursuing both Clinical Mental Health and School Counseling specialties are required to obtain 120 hours of work, of which 40 hours must involve direct client/student service). Students must obtain Professional Liability Protection prior to starting the Practicum class.

Total Hours 60
1 Additional course fees for testing materials required
2 Additional fees for art supplies required
3 Prerequisite course is CHD 756

M.A. in C.H.D. - School Counseling

In accordance with the CACREP accreditation standards for School Counseling, the Counseling and Human Development program with School Counseling emphasis consists of 16 courses totaling 48 semester hours. Course work is divided into three areas:

- FOUNDATIONS (3 courses) which must be taken early in the program and are prerequisites to higher level courses;
- AREA OF CONCENTRATION (12 courses) which are sequenced to build a strong counseling skill base;
- ELECTIVES (1 course) that allows students to pursue further course work in an area of interest within education or counseling.

Prerequisites are specified within the course descriptions listed in this catalog. “Practice oriented” courses included in the curriculum are: CHD 790 Practicum and CHD 795 Internship in School Counseling. The Practicum course is designed to provide students with counseling experience under the supervision of the instructor and the individual’s Practicum supervisor. Such experience is necessary to enhance counseling competencies in practitioners. Practicum requires 100 hours of work, of which 40 hours must be face-to-face counseling. Students must obtain Professional Liability Protection prior to starting the Practicum class.

School counseling internship is served in an off-site school setting under the supervision of a licensed school counselor. Internship includes 600 hours of counseling work with at least 240 hours of direct service with clients. The 240 hours of direct service with clients must include a variety of activities such as individual and group counseling, career/vocational counseling, and other counseling experiences suitable to a school counselor.

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<tr>
<th>Code</th>
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<tr>
<td>CHD 602</td>
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<tr>
<td>CHD 603</td>
<td>Assessment in Counseling</td>
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Area of Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHD 790</td>
<td>Practicum: Counseling Tech</td>
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<tr>
<td>CHD 791</td>
<td>Internship: School Counseling</td>
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</tr>
<tr>
<td>CHD 662</td>
<td>Individ Study: Counsel/Dev (optional)</td>
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Electives

Select one of the following courses:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHD 710</td>
<td>Counseling Adolescents</td>
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<tr>
<td>CHD 710</td>
<td>Counseling Children</td>
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<tr>
<td>CHD 710</td>
<td>Spirituality in Counseling</td>
<td>3</td>
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<tr>
<td>CHD 710</td>
<td>Cross Ccoun Coun Inter-Uganda</td>
<td>3</td>
</tr>
<tr>
<td>CHD 710</td>
<td>Conflict Resolution</td>
<td>3</td>
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<tr>
<td>CHD 710</td>
<td>Counseling Families</td>
<td>3</td>
</tr>
<tr>
<td>CHD 749</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CHD 751</td>
<td>Grief and Loss Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 752</td>
<td>Trauma Assessment/Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CHD 753</td>
<td>Relational Cultural Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CHD 756</td>
<td>Art Therapy 2</td>
<td>3</td>
</tr>
<tr>
<td>CHD 762</td>
<td>Eating Disorders</td>
<td>3</td>
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<tr>
<td>CHD 767</td>
<td>Art Therapy II 2</td>
<td>3</td>
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<tr>
<td>CHD 768</td>
<td>Cognitive Behavior Intervent</td>
<td>3</td>
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<tr>
<td>CHD 662</td>
<td>Individ Study: Counsel/Dev</td>
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Total Hours 48

M.A. in C.H.D. - Students Affairs in Higher Education

The Student Affairs in Higher Education track integrates core counseling knowledge and skills with student development theory, higher education administration, and student services programming. There is a specialized focus on diversity education. Graduates of this program will be prepared for a wide variety of college personnel roles and functions in higher education including student affairs programming, administration, residence life and housing, multicultural affairs, academic advising, student academic success programs, global learning, international student and service learning programs, and more. This specialization consists of 14 courses totaling 42 semester hours. Coursework is divided into three area:

- FOUNDATIONS (2 courses) which must be taken early in the program and are prerequisites to higher level courses;
- AREA OF CONCENTRATION (10 courses) which are sequenced to build a strong skills base;
- ELECTIVES (2 courses) that allow students to pursue further course work in an area of interest within education or counseling.

Prerequisites are specified within the course descriptions listed in this catalog. Requirements for Student Affairs in Higher Education students includes a total of 600 hours of internship. Internship courses are: CHD 793I Internship in Student Affairs in Higher Education I and CHD 793II Internship in Student Affairs in Higher Education II.

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<tbody>
<tr>
<td>BSC 560</td>
<td>DV/Intro Counsel/Counsel Prof</td>
<td>3</td>
</tr>
<tr>
<td>CHD 602</td>
<td>Research Methods/Prog Eval</td>
<td>3</td>
</tr>
<tr>
<td>CHD 603</td>
<td>Assessment in Counseling</td>
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Area of Concentration

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<td>Practicum: Counseling Tech</td>
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<tr>
<td>CHD 791</td>
<td>Internship: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 662</td>
<td>Individ Study: Counsel/Dev (optional)</td>
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Electives

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHD 610</td>
<td>Prin/Tech/Theories of Coun/Dev</td>
<td>3</td>
</tr>
<tr>
<td>CHD 624</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>CHD 626</td>
<td>Group Process</td>
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1 Additional course fees for testing materials required
2 Additional fees for art supplies required
3 Prerequisite course is CHD 756
MA Counseling Human Development (CHD)

CHD 602 Research Methods/Prog Eval  3 sem. hrs.
An overview of statistical concepts and methods used in counseling research from single case-study, qualitative designs through complex, multivariate quantitative research designs. Included are consideration of sampling methods, descriptive and inferential statistics with particular reference to hypothesis testing, and the analysis, evaluation and interpretation of statistical data, using computer-based systems. The course includes consideration of the use of research methods in program evaluation, needs assessments and outcome studies. Special focus is given to understanding the importance of integrating research into the professional identity of school and mental health counselors to the benefit of students, clients and the overall profession. This is a foundational course. It must be taken within the first 3 semesters following admission.

CHD 603 Assessment in Counseling  3 sem. hrs.
An overview of basic statistical concepts and methods in psychometrics and the uses of group and individual psychological testing and other assessment methods in counseling (interviews, biopsychosocial evaluation). It provides an overview of the history and current context of psychometric assessment, including ethical and legal perspectives and social and cultural perspectives. The course considers the application of assessment methods to client case conceptualization and the measurement of client progress and outcomes. It provides an overview of various types of standardized and non-standardized psychological assessment including the use of intelligence, aptitude and ability, achievement, symptom checklists and personality assessment instruments. The course introduces students to test reviewing and counseling assessment report writing. This is a foundational course. It must be taken within the first 3 semesters following admission.

CHD 605 Found/Dimens of School Counsel  3 sem. hrs.
This course is designed to prepare school counseling students to become effective leaders in the process of transforming school counseling to meet the American School Counseling Association’s (ASCA) National Standards. The historical, philosophical and current trends in school counseling are addressed as well as professional and ethical issues facing school counselors including school counselors’ scope of practice. The development, implementation and evaluation of a comprehensive school counseling program are also introduced. This is a beginning level course.

CHD 610 Prin/Tech/Theories of Coun/Dev  3 sem. hrs.
Study of selected theories of counseling and psychotherapy including the application of specific techniques to human problems and to the promotion of optimal mental health. The role of the counselor in initiating and supporting the change process in an ethically and legally sound manner. The application of counseling theories in case conceptualization, intervention selection, and consultation. Foundational understanding of theories to allow the development of a personal philosophy for counseling and consultation to be used in applied settings. This is a beginning level course.

CHD 612 Lifespan Development  3 sem. hrs.
Overview of human development processes and stages. Analysis of predictable conflicts and crises associated with progression through lifespan, as well as the impact of cultural and environmental factors upon development. Overview of developmental theories (physical, psychosexual, cognitive, emotional, and social development) that describe development from conception to death. Concentration upon applying theoretical concepts to counseling various populations across the lifespan. This is a beginning level course.

CHD 620 Found/Organ of School Counsel  3 sem. hrs.
This course serves as an orientation to the school counseling profession. The course covers history, philosophy, and trends in school counseling; roles, responsibilities, knowledge of the school setting and curriculum; legal and ethical issues; policies, laws, and legislation, and implications of sociocultural, demographic, and lifestyle diversity, and organization and administration of the educational system. Students will learn how to organize, administer, and evaluate a comprehensive, developmental school counseling program based on current models of school counseling programs and the individual, school, and community needs. They will learn about national standards, certification and licensure requirements.

Prerequisites: BSC 560, CHD 602, 603, 610, 612.
**CHD 624 Career Counseling  3 sem. hrs.**  
Various aspects of career, including planning, exploration, and involvement, are integral elements of human development. One of the philosophical foundations of the counseling profession is to promote the wellness and full development of individuals. Thus, the focus of this course is to introduce students to foundational career development and counseling theories, as well as the current state of career development assessment, research, and practice in order to prepare them to work with individuals’ developmental concerns which relate to career development.
Prerequisites: BSC 560, CHD 603.

**CHD 626 Group Process  3 sem. hrs.**  
This course is designed to introduce students to the group as a unique medium of implementing the counseling process. Emphasis is placed upon the analysis of group dynamics as it relates to counseling, growth, and development. Employing various theoretical perspectives, students will be exposed to the possibilities of group counseling in a variety of settings with different populations. Learning is facilitated through an experiential model and an interpersonal lab is required.
Prerequisites: BSC 560, CHD 610, (B.A./M.A. program BSC 560).

**CHD 628 Post-Secondary Stud Developmen  3 sem. hrs.**  
This course focuses on post-secondary student development with a special focus on career development, career planning and exploration, as well as principles and models of assessment for post-secondary student programming. The course addresses key topics in the learning and developmental needs of post-secondary students, a differential approach to student development theories, and the application of student characteristics to student affairs programming that promotes optimal development and wellness across the lifespan. Special attention will be given to practices that promote student career development, and the application of assessment theories and methods of program evaluation and environmental assessment to the evaluation of student affairs programming.
Corequisites: BSC 560, CHD 602, 610.

**CHD 633 Marriage/Family Counseling  3 sem. hrs.**  
An overview of theories and treatment strategies in marriage and family therapy. Course provides an introduction to the field of family therapy and to the application of systems theory to the understanding and treatment of human problems. Also considers family development and cultural and gender issues in the practice of family counseling. Students may take this concurrent with practicum. This is an intermediate level course.
Prerequisite: CHD 610 or 612.

**CHD 635 Addictions  3 sem. hrs.**  
Course presents the biopsychosocial approach to the etiology, assessment, diagnosis and treatment of substance use disorders and addictive behaviors. Includes application of counseling theories and techniques in chemical dependency counseling as well as an overview of treatment stages and environments. Examines the impact of addiction on the family and the role of self-help groups in the recovery process. This is an intermediate level course.
Prerequisites: BSC 560, CHD 602, 603, and CHD 610 or CHD 612.

**CHD 637 Consult,Collabor & Leadership  3 sem. hrs.**  
This course is designed to provide an overview of the major consultation and leadership theories and techniques and to help students develop consultation, collaboration, and leadership skills which may be applied in higher education, K-12, community agencies, or other settings. The School Counseling and SAHE students will explore consultant and leadership characteristics, sociocultural factors, and legal and ethical considerations as they apply to their respective specialties. Students will also learn about the qualities, principles, skills, and styles of effective leaders and consultants. Next offering TBA. Prerequisites for SAHE: BSC 560, CHD 602, 610, 624, 640, CHD 626 (can be taken at the same time).

**CHD 640 Found,Func & Prof Issues SAHE  3 sem. hrs.**  
This course serves as an orientation to the Student Affairs in Higher Education profession with a special focus on organizational structure and functional areas as well as the characteristics, needs, and culture of the college student and collegiate environments. Emphasis will be placed on career exploration and career planning options in the field. This course also explores practices and contemporary issues that impact the experience of college students with diverse and pluralistic academic communities. The course addresses history, philosophy, and selected trends facing higher education at large and the Student Affairs profession in particular including: roles, responsibilities, and knowledge of higher learning as complex systems. It considers administration, management, and leadership in higher education, including an introduction to budget management and assessment of student affairs practice and programming.
Corequisites: BSC 560 or CHD 602 or CHD 610.

**CHD 662 Individ Study: Counsel/Dev  1-3 sem. hrs.**  
Individually tailored library research, laboratory research, or field research undertaken by the student under the supervision of an appropriate faculty member(s). Intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around those interests. Offered every semester.

**CHD 663 Law,Ethics, Dec Making in SAHE  3 sem. hrs.**  
This course will examine selected legal issues facing contemporary colleges and universities. The course covers the law of higher education along with landmark court cases that inform the educational and professional practices of SAHE leaders within public and private institutions. Special attention will be given to competing notions of law and ethics, exploring the balance between rights and responsibilities of all members of the academic community (e.g., faculty, staff, and students). The course addresses legal and ethical issues such as: the relationship between law and policy, affirmative action, First Amendment issues, student conduct and due process, etc. The course also explores foundational documents and professional standards that articulate the values of the Student Affairs profession and provide guidance for the decision-making process of educators and administrators as they work with diverse student populations and other constituents. The course takes an interdisciplinary approach to law and ethics that helps future Student Affairs professionals to think critically about what informs their decisions.
Prerequisites: BSC 560, CHD 602 or 610, 628 or 640.
CHD 664L IS: Profess Counselor Identity 1 sem. hr.

CHD 665 CMHC: Foundations for Practice 3 sem. hrs.
Orientation to the professional specialty of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues (such as managed care), credentialing, and clinical supervision, models and processes. Exploration of the models and programs used in the prevention and treatment of mental health across diverse populations, and the design of mental health service delivery systems. Consideration of advocacy for mental health service needs across diverse populations and for the advancement of the profession. Recommended: CHD 635. Prerequisites: BSC 560, CHD 602, 610, 612, 626, 635, 740.

CHD 670 Multicultural/Diversity Educ 3 sem. hrs.
This course prepares students to advocate for, and develop, empowering educational and learning environments for all post-secondary student populations. As the second course in the diversity sequence, the course is specifically geared to multicultural issues (e.g., discrimination, power, privilege, oppression, values) as they relate to post-secondary student development and educational environments. The course will address diversity programming, recruitment, retention, and graduation promotion of traditionally under-represented students. Students will explore the impact of their own attitudes, beliefs, world view, and racial and cultural identity as developing student affairs professionals. Prerequisites: BSC 560, CHD 602, 610, 628, 624, 640, 730, 626.

CHD 680 Issues in School Counseling 3 sem. hrs.
This course is designed to provide an overview of current issues in school counseling such as achievement gap, academic success, preventing school dropout, at-risk youth, exceptional abilities, homelessness, etc. This course emphasizes developmentally appropriate prevention, intervention, and responsive counseling services for working with the diverse populations within the school setting. Included topics: program planning, implementation and evaluation; use of date and accountability; advocacy and ethical and legal practices in the context of the school environment. Prerequisites: BSC 560, CHD 602, 603, 610, 612, 620, 624, 626, 637 and 740.

CHD 710-1 Counseling Adolescents 3 sem. hrs.
The course covers clinical management of common problems with adolescents. Issues such as academic achievement, mood and anxiety, oppositional and defiant behavior, sexuality, substance use and abuse, self-harm and suicide are explored from a developmental perspective. Assessment, service planning and building a community-based system of care will be described based on current research literature. Lecture, video, and small group work will be used as part of instruction. Creative interventions, including symbolic and art techniques, will also be explored.

CHD 710-2 Counseling Children 3 sem. hrs.
The course covers clinical management of common problems with children. The importance of family and parent training is emphasized, as well as the critical need to intervene with children using play as the language of the child. Issues such as academic achievement, mood and anxiety, behavioral management, self-harm and suicides are explored from a developmental perspective. Assessment, service planning and building a community-based system of care will be described based on current research literature. Lecture, video, and small group work will be used as part of instruction.

CHD 710-3 Conflict Resolution 3 sem. hrs.
This course focuses on the understanding of military culture as it relates to the assessment and treatment of mental health disorders. Issues such as PTSD, combat stressors and readjustment from military to civilian environments are often challenges for most Veterans. This course will assist in identifying strategies for screening and assessing military clients and developing effective treatment plans.

CHD 710-4 Spirituality in Counseling 3 sem. hrs.
This course is designed to help mental health and school counseling students integrate spirituality into their professional counseling practice. The course is presented in a seminar format to encourage individual exploration of this topic. The approach to the topic of spirituality is from a multicultural perspective, understanding spirituality/religion as a cultural aspect of all people. The didactic and experiential learning experiences are designed to encourage awareness, knowledge and skills related to spirituality. Course content will focus on the following topics in addition to those selected by students: distinction between religion and spirituality; world religions & worldviews; ethical issues and spirituality; assessment and spirituality; and faith development models.

CHD 710-6 Cross Cult Coun Interv-Uganda 3 sem. hrs.
Through an international experience in Uganda, students in this course will develop components of knowledge, skills, and awareness as related to cross-cultural counseling. Didactic learning (lecture, readings, video, and class discussion) will facilitate students’ understanding of the social and political history of Uganda, including the impact of the civil war on cultural traditions and the mental and emotional health of the population. Students will learn about prevalent mental and emotional disorders and the interface between culture and psychopathology and will learn about various treatment approaches, both Western and Traditional, for mental health problems. Students will research counseling in cross-cultural settings in preparation for facilitating skill-building groups with and among Ugandan facilitators and participants. Additionally, students will be asked to synthesize and apply what they have learned through this experience to develop an appropriate intervention to be implemented in either a community or school in response to a specific disorder and/or concern. Prerequisite: Enrollment in Uganda program.

CHD 710-7 Counseling in Military Culture 3 sem. hrs.
This course focuses on the understanding of military culture as it relates to the assessment and treatment of mental health disorders. Issues such as PTSD, combat stressors and readjustment from military to civilian environments are often challenges for most Veterans. This course will assist in identifying strategies for screening and assessing military clients and developing effective treatment plans.

CHD 710-8 Conflict Resolution 3 sem. hrs.
In this course, students will explore and discuss conflict resolution styles and strategies. The course will focus on the impact of cultural differences in responding to and managing conflict, as well as the effect personal temperament and power in relationships have on managing conflict. Students will have the opportunity to apply conflict management skills to deal with conflict in a more productive manner. Prerequisite: Enrollment in Uganda program.
CHD 710-9 Counseling Families 3 sem. hrs.
Explores the application of systems perspective and family-based theories to the assessment and counseling interventions for relational mental and behavioral problems. Considers the processes of working with families in counseling. Incorporates best practices literature regarding the use of family-based counseling approaches across the continuum of care. Involves demonstrations and opportunities to practice counseling techniques and skills from at least one family-based theoretical approach to specific presenting problems. Investigates the impact of culture and socioeconomic status on family dynamics, the counseling process and specific counseling interventions. Explores the unique ethical and professional issues in family counseling.
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 635, 740 772.

CHD 71010 Group Counsel in Clin Practice 3 sem. hrs.
This course is designed to continue educating and instructing counseling students to the group process at an advanced level and to assist them in implementing the counseling process in the clinical/community setting. Emphasis continues to be placed upon the analysis of group dynamics as it relates to counseling, growth, and development. Employing various theoretical perspectives, students will be exposed to the possibilities of group counseling in a variety of settings with different populations. Emphasis will be placed on learning, practicing and implementing Evidenced-Based Practices and exploring community mental health and private clinical practices. Learning is facilitated through an experiential model and an interpersonal lab is required.
Prerequisites: CHD 626.

CHD 71011 Higher Edu in Globalized World 3 sem. hrs.
This course orients aspiring Student Affairs professionals to contemporary trends and issues that inform and impact colleges and universities both in the United States and abroad. It takes a multidisciplinary approach to the study of globalization in higher education. The course focuses on how politics, economics, education, and other fields, drive both the need for and desirability of "internationalizing" the college experience. It explores important questions in relation to the challenges and opportunities for higher education as it seeks to expand its "boarders" while preparing students for citizenship, work, and life in the context of a global world.

CHD 71012 Cons Old Adults & Families 3 sem. hrs.
This course will provide an understanding of the foundation, assumptions, goals, and "principles" of narrative therapy. Conceptualization of client presenting concerns will be based on a narrative therapy prospective. Review of narrative therapy methods will include work with children, adolescents, adults, couples, and families.

CHD 71013 Narrative Counseling Methods 3 sem. hrs.
This course will provide an understanding of the foundation, assumptions, goals, and "principles" of narrative therapy. Conceptualization of client presenting concerns will be based on a narrative therapy perspective. Review of narrative therapy methods will include work with children, adolescents, adults, couples, and families.

CHD 71014 Art Ther & Neuro Basd Trauma T 3 sem. hrs.
This course focuses of the effectiveness of Art Therapy in the treatment of Neurobiologically Informed Trauma Therapy. The body-based effects of trauma are stored in the right hemisphere of the brain. Therefore, Art Therapy and other experiential therapies are some of the most effective approaches to access the right brain hemisphere and foster healing and growth. The basic principles of Art Therapy will be reviewed through "hands on" experiential art procedures emphasizing trauma recovery.

CHD 730 Soc/Cult Diversity in Coun 3 sem. hrs.
Exploration of social and cultural diversity in counseling, including diverse racial, ethnic, religious, and cultural heritages and sexual identities and socioeconomic statuses. Study of historical and current issues of equality as applied to socially marginalized groups. Personal reflection on the impact of one’s own attitudes, beliefs, world view, and racial and cultural identity on the counseling process. Strategies for employing culturally competent counseling in individual, group, and family modalities, including specific behavioral skills and application of various theories of racial and cultural identity development. The role of the counselor as an advocate for members of marginalized groups and for the pursuit of social justice. Ethical and legal obligations of counselors in dealing with social and cultural diversity.
Prerequisites: BSC 560, CHD 602, 610, 612.

CHD 740 Ethics/Issues in Counseling 3 sem. hrs.
Examination of historical factors that have contributed to the development of the counseling profession and the present-day organization of professional counseling. Overview of professional organizations, licensure and credentialing, and advocacy issues. Application of ethical codes to mental health and school counseling issues. Standards for professional practice and issues related to delivery of counseling services are emphasized in this course. Recommended: CHD 612.
Prerequisites: BSC 560, CHD 602,610.

CHD 749 Crisis Intervention 3 sem. hrs.
Course provides an overview of the clinical management of crisis. Topics addressed include sexual abuse and assault, vulnerable population abuse and neglect, self-harm and suicide, violence and homicide, and human-made and natural disasters. Basic crisis and trauma theories and related research are presented. Students gain knowledge on risk assessment, safety planning, brief counseling, and consultation with community entities. Personal values, beliefs, and biases about various crises are explored. The counselor’s ethical responsibility to act as an advocate for populations affected by crises is emphasized.

CHD 751 Grief and Loss Counseling 3 sem. hrs.
Grief is an inevitable, normal, and universal experience. It is a process that is unique for each person and his/her specific experience of loss. For some people, loss presents challenges which can be helped with counseling. This course serves as an introduction to the process of grief counseling, based on literature supporting effective theories and interventions. The structure of the course reflects a preparation of counselors that includes three components: development of awareness of personal experience and beliefs on grief, increase of knowledge of grief terminology and theories, and promotion of skills to use when working with clients managing grief and loss. The assignments for this course have been developed to help students as they begin working with clients in practicum, internship, and post-licensure.

CHD 752 Trauma Assessment/Treatment 3 sem. hrs.
This is an elective course focused on trauma assessment and treatment to respond to the current issues in the mental health counseling field. The philosophical underpinning of counseling is to promote wellness and full development of individuals. This class in turn is focused on introducing students to trauma and history, understanding how trauma impacts human functioning as well as various forms of trauma, current treatment and counseling theories, assessment, research, relationship between trauma and culture, and practice in order to prepare them to work with individuals whose concerns relate to trauma all while teaching students to promote client wellness.
CHD 753 Relational Cultural Therapy  3 sem. hrs.
This interactive format course will explore application of the Stone Center Relational Cultural Model in counseling. Students will engage and discuss primary source materials and their application to case conceptualization, counseling interventions and the client-counselor relationship across a wide variety of client scenarios from prevention through treatment contexts. Students will explore application of the model in experiential activities as well as in didactic activities.

CHD 754 Psychopharmacology  3 sem. hrs.
This course is designed for the non-medical therapist who is interested in learning more about how psychoactive medications work within the human body. Major groups of drugs covered include those typically prescribed in psychiatric medicine, commonly abused drugs including "street drugs," "over the counter drugs," and others (coffee, nicotine, alcohol, etc.). The foci of the course are mechanisms of action, behavioral effects, and side effects of psychotropic drugs.

CHD 755 Supervision and Consultation  3 sem. hrs.
This course provides students with the opportunity to explore supervision theories, develop supervision skills, and explore ethical issues of supervision. The course will utilize both didactic and experiential instructional methods and provide major resources of the supervision field to assist students in becoming supervisors. Ethical and administrative issues in supervision will also be addressed.

CHD 756 Art Therapy  3 sem. hrs.
This course covers the history and philosophy of Art Therapy and its relationship to other therapies. The power, strength and practicality of the therapeutic use of art will be discovered through experiential ("hands-on") art experiences. The ability to apply the basic principles will be gained through this course.

CHD 757 Couples Therapy  3 sem. hrs.
This course has been designed to teach skills in identifying and tracking patterns of interaction in a dyad. Students will become familiar with effective interventions for changing couple interaction. Current literature in couples therapy will be reviewed, including theory, research and techniques. Students will learn to identify links between learning in the family of origin and functioning in current relationships.

CHD 758 Child/Adol Treat Approaches  3 sem. hrs.
The course covers clinical management of common problems with children and adolescents. Issues such as suicide, sex offending, child abuse and neglect, oppositional/conduct disorders, developmental tasks, as well as legal/ethical issues, will be covered. Assessment, service planning and building a community-based system of care will be described based on current research literature. Lecture, journal articles, videotape and role-play are all used as part of instruction. Next offering TBA.

CHD 759 Gestalt Meth Intervention  3 sem. hrs.
This course is designed for clinicians who want to learn the uses of Gestalt methods in their counseling practice. Conceptual issues are covered, but the main focus of the course will be the design and application of interventions based on Gestalt therapy and therapeutic methodology. Students are expected to apply information from this course to themselves or to suitable clients from their caseload. Next offering TBA.

CHD 760 School Counseling/21st Century  3 sem. hrs.
Topics and trends in response to current social changes, socioeconomic pressures, and world events which influence the changing direction of school counseling programs will be addressed. This course is designed as a useful source of information for students pursuing school counseling licensure as well as a resource for professional school counselors in the process of self-renewal.

CHD 761 Play Therapy  3 sem. hrs.
This course provides students with the basic assumptions underlying play therapy as a therapeutic intervention, symbolic meaning of toys, and therapeutic value of their use; child intake skills with an emphasis on play sessions, stages of play therapy, and issues for each stage, construction and use of a therapeutic metaphor with children in a play context. Ethical issues in play therapy with children are also addressed. Next offering TBA.

CHD 762 Eating Disorders  3 sem. hrs.
This course will prepare clinicians to recognize, diagnose, and treat eating disorders including anorexia nervosa, bulimia, and related disorders. Societal, biological, familial, trauma, and psychological factors contributing to eating disorders will be examined. Societal pressure for thinness that contributes to eating disorders will be discussed.

CHD 763 Wellness  3 sem. hrs.
This course presents a wellness, strengths-based, holistic paradigm to conceptualizing human functioning and treatment interventions. Wellness models are presented as a method for case conceptualization and treatment planning, along with clinically relevant assessments and techniques. Students will examine their own functioning across various domains of wellness and apply techniques for optimizing personal functioning. Next offering TBA.

CHD 764 Motivational Counseling  3 sem. hrs.
Provides an introduction to the basic principles and interventions of motivational interviewing and stages of change theory; and explores counseling applications with substance abusers, difficult-to-treat and delinquent teens, criminal justice clients, and dual diagnosis clients. Incorporates experiential practice of techniques.

CHD 765 Supervision/Consultation  3 sem. hrs.
This course is designed to prepare for the organization, implementation, coordination, and administration of counseling, testing, consulting, and guidance services provided in single and/or multiple school assignments by school counselors. Legal and ethical issues related to school counselor decisions and guidance functions will be studied. This is an advanced level course.
Prerequisite: CHD 605.

CHD 766 Organ & Admin of School Couns  3 sem. hrs.
This course is designed for school counselors in the process of self-renewal. This course is designed as a useful source of information for students pursuing school counseling licensure as well as a resource for professional school counselors in the process of self-renewal.

CHD 767 Art Therapy II  3 sem. hrs.
Art Therapy II continues the exploration of "the doing and processing" of art in a therapeutic counseling context. The class will review the basic principles and ethics of the profession. "Hands-on" art experiences will lead to a deeper understanding of visual metaphors in combination with methods to access core beliefs.
Prerequisite: CHD 756.
CHD 768 Cognitive Behavior Intervent  3 sem. hrs.
This three (3) semester hour course provides students with the basic assumptions of cognitive behavioral therapy and its therapeutic interventions. Students will have an opportunity to move through the various stages of treatment from intake to termination and explore various problems that are benefited by cognitive behavioral techniques. Role playing, applying theory to the development of technique and text and additional readings will afford students an opportunity to integrate cognitive behavioral techniques into their counseling and therapy. The historical roots of the therapy will be explored to provide a contextual understanding of the mode of therapy.

CHD 772 Advanced Abnormal Behavior  3 sem. hrs.
Survey of all forms of abnormal behavior within each group of psychiatric disorders, viewed from various etiological perspectives, including neurobiological, psychodynamic, humanistic/existential, family systems, and cognitive-behavioral. Review of current research regarding etiology and treatment across all forms of abnormal behavior. Delineation of symptoms, etiology, developmental course of the disorders, commonly accepted treatment modalities and prognosis across culturally diverse populations. Review of psychotropic medications, including their drug actions, common side effects and their use in the treatment of specific psychiatric disorders. Consideration of the prevention of abnormal behavior and issues related specifically to abnormal behavior among racial, ethnic, and socially diverse groups.
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 635 (CHD 635 may be taken concurrently).

CHD 775 Diag Mental/Emot Disorders  3 sem. hrs.
An overview of the historical and ethical issues, conceptual principles, and current research regarding diagnostic systems used in classifying mental and emotional disorders with special reference to the DSM system. Focus on practice in making differential diagnostic formulations, recognizing signs and symptoms related to diagnostic systems (including the use of the Mental Status Exam), using current DSM and ICD nomenclature, provisional diagnoses and rule outs. Practice in articulating the relationship of biopsychosocial case conceptualization to diagnostic processes. Practice in evaluating the impact of medical and substance use on diagnosis. Consideration of the racial, ethnic and cultural heritage, and social diversity on diagnostic processes, and the appropriate use of diagnostic processes during crisis and disaster events.
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772.

CHD 777 Treat Mental/Emot Disorders  3 sem. hrs.
Exploration of the delivery of mental health services through empirically-supported treatments, and integrative, theory-related, individualized case conceptualization and comprehensive treatment planning for individuals from diverse social groups. Practice in the use of commonly accepted biopsychosocial case conceptualizations, treatment planning and case documentation systems with specific case materials. Consideration of lethality and crisis assessment and intervention strategies based on developmental stage and context, strengths and vulnerabilities. Review of strategies for the delivery of crisis, brief and outpatient/long-term mental health services across the continuum of care, including consideration of the use of family and social networks. Consideration of appropriate service delivery and interventions for disaster, crisis and trauma-causing events among socially diverse populations.
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772, 775.

CHD 780 Personality Assessment  3 sem. hrs.
In-depth consideration of the integrated use of standardized psychometric assessment instruments (including their limitations), biopsychosocial evaluation (diagnostic interviewing), and the use of the Mental Status Examination in the clinical evaluation and treatment of individuals. Focus on the importance of considering personality style, and social and cultural diversity in clinical assessment, case conceptualization and treatment planning processes. Practice in the use of various assessment batteries, their administration, scoring and interpretation, and the application of assessment results to the clinical evaluation of individuals, and the development of comprehensive counseling assessment reports, case conceptualizations, and treatment plans.
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772, 775, 777.

CHD 790 Practicum: Counseling Tech  3 sem. hrs.
Intensive counseling experiences with individual and group supervision. Emphasis is on developing the therapeutic relationship, counseling procedures, ethical practice and the application of counseling theories to various client concerns. Course focuses on assisting counselor trainees to improve individual and group counseling skills. According to CACREP 2009 Standards, Section III.G.1-4, Mental Health Counseling Practicum involves 100 hours of mental health counseling services including: individual and group counseling (at least 40 face-to-face hours); testing; consultation; referral and case management; assessment, diagnosis and treatment planning; taped case review; termination procedures; and individual and group supervision. The face-to-face counseling hours are generated through the Walsh Herttna Counseling Center (HCC) in conjunction with specified off-site programs. Please note that at least 8-10 group counseling hours are required and count toward the required cumulative total of 40 face-to-face hours. Also, according to CACREP 2009 Standards, Section III.G.1-4, School Counseling Practicum involves 100 hours of school counseling activities including: individual and group counseling (at least 40 face-to-face hours); guidance activities; consultation; referral and case management; psycho-social assessment; taped case review; termination procedures; and individual and group supervision. The face-to-face hours are generated through the HCC in conjunction with specified off-site school settings. Therefore, in order to meet both mental health and school CACREP standards for clinical instruction and licensure requirements for each specialty, Dual Counseling Practicum requires: 1) a total of 60 hours face-to-face individual and group counseling; with the 60 hour total, a minimum of 20 face-to-face hours of direct service to K-12 age children and/or adolescents must be provided in an approved off-site school setting. A minimum total of 120 cumulative Practicum hours are thus required. More specific production requirements are specified below. In addition, students must complete observation hours at the off-site location, have a mid-term evaluation with an overall score of 3.0 out of a 5 point scale, and have HCC site supervisor approval prior to being released for direct hours with clients. Mental Health prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 665, 730, 740, 772, 775, 777. School Counseling prerequisites: BSC 560, CHD 602, 603, 610, 612, 620, 624, 626, 635, 637, 730 and 740.
CHD 793I Internship in SAHE I  3 sem. hrs.
These two courses provide 600 hours of supervised internship in Student Affairs in Higher Education. These are performance-based courses in which students participate in at least two distinct practice experiences in developmental work with individual student and groups of students in: program planning, implementation, or evaluation; staff training, advising, developmental counseling or career development, or supervision; and administration functions (including program development and evaluation) in SAHE settings. Internship field experiences are served in approved college and university settings under the supervision of professional student affairs site supervisors and CHD faculty members. Students apply academic and counseling skills in the development of a capstone project which demonstrates their competence as SAHE professionals as part of their internship experiences.
Prerequisites: BSC 560, CHD 602, 610, 640, 624, 626, 628, 730, 626, 663.

CHD 793II Internship in SAHE II(CapProj)  3 sem. hrs.
These two courses provide 600 hours of supervised internship in Student Affairs in Higher Education. These are performance-based courses in which students participate in at least two distinct practice experiences in developmental work with individual student and groups of students in: program planning, implementation, or evaluation; staff training, advising, developmental counseling or career development, or supervision; and administration functions (including program development and evaluation) in SAHE settings. Internship field experiences are served in approved college and university settings under the supervision of professional student affairs site supervisors and CHD faculty members. Students apply academic and counseling skills in the development of a capstone project which demonstrates their competence as SAHE professionals as part of their internship experiences.
Prerequisites: BSC 560, CHD 602, 610, 640, 624, 626, 628, 730, 626, 637.

CHD 795 Internship: School Counseling  3 sem. hrs.
Internship in School Counseling serves as the capstone experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the on-site supervising school counselor and the instructor.
Prerequisites: Practicum and its prerequisites.

CHD 795I Internship Sch Counsel I  3 sem. hrs.
Internship in School Counseling serves as the culminating experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor.
Prerequisite: Practicum.

CHD 795II Internship Sch Counsel II  3 sem. hrs.
Internship in School Counseling serves as the culminating experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor.
Prerequisite: Practicum.

CHD 796I Internship in MH Counsel I  3 sem. hrs.
Designed as the capstone of clinical training, these are performance-based courses in which students must demonstrate their competence in diagnosis and treatment planning in an approved clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-sitesupervisor and the instructor.
Prerequisites: CHD 790 and its prerequisites.

CHD 796II Internship in MH Counsel II  3 sem. hrs.
Designed as the capstone of clinical training, these are performance-based courses in which students must demonstrate their competence in diagnosis and treatment planning in an approved clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-site supervisor and the instructor.
Prerequisites: CHD 796I and its prerequisites.

Master of Occupational Therapy (MOT)
Dr. Stephanie Bachman, Program Director

Program Vision
The Occupational Therapy program aims to foster academic excellence and interprofessional education and collaboration. We strive to become leaders in the profession through development of working relationships with professionals in traditional and emerging practice areas. We seek to become leaders in service to others through a values-based education with an international perspective.

Program Mission
The mission of the Walsh University Occupational Therapy program reflects the philosophy and vision of the profession of occupational therapy. The Occupational Therapy program provides an educational experience that integrates active learning techniques, evidence-based practice, and collaboration with faculty who engage in scholarship. The program supports personal and professional growth through lifelong learning, critical thinking, professional behaviors, interprofessional collaboration, cultural awareness, and spirituality.

Students will facilitate participation in meaningful and necessary occupations (daily activities) with clients, families, and organizations within their communities of practice. Students will contribute to the future of the profession through leadership, scholarly activities, and service. The Occupational Therapy program supports the mission of Walsh University and the School of Behavioral and Health Sciences, which encourage individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

Program Philosophy
The use of occupation and occupational engagement as a means to enhance individual, community, and global health is fundamental to the profession of occupational therapy. We believe human beings have an innate desire to lead meaningful, productive lives. Participation in occupations enhances lives across the lifespan by maximizing functional ability and promoting self-determination. Occupational therapists provide professional services for individuals, groups, and populations to enhance the quality of occupational performance and participation in society.
We view our students as active learners who require dynamic, realistic contexts to synthesize knowledge and develop critical thinking skills. We believe our students have an inherent desire to promote and advance the profession of occupational therapy through linking education to evidence-based practice and participating in scholarly activities.

Program Goals
The primary goals of our program include the development of student knowledge and application/synthesis of the following principles:

- Foundations of Occupational Therapy: Understand the essence of occupational therapy and how it relates to client engagement in meaningful occupations.
- Client-Centeredness: Use active listening skills, occupational profiles, and other relevant assessment information to co-create client intervention plans congruent with clients' goals and realities.
- Critical Thinking: Analyze, synthesize and apply principles of the OT process to promote clients' health, well-being, and participation in valued occupations.
- Evidence-Based Practice: Interpret and evaluate current research and create a capstone project applicable to occupational therapy practice.
- Leadership & Service: Explore and assume leadership and service opportunities within the program, community, and profession of occupational therapy.
- Professional Behaviors: Develop ethics and behaviors consistent with the School, University, and profession of occupational therapy.

Program Student Learning Outcomes
1. Graduates will demonstrate core knowledge competencies in the foundations and basic tenets of occupational therapy.
2. Graduates will apply clinical skills of screening, evaluation, intervention, and referral in occupational therapy service delivery.
3. Graduates will support clinical decisions with relevant, current evidence.
4. Graduates will model professional, ethical behaviors, and a respect for diversity in all interactions consistent with the profession of occupational therapy.
5. Graduates will engage in service to the profession and communities at large.

Academic Guidelines for Master of Occupational Therapy

Admissions Overview
All qualified students applying to our program must complete an undergraduate baccalaureate degree prior to entry into the graduate program. Students may complete this degree at Walsh University or another accredited institution. Our program utilizes the Occupational Therapy Centralized Application System (OTCAS) for processing of all applications. The following requirements must be met for consideration:

- B.S. or B.A. degree with an undergraduate GPA of 3.0 or higher from an accredited institution. Students in their last year of completing their undergraduate degree are eligible to apply for admission.
- Application to OTCAS.org (https://otcas.liasoncas.com/applicant-ux/#/login)
- Completion of MOT prerequisite courses with a grade of a B or higher and a GPA of 3.0 or higher
- Transcripts from all former institutions attended must be submitted
- Graduate Record Examination (GRE) taken with official scores reported (quantitative, verbal, analytical writing)
- Three professional letters of recommendation (e.g. coach, instructor, mentor, supervisor)
- Verification from OTCAS of a minimum of 20 total hours of observation in at least 2 sites. Verification must be signed by a licensed occupational therapist or licensed occupational therapy assistant.
- On-site interview (by invitation only)
- TOEFL score (international students only)

Additional Requirements
Beyond the stated admission requirements, students in the Occupational Therapy program must have (with or without reasonable accommodations in compliance with the Americans with Disabilities Act):

- Adequate gross and fine motor abilities for safe performance of patient evaluation and treatment procedures
- Adequate visual, auditory, tactile, and kinesthetic senses for obtaining accurate evaluative and investigative findings
- Ability to think critically and problem solve
- Ability to effectively communicate (oral, nonverbal and written)
- Ability to organize and effectively use time
- Adaptability to perform tasks with persons from diverse backgrounds in a variety of settings
- The Occupational Therapy Student Manual provides more details on additional requirements including physical examination and immunizations, as well as criminal background check and substance abuse information.

Accreditation
Master’s Degree Level Occupational Therapy Program with Candidacy Status
The entry-level Occupational Therapy master’s degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain licensure.

Eligibility
All students applying for the Occupational Therapy program should be aware that prior criminal convictions could affect the student’s ability to obtain a license to practice in the State of Ohio and in other legal jurisdictions (states, districts, territories) in the United States.
upon graduation from the program. It is the student’s responsibility to
determine whether he or she is eligible for licensure as an occupational
therapist in the state in which he or she wishes to practice.

Registration Procedures
Students fully admitted to the program are required to mail or email their
initial registration form to Audra Dice at adice@walsh.edu for the first
semester of courses. Each subsequent semester, students will register
electronically through the Cavalier Center.

Academic Standards
The Occupational Therapy program has three primary academic
standards:
1. Students must maintain a B (3.0) overall GPA throughout the
   program,
2. Students must receive a satisfactory/passing grade for all Fieldwork I
   and II experiences,
3. Students must receive a course grade of B- or higher in every course.

The Occupational Therapy program follows the Student Retention
Policy in the MOT Program Student handbook, which outlines a stepped
process of formative and summative assessment geared to ensure
that students are informed of their academic standing and status in the
program. Students who do not meet one or more of the primary academic
standards may be given a warning and/or placed on probation with
remediation as deemed appropriate prior to dismissal from the program.

Students must complete the didactic portion of their coursework within
36 months of admittance to the Master of Occupational Therapy program
and complete Level II fieldwork within 24 months following completion of
the didactic portion of the program.

Appeals
The Master of Occupational Therapy program adheres to the University
guidelines for the appeal process as outlined in the Graduate Catalog.
In addition, specific programmatic policies that lead up to the University
appeal process are outlined in the Program Student Handbook.

Withdrawal
The Master of Occupational Therapy program is lock-step; therefore,
students cannot withdraw from individual courses and continue in the
curriculum. Students may need to withdraw from the program for various
reasons including a medical leave of absence. Students wishing to return
to complete the program at a later time should meet with their academic
advisor or the program director to establish a plan prior to withdrawal.
Students who are dismissed from the program will not have the option to
return to complete the program.

Academic Advising
Upon entry into the Occupational Therapy program, each student is
assigned an academic advisor. This advisor will assist/counsel the
student as needed to help ensure success in the program. Students are
required to meet regularly (at least two times per semester) with their
advisor to facilitate communication and progression in the curriculum. If
at any time there is a need for a change in academic advisor, the student
and current advisor will present their request to the program director. The
Office of Counseling Services is available in the David Campus Center for
students having difficulties beyond the scope of academic advising.

Curriculum and Degree
The Walsh University Occupational Therapy program is an intensive two-
year, six-semester (including summer) program culminating in a Master of
Occupational Therapy degree.

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>First Year</td>
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<tr>
<td>Semester I</td>
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<tr>
<td>OT 502</td>
<td>Foundations of OT</td>
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<td>OT 503</td>
<td>Human Anatomy</td>
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<td>OT 503L</td>
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<td>OT 504</td>
<td>Conditions in OT</td>
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<td>OT 506</td>
<td>Task Analysis</td>
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<td>OT 602</td>
<td>OT Evaluation &amp; Assess Skls</td>
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<td>OT 606</td>
<td>Therapeutic Interv in Ped</td>
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<td>OT 608</td>
<td>Biomechanics in Occup Therapy</td>
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<td>OT 610</td>
<td>Neuroscience for Occup Therapy</td>
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<td>Enviro &amp; Tech Interventions</td>
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<td>Therapeutic Groups</td>
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<td>OT 620</td>
<td>Evidence-based Practice I</td>
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<td>Semester IV</td>
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<td>OT 626</td>
<td>OT Mgmt and Leadership</td>
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<td>OT 628</td>
<td>Neuro-Cognitive Rehab</td>
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<td>OT 642</td>
<td>Sign Lang for OT Pract-Electiv</td>
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<td>OT 644</td>
<td>OT in Work &amp; Industry-Elective</td>
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<td>OT 646</td>
<td>School Based OT Elective</td>
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<td>OT 648</td>
<td>Adv Topics in Geriatrics-Elect</td>
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<td>OT 650</td>
<td>Intl Practice in OT Elective</td>
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<td>Semester V</td>
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<td>OT 634</td>
<td>Prof Iss, Eths &amp; Tnnds in OT I</td>
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<td>Lvl II Fieldwork AB</td>
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<tr>
<td>OT 636</td>
<td>Prof Iss, Eths &amp; Tre in OT II</td>
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Occupational Therapy (OT)

OT 502 Foundations of OT 3 sem. hrs.
This course describes the historical and philosophical basis of the profession of occupational therapy. Students are introduced to frames-of-reference, models, and theories, including their development and use in clinical practice. Health care delivery models and frames of reference specific to psychosocial and cognitive health and wellness as they relate to healthy lifestyles. Theories, frames-of-reference, and service delivery models, including early intervention and school-based practice, are explored in-depth. Intervention techniques specific to the pediatric population are presented and analyzed.

OT 503 Human Anatomy 6 sem. hrs.
Human Anatomy is a foundational course in normal human anatomy. Classroom and laboratory experiences are designed to promote methods of learning that minimize memorization. Incorporation of basic biomechanical principles enhances learning by association. Emphasis is given to the musculoskeletal system and is presented as consistent with occupational and physical therapy clinical practice. (Taken from: Walsh graduate catalog: PT 503/603 Human Anatomy 6 sem. hrs.)

OT 503L Human Anatomy Lab 0 sem. hrs.
OT 504 Conditions in OT 3 sem. hrs.
Students will identify common medical, developmental, and psychological conditions across the lifespan that are encountered in occupational therapy practice. Content will include definition and description, etiology, incidence and prevalence, signs and symptoms, diagnosis, course and prognosis, medical/surgical management and impact on occupational performance.

OT 506 Task Analysis 1 sem. hr.
An overview of The Occupational Therapy Practice Framework (3rd ed.) will be presented. Students will develop skills of activity analysis including grading and adapting activities and implementing compensatory strategies for increasing activity performance and participation.

OT 602 OT Evaluation & Assess Skls 3 sem. hrs.
Students learn the components of an occupational profile to analyze occupational performance and its relationship to intervention and the development of outcomes. Methods of evaluation including standardized and non-standardized assessments are introduced and their relevance to practice is explored. Skills in effective documentation are developed.

OT 602L OT Evaluation & Assess Skl Lab 0 sem. hrs.
OT 604 Psych Aspects of Occup Perf 3 sem. hrs.
This course examines the theory and practice of psychosocial occupational therapy evaluation and intervention in various settings. Students develop an understanding of the relationship between mental health and wellness as they relate to healthy lifestyles. Theories, models, and frames of reference specific to psychosocial and cognitive dysfunction are examined and clinical reasoning skills are developed to guide decision making throughout the evaluation and intervention process.

OT 604L Psych Aspects Occup Perf Lab 0 sem. hrs.
OT 606 Therapeutic Interv in Ped 3 sem. hrs.
This course covers the occupations of infants, children, and adolescents including the importance of play in the development of life skills and the use of play as a therapeutic intervention. Common pediatric diagnoses are studied as well as their impact on occupational functioning. Theories, frames-of-reference, and service delivery models, including early intervention and school-based practice, are explored in-depth. Intervention techniques specific to the pediatric population are presented and analyzed.

OT 606L Therapeutic Interv in Ped Lab 0 sem. hrs.
OT 608 Biomechanics in Occup Therapy 3 sem. hrs.
Students utilize the basic principles of biomechanics to analyze human movement and relate it to occupational performance. Students will practice safe, proper handling of patients during functional mobility and transfers. Principles of biomechanics are applied to the design and fabrication of orthotics and training in prosthetics. Models of practice for the assessment and intervention of movement disorders are applied.

OT 608L Biomech in Occup Therapy Lab 0 sem. hrs.
OT 610 Neuroscience for Occup Therapy 3 sem. hrs.
This course covers the autonomic, central and peripheral nervous systems with a focus on critical components of the central nervous system and their relationship to common conditions seen in occupational therapy.

OT 612 Lvl 1 Fieldwork A/Seminar 2 sem. hrs.
This is the first of three level I fieldwork experiences. Students will rotate through a variety of selected sites on a weekly basis. This first fieldwork I will incorporate at least 45 hours of contact time in the field with a weekly 1 hour seminar.

OT 614 Ther Interventions in A & G 4 sem. hrs.
Occupational behavior and participation in various roles throughout the continuum of adulthood and older adulthood are explored. Theories, frames of reference, and service delivery models are explored in depth. Intervention techniques specific to this population are identified including prevention, health, and wellness. Barriers to participation are examined as well as opportunities to increase quality of life and enhance community mobility.

OT 614L Ther Interventions in A&G Lab 0 sem. hrs.
OT 616 Enviro & Tech Interventions 2 sem. hrs.
Students will evaluate the importance of context as it relates to occupational performance. The inter-connectedness of environment and other contexts to client factors and performance patterns is explored. Students will identify the need for assistive technology and its application to evaluation and treatment. The principles of universal design, accessible design, and ergonomics will be integrated.

OT 618 Therapeutic Groups 2 sem. hrs.
Group dynamics and therapeutic group interventions are examined including theory, design, implementation and evaluation. Effective therapeutic use of self is explored. Students will develop, lead, and participate in therapeutic groups based on a variety of frames of reference.
OT 620 Evidence-based Practice I 2 sem. hrs.
Students will explore the concepts of evidence-based practice as it relates to the profession today. Students will learn to generate relevant clinical questions and critique current literature for signs of validity or trustworthiness. Using their knowledge of quantitative and qualitative analysis methods, students will determine the quality and applicability of the literature to their questions and professional practice. Scholarly writing skills using the APA style of writing will be required.

OT 622 Lvl I Fieldwork B/Seminar 2 sem. hrs.
This is the second of three level I fieldwork experiences. Students will rotate through a variety of selected sites on a weekly basis. This second fieldwork I will incorporate at least 45 hours of contact time in the field with a weekly 1 hour seminar.

OT 624 Evidence-based Practice II 2 sem. hrs.
This course will build on knowledge developed in the evidence-based practice I course. Students will learn how to conduct scholarly Internet searches and write the sections of a research manuscript and systematic evidence review (SER), and develop an SER on their topical research question over the course of the semester with the end goal of publishing or formally presenting their work. Scholarly writing skills using the APA style of writing will be required.

OT 626 OT Mgmt and Leadership 2 sem. hrs.
Managerial and leadership roles are discussed on a broad scale in the context of an evolving healthcare system. Billing and coding procedures are introduced. Patient advocacy and ethical dilemmas are discussed as related to course topics.

OT 628 Neuro-Cognitive Rehab 2 sem. hrs.
Students will explore neurological impairments, evaluate their effect on function, and determine interventions to improve occupational performance.

OT 630 Advanced Clinical Reasoning 3 sem. hrs.
Students will apply knowledge obtained in previous coursework to complex clinical cases to synthesize components of the OT process. Client education and basic strategies to motivate and teach clients will be integrated. Communication skills with clients, caregivers, and other professionals will be emphasized. Interprofessional practice components will be applied to case scenarios and case studies.

OT 632 Lvl I Fieldwork C/Seminar 2 sem. hrs.
This is the third of three level I fieldwork experiences. Students will rotate through a variety of selected sites on a weekly basis. This third fieldwork I will incorporate at least 45 hours of contact time in the field with a weekly 1 hour seminar.

OT 634 Prof Iss, Eths & Tmds In OT I 2 sem. hrs.
Continuing competence and reflection for professional development and growth are addressed in this course. The continuum of care and the importance of interdisciplinary and interagency communication are emphasized.

OT 636 Prof Iss, Eths & Tre in OT II 2 sem. hrs.
This course builds upon topics discussed in Professional Issues, Ethics, and Trends in Occupational Therapy I. Topics will include obtaining and maintaining licensure and certification, leadership opportunities in professional organizations/community, and clinical specialization. Current professional, political, and societal trends impacting the profession will guide course content. Students will develop a professional portfolio. MOT exit summary and practice certification exam will be completed.

OT 640 Fund of Hand Therapy Elective 1 sem. hr.
Students will be introduced to hand therapy, a specialized area of occupational therapy. Students will explore methods of incorporating client-centeredness and occupation into this type of practice setting while adhering to physician and diagnosis imposed protocols. An understanding of the requirements to obtain and maintain certification will be gained.

OT 642 Sign Lang for OT Pract-Electiv 1 sem. hr.
Students will learn the basics of sign-language as it relates to the practice of occupational therapy.

OT 644 OT in Work & Industry-Elective 1 sem. hr.
Students will explore work as an occupation. The principles of return to work and work retention will be studied in depth. Barriers to engaging in work will be discussed and current research on various medical conditions that impede participation will be incorporated. Assessments and interventions related to the working population will be introduced. The importance of establishing relationships with case managers and vocational rehabilitation counselors is discussed.

OT 646 School Based OT Elective 1 sem. hr.
This course will explore school-based occupational therapy in depth. Students will learn to identify problems related to the client’s educational experience and develop relationships with caregivers, teachers, and other team members to maximize care.

OT 648 Adv Topics in Geriatrics-Elect 1 sem. hr.
Students will explore additional topics related to the geriatric population and develop advanced assessment and intervention techniques for use with older adults in a variety of settings.

OT 650 Intl Practice in OT-Elective 1 sem. hr.
Students will explore occupational therapy in practice in a developing country in relationship to culture, economic, environmental and socio-political factors and definition of the profession. An understanding of the needs for occupational therapy in underserved areas of the world will lead to development of models for practice and education in occupational therapy for those areas.

OT 660 Lvl II Fieldwork AB 7 sem. hrs.
This is the first Level II Fieldwork experience. Students will be placed in a setting or settings that deliver occupational therapy services, for a minimum of 12 weeks. Students will practice knowledge of the OT process, clinical reasoning, and evidence based practice under the supervision of a licensed occupational therapist.

OT 662 Lvl II Fieldwork CD 7 sem. hrs.
This is the second Level II Fieldwork experience. Students will be placed in a setting or settings that deliver occupational therapy services, for a minimum of 12 weeks. Students will practice knowledge of the OT process, clinical reasoning, and evidence based practice under the supervision of a licensed occupational therapist.
MASTER OF ARTS IN EDUCATION

Dr. Jeannie DeFazio, Chair  
Dr. David Brobeck, Graduate Program Director

Mission guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

Three distinctive features characterize the Division of Education at Walsh University: The commitment to Judeo-Christian ideals in professional practices; respect for the dignity of all learners and the potentials they represent; and the critical importance of service learning. These commitments are evident in all aspects of the activities and services offered by the Division of Education.

The faculty and students enjoy close connections that represent the best ideals of the Judeo-Christian traditions. The small student/faculty ratio enables students to develop caring, compassionate, and supportive relationships in the interest of accommodating each student’s unique life experiences and academic needs. Intra-community relationships provide a foundation in which open communication, collaboration, and creativity manifest in the professional practices that students apply and demonstrate in field and clinical experiences.

Believing that ALL learners have special needs, the Division of Education fosters the positive development of each student’s knowledge, skills, and dispositions to enable each one to teach a diverse learning population effectively. Each Walsh University student is exposed to a wide variety of models of teaching, curriculum designs, and diverse community connections in classroom practices and in field experiences.

The commitment to service learning is evident in the number and variety of field placements, which are carefully structured throughout the Teacher Preparation Program. These experiences enable each student to provide tutorial support, intervention service, and enrichment instruction through partnerships with community programs and schools.

The Walsh University graduate program in Education seeks to provide superior educational service to its students and the communities it serves. The program curriculum enhances the professional growth of practicing educators and, as a result of the improved instruction they then provide in their own schools, furthers the growth and development of their pupils and students. The school systems and communities mutually benefit from these professional educators because of their leadership, enhanced abilities, increased knowledge, effective modeling of the best in the profession, and expanded resources. The program also prepares students to respond to the call of leadership as teachers, teacher leaders or principals.

The Master of Arts in Education degree is designed for in-service school personnel.

Program Objectives

- Provide opportunities for improved instruction through the acquisition of new or more highly developed skills and abilities.
- Develop new attitudes or reinforce currently held beliefs that result in a productive learning climate.
- Address the needs of educators as lifelong learners.
- Provide resources and growth opportunities for counselors, administrators, and other school personnel.
- Establish a network of mutually beneficial interaction and communication with school systems and communities that provide students for the program.
- Provide information and courses to extend or enhance teacher knowledge in content areas and/or grade levels.
- Provide opportunities to aid teachers in assisting their students in adjusting to life in an increasingly diverse world.
- Provide a strong foundation in leadership for teacher leaders and principals.

Program Student Learning Outcomes (PSLOs)
The Graduate of the Master of Arts in Education Program will:

1. Critique research and theories related to pedagogy, learning, and leadership
2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners
3. Demonstrate the knowledge and skills in his or her track
4. Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application
5. Use data to make decisions and inform their teaching and/or leadership practice in a transformative learning environment
6. Engage in or facilitate professional learning and leadership as a lifelong effort and responsibility.

The Master of Arts in Education Program (MAED) has five program tracks to address the ever-changing educational landscape. These tracks include: Traditional, Reading Literacy, Educational Leadership, Learning Designs and Technologies, and Teaching English to Speakers of Other Languages (TESOL).

Areas of Concentration

1. Master of Arts in Education - Traditional Program
   The Master of Arts is Education Traditional Program addresses the needs of educators in their own journeys as lifelong learners. Candidates will be with other teachers in an environment that promotes learning from each other. Working with faculty with expertise in the K-12 environment, candidates will extend their knowledge of providing better instruction for their students.

2. Master of Arts in Education - Reading Literacy Track
   Teachers who are highly qualified in the area of language arts are in high demand as literacy expectations continue to increase. The Reading Literacy Track serves to strengthen a teacher’s competency, making them extremely valuable and in the area of reading proficiency. The Reading Literacy track serves to strengthen a candidates’ competency, making them extremely valuable in the area of reading proficiency.

3. Master of Arts in Education - Education Leadership with Principal Licensure Track
   The Leadership Track is designed for current teachers seeking to enhance their leadership potential with an educational organization. Candidates will be taught by experienced leaders in education to prepare them for current issues affecting educators. Candidates in this program can complete 12 hours of course work post-master’s to add the principal license.
4. Master of Arts in Education - Learning Designs and Technologies Track
The world of education is changing. Technology has infused the educational system and the importance of preparing teachers for these emerging technologies is critical. Candidates will keep current with technology and will be able to prepare their students for the technological demands that they will face.

5. Masters of Arts in Education - Teaching English to Speakers of Other Languages (TESOL) Track
The Teacher English to Speakers of Other Languages (TESOL) track prepares licensed/certificated educators to work effectively with English Language Learners. Candidates will be provided with real-world understanding and practical strategies to address the academic, cultural, and linguistic issues facing English Language Learners and their teachers in schools.

Transition Points in the Master of Arts in Education Program
In the MAED there are four major transition points about which candidates should be knowledgeable. The first occurs at admission with entry into the graduate program; the second occurs at entrance to the graduate practicum; the third is at the exit from graduate capstone experience; and the last point is at graduation with program follow-up. This follow-up occurs through the use of surveys to candidates and their employers.

Data is collected at each gate to measure program effectiveness and to determine adjustments in the curriculum to ensure each MAED candidate adequately meets the minimum standard for the six candidate proficiencies. Candidates should be aware of deadlines and program requirements for each transition point and should work closely with their advisors to ensure all pre-conditions are met in a timely basis.

Transition Point #1 Entry Into The Graduate Program
Transition Point #1 for students in the MAED program occurs during the admissions process. Candidates pursuing admission to the MAED should refer to the Admission Policy.

Transition Point #2 Entry Into Candidacy
In order to move into the next phase of the MAED program, the candidate must successfully fulfill the following requirements:

- Have a 3.0 GPA in accepted graduate work
- Complete 18 hours of courses with 9 credits coming from foundation (EDF) courses and assigned assignments (minimum grades B)
- Be presented to and approved by the Graduate Faculty

Transition Point #3 Exit From Graduate Practicum
- Completion of EDF 701 course (minimum grade of B)
- Passage of the Comprehensive Exam, My Journey: Reflections and Connections, or Action Research Project for candidates who started the program prior to Fall 2016.
- Passage of the Action Research Project or My Journey: Reflections and Connections for candidates who started the program after Fall, 2016.

Transition Point #4 Program Follow-Up
- Focus groups with alumni or
- Alumni surveys
- Employer survey

Title II Information
On the Ohio Assessments for Educators for the 2016/2017 academic year, Walsh University candidates achieved a pass rate of 93% on the Principles of Learning and Teaching Assessment of Professional Knowledge and Content Assessments.

For additional data on the Ohio Assessments for Educators scoring, please contact the university's Office of Admissions or visit the Walsh University website at www.walsh.edu/ed-data.

MAED Academic Guidelines
Admission Policy for Graduate Education Program
Persons with bachelor's degrees from accredited colleges, with promising scholastic standing, and with personal and professional potential, will be considered for admission to the Division of Education Graduate Program. New students planning to take graduate courses should contact the Director of Graduate Education or Graduate Admissions (pmerrell@walsh.edu) at least six weeks before classes begin.

Requirements for admission as a matriculated student in the Master of Arts in Education Program:

- Complete application form.
- Official transcript(s) from an accredited college or university of undergraduate (must be completed prior to beginning MAED coursework) and other graduate study sent directly from the applicant's college(s) to Graduate Admissions at Walsh University. Transcripts are not necessary for Walsh University graduates.
- Recommendations by three unrelated persons qualified to appraise scholastic aptitude and personal and professional promise.
- Minimum cumulative GPA of 3.0 on a 4.0 scale on the baccalaureate transcript. Applicants who meet this criterion do not need to submit results from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- Applicants with a minimum cumulative GPA of 2.99 or less may be considered for conditional admission once they have submitted their results from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) in addition to all required admissions documents.
- Minimum scores for applicants required to take GRE (290) and MAT (396).
- Individuals who hold a Master's degree from an accredited college or university are not required to provide GRE or MAT results.
- Notarized Affidavit of Good Moral Character.
- Copy of Teaching License (if a licensed teacher)
- Interview with the Director of Graduate Education Studies in the Division of Education
- Evidence of proficiency in written English on writing sample (minimum score of 2 [of 3]).

With permission of the Dean of Graduate Studies in the Division of Education, a maximum of three courses or nine semester credits of graduate work may be allowed to transfer from other accredited institutions.
institutions, **provided the work is “B” quality or better.** The remainder of the course work for the Master’s degree must be earned at Walsh University. Usually no transfer of credit will be allowed for courses taken more than **five years** prior to matriculation in the graduate program.

Permission to register for a course without formal admission to the Master of Arts in Education program may be granted to a non-matriculated college graduate by the Director of Graduate Education in the Division of Education.

A maximum of six graduate credit hours may be taken prior to admission to the M.A. program. Once application is complete and approved, student may continue course work.

**Registration Procedures**

New students are given instructions on how to register (including their Alternate PIN number) in an email from the admission's office. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan.

Students are responsible for registering for their own classes and can use one of the following registration procedures:

- Register on-line via the MyWalsh University Portal (https://portal.walsh.edu/public/) >Cav Center (upper right corner) using the alternate PIN number previously provided. The student must first resolve any holds that may prevent registration.
- Obtain a form from the MyWalsh University portal (https://portal.walsh.edu/public/). Select the Student Services tab>Forms>Graduate Registration Form. Download a copy and follow the instructions on the top of the form.

**Categories of Students**

- **Non-Matriculated**
  A non-matriculated student is a student enrolled in a graduate course who has not completed admission requirements or who does not intend to pursue a graduate degree but wishes to enroll in graduate coursework for professional development. A non-matriculated student may apply for transfer as a matriculated student. Not more than 6 semester hours taken as a non-matriculated student may be applied toward the master’s degree.

- **Matriculated**
  A matriculated student is a degree-seeking student who has met all admission requirements for the degree program.

- **Candidate**
  A candidate is a matriculated student who has successfully completed at least one half of the coursework for the degree program with a cumulative quality point average of 3.0 or higher and has received the recommendation of advancement to candidacy status from the Graduate Faculty.

**Academic Advising**

Graduate students in all categories are to consult with advisors. The advisors’ duties are to serve as a consultant in planning the student’s program, and arrange for required culminating activity comprehensive exam, or action research project or My Journey: Reflections and Connections.

*An interview with the advisor or graduate director is required prior to the first registration for graduate courses. After the first semester, the students should meet with their assigned advisors. and before each subsequent registration.*

**The following options are available for candidates as a requirement for program completion.**

**Comprehensive Examination**

The comprehensive examination is offered twice a year (October and March). Candidates must make application by the date established by the Director of Graduate Education Studies. Application can be obtained through the Division of Education Secretary. Candidates must either include a $60 check payable to Walsh University or charge to a credit card at the time of application. Candidates must have 30 hours of coursework. All foundation courses except EDF 701 Capstone MUST be completed prior to sitting for the comprehensive exam.

*This option available only to candidates who were admitted to the program prior to Fall, 2016.*

**Action Research/Impact Project**

*Candidates can choose to complete the Action Research Project in lieu of the comprehensive examination, or the My Journey: Reflections and Connections.*

The candidate will also have to apply and receive approval from the Internal Review Board (IRB) prior to beginning research. Candidates must complete the tutorial for the IRB proposal by going to the Walsh website (www.walsh.edu/irb (http://www.walsh.edu/irb)). The candidate must complete the tutorial, obtain the certificate, complete the proposal and submit the proposal with the certificate to the IRB. Candidates need to obtain the approval from the Division of Education and the IRB the semester prior to completing the research. Any candidate who begins research before receiving approval from the Director of Graduate Education and IRB will NOT be able to continue research until all requirements and permissions/approvals have been met. Data collected prior to approval would not be valid. Candidate will work with an advisor assigned by the Director of Graduate Education Studies.

*The dates for submission of the proposal to the Division of Education are November 1st for candidates completing the action research in Spring semester and April 1st for candidates completing the action research in Fall semester. Candidates must either include a $60 check payable to Walsh University or charge to a credit card at the time of submission of the proposal.*

**My Journey: Reflections and connections**

The candidate will complete and submit a paper in which he or she reflects on and makes connections among core and elective courses and how these apply to current professional practice. My Journey is due in either October or March during the candidate’s final semester. The dates will be established by the Director of Graduate Education Studies. Candidates must make application by the date established by the Director or Graduate Education Studies. Application can be obtained through the Division of Education Secretary. Candidates must either include a $60 check payable to Walsh University or charge to a credit card at the time of application.

*This option is available to all candidates enrolled in the program.*
Student Retention Policy

Both the Master of Arts in Education Graduate Student Handbook and the Division of Education Student Handbook: Essential Information for LEAD Students state the policies and processes for remediation and retention.

A student must earn a grade of B- or higher in each course required for graduation from the MAED program. If an earned grade is lower than a B-, the student may repeat the course one time. Failure to receive a B- or higher in the second and final attempt will result in dismissal from the MAED program.

PROGRAM REQUIREMENTS (36 semester hours)

Those interested in pursuing a Master of Arts in Education degree who already have a valid teaching certificate/license or who do not intend to teach follow the guidelines listed below. A total of 36 semester hours are necessary for graduation.

MAED Requirements

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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</tr>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
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</tr>
<tr>
<td>EDF 606</td>
<td>Acc Learn w/Special Needs</td>
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<tr>
<td>or EDF 705</td>
<td>Pupil Services</td>
<td></td>
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<tr>
<td>EDF 607</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>EDF 620</td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>EDF 621</td>
<td>Legal/Ethical Issues in Educ</td>
<td></td>
</tr>
<tr>
<td>EDF 622</td>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 701</td>
<td>Capstone Experience</td>
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<tr>
<td><strong>Electives</strong></td>
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<td>Select 15 sem. hrs. from the following:</td>
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</tr>
<tr>
<td>EDT 600</td>
<td>Creat Approach Indiv Instr</td>
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</tr>
<tr>
<td>EDT 601</td>
<td>Information and Communications</td>
<td></td>
</tr>
<tr>
<td>EDT 602</td>
<td>Implementing Content Area Curr</td>
<td></td>
</tr>
<tr>
<td>EDT 603</td>
<td>Mentoring and Supervision</td>
<td></td>
</tr>
<tr>
<td>EDT 605</td>
<td>School-Community Relations</td>
<td></td>
</tr>
<tr>
<td>EDT 608</td>
<td>Hist Perspectives in Education</td>
<td></td>
</tr>
<tr>
<td>EDT 611</td>
<td>Multicultural Educ: Curr/Instr</td>
<td></td>
</tr>
<tr>
<td>EDT 614</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDT 616</td>
<td>Learning &amp; Design Technologies</td>
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<tr>
<td>EDT 617</td>
<td>App Instruc Des and Developmen</td>
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<td>EDT 618</td>
<td>Design,Develop/Deliv of elearn</td>
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<tr>
<td>EDT 619</td>
<td>Learn Des &amp; Tech Practicum</td>
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<tr>
<td>EDT 650</td>
<td>Dev Language/Literacy</td>
<td></td>
</tr>
<tr>
<td>EDT 651</td>
<td>Meth Teach Dev Reading</td>
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<tr>
<td>EDT 652</td>
<td>Prin/Pract of Teach Phonics</td>
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</tr>
<tr>
<td>EDT 653</td>
<td>Reading Assess/Intervention</td>
<td></td>
</tr>
<tr>
<td>EDT 654</td>
<td>Reading in Content Area</td>
<td></td>
</tr>
<tr>
<td>EDT 655</td>
<td>Clinical Practicum in Reading</td>
<td></td>
</tr>
<tr>
<td>EDT 662</td>
<td>Independent Study in Educ</td>
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<tr>
<td>EDT 670</td>
<td>Positive Strat in Discipline</td>
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</tr>
<tr>
<td>EDT 682</td>
<td>Math Content/Methods grd 4-5</td>
<td></td>
</tr>
<tr>
<td>EDT 683</td>
<td>Science Content/Method grd 4-5</td>
<td></td>
</tr>
<tr>
<td>EDT 710</td>
<td>Assess Student Performance</td>
<td></td>
</tr>
<tr>
<td>EDT 725</td>
<td>Special Topics in Educ</td>
<td></td>
</tr>
<tr>
<td>EDT 730</td>
<td>Sec Lang Acquisition &amp; Tech</td>
<td></td>
</tr>
<tr>
<td>EDT 731</td>
<td>TESOL Instructional Methods</td>
<td></td>
</tr>
<tr>
<td>EDT 732</td>
<td>Educ Policies &amp; Iss in TESOL</td>
<td></td>
</tr>
<tr>
<td>EDT 733</td>
<td>TESOL Assess &amp; Prof Practive</td>
<td></td>
</tr>
</tbody>
</table>

1 A minimum of 3 EDF courses must be taken prior to approval for candidacy.
2 Taken during the final semester of the MAED program.
3 With the approval of the Walsh University graduate advisors, the remaining 15 hours may be fulfilled by elective, or alternative format courses. The choice includes courses from EDT (3 digit course numbers) and up to six hours of alternative format courses or workshops.

Candidates may apply a maximum of six credit hours from workshops or alternative format courses to their program of graduate studies. The Division of Education at Walsh University, the Ohio Department of Education, and other accredited institutions offer these opportunities to in-service educators. The candidate's advisor, the Director of Graduate Education, and Registrar should be consulted PRIOR to workshop or course enrollment at another institution to confirm that the content is of sufficient rigor to warrant the University's acceptance of the credits. Additionally, through a collaborative agreement with Walsh University, the Communicate Institute regularly offers the courses listed below. Only Communicate Institute courses listed in this catalog may be applied toward fulfillment of the MAED requirements at Walsh University. For a complete schedule of these offerings, visit their Web site at www.communicateinstitute.com.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 6438</td>
<td>IQ-EQ Connections</td>
<td></td>
</tr>
<tr>
<td>EDT 6690</td>
<td>Strat Reduc Educ &amp; Stud Stress</td>
<td></td>
</tr>
<tr>
<td>EDT 6701</td>
<td>Read/Write Across Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDT 6724</td>
<td>Character Education</td>
<td></td>
</tr>
<tr>
<td>EDT 6725</td>
<td>Creativity to Teach Standards</td>
<td></td>
</tr>
<tr>
<td>EDT 6747</td>
<td>Res:Strength-Based Int for Stu</td>
<td></td>
</tr>
<tr>
<td>EDT 6748</td>
<td>Hands-On Math K-8</td>
<td></td>
</tr>
<tr>
<td>EDT 6749</td>
<td>Engag 21st Cen Learn Thru Tech</td>
<td></td>
</tr>
<tr>
<td>EDT 6750</td>
<td>Bringing Out Best in Students</td>
<td></td>
</tr>
<tr>
<td>EDT 6752</td>
<td>Future of Learning &amp; Technolgy</td>
<td></td>
</tr>
<tr>
<td>EDT 6900</td>
<td>Brain Power</td>
<td></td>
</tr>
<tr>
<td>EDT 6901</td>
<td>Courage for the Discouraged</td>
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</tr>
<tr>
<td>EDT 6915</td>
<td>The Teacher's Toolbox</td>
<td></td>
</tr>
<tr>
<td>EDT 6916</td>
<td>Succeeding w/Studen of Poverty</td>
<td></td>
</tr>
<tr>
<td>EDT 6932</td>
<td>The Well-Informed Educator</td>
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</tr>
<tr>
<td>EDT 6935</td>
<td>The Digital Student</td>
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</tr>
<tr>
<td>EDT 6940</td>
<td>Differentiated Teach &amp; Learn</td>
<td></td>
</tr>
<tr>
<td>EDT 6945</td>
<td>Healthy Pathways to Auth Learn</td>
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</tr>
<tr>
<td>EDT 6950</td>
<td>Google Tools in Education</td>
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<tr>
<td>EDT 6952</td>
<td>Next Generation Literacy</td>
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</tr>
<tr>
<td>EDT 6954</td>
<td>Reach &amp; Teach Gifted Learners</td>
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</tbody>
</table>
**Leadership with Principal License**

**Reading Literacy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 6956</td>
<td>Mod Resilience/Schl &amp; Classroom</td>
<td></td>
</tr>
<tr>
<td>EDT 6958</td>
<td>Assessing for Achievement</td>
<td></td>
</tr>
</tbody>
</table>

**Schedule of Classes**

Graduate courses are offered predominantly during evening hours or online to allow students who work access to classes. Courses are offered in a three semester format through summer, fall, and spring. Courses will be offered in an accelerated format with two, 8-week sessions in Fall and Spring Semesters. Course rotation allows for an alternating format, which offers students easy access to the courses needed to complete their programs of study. Courses offered in the summer may be scheduled either during the day, evening hours, or online.

**Course Rotation**

Courses are offered on a regular rotation, and students are encouraged to attend to this rotation. A student may find this rotation by reviewing the course descriptions which indicated the semesters each course is offered. Fall and Spring semester offerings are scheduled in the evening or online to accommodate in-service educators and students with other daytime obligations. Those identified as occurring during the “May” term usually meet from the first week in May through the first week in June, during evening class sessions. Those classes meeting during the “June/July” term begin in mid-June and continue through mid- to late-July. These classes will meet during daytime periods and are scheduled so that students may enroll in multiple offerings during the same summer term. Online course offered in May/June and June/August are eight weeks long. Special Topics in Education (EDT 662) is offered in response to identified needs, interests, and new developments in the profession. (Rotation of courses may change based on increases/decreases in enrollments.)

**Clinical/Field Hours Requirements are listed with the course descriptions.**

**Program Concentrations**

**Reading Literacy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDF 607</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDF 620</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDF 621</td>
<td>Legal/Ethical Issues in Educ</td>
<td>3</td>
</tr>
<tr>
<td>EDF 622</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
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</table>

**Capstone Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 701</td>
<td>Capstone Experience</td>
<td>3</td>
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**Reading Literacy Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDT 650</td>
<td>Dev Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDT 651</td>
<td>Meth Teach Dev Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDT 652</td>
<td>Prin/Pract of Teach Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDT 653</td>
<td>Reading Assess/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDT 654</td>
<td>Reading in Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDT 655</td>
<td>Clinical Practicum in Reading</td>
<td>3</td>
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</table>

**Total Hours** 36

**Leadership with Principal License**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
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**Leadership Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EDT 607</td>
<td>Pupil Services</td>
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</tr>
<tr>
<td>EDT 607</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDT 620</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 621</td>
<td>Legal/Ethical Issues in Educ</td>
<td>3</td>
</tr>
<tr>
<td>EDT 622</td>
<td>Philosophy of Education</td>
<td>3</td>
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**Capstone Course**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDT 701</td>
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**Learning Designs and Technologies**

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EDT 601</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 606</td>
<td>Acc Learn w/Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDT 607</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDT 620</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 621</td>
<td>Legal/Ethical Issues in Educ</td>
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<tr>
<td>EDT 622</td>
<td>Philosophy of Education</td>
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**Capstone Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
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**Learning Designs and Technologies Required Courses**

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDT 601</td>
<td>Information and Communications</td>
<td>3</td>
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<tr>
<td>EDT 616</td>
<td>Learning &amp; Design Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDT 617</td>
<td>App Instruc Des and Developmen</td>
<td>3</td>
</tr>
<tr>
<td>EDT 618</td>
<td>Design,Develop/Deliv of elearn</td>
<td>3</td>
</tr>
<tr>
<td>EDT 619</td>
<td>Learn Des &amp; Tech Practicum</td>
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</table>

**Total Hours** 36

**The Teaching English to Speakers of Other Languages (TESOL)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 601</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 606</td>
<td>Acc Learn w/Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDT 607</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDT 620</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 621</td>
<td>Legal/Ethical Issues in Educ</td>
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<td>EDT 622</td>
<td>Philosophy of Education</td>
<td>3</td>
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**Capstone Course**

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</thead>
<tbody>
<tr>
<td>EDT 701</td>
<td>Capstone Experience</td>
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**TESOL Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDT 730</td>
<td>Sec Lang Aquisition &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>EDT 731</td>
<td>TESOL Instructional Methods</td>
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</tbody>
</table>
Endorsement/Licensure Programs

Licensure Programs

Principal License
An individual may apply for a principal’s license after meet the following conditions:

- complete the licensure courses listed below;
- have a valid teaching license;
- earned a master’s degree from an accredited university;
- passed the appropriate Ohio Assessment for Educators,
- and have two years teaching experience for the area for which they are applying using the following criteria:
  - Early Childhood, Middle Childhood, Multi-Age, or Intervention Specialist licenses teaching experience with students who are ages 3-12 and pre-Kindergarten through Grade 6;
  - Middle Childhood, Multi-Age, Adolescence to Young Adult or Career-Technical licenses - teaching experience with students who are ages 8-14 and Grades 4-9.
  - Middle Childhood, Multi-Age, Intervention Specialist, Adolescence to Young Adult or Career-Technical licenses - teaching experience with students who are ages 10-21 and Grades 5-12.

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 706</td>
<td>Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDF 707</td>
<td>Personnel Mgmt &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDF 708</td>
<td>Internship I</td>
<td>1.5</td>
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<tr>
<td>EDF 709</td>
<td>School Fin for Sch Adm &amp; Treas</td>
<td>3</td>
</tr>
<tr>
<td>EDF 710</td>
<td>Internship 2</td>
<td>1.5</td>
</tr>
</tbody>
</table>

School Treasurer License
An individual may apply for a school treasurer license after meeting the following conditions:

- Have a baccalaureate degree in business
  OR
- Have a baccalaureate degree in a non-business area and take nine semester hours of accounting

Complete the following courses.

- Legal/Ethical Issues in Educ
- School Fin for Sch Adm & Treas
- Internship School Treasurer

It is possible to utilize two years of significant, global fiscal officer responsibility in an organized setting. This experience must be at the level of chief or assistant (deputy) fiscal officer, and must be representative of the broad functions, and areas of responsibility must include at least four (4) of the following:
- Accounting and financial reporting
- Forecasting and planning
- Budgeting and appropriations
- Cash and asset management
- Finance and investments
- Supervision of payroll procedures
- Compliance functions including tax payments and filings
- Office management
- Taken from the Ohio Department of Education: School Treasurer License

Endorsement Programs

Pre-K Through 12th Grade Reading Endorsement (18 Hours)
In order to enroll in the Reading Endorsement Program, candidates must have a valid teaching license and meet the following course prerequisites.

If the individual holds an Early Childhood Education (ECE), Middle Childhood Education (MCE) or Early Childhood Intervention Specialist (ECIS), he/she must have previously completed twelve (12) hours of undergraduate or graduate level reading coursework. One of these courses must be a Phonics course.

If the individual holds an Adolescent/Young Adult (AYA), multi-age (at Walsh this would include ISE Mild/Moderate or Moderate/Intensive) or career technical license, he/she must have previously completed nine (9) hours of undergraduate or graduate level reading coursework. One of the courses must be a Phonics course.

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 650</td>
<td>Dev Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDT 651</td>
<td>Meth Teach Dev Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDT 652</td>
<td>Prin/Prac of Teach Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDT 653</td>
<td>Reading Assess/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDT 654</td>
<td>Reading in Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDT 655</td>
<td>Clinical Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

All courses taught in online format.

The individual must also pass the appropriate Ohio Assessments for Educators

Please refer to the Course Descriptions for required field hours.

Teaching English to Speakers of Other Languages (TESOL) Endorsement Program (12 Hours)
Walsh University’s TESOL Endorsement is comprised of four online courses and 60 clinical experience hours. The four online courses include EDT 732 Educational Policies and Issues, EDT 730 Second
Language Acquisition and Technology, EDT 731 TESOL Instructional Methods, and EDT 733 TESOL Assessment and Professional Practice. In the 60 clinical experience hours, candidates, who are mentored by experienced certified/licensed teachers, practice teaching second (new) language learners in a formal classroom settings. Candidates establish communication with students’ families and other professionals to enhance the student’s educational experiences. Candidates describe, analyze, and evaluate the clinical experience in order to complete integrated clinical-based assessments and projects in each course. In addition to the completion of coursework, candidates seeking the Ohio TESOL Endorsement must pass the Ohio Assessments for Educators’ English to Speakers of Other Languages (O21) with a cut-off score of 220.

### Teacher Leader Endorsement Program (12 Hours)

In order to enroll in the Teacher Leader Endorsement, candidates must hold a valid Ohio professional teaching license, have four years of professional teaching experience, and have a Master's degree.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 614</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDT 710</td>
<td>Assess Student Performance</td>
<td>3</td>
</tr>
<tr>
<td>EDT 605</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDT 603</td>
<td>Mentoring and Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

All courses taught in online format.

Please refer to the Course Descriptions for required field hours.

### 4/5 Endorsement (9 Hours)

Completion of this program will enable individuals who hold a valid Pre-K - 3rd grade teaching license to add the 4th and 5th grades to their teaching credential upon completing the 3 courses below and passing the appropriate Ohio Assessments for Educators.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDT 681</td>
<td>Soc Stud Content/Meth grd 4-5</td>
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<tr>
<td>EDT 682</td>
<td>Math Content/Methods grd 4-5</td>
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<tr>
<td>EDT 683</td>
<td>Science Content/Method grd 4-5</td>
<td>3</td>
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</tbody>
</table>

Note: 9 hours count toward electives in the MAED program.

All courses taught in online format.

Please refer to the Course Description for required experiences.

### Computer and Technology Endorsement

Completion of this program will enable individuals who hold a valid teaching license to add this endorsement to their teaching credentials upon completing the five courses and passing the appropriate Ohio Assessments for Educators.

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<th>Hours</th>
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<tr>
<td>EDT 601</td>
<td>Information and Communications</td>
<td>3</td>
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<tr>
<td>EDT 616</td>
<td>Learning &amp; Design Technologies</td>
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<td>EDT 617</td>
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<tr>
<td>EDT 619</td>
<td>Learn Des &amp; Tech Practicum</td>
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</tbody>
</table>

All courses taught in online format.

Please refer to the Course Descriptions for required field hours.

### Middle Childhood Generalist Endorsement

Completion of this program will allow candidates who are already licensed in Middle Childhood Education in two content areas to add the endorsement in the other two areas. The endorsement allows candidates to teach grades 4-6 in the endorsement areas after completing the courses below and passage of the appropriate Ohio Assessment for Educators.

Language Arts: ENG 230 and ENG 330
Mathematics: MATH 107 and MATH 108
Science: BIO 101 and NS 104
Social Studies: GFA 103 and HIST 220

### Applying for Licensure and/or Endorsements and Time Limits

Students are highly encouraged to apply for their licensure or endorsement at the time they graduate (or within 1 year). If they choose to delay applying for their licensure or endorsement and requirements change, they must meet the new approved program/licensure requirements as they are at the time individuals are applying for their license or endorsement.

### L.E.A.D. Program (Licensure in Education for Adults with Degrees)

Any candidate who has received a Bachelor’s Degree (either B.A. or B.S.) is eligible to add teaching licensure to his/her credentials. While the individual programs vary by subject area, most post-baccalaureate candidates are able to complete their licensure preparation courses in four or five semesters, attending classes full-time. Individual program guides are available through the Graduate Admissions Office. Depending on the licensure area sought (Early Childhood Education, Intervention Specialist Education, Middle Childhood Education, or Adolescent to Young Adult Education), the Director of Graduate Education Studies will also provide assistance in planning each candidate’s particular preparatory program.

Regardless of licensure program, certain commonalities apply to any candidate who elects to participate in the Teacher Preparation Program after completing his/her bachelor’s degree.

1. Most of the basic education courses required for licensure can be taken EITHER at the graduate or undergraduate level. The equivalencies are listed below:

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<th>Code</th>
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<td>EDUC 107</td>
<td>School and Society: Intro Educ (NONE)</td>
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<td>EDUC 206</td>
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<tr>
<td>or EDF 606</td>
<td>Acc Learn w/Special Needs</td>
<td></td>
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<tr>
<td>EDT 601</td>
<td>Information and Communications</td>
<td>3</td>
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</tbody>
</table>
Candidates may elect, by individual courses, to take any class at the graduate OR undergraduate level in fulfillment of licensure program requirements.

2. In preparation for licensure, each candidate must complete at least 300 hours of field experience PRIOR to student teaching. These documented hours must represent a range of experiences with diverse learners in urban, suburban, and rural districts, and both public and parochial schools. Additionally, at least one of these experiences must include accommodating students with special needs. The candidate's course instructors, advisor, and the Education Placement Office will assist each candidate in fulfilling these requirements prior to student teaching.

3. As a condition for visiting schools or working with students, Walsh University requires each licensure candidate to submit a clear BCII/ FBI background check.

All candidates should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect his/her ability to obtain a license to teach in the State of Ohio and/or affect his/her ability to obtain employment in a preschool program, parochial school, public school district or chartered non-public school.

It is the candidate's responsibility to determine whether he or she is eligible for licensure and/or employment as a teacher in the State of Ohio. Each Walsh University education candidate is responsible for maintaining the high moral and ethical standards necessary to be included in field experiences, pre-student/student teaching and to become licensed to teach in the State of Ohio.

4. The preclinical (pre-student) teaching experience at Walsh University is completed in the same location, and with the same cooperating teacher(s) as the planned clinical (student teaching) semester. Depending on the intended licensure area, these preclinical (pre-student) teaching classes are to be taken one semester before clinical (student teaching).

5. Upon completion of all required courses, a minimum of 300 hours of documented field experience, approval of the Student Teaching Application, and successful completion of the preclinical teaching methods course(s), the candidate completes his/her clinical semester. Working in cooperation with the Education Placement Office, each licensure candidate is regularly observed by a university supervisor, in addition to his/her assigned cooperating teacher. Throughout the Teacher Preparation Program, and especially during the student teaching semester, the Ohio Educator Standards are utilized to evaluate the student teacher's preparation, classroom practices, and professionalism. A professional e-portfolio is developed to document achievement in each Ohio Educator Standards and is aligned with the Division of Education Candidate Proficiencies. The licensure candidate normally registers for two courses in fulfillment of the student teaching requirement: a seminar (3 credit hours) and the student teaching experience itself (3 credit hours). The specific courses are listed below.

### Code | Title | Hours
--- | --- | ---
ISE 441 | ISE: Pro Prac: Pre-Stud Teach | 3

6. Successful completion of the Teacher Preparation Program and student teaching includes the licensure candidate's passing the Ohio Assessments for Educators (OAE) tests in his/her content areas. Each candidate is required to take the Assessment of Professional Knowledge Test AND the test(s) associated with his/her specialization area(s). The Education Placement Office can provide additional OAE registration information. Passing all tests associated with the intended licensure area is required by the Ohio Department of Education, regardless of completed course work, as a condition for state approval for initial licensure.

7. A candidate may elect to expand his/her teaching credentials by adding an endorsement to his/her license.

8. Upon completion of the licensure program, candidates often elect to complete their Master of Arts in Education requirements immediately. Others choose to obtain teaching positions, and then complete their remaining courses, as required by the Ohio Department of Education. Those interested in completing the Masters of Arts in Education program AND licensure courses simultaneously are required to fulfill a separate set of course requirements. See the Director of Graduate Education Studies for additional information about the Master of Arts in Education program.
MAED (Education & Teaching) (EDT)

EDT 600  Creat Approach Individ Instruc  3 sem. hrs.
Techniques for designing and planning instructions for individual children is the major focus. In addition, a significant emphasis is placed on teaching creativity and meeting the creative needs of children as a method of personalizing instruction and adapting to learning-style differences for students P-12. Next offering TBA.

EDT 601  Information and Communications  3 sem. hrs.
This course provides an introduction to the roles of information and communication technologies in teaching and learning. Participants will evaluate software and study various techniques for integrating technology into the instructional process. The focus is on practical knowledge that will help educators develop an awareness of current and potential application of technology in education or training settings. 5 hours of field experience required. Offered every spring and summer.

EDT 602  Implementing Content Area Curr  3 sem. hrs.
One of a teacher's responsibilities beyond classroom instruction is serving on curriculum committees. Yet curriculum study and curriculum construction are not included in most pre-service teacher education programs. Curriculum theory, theorists, methods of curriculum development, and features of curricular change processes are addressed. Offered every fall and spring.

EDT 603  Mentoring and Supervision  3 sem. hrs.
This course is one of four courses that leads to a Teacher Leader Endorsement. Candidates will learn mentoring, coaching, and supervision skills and examine current research about other educators through professional development to increase student learning. Planning, implementing, reflecting and evaluation professional development models will be used. Candidates will learn how to create a positive climate and establish structures that support professional development and collaboration. Candidates Individualizing Instruction learning, ensures that educators are able to collaborate with colleagues to improve student achievement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 605  School-Community Relations  3 sem. hrs.
A study of how school and community relations and effective communications impact the student's learning, the teacher/staff roles in serving the community, and community support and perceptions of the learning environment while building a professional learning community. Identification of appropriate resources and practical strategies for enhancing collaboration with all stakeholders involved in the professional learning community are evaluated/utilized. Candidates plan and model collaborative professional learning experiences for educators, families and communities. Current models of school and community relations are utilized. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 608  Hist Perspectives in Education  3 sem. hrs.
Teachers need to know how the American system of education has evolved in order to make sense of where it is now. An understanding of the forces that have shaped educational policy and practice - religion, politics, technology, economics, philosophy, media - gives educators a broad perspective on schooling. The values of a democratic political community based on the ideals of liberty, equality, justice, and obligation for the public good are contrasted with the realities of racism, sexism, materialism, class bias, and bureaucratic effects. Next offering TBA.

EDT 611  Multicultural Educ: Curr/Instr  3 sem. hrs.
Changing demographic patterns indicate that the United States is becoming more culturally diverse: new family structures are emerging, the number of minority children is increasing, the population is aging, and children have become the poorest segment of society. Teacher preparation programs will need to address such changes if future generations of Americans are to become responsible and responsive citizens. Course is designed to provide educators with essential knowledge, skills, attitudes, and dispositions necessary to educate children to function in a culturally pluralistic society. Specific strategies are offered to enable educators to construct multicultural curriculum designs and implement instruction from a multicultural perspective. Offered every spring in odd years.

EDT 614  Instructional Leadership  3 sem. hrs.
This course is designed to provide an introduction to instructional leadership. Candidates will know and demonstrate skill in evidence-based principles of effective leadership and teacher learning; promote the use of data-based decisions and evidence-based practice to enhance student learning outcomes; and participate in developing and supporting a shared vision and clear goals for their schools to sustain school renewal and improvement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered spring and summer.

EDT 616  Learning & Design Technologies  3 sem. hrs.
This course orients graduate students to learning design and technology integration, including 21st century teaching and learning paradigms and best practices. Critical Information and Communication Technologies (ICT) will be evaluated including surveys of hardware, software, and web-based tools. Students will further explore the National Educational Technology Standards for Teachers, Students and Administrators, as well as TPACK, Technical Infrastructure, and Technology Integration. 10 hours of field experience required. Offered every fall and spring.

EDT 617  App Instruct Des and Development  3 sem. hrs.
Graduate students will explore instructional design theory and best practices for the design, development, and delivery of eLearning activities and multimedia production. Particular emphasis will be placed upon deliverables, online presence, evaluation, quality, integrity, and rigor. 10 hours of field experience required. Offered every fall.

EDT 618  Design,Develop/Deliv of elearn  3 sem. hrs.
Graduate students will explore instructional design theory and best practices for the design, development, and delivery of eLearning activities. Particular emphasis will be placed upon deliverables, online presence, evaluation, quality, integrity, and rigor. 5 hours of field experience required. Offered every spring.

EDT 619  Learn Des & Tech Practicum  3 sem. hrs.
Students will demonstrate competency in applying Information and Communication Technologies (ICT) skills through a comprehensive action-research project. Students will conduct a literature review, identify a problem/research question, and then design, develop, and implement an instructional intervention/deliverable as part of an action-research project. They will collect, analyze, and disseminate data on the impact and efficacy of their intervention/deliverable. 20 hours of field experience required. Offered every spring.

EDT 650  Dev Language/Literacy  3 sem. hrs.
Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. 10 hours of field experience required. Offered every fall, spring, and summer.
EDT 651 Meth Teach Dev Reading  3 sem. hrs.  
Students are taught skills involved in reading. Wide variety of instructional strategies for teaching developmental reading from basal to whole language is explored. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 652 Prin/Pract of Teach Phonics  3 sem. hrs.  
The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. 10 hours of field experience required. Offered every fall, spring, and summer.

EDT 653 Reading Assess/Intervention  3 sem. hrs.  
The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 654 Reading in Content Area  3 sem. hrs.  
Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/study materials in the content areas in MCE and AYA levels. 20 hours of field experience required. Offered every fall, spring, and summer.

EDT 655 Clinical Practicum in Reading  3 sem. hrs.  
Application of previous courses, including supervised assessment/ intervention reading work with individuals in need of special reading instruction. Case studies are required. Students arrange to work with individuals with special reading instruction. 30 hours field experience required for licensure-seeking or endorsement-seeking students. Offered fall, spring, and summer.  
Prerequisites: Completion of all reading courses.

EDT 662 Independent Study in Educ  1-3 sem. hrs.  
Individually tailored library research, laboratory research, or field research undertaken by the student under supervision of an appropriate faculty member. It is intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around these interests, or the student who requires additional work in a particular area, or, in special circumstances, to supplant another course in the program. Offered as needed.

EDT 670 Positive Strat in Discipline  3 sem. hrs.  
Discipline or classroom management is best done in such a way that the activities are a part of and extend from instruction and learning. At the same time, the self-esteem and positive attitudes of students must be nurtured and enhanced while maintaining useful structure in the learning setting. 10 hours field experience for LEAD students. Offered every spring.

EDT 681 Soc Stud Content/Meth gr 4-5  3 sem. hrs.  
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Social Studies content, young adolescent development, pedagogy, the Ohio Academic Standards for Social Studies, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 682 Math Content/Methods grd 4-5  3 sem. hrs.  
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Mathematics content, young adolescent development, pedagogy, the Ohio Academic Standards for Mathematics, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 683 Science Content/Method grd 4-5  3 sem. hrs.  
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Science content, young adolescent development, pedagogy, the Ohio Academic Standards for Science, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 710 Assess Student Performance  3 sem. hrs.  
Educators must work to ensure high levels of achievement for all students. To accomplish this goal, they must have an excellent command of the relationship among curriculum, instruction and assessment. This course focuses on the pivotal role that assessment plays in informing instruction and determining if curricular goals are being met. Students will develop a facility in analyzing assessment data as one means of determining if instructional practices are effective and meet the needs of all students. In analyzing assessment data, students will identify areas in either instructional practice or the curricular program that may need improvement and will be able to access and use appropriate research to facilitate this improvement. Students will develop appropriate and meaningful research-based professional development for either individuals or staff to effect change. They will explore how to use technology effectively to assist them in collecting, analyzing, and reporting assessment data. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every spring.

EDT 725 Special Topics in Educ  1-3 sem. hrs.  
This course is designed in response to timely developments in the education profession. Scholarly research, critical analysis, and field-based applications characterize the course content. Topic, requirements, and schedule are subject to instructor’s syllabus. Next offering TBA.
EDT 6438 IQ-EQ Connections  3 sem. hrs.
This course will explore the connection between cognitive and affective learning. Benjamin Bloom, well known for his hierarchy of thinking skills, also developed a hierarchy of affective skills. His work suggests that in order to help students reach higher levels of "thinking" (IQ), we must also help students reach higher levels of "caring" (EQ). David Sousa’s research (How The Brain Learns) further compels us to help students internalize and personalize the information we want them to learn. His research suggests the brain is a filter, not a sponge. While a student's brain may accept information into short-term memory ("Remember until the test"), it unconsciously discards much of the information we teach. If information isn’t fully understood, the brain will eventually discard it as ‘untrue’. Equally, if information isn’t useful, the brain will eventually discard as is "unimportance". To get into long-term memory, information must make sense, and it must have personal meaning. Participants in this course will work together to translate this research into fun, engaging daily practice. Our goal will be long-term learning, not simply the short-term learning that’s readily assessed in standardized tests. Using dozens of classroom-tested strategies and a variety of learning activities, participants will experience the role that novelty, interaction and choice play in student learning. Participants will also explore practical ways in which our systems for grading, classroom management and discipline can help students learn life lessons while they also learn curriculum lessons. The course is designed to inspire and equip educators to create “teachable moments” for students, so that school content can serve as a springboard for both cognitive and emotional growth.

EDT 6690 Strat Reduc Educ & Stud Stress  3 sem. hrs.
The hectic pace of our society can be very stressful for both students and educators. In this interactive life and stress management course students will have an opportunity to examine stressors and how they effect performance. Students will be exposed to a proven overall life approach for reducing stress as well as learn valuable specific techniques to be proactive and to manage stress. Many of the activities, techniques, and assessments used in this course can be adapted for use with students to help them deal effectively with stress.

EDT 6701 Read/Write Across Curriculum  3 sem. hrs.
When you learn and use the dozens of strategies presented in this course, you can boost your students’ mastery of content. Learn to plan lessons that effectively teach content and nurture greater literacy using writing strategies that deepen students’ understanding of content, strategies that help students learn, retain, and recall important information, and comprehension and vocabulary strategies which will engage your students. This graduate course is designed to help educators learn how to help their students acquire and comprehend content through the purposeful use of reading and writing. It is based on the newest research and practices on literacy instruction for the content areas. Practical applications of research-proven strategies will be a major emphasis of the course.

EDT 6724 Character Education  3 sem. hrs.
With the general decline of responsible behavior in society, more and more school districts throughout the nation are realizing the importance of teaching character. The course is designed for K through 12 educators who wish to learn more about teaching character in their classroom as well as for those who wish to help design a character education program for their district. The major components discussed in this course are based on the “Character Counts!” core pillars of “Trust worthiness, Respect, Responsibility, Fairness, Caring and Citizenship.” Participants will obtain many concrete ideas that can be put to use immediately.

EDT 6725 Creativity to Teach Standards  3 sem. hrs.
This course is designed for K-12 educators who wish to energize the curriculum through engaging students in the Four C’s of 21st Century Learning. These include Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration. An emphasis on the integration of the arts (music, visual, movement, drama) and classroom technology strategies are presented through motivating activities and authentic projects. Educators will leave with specific strategies aligned with their content that enhance the Core Standards. They will gain a unique perception of the process needed to develop lessons that are “hands on/minds on,” intrinsically meaningful, and cognitively stimulating for the 21st Century Learner. Research studies have concluded that there is a strong positive relationship between the creative arts and academic success. The content of this course is supported by theorists such as Piaget, Erikson, Maslow, Torrance, Jensen, and Gardner who promote personalized learning as a moral imperative to challenge student thinking and enhance social and intellectual development.

EDT 6747 Res:Strength-Based Int for Stu  3 sem. hrs.
Educators need a practical and effective skill set in order to articulate, plan, and evaluate realistic learning goals and behavior expectations for all students. This graduate course was designed by Christine Haymond to help educators develop confidence and competence when dealing with students (and families) who present behavior and academic challenges. Participants will become familiar with relevant aspect of students’ environments and how these personal challenges and stressors affect learning and behavior. Five distinct research based modules will explore Emotional Intelligence, Resiliency, Students from Addicted Families, Culture in the Classroom, and Reclaiming Youth: The Circle of Courage. Although research based, course emphasis is on practical applications and participants will be actively engaged in their learning. Participants will have an opportunity to collaborate and develop age appropriate classroom interventions for students who are often "school resistant".

EDT 6748 Hands-On Math K-8  3 sem. hrs.
Re-framed in 2012 to consider new Ohio Core Standards, this course has been developed by Rebecca Zullo for educators of grades K-8. In this graduate-level course, participants will deepen their conceptual understanding of may K-8 mathematics topics including: numbers and operations, geometry, measurement, algebra, and data analysis and probability. We will study these topics with a goal of increased understanding for improved instructional effectiveness. Mathematics lessons and classroom activities that are in alignment with the ODE standards, improving both teacher and student understanding and competency in mathematics, and supporting the mathematics teaching/learning process are the key elements of this course. Participants will experience hands-on mathematics lessons, topic explorations, and collegial discussions. As each standard is investigated, participants will examine the concrete, representational, and abstract levels which students must move through in order to achieve meaningful comprehension.

EDT 6749 Engag 21st Cen Learn Thru Tech  3 sem. hrs.
This graduate course was designed to help educators develop new and varied strategies for meeting the needs of the 21st century student. Participants will examine practical and engaging forms of technology that enhance learning and student engagement. Participants will also develop strategies to enhance overall student engagement in the classroom while also identifying their own strengths and adapting those to the current reality of the 21st century classroom its students. (This course does not require participants to have a strong background in using technology)
EDT 6916 Succeeding w/Studen of Poverty    3 sem. hrs.
Many schools and educators are challenged to meet the accountability demands of state and federal measures with their students of poverty. This graduate course is designed to provide the tools that will equalize opportunities for these students in order to maximize their academic achievement. These children can learn, and are just as capable as their peers, but life so far has not provided them with the necessary advantages for high academic achievement. This course will focus on what educators can actually do to overcome these significant demographic challenges. Succeeding with Students of Poverty is based upon the latest research.

EDT 6932 The Well-Informed Educator    3 sem. hrs.
We work in an age where outside forces impact our teaching and professional lives more than at any time in the past - and this course is meant to help educators grasp this ever changing educational landscape - to really augment their knowledge, so they can be confident in their understanding and communication regarding these forces. This course examines the education opportunities in Ohio, the flow of revenue, and changing evaluation and accountability requirements (testing/report cards), while using data driven decision making and organizational development to promote understanding, collaboration, and a team approach to educating today's students. Participants will also develop strategies to develop, grow, and maintain professional learning teams while utilizing proven organizational development strategies to improve communication throughout their organization.

EDT 6915 The Teacher's Toolbox    3 sem. hrs.
This course is designed for classroom teachers who are looking for an equitable relationship between working hard and working smart in the classroom. This interactive process offers teachers the tools needed to "get the job done". Participants will leave with the ability to utilize instructional strategies that increase student achievement and with the ability to implement classroom management strategies that improve student engagement and motivation while maintaining high expectations. The concepts presented in this class are based on the best practices of Dr. Robert Marzano, Dr. Harry Wong, Stephen R. Covey, Dr. John Samara, Charlotte Danielson and other leaders in the field of education as well as information from Align, Assess, Achieve, and The Master Teacher Professional Development Program.

EDT 6940 Differentiated Teach & Learn    3 sem. hrs.
Differentiated Teaching and Learning Research shows that the single largest factor in improving student success is the effectiveness of that student's teacher. Differentiated instruction is a method of designing and delivering instruction to best reach each student. DTL focuses on assisting teachers to hone their effectiveness in doing just that - designing and delivering instruction to best reach each student. In other words Differentiated Teaching and Learning centers attention on effective research based instruction, allowing teachers to have a laser focus on proven methods of teaching and learning - areas where they have a direct impact. A few of the things you will learn: DTL specifically assists teachers by providing research based strategies and practices that allow teachers to reach and increase the achievement of more students. During this course, teachers will learn how to establish a positive learning environment; develop effective procedures and routines in the classroom; successfully create collaborative work through cooperative learning; design respectful and differentiated lessons; connect content to relevant life experiences and career opportunities; motivate students toward lesson mastery; assess and adjust lesson content to meet students' needs; and motivate students to work productively and assume responsibility for their own learning. The strategies presented are not content specific and therefore, can be applied to any grade level, discipline or classroom situation.
EDT 6945 Healthy Pathways to Auth Learn  3 sem. hrs.
Educators, students, parents, and the community all share a common goal in that each child maximizes his/her potential for academic and personal success. To date, most of the emphasis has been placed on academic achievement with a myriad of excellent methodologies being available for schools and staff. This course will offer another vital avenue for student success and that is total student health. The Common Core standards demands deeper teaching so all students are college or career ready upon graduation. This requires a healthy mind and body coupled with mental wellness. Many schools today have reduced physical education and health classes to a bare minimum; coupled with increased school stress, and a lack of basic executive function skills, a student’s ability to meet the rigorous demands are greatly diminished. Educators will learn classroom implementation methods to promote the essential health mind, body, and spirit required to meet the rigorous demands places upon students today. This course is based on the lastest research demonstrating that total student health will enhance and promote student achievement.

EDT 6950 Google Tools in Education  3 sem. hrs.
Google Tools in Education are truly impacting classrooms around the world. Whether you have never used Google Tools, or if you have already started to integrate Google into your classroom, this course will benefit you. This course is designed to equip participants with the necessary knowledge, skills, and competencies to implement and integrate Google Tools for Education at their own pace and comfort. Participants will learn how to effectively integrate Google Tools with other technology and website into the classroom to encourage student ownership of learning. Course activities will prepare educators to successfully pass the Level 1 Google Certification Test (should they choose to take it).

MAED (Education Foundations) (EDF)

EDF 601 Psychology of Learning  3 sem. hrs.
An examination of theories of learning, creativity and fundamentals of human memory and cognition as related to psychology, counseling and education fields. A review of the historical development of learning theories and major learning theorists will be examined. Application of behavioral principles to student situations, evaluation of the progress of a participant in learning, demonstration of an ability to communicate using the specific language of learning and differentiate the various approaches across schools of learning. Offered every fall and summer.

EDF 606 Acc Learn w/Special Needs  3 sem. hrs.
Course is designed to provide students an overview of various exceptionalities/disabilities and educational implications. Issues such as inclusion, IDEA legislation, writing and implementing IEPs, positive behavioral supports, assessment, and teaching strategies are examined. 10 hours of field experience required for LEAD students. Offered every fall and May.

EDF 607 Research Methods  3 sem. hrs.
An in-depth study of the rationale, dynamics, tools and techniques of research. Course includes skills in reviewing the literature, designing studies, and analyzing data. Offered every spring.

EDF 620 Teaching and Learning  3 sem. hrs.
Course examines research pertinent to effective teaching and learning. Selection of appropriate instructional behavior for specific learning settings and actual application of this knowledge are essentials of the course. Phenomena such as classroom climate, lesson planning, curriculum organization, and the need for creativity are studied and strategies devised to address these issues. Offered every fall and spring.

EDF 621 Legal/Ethical Issues in Educ  3 sem. hrs.
In this course, legal and ethical issues are explored using case studies and topic-centered approaches. The responsibilities and rights of all parties involved in the educational process - teachers, students, parents, school board members, administrators, and others - are addressed. Using consequentialist and non-consequentialist ethical theories as well as the concepts of ordered liberty, class members. Offered every fall and summer.

EDF 622 Philosophy of Education  3 sem. hrs.
The goal of this course is to make educational philosophy relevant and meaningful to teachers who view philosophical concepts as too abstract, theoretical, and complex. Teachers will examine themselves, their beliefs and practices, district philosophies, and other educators' actions according to the different schools of philosophical thought. At the end of this course, teachers will be able to state why they do what they do in their professional lives. Offered every fall and summer.

Course is designed to generate among practitioners a global view of the education profession. Using seminar format, students will examine issues and trends influencing the profession in total and day-to-day conduct of instruction. Discussion of the influence of these trends and issues in the daily instructional process is an essential activity in this course. Next offering TBA.

EDF 701 Capstone Experience  3 sem. hrs.
This practicum is designed as a culminating course for the M.A. in Education degree for non-licensure students. Current methodology and practice are reviewed. Information and strategies that could change individual instructional behavior are investigated, and students participate in on-site, clinical appraisals of teaching. Prerequisites: Completion of at least 30 hours in the M.A.Ed. program, all required foundation courses (one which may be taken concurrently with EDF 701) and formal advancement to candidacy for the degree. Offered every fall and spring.

EDF 705 Pupil Services  3 sem. hrs.
This course provides candidates with the background and mandates related to No Child Left Behind, HB1, special populations of students, the requirements for educating all children, and an analysis of current issues and trends. Offered every May and summer.

EDF 706 Principalship  3 sem. hrs.
The principal holds a unique position in the school in his or her role as the managerial and instructional leader. This course examines these roles in terms of the qualities of an effective leader who works with the various stakeholders in creating a shared vision on the based on high expectations with an emphasis on continuous improvement. This will be done in the context of the duties and responsibilities of the principal. Offered every fall.

EDF 707 Personnel Mgmt & Leadership  3 sem. hrs.
This course provides an introduction to the encompassing demands of personnel management and leadership. Applying the theory and practice to both certified and classified staff, the candidates will know and demonstrate and understanding of effective personnel scheduling, performance evaluation, growth planning, assistance plans, documentation strategies, delegation, and the interrelationship of leadership and management. Offered every spring.
EDF 708 Internship I 1.5 sem. hrs.
This class is the first part of the culminating year-long experience for candidates pursuing principal licensure. The candidates will apply knowledge learned and skills developed in course work and prior field experiences. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a school principal or other building administrator. The candidate, school principal, and university supervisor will develop a plan outlining the specific activities to be completed during the internship. Candidates must complete both Internship 1 and 2 to meet requirements for principal licensure. 75 hours of clinical experience required. Offered every fall and spring.

EDF 709 School Fin for Sch Adm & Treas 3 sem. hrs.
This course is designed for two school functions: the school administrator and the school treasurer. This course will examine the financial operations of school systems, including taxes, other sources of revenue, expenditures, budgeting, effects of economic factors, Federal and State funding, laws, and legal decisions. The course will also examine the importance of monitoring and evaluating the management and operational systems, utilizing human, fiscal, and technological resources, acting to influence local, district, state, and national decisions, and analyzing and anticipating trends to adapt leadership strategies. Offered every fall.

EDF 710 Internship 2 1.5 sem. hrs.
This class is the second part of the culminating year-long experience for candidates pursuing principal licensure. The candidates will apply knowledge learned and skills developed in course work and prior field experiences. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a school principal or other building administrator. The candidate, school principal, and university supervisor will develop a plan outlining the specific activities to be completed during the internship. Candidates must complete both Internship 1 and 2 to meet requirements for principal licensure. 75 hours of clinical experience required. Offered every fall and spring.

EDF 715 Internship School Treasurer 3 sem. hrs.
Internship is the culminating experience for candidates seeking school treasurer licensure through the State of Ohio. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a licensed school treasurer to fulfill the 300 hours of field experience required by the State. The Internship will engage candidates in working in the specific areas that fall under the responsibilities of the treasurer.
Advisory Boards

BUSINESS ADVISORY BOARD 2018–2019
DeVille School of Business

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John Peer, Retired, Goodyear Tire & Rubber Company
Lauren Zollinger, Director of Solution Development & Delivery, The ABIS Group
Jeffrey W. Snyder, Senior Vice President, Commercial Relationship Manager, Huntington Bank

COUNSELING & HUMAN DEVELOPMENT ADVISORY BOARD 2017-2018

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Ruthann Anderson, Ph.D., LPCC-S, Associate Professor, Program Director of Counseling and Human Development
Penny Bove, Ph.D., Associate Dean, School of Behavioral & Health Sciences
Tom Chronister, M.A., PCC-S, LICDC, Veteran Affairs
Clay Cooper, President of Alpha Mu
Anthony D’Antonio, Mental Health Student Representative
Alan Diganatano, Ed.D., Professor, Education Liaison
Lee Fortner, M.A., Retired School Counselor
Wendy Fragasze, M.A., School Counselor, Perry Local Schools
Rosemarie Hall, J.D., Family Court Judge
Alexis Howard, SAHE Student Representative
Claudia Lintgatat-Putnam, Psy.D., Associate Professor, Chair, Mental Health Counselor at College of St. Rose in Albany, New York
Kaelene Metzger, M.A., Alpha Mu Representative
Fedeari Nicholson, Dean of Student Success Stark State College
Doug Palmer, Ph.D., Provost and Vice President for Academic Affairs
Tiffany Peets, Ph.D., LPCC-S, Assistant Professor
Matt Plauney, CHD Student representative for School Counseling
Amy Reinhart, LPCC-S, CommQuest Services, Inc.
Azra Karagic Siwic, Ph.D., LPC, NCC, Assistant Professor
Beth Starrett, School Counseling Representative (City Schools)
Carrie VanMeter, Ph.D., LPC, LSC Assistant Professor
Tanya Watts, LPCC-S, Counselor, Private Practice

DIVISION OF EDUCATION ADVISORY COUNCILS 2018–2019

Division of Education Clinical Advisory Council

Michael Babics, Principal, Plain Local Schools
Kenneth Brunner, Principal, Canton City Early College
Chris DiLoreto, Superintendent, Jackson Local Schools
Richard Dinko, Assistant Principal, Jackson High School
Matthew Ile, Principal, Clearmount Elementary School
Cinda Harold, Faculty Coordinator of the Field Placement Committee and Professor, Walsh University
Gary Jacobs, Ph.D., Professor, Division of Education, Walsh University
Carriyn Long, MSW, Coordinator of Field and Clinical Placements, Walsh University
Douglas Palmer, Ph.D., Provost and Vice President for Academic Affairs, Walsh University

Diversity–Service Advisory Council

J. Nate Cooks, M.A., Counselor, Admissions, Stark State College
Jean DeFazio, Ph.D., Chair and Professor, Division of Education, Walsh University
Michael Douglas, Diversity Consultant, Walsh University
Rev. Monsignor Lewis F. Gaetano, Pastor, Christ the Servant/Our Lady of Peace School
Erica Hershberger, Sandy Valley Local Schools, Intervention Specialist, RTI Specialist
Dr. Michelle Lenarz, Ph.D., Division of Education, Walsh University
Carriyn Long, MSW, Division of Education, Walsh University
Betty Marko, Ed.S., Division of Education, Walsh University
Douglas Palmer, Ph.D., Provost and Vice President for Academic Affairs, Walsh University
Jason Reed, Director of Multicultural and Retention Services, St. Ignatius High School

Standing Member: President of Council for Exceptional Children Student Chapter, Graduate Student, Division of Education

Graduate Education Advisory Council

David Brobeck, Ph.D. Associate Professor, Graduate Education, Walsh University
Licia Cirese, Director of Development, Walsh University
Mario Calandros, Principal, Saint Louis Elementary School, Louisiville, Ohio
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Jean DeFazio, Chair and Professor, Division of Education
Michelle Elia, Region 5 State Support Team and Adjunct Faculty Member, Walsh University
Mary Fiala, Superintendent, Diocese of Youngstown
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Michelle Lenarz, Professor, Graduate Education, Walsh University
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Hillary Newell, Teacher, Saint Philip and James School, Canal Fulton, Ohio
Douglas Palmer, Ph.D., Provost and Vice President for Academic Affairs, Walsh University
Candace Papp, Teacher, McKinley Elementary School, Lisbon Exempted Village Schools
Jordan Viebranz, Instructor, Sports Medicine & Rehabilitation, R.G. Drape
Two current graduate students from the Division of Education are standing members of the council each year.

BYERS SCHOOL OF NURSING ADVISORY BOARD 2018–2019

The Walsh University Nursing Advisory Board provides a forum for the exchange of information, concerns, and views to promote nursing excellence in the graduate and undergraduate nursing programs. Members of the Advisory Board represent the University, community health care facilities, and alumni of the nursing programs.

Walsh University Representatives
Douglas Palmer, PhD, Provost and Vice President for Academic Affairs (Ex Officio)
Judy Kreye, RN, CNS, PhD, Interim Dean, Gary and Linda Byers School of Nursing
Janet Finneran, RN, MSN, DNP, Director Graduate Nursing Programs
Sherrie Underwood, RN, MSN, Director of Undergraduate Programs
Larry Mustafaga, RN, MSN, Director RN Completion Program
Amanda Pratt, RN, MBA, Director of Clinical and Laboratory Experiences

Community Representatives
Barbara Dawson, RN, MSN, Program Administrator, W. Howard Nicol School of Practical Nursing at Portage Lakes Career Center

Health Care Facility Representatives
Christine Benson, RN-BC, MSN, Director of Professional Practice and Magnet Program, Summa Health System
Aris Eliades, RN, CNS, PhD, Director of Clinical Service Research & Evidenced-Based Practice, Akron Children's Hospital
Kelly Lilly, RN, NE-BC, MSN, Vice President, Critical Care Services, Aultman Hospital
Nancy Mosca, RN-BS, PNP-BC, PHCNS-BC, PhD, Director, Center of Nursing Professional Practice, Akron Children's Hospital
Nicole Silla, RN, BSN, EMTP, Clinical Nurse Educator in Professional Development, Nursing Education, Mercy Medical Center
Teresa Westerheide-Haller RN, MSN, Nursing Professional Development & Research, Cleveland Clinic Akron General

Barbara Milliken, MSHS, OTR/L, CVW, Department Chair, Occupational Therapy Assistant Program, Stark State College

Board of Directors 2018-2019

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Thomas Schervish, Canton, Ohio
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STUDENT REPRESENTATIVES
Undergrad Student, Walsh University
Graduate Student, Walsh University

OCCUPATIONAL THERAPY ADVISORY BOARD 2018–2019

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Judy Anderson OTR/L, Mercy Health, St. Joseph Hospital
Amy Smith, OTR/L, CEAS, CWE, OT On The Go, LLC

Barbara Milliken, MSHS, OTR/L, CVW, Department Chair, Occupational Therapy Assistant Program, Stark State College

Walsh University

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Location

Walsh University is located in North Canton, five miles north of Canton, in northeastern Ohio. Akron is 20 miles away, and both Cleveland and Youngstown are within an hour’s drive.

Canton is an urban and diversified industrial center with a population of about 84,000. The city offers a variety of opportunities for cultural and recreational activities, entertainment, sports, dining and shopping. Cultural opportunities in the Canton area include a symphony orchestra, art gallery, theater, ballet, civic opera and lecture series. Canton also is home to the Pro Football Hall of Fame.

Canton is served through Akron-Canton Regional Airport by major and feeder airlines. Interstate 77 runs north-south and U.S. Route 30 runs east-west through Canton. I-76 and I-80 are north of the city and I-71 is west. Amtrak trains and Greyhound buses also serve the area.

Buildings

Walsh University has 27 major buildings on its 140-acre campus (see [https://www.walsh.edu/campus-map-directions]map).

FARRELL HALL
Farrell Hall (1960) is the main classroom building and administrative center. It houses the Library, Printing Services, and the Student Service Center (Financial Aid, Registrar and Business Services). Offices in Farrell Hall include those of the President, Academic Affairs, Finance, Advancement and Alumni. The Academic Support Center is located on the second floor (FH209), along with Accessibility Services, and offers services in tutoring, placement and advising. The Eastgate parking lot is adjacent to Farrell Hall.

THE BROTHER EDMOND DROUIN LIBRARY
The Brother Edmond Drouin Library connects students to information they can use to gain success in attaining academic goals and teaches them to become lifelong learners. Finding articles, books, media and other resources is enhanced by a large collection of electronic resources, almost all available 24/7 on and off campus. Librarians are available to assist students in many ways—on person, by telephone, through email or in chat sessions to help students find the best information for their needs. Access to books, articles, media and other resources in the Walsh collection is augmented by membership in OhioLINK, giving students access to resources found in academic and public libraries throughout Ohio. In addition to more traditional formats, the library collection includes online databases and journal articles, electronic books and digital media and music. Research guides are available online to give students a pathway to effective research. The library staff strives to help students attain academic excellence.

THE AULTMAN HEALTH FOUNDATION HEALTH SCIENCES CENTER
The Aultman Health Foundation Health Sciences Center (2000) is home to Walsh's first-rate Gary and Linda Byers School of Nursing, which consistently has one of the highest pass rates on the National Counsel of Licensure Exam for Registered Nurses. This three-story facility houses multi-media classrooms and labs that provide students with opportunities to extend learning beyond textbooks to real-life situations.

THE BARRETTE BUSINESS AND COMMUNITY CENTER
The Barrette Business and Community Center (formerly the Rannou Campus Center—1966; renovated in 2005) is a state-of-the-art resource for our business, marketing, accounting, and management majors, as well as our business community. In addition to traditional classrooms and learning spaces, The Barrette Business and Community Center houses the School for Professional Studies, Main Campus Location (accelerated degree completion program for adult learners); The DeVille School of Business; the Brother Robert Francoeur Conference Center, a 400-seat conference/meeting space; state-of-the-art Media and Communications Center; the Betzler Grille, a courtyard, atrium and outdoor patio.

THE DON AND IDA BETZLER SOCIAL AND BEHAVIORAL SCIENCES CENTER
The resources found in the Don and Ida Betzler Social and Behavioral Sciences Center (1972), home to the University’s counseling program, include classrooms, learning labs, small meeting rooms, a 120-seat amphitheater, a 167-seat auditorium, faculty offices, and the Department of Humanities.

THE FATHER MATTHEW HERTTNA COUNSELING CENTER
The Father Matthew Herttna Counseling Center (2009) is located adjacent to the Don & Ida Betzler Social and Behavioral Sciences Center. With more than 100 students pursuing a career in Counseling, the Father Matthew Herttna Counseling Center was developed to serve as an alternative site for students interested in pursuing their clinical experience on the campus of Walsh University. The Counseling and Human Development (CHD) program provides students with practicum experience under the direct supervision of experienced faculty. Clinical services at the Walsh clinic focus on lower-income, uninsured clients and those less fortunate to acquire counseling services in the community.

THE PAUL AND CAROL DAVID FAMILY CAMPUS CENTER
The Paul and Carol David Family Campus Center (2002) contains the offices of Admissions, Student Affairs, Intramurals, Student Activities, Student Organizations, Multicultural Affairs, Campus Ministry, Commuter Services, Counseling Services, International Student Services, Residence Life, the Schervish Dining Centre, University Wellness, a post office, a bookstore/gift shop, the David Fitness Center, game room, lounge/study space, vending machines, and various meeting rooms.

THE GAETANO M. CECCHINI FAMILY HEALTH AND WELLNESS COMPLEX
The Gaetano M. Cecchini Family Health and Wellness Complex (2008), located on the west side of campus, houses a 2,000 seat arena, 1,000 seat gymnasium, athletic offices, the Mercy Wellness Center- Health Services, Cavalier Fitness Center, weight rooms, locker and shower rooms, and a state-of-the-art athletic training facility. Classrooms and faculty offices are located on the second floor, along with the Management Conference Center. The Gaetano M. Cecchini Family Health and Wellness Complex includes the following athletic facilities:

The Cecchini Center
The Cecchini Center (2009) serves as the primary performance arena and as the home court for Walsh’s men’s and women’s basketball teams. The facility has seating for 2,000 fans.

Klekotka Tennis Complex
Klekotka Tennis Complex includes six courts in maroon color to reflect Walsh’s school colors. Spectator stands and team bleachers
are situated in the middle of the courts. The entire facility is enclosed within fencing.

Biery Stadium
Located near the main entrance of Walsh’s campus is Tim Mead Field at Biery Stadium, home to the Cavalier baseball team, which includes team dugouts, a fence-enclosed field and spectator bleachers, as well as locker rooms and public restrooms. The women’s softball team home field is located on the beautiful acres of Walsh University’s Hoover Park.

Milazzo Soccer Field & Dan McCallion Track
Milazzo Soccer Field is located directly across from Walsh’s Westgate entrance and is the home field to Walsh’s men’s and women’s soccer teams and various youth summer soccer clinics. Milazzo Soccer Field is surrounded by Dan McCallion Track, an eight lane, accelerator surface, 440 meter running track with an infield area that features a stainless steel steeplechase water pit hazard and a high jump area. The north end of the facility features two runways for pole-vault and long jump events.

Vascosports Athletic Field
Vascosports Athletic Field is a state-of-the-art artificial turf, low maintenance surface that will conserve water usage and upkeep. Game-like markings are part of the field. It serves as the game filed for men’s and women’s lacrosse as well as a practice/conditioning home for Walsh’s other athletic teams.

Mercy Wellness Center - Health Services
Mercy Wellness Center - Health Services is located in the Gaetano M. Cecchini Family Health & Wellness Complex. The Mercy Wellness Center houses the Cavalier Fitness Center and Health Services. This collaborative space offers outreach programs and clinics in conjunction with Walsh University Divisions of Physical Therapy program. These programs offer our students supervised, clinical opportunities while providing local community members with preventative, awareness, and behavior modification programs.

THE HANNON CHILD DEVELOPMENT CENTER
The Hannon Child Development Center (1990) is home to Walsh’s Division of Education. It has specialized teaching stations used by education majors as they work with children; classrooms; educational technology/media lab; a large computer lab; state of the art learning space, meeting, resource, and conference rooms; and faculty offices. The Hannon Center also is home to Transition U, the After School Enrichment Program, STARS, and several grant projects.

THE TIMKEN NATURAL SCIENCES CENTER
The Timken Natural Sciences Center (2005) is a 30,000 square foot teaching center, where students apply classroom learning in practical research settings. In addition to multi-media classrooms and lecture halls, the Timken Center houses state-of-the-art laboratories for biology and microbiology, organic and general chemistry, anatomy, biochemistry, computer science, and bioinformatics, a field that uses sophisticated computer equipment to study new diagnostic procedures, treatments for diseases, and genetic research.

THE RESIDENCE HALLS
The Residence Halls are:

• MENARD HALL (1966)
• ALEXIS HALL (1968)
• LEMMON HALL (1995)
• BRAUCHLER (1999)
• MEIER (2000)
• STEIN (2002)
• WILKOF TOWERS (2004)
• BETZLER TOWER (2006)
• OLIVIERI FAMILY TOWERS (2007)
• “THE COMMONS” (2012)

In total, Walsh’s residence halls accommodate a little more than 1,000 students. Alexis, Lemmon and Menard have study and lounge areas, and laundry facilities. Menard Hall has the Servants of Christ Chapel. All first-year, traditional-aged students live in either Alexis or Menard Halls, which offer single-sex living communities. Lemmon Hall is the Honors-International living and learning community. It features apartment-style suites with kitchenettes, is open to Honors and International students. The Commons offers apartment-style suites complete with kitchenettes and is home to upperclass students and the students of the Blouin Global Scholars Program. The University Apartments offer apartment style living for upperclass students. Each furnished apartment has a full kitchen, living room, its own washer and dryer, as well as a private bedroom for each resident. Each resident will have a phone jack and an ethernet port with a free connection to the Internet and the campus network.

LA MENNAIS HALL
La Mennais Hall (1960) is the residence of the Brothers of Christian Instruction who are assigned to the University. The Office of Integrated Marketing & Communications and number of faculty offices are also housed in La Mennais.

HOOVER HISTORICAL CENTER/WALSH UNIVERSITY
A vibrant part of Walsh University, the Hoover Historical Center preserves the Hoover legacy in the Hoover family’s Victorian home. Elegant Victorian décor, family furnishings, and a history of Hoover products, tell the story of the Hoover Company and family history. Ladies fashions are displayed throughout. Herb gardens grace the grounds. The Center is located inside Walsh University’s Hoover Park on original Hoover family farmland and across the street from the main campus.

HOOVER PARK
Located directly across from the main campus, Hoover Park offers unique rental facilities in a private park setting. The facilities are perfect for group meetings, retreats, receptions, and special events. In addition to the 500-seat Hoover banquet hall, 160-seat outdoor pavilion, and two quaint meeting cottages, guests can enjoy the use of playground equipment, baseball fields, basketball court, bocce court, and a volleyball court.

Environmental Field Center
Environmental Field Center (2011) is a four-season center featuring an enclosed lab as well as a pavilion for use as an outdoor classroom, allowing for hands-on training, testing and experimention for Walsh’s botany and ecology classes.

OUR LADY OF PERPETUAL HELP CHAPEL
Our Lady of Perpetual Help (2006), is named in honor of the patroness of the Brothers of Christian Instruction – Walsh’s founders. In reverence of the founders’ mission of providing for students’ spiritual needs, Walsh University dedicated its Chapel and religious education complex to the Brothers. The facility serves as a visible commitment to the Catholic heritage of Walsh University. A center for spiritual development, the
complex offers space for quiet contemplation, prayer services, spiritual education, Bible study and Mass. This religious center is designed to also accommodate new faculty and staff offices, the Jewish Catholic Institute, and additional meeting space.

**BIRK CENTER FOR THE ARTS**
The new 13,000 square-foot Birk Center for the Arts (2012) is connected to the south end of the Cecchini Center and includes a visual art studio, atrium, music library, instrument storage, Fine and Performing Arts offices, Dorothy Ling Rehearsal Hall and practice rooms for the Walsh Chorale/Chamber Singers and the Cavalier Pride Marching Band.

**ST. JOHN PAUL II CENTER FOR SCIENCE INNOVATION**
The two-story St. John Paul II Center for Science Innovation (2015) adjacent to the Timken Natural Science Center features new and innovative laboratories and learning spaces to support various programs. Additional features include a human anatomy lab with an interactive virtual dissection table, an occupational therapy lab, an advanced chemistry lab, an exercise science lab, a showcase area for science innovation, a faculty lab and much more.

**MARLENE AND JOE TOOT GLOBAL LEARNING CENTER**
The Marlene and Joe Toot Global Learning Center (2018) is a cornerstone academic building on campus designed to support interdisciplinary research initiatives and problem solving through cutting-edge technology, collaborative learning spaces and open gathering spaces. In addition to interactive classrooms and multimedia labs, the building also features the Cavalier Cafe and the Saint Teresa of Calcutta Chapel.
FACULTY AND STAFF DIRECTORY

Adjunct faculty not included. Date (in parenthesis) is year of initial appointment.

Office of the President

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