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GRADUATE CATALOG

VOLUME LX

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The Commission on Accreditation in Physical Therapy Education
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Founders of Walsh University

When the Brothers of Christian Instruction stood in a farmer's field at the corner of North Market and Easton in North Canton, Ohio, they formed a vision — a vision to turn 50 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 the seven founding Brothers, comprising the entire faculty, welcomed the incoming class of 67 "gentlemen" to, then, Walsh College. The school was named after the Bishop of the Youngstown Diocese at the time, Most Reverend Emmet Walsh, who donated $304,000 to the Walsh College project. Brother Thomas Farrell (Walsh University's first president) stood on the steps and gave the group a pep talk to the inaugural class.

Construction delays and final charter approval by the Ohio Board of Regents forced a late start for classes, and students were 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 (La Mennais Hall) and an academic building (Farrell Hall, then called College Hall), 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 more than 300 faculty and staff led by Walsh's seventh president, Dr. Tim Collins (https://www.walsh.edu/president.html).)

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, Walsh's students can select from nearly 100 undergraduate, graduate and certificate programs.

Throughout the years, Walsh has hosted world leaders, famous authors and politicians, and Nobel Peace Prize Laureates (including Saint Teresa of Calcutta), provided rich and rewarding faith-based programs, internship opportunities, global learning and community service experiences, and NCAA Division II athletics. With an alumni network of more than 16,000 around the globe, Walsh is committed to developing leaders that serve our world with an awareness of the common good.

In February of 2021, Walsh University became an independent Catholic University operating under the approval of the Local Ordinary for Youngstown, Ohio. Although the Brothers of Christian Instruction are no longer present here, Walsh University will forever be grounded in the mission and teachings of the Brothers and carry that charism on in our core values of faith, excellence, integrity, service, and community.

Since its founding, this wonderful Catholic higher-education resource has continued to grow and prosper because the Brothers of Christian Instruction, and those who have built on their efforts, had a vision — a vision that built Walsh University.

Graduate Academic Calendar
Fall Semester 2022
August 22, 2022 - December 17, 2022

Fall 1	August 22 - October 15
Opening Day for Faculty and Staff	August 16
Fall I Session Begins	August 22
Mass of the Holy Spirit	August 26
Last day to add classes for Fall I	August 26
Last day to drop classes and receive a refund for Fall I	August 26
Labor Day (University Closed)	September 5
Spring Graduation Application Deadline	September 30
Last day to drop classes for Fall I and last day to drop with a grade of W	September 30
Columbus Day - University Closed	October 10
Last Week of Fall 1 Begins	October 10
Last day of classes for Fall I	October 15
Fall I final grades due by 1:00 p.m. on Faculty Self-Service	October 18
Fall Enrichment Week	October 17-21
Fall II	**October 24 - December 17**
Fall II Session Begins	October 24
Last Day to Add Classes for Fall II	October 28
Last day to drop classes and receive a refund for Fall II	October 28
Academic Advising for Spring Semester Begins	October 31
Spring Semester Registration for current students	November 14-18
Open Registration for Spring Semester begins for new and re-admitted students.	November 21
Thanksgiving Break - University Closed	November 23-25
Last day to drop classes for Fall II and last day to drop with a grade of W	December 2
Last Week of Fall 2 Begins	December 12
Last day of classes for Fall II	December 17
Fall II final grades due by 1:00 p.m. on Faculty Self-Service	December 20

Spring Semester 2023
January 9, 2023 - May 6, 2023

Spring I	January 9 - March 4
Spring I Session Begins	January 9
Last day to add classes for Spring I	January 13
Last day to drop classes and receive a refund for Spring I	January 13
Martin Luther King Jr Day (University Closed)	January 16
March for Life (University Closed)	January TBD
Summer Semester Graduation Application Deadline	February 1
Last day to drop classes for Spring I and last day to drop with a grade of W	February 17
Last Week of Spring 1 Begins	February 27
Last day of classes for Spring I	March 4

Spring I final grades due by 1:00 p.m. on Faculty Self-Service	March 7
Spring Break	March 6 - March 10
Spring II	**March 13 - May 6**
Spring II Session Begins	March 13
Last Day Add Classes for Spring II	March 17
Last day to drop classes and receive a refund for Spring II	March 17
Academic Advising for Summer/Fall Semesters	March 20
Easter Holiday Break *Thursday-Monday (University Closed)	April 6 - April 10
Summer/Fall Semesters Registration for current students	April 17- April 21
Last day to drop classes for Spring II and last day to drop with a grade of W	April 21
Open Registration for Summer/Fall begins for New/Transfers/Readmitted/College Credit Plus students	April 24
Last Wek of Spring 2 Begins	May 1
Spring II Ends	May 6
Academic Celebrations/Commencement	May 6
Spring II final grades due by 1:00 p.m. on Faculty Self-Service	May 9

Summer Semester 2023
May 8, 2023 - August 19, 2023

Summer I	May 8 - June 24
Last Day Add Classes for Summer I	May 12
Last day to drop classes and receive a refund for Summer I	May 12
Memorial Day (University Closed)	May 29
Fall Semester Graduation Application Deadline	June 1
Last day to drop classes in Summer I with a final grade of W	June 16
Last Week of Summer 1 Begins	June 19
Last day for classes for Summer I	June 24
Summer I Final grades due by 1:00pm on Faculty Self-Serve	June 27
Summer Transition Week	June 26-30
Summer II	**July 5 - August 20**
Session Begins	July 3
Fourth of July (University closed)	July 4
Last Day Add Classes for Summer II at 12:00 noon	July 10
Last day to drop classes and receive a refund for Summer II at 12:00 noon	July 10
Last day to drop classes in Summer II with a final grade of W, including Faculty Administrative Withdrawals at 5:00 p.m. *Includes 16 weeks	August 11
Last Week of Summer 2 Begins	August 14
Last day of classes for Summer II	August 19
All Summer Final Grades due by 1:00 pm on Faculty Self-Service	August 22

Information about class cancellations is available daily by calling 330-490-7005.

Full-term sessions (16 weeks) adhere to the Session I 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 within the first week of classes.

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

Specific Physical Therapy details are available through the PT Department.

Mission and Core Values

Walsh University 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 interactions. 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.

CORE VALUES

We commit ourselves to these values in all that we do as a framework for helping each other take our place as we discover our life's purpose.

FAITH: We recognize that individual spiritual journeys and prayer are foundational in all of our efforts to fulfill the mission

EXCELLENCE: We embrace the notion that our best efforts and selves are critical components to reaching our goals and ultimate purpose

INTEGRITY: There is harmony and truth in our thoughts, words and deeds

SERVICE: We selflessly place the needs and interests of others ahead of our own

COMMUNITY: We share a passion for the mission of the University and the values espoused therein as we care for and support one another to achieve the common good

The Purpose of Graduate Programs in the University

The Influence of the Catholic Mission and Brothers' Charism on Graduate Programs in the University

The Catholic Mission and Brothers' 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 Brothers' 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 does not guarantee a refund of tuition and fees. *(*Please note: Graduate Program Leave Policies are located under the the Academic Policies & Procedures in the Graduate Catalog.)*

Photography and Videotaping

Walsh University reserves the right to photograph and/or videotape students, faculty, staff, and guests while they are on University property or during University-sponsored functions. These images and audio may be used by the University for promotional purposes, including use in University magazines, newsletters, press releases, brochures, advertisements, videos, websites, social media, and other promotional means and materials.

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. Please do not throw cigarette butts on the ground near entrances. 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
Non-Discrimination Policy
Statement of Policy
Walsh University opposes unjust discrimination as matter of human dignity. Walsh University does not discriminate on the basis of race, age, sex, color, disability, national or ethnic origin, or status as a veteran, in the administration of our policies and programs, and vigorously supports these seven protected classes as written in the federal statute. 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. Walsh University is a religious institution of higher education in the Catholic-faith tradition and is protected by the Religious Freedom Restoration Act (RFRA) and the First Amendment; thus, Walsh University may consider religion in hiring, admissions, and other decisions. Walsh University aligns with the Catholic Church teachings that the dignity of the human person is the foundation of a moral vision for society; thus, each person will always be treated with compassion, dignity, kindness, respect, and sensitivity. Nothing in this policy shall require Walsh University to act in a manner contrary to the beliefs and teachings of the Catholic Church and the University's mission. Walsh University does not support individual interpretations that expand the protected classes.

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.

Please refer to the Walsh University homepage at www.walsh.edu (https://www.walsh.edu/) for the Title IX (https://www.walsh.edu/title-ix.html) prompt at the bottom of the page for complete information including 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 staking 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.html.

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.

Career Center
Walsh University empowers students and alumni to connect their academic preparation to employment, year(s) of service, or continued study. Career Center staff use a comprehensive approach to work with graduate students on career design, network building, and experience articulation through self-assessment, experiential learning, and best-practice coaching to support students and alumni success in both identifying and reaching the next step in their professional journey.

The Career Center works to cultivate relationships with local and national employers to connect student and alumni talent with internship and career opportunities in northeast Ohio and beyond. Through a series of professional education workshops and events, career treks, and on-campus and regional career fairs, students have opportunities to connect with local professionals, alumni, and graduate degree programs.

Have you considered working abroad? Walsh University is proud of its status as a Peace Corps Preparatory Institution. The Peace Corps Prep program (https://www.walsh.edu/global-scholarship-opportunities.html) prepares students for international work experience or Peace Corps service. Students build four core competencies through interrelated coursework, hands-on experience, and professional development support. Handshake, the Career Center's online career management platform, provides students and alumni with 24/7 access to conduct job or

internship searches, schedule appointments with the Career Center, and register for events.

Handshake uses simple but powerful search tools and alerts to help find the best fit from more than 500,000 jobs and internships posted by 120,000 companies, non-profits and government organizations. Handshake continually personalizes career recommendations based on majors, interests, and connections.

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.html).

Global Learning

Inspired by the example of global citizenship of the Brothers of Christian Instruction, the Office of Global Learning provides opportunities for students to develop into leaders in service with an international perspective. Global Learning promotes learning which transforms the student, the university and the communities which they serve.

Through the Office of Global Learning, students have the opportunity to participate in a number of semester long, short-term, faculty-led, and international internship programs offered throughout the year. Walsh University offers semester experiences to Rome and Gaming, Austria (collaborating with the Franciscan University of Steubenville),and Carlow, Ireland (collaborating with Carlow College, St. Patrick). In addition, Walsh provides educational experiences to Europe, Uganda, Uruguay, Mexico, Tanzania, Haiti, and beyond.

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 and international internships through a number of providers and partners including UNIVA (Universidad del Valle de Atemajac) a Catholic University in Guadalajara, Mexico, Carlow College in Carlow, Ireland, or CAPA —The Global Education Network to offer students a number of international internship opportunities in locations such as Buenos Aires, Dublin, London, Shanghai, and Barcelona. Walsh also is a member of the Cooperative Center for Study Abroad (CCSA) a consortia of universities and colleges. 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. Walsh offers video production and podcasting facilities.

Financial Policies and Expenses
Estimated Graduate Expenses 2022–2023

Tuition - CHD, MAED & MBA (per semester hour)	$745
Tuition - MSN & DNP (per semester hour)	$745
Auditing - CHD, MAED & MBA (per semester hour)	$373
Auditing - MSN & DNP (per semester hour)	$373
Barnes & Noble First Day Material Fee (optional)	$23 per credit hour
Graduation Fee (Certificate)	$25
Graduation Fee (Master's)	$150
Graduation Fee (Doctorate)	$175
Graduation Late Fee	$35
Parking Fee [1]	$50
Technology Fee (per semester)	$50
Transcript Fee	$15

[1] No parking fees for Online only 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 and Master of Occupational Therapy Programs estimated expenses differ from other Walsh University graduate programs. Please contact each division for information regarding program costs.

Tuition Discount

Walsh University offers discounts to eligible students based on specific criteria. Discount amounts vary and are awarded towards full-priced tuition only. Courses already offered at a discounted rate are not eligible to receive a discount. Tuition discounts do not apply to the Doctor of Physical Therapy Program, Master of Occupational Therapy Program, Master of Arts in Theology, or Endorsement Programs.

Receipt of a discount may affect other sources of financial aid for which you are eligible. Tuition assistance from outside sources may impact eligibility for discounts offered through Walsh University. It is against university policy to award discounts over a student's direct cost. Students in this situation will see a reduction or removal of university discount amounts.

Students must complete a Walsh Application for Financial Aid and Discount Form to receive a discount. They must also provide any additional documentation needed to confirm eligibility (detailed on the Discount Form). Any student indicating that they will receive reimbursement from their employer must also complete an Employer Reimbursement Form before Walsh University can award discounts. Discounts are not structured to extend to the student's employer. If the student is able to document that their employer does not reimburse based on the pre-discount rate, Walsh University may reconsider this policy on a case-by-case basis.

Financial Assistance

FEDERAL DIRECT LOANS

Assistance is available to degree-seeking graduate students primarily through federal student loans. This includes Federal Direct 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 amount is determined annually by the Department of Education. 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 (https://studentaid.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 each semester, or
2. Students may elect to enroll in the Walsh University Payment Plan, offered through Nelnet. 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 visit mycollegepaymentplan.com/walsh-university.
3. Students participating in the Employer Reimbursement Program must be enrolled in the program no later than the first day of each semester. For details see below.

Student account balances and details are available online within the secure area of the Cavalier Center and on the Student Account Center at mycollegepaymentplan.com/walsh-university. 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 Financial Aid

Any student receiving financial aid that plans to receive tuition assistance from their employer is required to submit an Employer Reimbursement Form to the Student Service Center. The Department of Education requires us to include the amount of employer reimbursement you are expecting to receive as estimated financial assistance on your financial aid offer. We cannot complete your financial aid offer until a signed Employer Reimbursement Form is submitted to our office.

EMPLOYER REIMBURSEMENT AND TUITION DISCOUNTS

Walsh University discounts are intended to financially assist eligible students. 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. 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 repeated coursework stipulations cited above.

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 their Program Director or Advisor 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.)

VA Payment Delay Policy

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018, students receiving VA education benefits through either Chapter 31 (Veteran Readiness and Employment) or Chapter 33 (Post 9/11 GI Bill) will be exempt from any late fees or penalties incurred due to late tuition payments on behalf of the U.S. Department of Veterans Affairs. This includes calculation of interest, denial of access to classes, the library, or any other institutional facility, or the requirement to obtain additional funds to cover the student's financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs.

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 written request to defer admission for one year may be reviewed on a case by case basis. Upon review, the Admissions committee for each respective program may approve the one year deferment.

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 nature of the Doctor of Physical Therapy and the Master of Occupational Therapy programs, 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

All graduate students must maintain a 3.0 (B) cumulative grade point average or higher to achieve and maintain good academic standing at Walsh University. The University academic standing is used to determine student athletic eligibility.

In addition, 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 programs, and students must retake any course with a grade below B-.

Students who do not meet the University's academic standard of a 3.0 (B) cumulative grade point average or higher will be placed on academic probation at the University level. This academic probation designation will be *automatically* recorded on the official academic transcript.

If a student is placed on probation in the program or discipline, a process independent of University level academic standing, the recommendation for such status must be approved by the program director or dean prior to submitting documentation to the Office of the Registrar for notation on the academic transcript.

Students who do not meet disciplinary professional standards as outlined by the program and/or academic standards, may be recommended for dismissal. The dismissal designation will be recorded on the official academic transcript, as appropriately authorized by the program or discipline. All recommendations for dismissal must be approved by the program director or dean prior to submitting documentation to the Office of the Registrar for processing.

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
- 7 or 8 week course   after two weeks
- 16 week 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:

Grade	Designation	Quality Points Per Credit
A	Excellent	4.0
A-	Superior	3.7
B+	Above average	3.3
B	Average	3.0
B-	Below average	2.7

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 week 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)

Five (5) business days or earlier	100% of tuition
Six (6) business days or later	no refund

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

One (1) business day or earlier	100% of tuition
Two (2) business days or later	no refund

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.: Sarah Sowers,
> 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.[1] The semester course load of a part-time graduate student is six hours.

[1] Maximum load for a full-time Doctor of Physical Therapy student is 18 credits.
[2] Maximum load for a full-time Master of Occupational Therapy student is 16 credit hours.

Course Designation (500)

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 Associate Vice President and 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	Februrary 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.[1] 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.

[1] Refer to Financial Policies to determine obligation to pay if suspension or expulsion occurs.

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 and includes any supporting materials and documentation related to the decision. The chair will send a copy of the report to the Office of Academic Services for inclusion in the Academic Integrity Repository file. If the student maintains that the allegation is in error, or 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 Services.

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.

Transcript Requests - Official and Unofficial Transcripts

STANDARD SUBMISSION FOR TRANSCRIPT REQUESTS
The Office of the Registrar has officially partnered with the National Student Loan Clearinghouse (https://www.studentclearinghouse.org/), and through this website you can order your official transcript. This feature is available to students who were enrolled beginning fall 2000. Students who attended prior to fall 2000 must utilize the alternate transcript request process. Costs: 10.00 per transcript ordered.

Transcript Processing
- Transcript orders in the National Student Loan Clearinghouse Order Center are typically processed within 1-2 business days.
- Currently enrolled students should ensure all final semester grades are posted before ordering.
- Communicate students should confirm that all individual course grades are posted prior to ordering a transcript.
- Refunds will not be considered. Please review your order to ensure accuracy.
- Please refer to the University academic calendar for holidays and closures. During these times, transcript orders may not be processed.

Since this is a new partnership, please call us if you need assistance. Simply call 330-490-7367.

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

ALTERNATE SUBMISSION FOR TRANSCRIPT REQUESTS
All transcript requests require a social security number or student ID number, phone number, dates of attendance at Walsh University, address where the transcript(s) will be mailed to and any former name(s). All transcript requests must include student's signature (this is mandatory for release of your transcript, Public Law 93-579, Privacy Act of 1974).

Transcript orders are typically processed within 3 to 5 business days and will be mailed to the address provided by the student or picked up at the

Student Service Center located in Farrell Hall, first floor. A photo ID is required. Costs: 10.00 per transcript ordered.

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

Mail requests to:

> Walsh University
> 2020 East Maple Street
> North Canton, OH 44720
>
> Attention: Transcripts (Office of the Registrar)

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

UNOFFICIAL TRANSCRIPT REQUESTS

Students may complete an unofficial transcript request form in the Office of the Registrar. Unofficial transcripts are processed within 48 hours. Students can also access their unofficial transcript via the Cavalier Center (Student Self-Service System). Transcript will not display or be processed until all financial obligations have been satisfied.

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.

Student Life and Services
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 and counseling interns 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 life-style 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.

Recreation & Wellness

Walsh University Recreation and Wellness is dedicated to our students, faculty and staff 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.

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.

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 pursing 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.

Health Services

Health Services is located in Washington Square at Aultman Now. Healthcare professionals assist students in addressing their health care concerns while they are enrolled at the university. 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.

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. Michael Petrochuk, Interim Dean
Dr. James Falter, Director, Graduate Programs
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)
- BA/MBA Program (Bachelor's Degree & MBA for Business Majors)
- Certificate in Data Analytics
- Certificate in Healthcare Management

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 be 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 Data Analytics
Certificate in Data Analytics

The DeVille School of Business Certificate in Data Analytics is designed for business professionals looking to advance their careers within the emerging data analytics field. It is also ideal for those seeking to expand their knowledge in this area.

Offered through The DeVille School of Business, this four-course program will increase one's knowledge within the areas of data analytics, data mining, database strategies, and statistical analyses.. The certificate will qualify participants to advance their management careers in the emerging and in-demand areas of data analytics, database management, data mining, and other quantitatively-oriented careers.

Target Audience
- Persons with an undergraduate, master's, and/or advanced degrees who are currently in data analytics positions
- Persons with an undergraduate, master's and/or advanced degrees who are looking to transition their careers into data analytics and/or database management positions

Features of the Program
- Access to excellent faculty with real-world experience
- Opportunity to obtain certificate within one year
- Dynamic and exciting learning environments

- 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 Data Analytics program must comply with The DeVille School of Business admission requirements:

- Minimum 3.0 GPA from an accredited undergraduate institution*
- 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

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

Applicants without an equivalent undergraduate course in Business Research will be required to take and successfully complete BUS364 (Business Research) as a part of the certificate program. For these students, the certificate will then be comprised of five (5) courses.

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 of Data Analytics program. Admittance into the MBA Program will require:

- Successful ("B" or higher) completion of the four (4) 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 Data Analytics 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 (http://www.walsh.edu/ forms4 (https://www.walsh.edu/)). 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,

Student Service Center 2020 East Maple Street,

North Canton, OH 44720-3336

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 three (3) credit hours or one (1) course as approved by the MBA Program Director. This course 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 Applied Organizational Research & Analysis (MBA 626) - and not transferred-on for specialty- specific courses (MBA 745, MBA 746, or MBA 747).

To receive the Certificate in Data Analytics, a student will complete the following four (4) courses (12 credit hours), or the additional course (BUS364) as noted previously if the applicant has not completed requisite undergraduate course in business research:

Code	Title	Hours
MBA 626	Applied Org Research&Analysis	3
MBA 745	Analytics for Bus Intelligence	3
MBA 746	Data Analytics: Mgr Prespectiv	3
MBA 747	Database Strategies	3
Total Hours		**12**

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 Office of Global Learning.

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 institution[1]
- 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 of 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,
    Student Service Center
    2020 East Maple Street
    North Canton, OH 44720-3336

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):

Code	Title	Hours
MBA 621	Sustainable Ethical Leadership	3
MBA 624	Marketing Management	3
MBA 721	Legal & Policy Aspect Hlthcare	3
MBA 722	Healthcare Organizat & Systems	3
MBA 723	Healthcare Finance/Economics	3
Total Hours		**15**

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.

4. **Data Analytics**
   The Data Analytics Specialty is designed to prepare students for the emerging and high-demand areas of data analytics, data mining, database strategies, and other data-related opportunities. The coursework provides a deep dive into critical areas of data analytics

and business intelligence, coupled with opportunities to apply the concepts within real-world situations.

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.   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 short zero credit-hour Business Foundations course.

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)

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 3.00 will receive full acceptance into the MBA Program.

Path #2
An applicant who holds an earned Bachelor's degree with a non-business major will be required to complete the short Business Foundations (MBA 600) course. This zero credit-hour course covers important topics in the area of accounting, finance, and statistics. While applicants will be able to register for MBA courses, they cannot take MBA 623 (Financial Accounting & Management) or MBA 626 (Applied Organizational Research & Analytics) until they have successfully completed the short MBA 600 course. The MBA 600 can be taken at any time, is totally online, and will take about 5-8 to complete.

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.

Program Delivery
The MBA Program is offered online.

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
An MBA student may only take the capstone course (MBA 719-Strategic Management) in the student's last semester. The course is offered in the second eight-week session, every semester. This capstone course may not be taken at any other point in the student's course of study. If the student enrolls in the MBA 719 prior to the last semester, the student will be administratively withdrawn from the 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
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 three (3) credit hours or one (1) course as approved by the program director. These courses must be taken at an accredited MBA program. Only MBA core courses are eligible to be transferred, if approved. 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.

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.

Code	Title	Hours
MBA Core (Common Body of Knowledge)		
MBA Core		
MBA 621	Sustainable Ethical Leadership	3
MBA 622	Organ Behavior & Communication	3
MBA 623	Financial Accounting & Mgmt	3
MBA 624	Marketing Management	3
MBA 625	Information Systems (After successfully completing all core and specialty courses:)	3
MBA 626	Applied Org Research&Analysis	3

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

MBA – Management Specialty degree requirements

Code	Title	Hours
MBA Core (Common Body of Knowledge)		
MBA 621	Sustainable Ethical Leadership	3
MBA 622	Organ Behavior & Communication	3
MBA 623	Financial Accounting & Mgmt	3
MBA 624	Marketing Management	3
MBA 625	Information Systems	3
MBA 626	Applied Org Research&Analysis	3
Leadership Practicum		
MBA 631	Leadership Exp Practicum I	0
MBA 691	Leadership Exp Practicum II	0
Required Specialty Courses		
Must successfully complete all of the following:		
MBA 681	Global Business Conditions	3
MBA 682	Managerial Accounting	3
MBA 701	System & Organizational Design	3
MBA 702	Quality & Performance Mgmt	3
Elective Specialty Course		
May be any MBA course not required for this specialty		3
Capstone Course		
After successfully completing all core, specialty and specialty elective courses:		
MBA 719	Strategic Management	3
Total Hours		**36**

MBA – Healthcare Management Specialty degree requirements

Code	Title	Hours
MBA Core (Common Body of Knowledge))		
MBA 621	Sustainable Ethical Leadership	3

MBA 622	Organ Behavior & Communication	3
MBA 623	Financial Accounting & Mgmt	3
MBA 624	Marketing Management	3
MBA 625	Information Systems	3
MBA 626	Applied Org Research&Analysis	3
Leadership Practicum		
MBA 631	Leadership Exp Practicum I	0
MBA 691	Leadership Exp Practicum II	0
Required Specialty Courses		
Must successfully complete all of the following:		
MBA 702	Quality & Performance Mgmt	3
MBA 721	Legal & Policy Aspect Hlthcare	3
MBA 722	Healthcare Organizat & Systems	3
MBA 723	Healthcare Finance/Economics	3
Elective Specialty Course		
May be any MBA course not required for this specialty		3
Capstone Course		
After successfully completing all core and specialty courses:		
MBA 719	Strategic Management	3
Total Hours		**36**

MBA – Marketing Specialty degree requirements

Code	Title	Hours
MBA Core (Common Body of Knowledge)		
MBA 621	Sustainable Ethical Leadership	3
MBA 622	Organ Behavior & Communication	3
MBA 623	Financial Accounting & Mgmt	3
MBA 624	Marketing Management	3
MBA 625	Information Systems	3
MBA 626	Applied Org Research&Analysis	3
Leadership Practicum		
MBA 631	Leadership Exp Practicum I	0
MBA 691	Leadership Exp Practicum II	0
Required Specialty Courses		
Must successfully complete all of the following:		
MBA 741	Marketing Research	3
MBA 742	Integrated Marketing Communica	3
MBA 743	Social Media Marketing	3
MBA 744	Services Marketing	3
MBA 745	Analytics for Bus Intelligence	3
Capstone Course		
After successfully completing all core and specialty courses:		
MBA 719	Strategic Management	3
Total Hours		**36**

MBA - Data Analytics Specialty degree requirements

Code	Title	Hours
MBA Core (Common Body of Knowledge)		
MBA 621	Sustainable Ethical Leadership	3

MBA 622	Organ Behavior & Communication	3
MBA 623	Financial Accounting & Mgmt	3
MBA 624	Marketing Management	3
MBA 625	Information Systems	3
MBA 626	Applied Org Research&Analysis	3
Leadership Practicum		
MBA 631	Leadership Exp Practicum I	0
MBA 691	Leadership Exp Practicum II	0
Required Specialty Courses		
Must successfully complete all of the following:		
MBA 702	Quality & Performance Mgmt	3
MBA 745	Analytics for Bus Intelligence	3
MBA 746	Data Analytics: Mgr Prespectiv	3
MBA 747	Database Strategies	3
Elective Specialty Course		**3**
May be any MBA course not required for this specialty		
Capstone Course		
After successfully completing all core, specialty and specialty elective courses:		
MBA 719	Strategic Management	3
Total Hours		**36**

The Gary and Linda Byers School of Nursing

Dr. Judy Kreye, Dean
Dr. Jan Finneran, Chair, Graduate 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.

Programs:
- Doctor of Nursing Practice
  - Doctor of Nursing Practice (Post Masters) **(**http:// catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/ doctor-of-nursing-practice-post-masters/**)**
  - Bachelor of Science in Nursing - Doctor of Nursing Practice
    - Family Nurse Practitioner Track
    - **Psychiatric Mental Health Nurse Practitioner Track**

- Master of Science in Nursing
  - Family Nurse Practitioner
  - Nurse Educator
  - Psychiatric Mental Health Nurse Practitione**r**
- **Post Masters Certificate Programs**
  - Family Nurse Practitioner Certificate Program **(**http:// catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/ familynurse20praccertprogram/**)**
  - Nurse Educator Certificate Program
  - Psychiatric Mental Health Nurse Practitioner Certificate Program

Doctor of Nursing Practice (DNP)
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 critically, communicate effectively and act compassionately. We hold 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
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 skills in the analysis and shaping health care policy that supports health.

7. Demonstrate skill in the application of ethical decision-making frameworks to resolve ethical dilemmas.

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 of the Office of Global Learning.

Bachelor of Science in Nursing - Doctor of Nursing Practice
Bachelor of Science in Nursing - Doctor of Nursing Practice (BSN-DNP)
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 and master's 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 and graduate coursework.
3. Completion of a 3 credit undergraduate or graduate Statistics course with an earned grade of B or above.
4. Two professional letters of recommendation supporting the applicant's potential for success in the Doctoral program. Recommendations will be accepted from direct supervisors/ managers, faculty, nurse leaders and/or preceptors. Recommenders must be able to address the applicant's potential for success in a graduate nursing program. Recommendations will not be accepted from family or friends.
5. Resume or CV with application that includes work experience, educational, leadership and professional organization activities, and scholarly activities including publications, presentations, research, honors, and awards.
6. An essay/personal statement of a maximum of 1000 words that addresses the following (Please be thorough and concise with a minimum of two and a maximum of four, double-spaced pages 12 font essay). Discuss your personal and professional reasons for seeking the BSN-DNP (BSN-DNP-FNP or BSN-DNP-PMHNP) role at this time and how furthering your education will influence your practice as a clinical leader. Please include the following:

   - Depending on the program to which you are applying (BSN-DNP-FNP or BSN-DNP-PMHNP), explain your understanding of the role and why you are interested in this particular role.
   - Describe your personal strengths and experiences (leadership roles, nursing experience, and community service) that will contribute to your success in graduate school.
   - Identify 1-2 long-term goals and how seeking an advanced nursing degree will support these goals.
   - Describe an area of interest that could be a topic for your future DNP Project.

*An interview with faculty will be required.

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, student are encouraged to meet with their faculty advisor 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 (http://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).

Program Delivery

• BSN - DNP Family Nurse Practitioner:

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

• BSN - DNP Psychiatric Mental Health Nurse Practitioner:

The Psychiatric Mental Health Nurse Practitioner program is offered using a distance learning methodology* and requires students to be on campus for two intensives.

* *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.*

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 Project.

DNP Project

All Walsh Byers School of Nursing Doctor of Nursing Practice (DNP) students must complete a DNP 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.

The DNP project gives the student an opportunity to integrate newly learned skills into practice while demonstrating excellence in nursing scholarship and competencies reflected in the DNP Essentials (https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf). Integration of these competencies and skills results in improved outcomes through quality improvement processes, organizational and systems leadership, and translation of evidence into practice.

BSN-DNP/Family Nurse Practitioner

Code	Title	Hours
Foundations Courses (12 credit hours)		
NURS 701	Nurs Sci Adv Pract:Theor/Found	3
NURS 702	Advanced Nursing Research	3
NURS 706	Hlth Care Policy, Organ/Financ	3
NURS 710	Nurs Role & Ethics for Clin Do	3
Practice Application Courses (21 credit hours)		
NURS 610	Advanced Pathophysiology	3
NURS 612	Advanced Pharmacology	3
NURS 614	Adv Health Assessment	3
NURS 640	Clini Assessment & Management	3
NURS 642	Clinical Pharmacology	3
NURS 671	Intensive I	0
NURS 672	Intensive II	0
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 718	Hltcr Tech & Data Mgmt	3
Expert Knowledge Courses (29 credit hours)		
NURS 641	FNP I :Care of Adults (100 clinical hours)	6
NURS 643	FNP II: Care of Child/Adoles (100 clinical hours)	6
NURS 645	FNP III: Care of Women (100 clinical hours)	6
NURS 647	FNP IV:Care of Adult/Eld w/MCC (150 clinical hours)	6
NURS 649	FNP V: Capstone (200 clinical hours)	5
Additional Research Course (2 credit hours)		
NURS 708	Translat Evid to Clinl Pract	2
Specialty Content Courses (7 credit hours)		
MBA 723	Healthcare Finance/Economics	3
NURS 725	Adv Leader in Clin Practice (150 clinical hours)	4
Capstone Project Courses (7 credit hours)		
NURS 730	Residency Practicum (150 clinical hours)	3
NURS 731	DNP Project (200 clinical hours)	1-4
Total FNP Clinical Hours: 650		
Total DNP Clinical Hours: 500		
Total Hours		**78**

BSN-DNP/Psychiatric Mental Health Nurse Practitioner

Code	Title	Hours
Foundations Courses (12 credit hours)		
NURS 701	Nurs Sci Adv Pract:Theor/Found	3
NURS 702	Advanced Nursing Research	3
NURS 706	Hlth Care Policy, Organ/Financ	3
NURS 710	Nurs Role & Ethics for Clin Do	3
Practice Application Courses (21 credit hours)		
NURS 610	Advanced Pathophysiology	3
NURS 612	Advanced Pharmacology	3
NURS 614	Adv Health Assessment	3
NURS 650	Adv Princ of Psychopathology	3
NURS 654	Adv Psychopharmacology	3
NURS 671	Intensive I	0

NURS 672	Intensive II	0
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 718	Hltcr Tech & Data Mgmt	3
Expert Knowledge Courses (25 credit hours)		
NURS 651	Mental Hlth As & Int w/Ped Cli	2
NURS 652	Psych Assess & Interview Tech	3
NURS 653	Care of Psy Mtll Hlth Cl in Pr	4
NURS 655	Care of Pys Mtl Hlth Cli in Cr	4
NURS 657	Care of Client w/Sub Abuse Dis	4
NURS 658	Clin Mgmt of Psychiatric Clien	2
NURS 659	Prac in Pyschiatric MH Nurs	3
NURS 660	Therapeutic Interventions	3
Additional Research Course (2 credit hours)		
NURS 708	Translat Evid to Clinl Pract	2
Specialty Content Courses (7 credit hours)		
MBA 723	Healthcare Finance/Economics	3
NURS 725	Adv Leader in Clin Practice (150 clinical hours)	4
Capstone Project Courses (7 credit hours)		
NURS 730	Residency Practicum (150 clinical hours)	3
NURS 731	DNP Project (200 clinical hours)	1-4
Total PMHNP Clinical Hours: 600		
Total DNP Clinical Hours: 500		
Total Hours		**74**

Master of Science in Nursing
Master of Science in Nursing (MSN)
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

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.

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 3.0cumulative grade point average on a 4.0 scale on all undergraduate coursework.
3. Completion of a 3 credit undergraduate or graduate Statistics course with an earned grade of B or above.
4. Two professional letters of recommendation supporting the applicant's potential for success in the Master's program. Recommendations will be accepted from direct supervisors/managers, faculty, nurse leaders and/or preceptors. Recommenders must be able to address the applicant's potential for success in a graduate nursing program. Recommendations will not be accepted from family or friends.
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 (Please be thorough and concise with a minimum of four, double spaced pages 12 font essay). Discuss your personal and professional reasons for seeking the Advanced Practice Registered Nursing (APRN) or Nurse Educator (NE) role at this time and how furthering your education will influence your practice as a clinical leader. Please include the following:
   - Depending on the program to which you are applying (APRN or NE), explain your understanding of the role why you are interested in this particular role.
   - Describe your personal strengths and experiences (leadership roles, nursing experience, community service) that will contribute to your success in graduate school.
   - Identify 1-2 long-term goals and how seeking an advanced nursing degree will support these 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 Psychiatric Mental Health 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.

Family Nurse Practitioner Track

Family Nurse Practitioner Track (FNP)

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 the national Family Nurse Practitioner Certification Exam.

Family Nurse Practitioner Program Outcomes:

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 patient from 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 program is offered using a distance learning methodology* and requires students to be on campus for two intensives.

Academic Advising
Upon admission to the Family Nurse Practitioner 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.

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 (https://www.walsh.edu).) Click on "Academic" and scroll down to the "Office of the Registrar" link. Scroll down to the link "forms" and then on "Graduate Registration Form". Download as 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.

Family Nurse Practitioner Track

Code	Title	Hours
Foundation Course (12 Credit Hours)		
NURS 600	Theoretical Devel of Nurs Sci	3
NURS 601	Research Meth/Evid Based Pract	3
NURS 603	Advance Professional Nurs Role	3
NURS 706	Hlth Care Policy, Organ/Financ	3
Practice Application Courses (21 Credit Hours)		
NURS 610	Advanced Pathophysiology	3
NURS 612	Advanced Pharmacology	3
NURS 614	Adv Health Assessment	3
NURS 640	Clini Assessment & Management	3
NURS 642	Clinical Pharmacology	3
NURS 671	Intensive I	0
NURS 672	Intensive II	0
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 718	Hltcr Tech & Data Mgmt	3
Expert Knowledge (29 Credit Hours)		
NURS 641	FNP I :Care of Adults (100 clinical hours)	6
NURS 643	FNP II: Care of Child/Adoles (100 clinical hours)	6
NURS 645	FNP III: Care of Women (100 clinical hours)	6
NURS 647	FNP IV:Care of Adult/Eld w/MCC (150 clinical hours)	6
NURS 649	FNP V: Capstone (200 clinical hours)	5
Total Clinical Hours: 650		
Total Hours		**62**

Nurse Educator Track

Nurse Educator Track (NE)

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

Nurse Educator Program Outcomes:

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 improve men 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 program must comply with the Byers School of Nursing Graduate admissions requirements.

Program Delivery
The Nurse Educator program is offered using a distance learning methodology*.

Academic Advising
Upon admission to their Nurse Educator 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.

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 (https://www.walsh.edu).) Click on "Academic" and scroll down to the "Office of the Registrar" link. Scroll down to the link "forms" and then on "Graduate Registration Form". Download as 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.*

Nurse Educator Track

Code	Title	Hours
Foundation Courses (12 Credit Hours)		
NURS 600	Theoretical Devel of Nurs Sci	3
NURS 601	Research Meth/Evid Based Pract	3
NURS 603	Advance Professional Nurs Role	3
NURS 706	Hlth Care Policy, Organ/Financ	3
Practice Application Courses (19 Credit Hours)		
NURS 610	Advanced Pathophysiology	3
NURS 612	Advanced Pharmacology	3
NURS 614	Adv Health Assessment	3
NURS 633	Sem & Prac in Adv Nurs Spec	4
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 718	Hltcr Tech & Data Mgmt	3

Code	Title	Hours
Expert Knowledge (11 Credit Hours)		
NURS 630	Assess,Meas&Eval in Acad.Edu	3
NURS 631	Curr Devel&Eval in Acad Nur Ed	3
NURS 632	Teach Strateg in Nursing Educ	3
NURS 635	Practicum in Nurs Education (200 clinical hours)	4
Total Clinical Hours: 350		
Total Hours		**44**

* *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 instructions and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

Psychiatric Mental Health Nurse Practitioner Track

Psychiatric Mental Health Nurse Practitioner Track (PMHNP)

The Byers School of Nursing Psychiatric Mental Health Nurse Practitioner (PMHNP) Track allows students to expand their scope of practice by developing expertise in psychiatric and mental health care of individual across the lifespan. The program includes didactic and clinical experiences which focus on providing care in acute, crisis, and chronic conditions including substance abuse disorders. Upon completion of the program students are eligible to sit for the national Psychiatric Mental Health Nurse Practitioner Certification Exam.

- Primary care delivery systems: promoting prevention activities.
- Crisis Care: interventions in crisis situations and promoting a respectful environment.
- Substance Use Disorders: education in a multidisciplinary environment that will enhance the NP's ability in mental health practice with a holistic, team approach.
- Pharmaceutical management of clients with psychiatric or mental health disorders.

Students interested in Addiction Certification as an Advanced Practice Nurse may be able to utilize clinical time towards certification through the International Nurses Society on Addictions (IntNSA).

Psychiatric Mental Health Nurse Practitioner Program Outcomes:

1. Assess, diagnose and manage psychiatric care of individuals, families and populations across the lifespan at risk for developing or having a diagnosis of psychiatric disorders or mental health problems.
2. Provide primary mental health care to patients seeking mental health services in a variety of settings.
3. Interact with a variety of clients across the lifespan to provide relationship-based, continuous services for optimal mental health, including prevention and treatment of psychiatric disorders and health maintenance.
4. Collaborate with interprofessional colleagues to provide optimal clinical outcomes for clients across the lifespan with mental health problems and psychiatric disorders.

5. Develop in the role as advocate regarding policy issues at the local, state, and national levels to reduce health disparities and improve clinical outcomes for populations with mental health problems and psychiatric disorders.

Psychiatric Mental Health Nurse Practitioner Track Guidelines

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

Program Delivery
The Psychiatric Mental Health Nurse Practitioner program is offered using a distance learning methodology* and requires students to be on campus for two intensives.

Academic Advising
Upon admission to the Psychiatric Mental Health Nurse Practitioner 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.

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 (http://www.walsh.edu) (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 (http://www.walsh.edu) (http://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.

Psychiatric Mental Health Nurse Practitioner Track

Code	Title	Hours
Foundation Courses (12 Credit Hours)		
NURS 600	Theoretical Devel of Nurs Sci	3
NURS 601	Research Meth/Evid Based Pract	3
NURS 603	Advance Professional Nurs Role	3
NURS 706	Hlth Care Policy, Organ/Financ	3
Practice Application Courses (21 Credit Hours)		
NURS 610	Advanced Pathophysiology	3
NURS 612	Advanced Pharmacology	3
NURS 614	Adv Health Assessment	3
NURS 650	Adv Princ of Psychopathology	3
NURS 654	Adv Psychopharmacology	3
NURS 671	Intensive I	0
NURS 672	Intensive II	0
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 718	Hltcr Tech & Data Mgmt	3
Expert Knowledge Courses (25 Credit Hours)		
NURS 651	Mental Hlth As & Int w/Ped Cli	2
NURS 652	Psych Assess & Interview Tech	3
NURS 653	Care of Psy Mtll Hlth Cl in Pr	4
NURS 655	Care of Pys Mtl Hlth Cli in Cr	4
NURS 657	Care of Client w/Sub Abuse Dis	4
NURS 658	Clin Mgmt of Psychiatric Clien	2
NURS 659	Prac in Pyschiatric MH Nurs	3
NURS 660	Therapeutic Interventions	3
Total Clinical Hours:		**600**
Total Hours		**58**

Post Masters Family Nurse Practitioner Certificate Program

Family Nurse Practitioner (FNP) Certificate Program

The Byers School of Nursing Post Master's Family Nurse Practitioner (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. Upon completion of the program, students are eligible to sit for the national Family Nurse Practitioner Certification Exam.

Program Outcomes

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 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 from diverse cultures.

Global Experiences

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 Family Nurse Practitioner Certificate program must comply with the Byers School of Nursing Graduate admission requirements.

Program Delivery

The Family 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 (http://www.walsh.edu) (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 (http://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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Certificate Requirements

To receive the Certificate in Family Nursing Practitioner, a student will complete the following curriculum:

Code	Title	Hours
NURS 612	Advanced Pharmacology [1]	3
NURS 642	Clinical Pharmacology [1]	3
NURS 640	Clini Assessment & Management [1]	3
NURS 641	FNP I :Care of Adults [2]	6
NURS 643	FNP II: Care of Child/Adoles [2]	6
NURS 645	FNP III: Care of Women [2]	6
NURS 647	FNP IV:Care of Adult/Eld w/MCC	6
NURS 649	FNP V: Capstone	5
NURS 671	Intensive I	0
NURS 672	Intensive II	0
Total Credit Hours		**(Varies based on prior degree)**

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

[2] *Courses may be waived for currently certified nurse practitioners in specialty practice (adult, women's health, pediatrics, nurse midwifery).*

Nursing Education Certificate Program

Post Masters Nurse Educator (NE) 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.

Program Outcomes

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.

Global Experiences

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*.

Academic advising

Upon admission to the Nurse Educator 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.

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 online, 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 (http://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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Certificate Requirements

To receive the Certificate in Family Nursing Practitioner, a student will complete the following curriculum:

Code	Title	Hours
NURS 630	Assess,Meas&Eval in Acad.Edu	3
NURS 631	Curr Devel&Eval in Acad Nur Ed	3
NURS 632	Teach Strateg in Nursing Educ	3
Select one of the following: (3 Credit Courses)		**3**
EDT 616	Learning & Design Technologies	
EDT 601	Information and Communications	
EDT 617	App Instruc Des and Developmen	
EDT 618	Design,Develop/Deliv of elearn	
Total Clinical Hours (350)		
Total Hours		**12**

Psychiatric Mental Health Nurse Practitioner Certificate

Post Masters Psychiatric Mental Health Nurse Practitioner (PMHNP) Program

The Byers School of Nursing Psychiatric Mental Health Nurse Practitioner (PMHNP) Track allows students to expand their scope of practice by developing expertise in psychiatric and mental health care of individual across the lifespan. The   program includes didactic and clinical experiences which focus on providing care in acute, crisis and chronic conditions including substance abuse disorders. Upon completion of the program students are eligible to sit for the national Psychiatric Mental Health Nurse Practitioner Certification Exam.

- Primary care delivery systems promoting prevention activities.
- Crisis Care: interventions in crisis situations and promoting a respectful environment.
- Substance Use Disorders: education in a multidisciplinary environment that will enhance the NP's ability in mental health practice with a holistic, team approach.

- Pharmaceutical management of clients with psychiatric or mental health disorders.

Students interested in Addiction Certification as an Advanced Practice Nurse may be able to utilize clinical time towards certification through the International Nurses Society on Addictions (IntNSA).

Program Outcomes:

1. Assess, diagnose and manage psychiatric care of individuals, families and populations across the lifespan at risk for developing or having a diagnosis of psychiatric disorders or mental health problems.
2. Provide primary mental health care to patients seeking mental health services in a variety of settings.
3. Interact with a variety of clients across the lifespan to provide relationship-based, continuous services for optimal mental health, including prevention and treatment of psychiatric disorders and health maintenance.
4. Collaborate with interprofessional colleagues to provide optimal clinical outcomes for clients across the lifespan with mental health problems and psychiatric disorders.
5. Develop in the role as advocate regarding policy issues at the local, state, and national levels to reduce health disparities and improve clinical outcomes for populations with mental health problems and psychiatric disorders.

Global Experiences

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 Psychiatric Mental Health Nurse Practitioner Certificate program must comply with the Byers School of Nursing Graduate admission requirements.

Program Delivery
The Psychiatric Mental Health Nurse Practitioner Certificate program is offered using a distance learning methodology* and requires students to be on campus for two intensives.

Academic Advising
Upon admission to the Psychiatric Mental Health Nurse Practitioner 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.

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 (http://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.

Certificate Requirements

To receive the Certificate in Psychiatric Mental Health, a student will complete the following courses:

Code	Title	Hours
NURS 610	Advanced Pathophysiology [1]	3
NURS 612	Advanced Pharmacology [1]	3
NURS 614	Adv Health Assessment [1]	3
NURS 650	Adv Princ of Psychopathology	3
NURS 654	Adv Psychopharmacology	3
NURS 671	Intensive I	0
NURS 672	Intensive II	0
NURS 651	Mental Hlth As & Int w/Ped Cli	2
NURS 652	Psych Assess & Interview Tech	3
NURS 653	Care of Psy Mtll Hlth Cl in Pr	4
NURS 655	Care of Pys Mtl Hlth Cli in Cr	4
NURS 657	Care of Client w/Sub Abuse Dis	4
NURS 658	Clin Mgmt of Psychiatric Clien	2
NURS 659	Prac in Pyschiatric MH Nurs	3
NURS 660	Therapeutic Interventions	3
Total Clinical Hours (600)		
Total Credit Hours:		**40**

[1] *Courses may be waived for advance practice registered nurses in current practice.*

School of Behavioral and Health Sciences

Dr. Pamela Ritzline, Dean

School of Behavioral and Health Science Vision

The School of Behavioral and Health Sciences promotes quality experiences for students, administrative assistants, and faculty through interdisciplinary education, collaborative research, transparent exchange of ideas, and local and global partnerships. We aspire to cultivate an environment where academic excellence, innovation, leadership, inclusivity, and personal growth flourish.

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
- Master of Occupational Therapy
- Doctor of Physical Therapy

Doctor of Physical Therapy (DPT)

Dr. Christine McCallum, Program Director

Program Vision

Our vision is to produce physical therapists who are critical thinkers and life-long learners, who demonstrate excellence in professional practice, are consumers or contributors to evidence based practice, and are leaders in service to others.

Program Mission

The mission of the Physical Therapy Program is to provide an exceptional educational environment to foster the growth and development of professional knowledge, skills and behaviors consistent with the profession of physical therapy, in accordance with reason guided by the example and teachings of Jesus Christ.

Program Philosophy

The philosophy of Walsh University's Physical Therapy Program believes that to be a steward within today's healthcare environment, our faculty and students will demonstrate superior professional behaviors required of reflective and collaborative healthcare practitioners. Our program will provide a cultivating environment to foster development of leadership, service, and advocacy through mentorship and altruistic endeavors. The goal of these guiding principles is to promote the management of persons with movement dysfunction across the lifespan, within community based clinical and non-clinical settings. This will be accomplished by utilizing a variety of experiences to provide an integrative and transformational learning environment.

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, our goals are to:

Goal 1: Prepare competent holistic doctors of physical therapy who are experts in the movement system.

Goal 2: Develop consumers and creators of evidence by providing an environment to promote application and dissemination of clinical, educational, and translational research.

Goal 3: Engage in physical therapy partnerships that provide education, service, scholarship, and clinical care to meet society's needs.

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

Goal 5: Demonstrate innovative teaching, learning and communication strategies to enhance professional performance.

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 2026.

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 2 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**
  Our program utilizes the Physical Therapy Centralized Application System (PTCAS), endorsed by the American Physical Therapy Association (APTA)
- 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 (PT); one may be professional, academic or an athletic coach). Supplemental recommendation forms can be requested from Graduate Admissions.
- Submission of an essay in the School Specific Questions section of the PTCAS application that describes the applicant's exposure to the profession of physical therapy. Examples of exposure to the profession may include employment/internship/observation/ volunteer hours, being a patient, witnessing a family member receiving PT, interviewing PTs and/or independent research.
- 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 investigative 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, background check and substance abuse information.*

Additional Prerequisite Course Information

An applicant may major in any undergraduate area, but must successfully complete course prerequisites with a GPA of 3.0 or higher. Prerequisite courses must be a grade of C or higher to be accepted. Prerequisites courses taken at 4 year institutions (listed for science majors) are preferred. Prerequisites should be taken within the past 7 years.

We evaluate prerequisite courses taken at other institutions through review of course syllabi. The requirements listed above represent semester credit hours. If course work was designated as quarter credit hours, conversion of quarter credits to semester credits is necessary to ensure fulfillment of requirements. In order to convert quarter hours to semester hours, divide the quarter hours by 1.5. (Example: 4 QH/1.5 = 2.6 semester hours).

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

Please contact Graduate Admissions, regarding traditional entry and any other questions about the admissions process.

2. 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 can enroll in Walsh University's Division of Mathematics and Sciences Biology Pre-PT Early Assurance major or the School of Behavioral and Health Sciences Exercise Science Pre-PT Early Assurance major. The students in either 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 or Exercise Science 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*

- Must document 30 hours of clinical observation in 2 different Physical Therapy settings, 1 inpatient and 1 outpatient (a minimum of 10 hours in each setting)
- Must complete 8 of 12 prerequisites to qualify for an interview
- Must 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 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 aims to provide support for minority students interested in pursing health professions so that they have the ability one day to provide innovative care and health delivery to underserved communities.

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.

Course	Title	Hours
Semester I		
PT 503 or PT 603	Human Anatomy [1] or Human Anatomy	6
PT 503L or PT 603L	Human Anatomy: Lab [1] or Human Anatomy: Lab	0
PT 511 or PT 611	Foundations of Examination I [1] or Foundations of Examination I	4
PT 515 or PT 615	Foundations of Biomechanics or Biomechanics	4
PT 701	Professional Practice I	1
	Hours	**15**
Semester II		
PT 504 or PT 604	Foundations of Neuroscience [1] or Foundations of Neuroscience	4
PT 506 or PT 606	Foundations of Pharmacology [1] or Foundations of Pharmacology	2
PT 608	Foundations of Interventions	4
PT 612	Foundations of Examinations II	3
PT 702	Professional Practice II	1
	Hours	**14**

Course	Title	Hours
Semester III		
PT 605	Motor Learning/Motor Control	3
PT 613	PT Mgmt of Mus-Skel Impair I	5
PT 710	Health Systems Mgmt I	2
PT 720A	Evidence Based Practice IA	2
PT 730A	PT Mgmt of Neuro Impair IA	3
	Hours	**15**
Semester IV		
PT 614	PT Mgmt of Mus-Skel Impair II	5
PT 703	Professional Experience I	4
PT 720B	Evidence Based Practice IB	2
PT 730B	PT Mgmt of Neuro Impair IB	3
	Hours	**14**
Semester V		
PT 704	Professional Experience II	4
PT 721	Evidence Based Practice 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 Systems Mgmt II	2
PT 720B	Evidence Based Practice IB	2
PT 735	PT Mgmt Cardio/Respir ImpairII	5
PT 741	Pediatrics	2
PT 742	Life Span	3
PT 743	Diagnostic Imaging	1
	Hours	**15**
Semester VII		
PT 705	Professional Experience III	5
PT 712	Community Health in PT	3
PT 722	Evidence Based Practice 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	Evidence Based Practice IV	1
PT 736	Capstone Seminar	2
	Hours	**10**
	Total Hours	**113**

[1] 500 level courses to be selected by Early Assurance students only.
[2] Special Topics selections vary annually.

Categories of Matriculated Students (Graduate Students Accepted by Physical Therapy Program)

- **Matriculated Student**
  This category applies to any graduate student who has met all admission requirements for the degree and is enrolled in the program.

Doctoral Evidence-Based Practice Project

Students in the physical therapy program participate in evidence-based practice during their program of study and present their original work

prior to graduation. A series of evidence-based practice 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.

Early Assurance Entry - BIO - Pre-Physical Therapy Program

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 interviewing for 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 1300 (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
- 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
- Must meet the requirements of DPT admissions (with the exception 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.

B.S. in Biology Requirements Recommended
- A Global Learning (GL) experience (http://catalog.walsh.edu/undergraduate/academic-services/#globallearning)

Required
- General Education Requirements (http://catalog.walsh.edu/undergraduate/general-education-curriculum/)
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 309	Human Physiology	4
BIO Upper Level Elective (300-level or higher)		3
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
Mathematics		
Select one of the following: *		5-6
MATH 155 & MATH 156	Elementary Functions I and Elementary Functions II	
or MATH 210 & MATH 211	Calculus I and Calculus II	
Physics		
PHYS 101	Principles of Physics I	3
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
PHYS 102L	Principles of Physics II: Lab	1
Psychology		
PSYC 120	T1:FD: Principles of Psych *	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
Other		
EXS 381	Physiology of Exercise	3
Fourth-year Biology/Physical Therapy Foundational Science		
PT 503 or PT 603	Human Anatomy Human Anatomy	6
PT 504 or PT 604	Foundations of Neuroscience Foundations of Neuroscience	4
PT 506 or PT 606	Foundations of Pharmacology Foundations of Pharmacology	2
PT 511 or PT 611	Foundations of Examination I Foundations of Examination I	4

PT 515/615	Foundations of Biomechanics	4
PT 5151B/6151B	Biomechanics II	2
Total Hours		**87-88**

*Six (6) Credit Hours of Math and eight (8) Credit Hours Lab Science also fulfills core requirements.

If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 210A, then they must take MATH 210A for this major. If MATH 221 is required, it must still be taken. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.

Doctor of Physical Therapy (D.P.T.) Requirements
School of Behavioral and Health Sciences
Refer to Graduate Catalog

Students in the Bio-Pre-Physical Therapy Early Assurance program (B.S. Biology/Doctor of Physical Therapy) must follow all undergraduate and graduate academic policies and procedures including changes with the graduate program.

M.A. Counseling and Human Development
Dr. Henrique Alvim, CHD Interim Program Chair
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 CHD program mission and philosophy statement is as follows: The Master's program in Counseling and Human Development (CHD) is committed to developing conscientious, professionally skilled counselors 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. 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
2. Prepare students for specialized professional roles as clinical mental health counselors and school counselors
3. Assist students to develop a sense of their identity as counselors and the professional orientation needed to work for the welfare of diverse clients and students

Student Learning outcomes

- Graduates will demonstrate core knowledge competencies in counseling (8 core CACREP areas).
- Graduates will combine core counseling skills in practice and in practicum/field experiences.
- Graduates will integrate the core and the specialty knowledge and competencies required to practice as Mental Health Counselors and/or School Counselors.
- Graduates will demonstrate the specialized counseling skills competencies required to practice as Mental Health Counselors and/or School Counselors.
- Graduates will comply with their ethical, legal, and professional responsibilities in their roles as Mental Health Counselors and/or School Counselors.
- Graduates will select the knowledge competencies, attitudes and skills necessary to work effectively with diverse populations in their respective settings (clinical mental health and/or school).

Accreditation

Walsh's M.A. 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 programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 Standards until the next accrediting cycle, when CHD will seek reaccreditation under the 2016 Standards.

- The BA/MA Program (http://catalog.walsh.edu/graduate/school-behavioral-health-sciences/ma-counseling-human-development/ba-ma-program/)
- M.A. in C.H.D. - Clinical Mental Health Counseling
- M.A. in C.H.D. - School Counseling
- Addictions Counseling Certificate

C.H.D. Academic Guidelines
Admission to the CHD Program

Applicants are considered for admission for the fall, spring, and summer semesters. The CHD program admits students on a rolling basis. Applicants are strongly encouraged to apply as early as possible prior to their intended first semester in the program. 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 semester. For more details about the admissions process and to apply, please visit https://online.walsh.edu/programs/counseling.

Admission Requirements

1. Applicants with a bachelor's degree from an accredited college or university (must be completed prior to beginning CHD course work) are considered for admission to the CHD program. Official transcripts of undergraduate and all other graduate education are required.

2. Completed application

3. Evidence of personal and professional potential for the CHD program is provided by:
   a. Two 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 character (form supplied by Graduate Admissions)
   c. A current résumé
   d. Official transcripts sent to Graduate Admissions (official transcripts may not be e-mailed)
   e. Writing sample articulating understanding of the field and demonstrating written proficiency
   f. Interview with the Program Chair and/or program faculty members

4. 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 acceptable 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 an accredited college or university are not required to provide GRE or MAT results.

5. Arrange for official TOEFL scores (international students only) to be sent to Graduate Admissions

Felony and Other Criminal History Policy

Students in all CHD concentrations prepare to work with vulnerable populations. Applicants are required to disclose any current or past criminal charges or convictions or pending charges that might result in a conviction when applying for admission to the CHD program. Failure to report a criminal history may result in denial and/or dismissal from the CHD program. It is the prerogative of the CHD faculty and administration to request additional information about an applicant's criminal history and, based on the information provided, to deny admission and/or to dismiss CHD students. Please note that students in license-eligible programs must undergo criminal background checks prior to field experience and licensure.

Individuals with a criminal history who apply for a license-eligible track in Counseling and Human Development concentration should contact the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (www.cswmft.ohio.gov (http://www.cswmft.ohio.gov)) regarding eligibility for clinical mental health counselor licensure or the Ohio Department of Education (http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Resources-for-School-Counselors (http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Resources-for-School-Counselors/)), regarding school counselor licensure eligibility in Ohio. Students from other states should contact the respective licensing board and/or Department of Education from states in which they plan to seek licensure.

Registration Procedures

Admitted students are asked to register for prescribed entry level courses in their first semester. To register for subsequent semesters, students must meet with their academic faculty advisors. Students plan their course work with their assigned advisor by filling out a Planned Program of Study. Students register for courses online.

Categories of Graduate Students

- **Non-degree seeking student**
  These are 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. A CHD degree-seeking student cannot be enrolled as a non-matriculated student.
- **Degree-seeking student**
  These are graduate students who have met all admission requirements for the CHD master's degree program.

Academic Advising

Upon admission to the CHD program, students are assigned a faculty advisor to help them plan their course work and to mentor them through the program. Students are responsible to contact their advisor for help in planning course loads each semester prior to registering. Students must also complete a Planned Program 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 their ability to translate the theory and knowledge gained in the curriculum into practical insights related to client/student care. The examination takes place toward the end of their graduate studies. Those who fail any portion 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 retake(s) will be required at the student's expense. If student performance results in failure of the course retake(s), matriculation will be terminated. An examination fee will be assessed.

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

Students may simultaneously complete the requirements of both CHD concentrations (Clinical Mental Health Counseling and School Counseling), which totals 78 credit hours. In order to have both concentrations posted on the diploma and academic transcripts, course and specific requirements for both concentrations must be fulfilled before the M.A. degree is conferred. Students must successfully complete CHD 790 (Practicum) for dual concentration.

Once the M.A. is conferred, a student may return to the Counseling and Human Development program as a non-degree seeking student to complete courses required for another concentration, provided that the respective state(s) in which they are seeking licensure allows it. A

student may not return for a second counseling degree once the M.A. is conferred.

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 degree seeking students acquire the competencies necessary for them to function in their professional roles as school and clinical mental health counselors, 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 (see ACA Code of Ethics [2014] and 2016 CACREP standards). 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. For more information, see the CHD Student Handbook.

"Licensure Only" Non-Degree Seeking 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 course work from the Ohio Counselor, Social Worker and Marriage and Family Therapist Board. They are eligible for a licensure-only (non-degree seeking) option at Walsh University. Students pursuing such an option in different states should consult the respective Board from which they are seeking licensure.

Students who hold a master's degree in education or counseling other than school counseling must obtain the equivalent of a Walsh Counseling degree (with a School Counseling concentration) to become licensed as a school counselor in Ohio. They are also eligible for licensure-only (non-degree seeking) option at Walsh University. Students pursuing such an option in different states should consult the respective Department of Education from which they are seeking licensure.

Financial Aid
Walsh 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 must fill out a Walsh application for financial aid and the discount form. More information can be found at https://www.walsh.edu/downloadable-financial-aid-forms.html

Senior Citizens

A discount may be available for senior citizens; please contact the Student Service Center.

Scholarships

For a current list of available scholarships for CHD students, please visit www.walsh.edu/advancement-scholarships.

STUDENT LOANS

For information regarding student loans available for graduate studies, contact the Financial Aid Office in the Student Service Center.

Graduate Assistantships

A limited number of graduate assistantships within the CHD program may be available for full-time students. CHD students are notified when a graduate assistantship position(s) is(are) available. The maximum amount in terms of tuition remission and monthly stipend a Graduate Assistant may earn in one year is established by the University. Also see https://www.walsh.edu/employment-opportunities.html.

M.A. in C.H.D. - Clinical Mental Health Counseling

In accordance with the CACREP accreditation standards for Clinical Mental Health Counseling, the Counseling and Human Development program with Clinical Mental Health concentration consists of 20 courses totaling 60 semester hours. Coursework is divided into three areas:

- FOUNDATIONS (3 courses) that must be taken early in the program and are prerequisites to higher level courses;
- AREA OF CONCENTRATION (15 courses) that are sequenced to build a strong mental health skill base;
- ELECTIVES (2 courses) that allow students to pursue further course work in an area of interest (for the clinical mental health emphasis all electives must be in "clinical" areas).

Prerequisites are specified within the course descriptions listed in this catalog. "Practice oriented" courses (related to field experience) 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 site 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 concentrations 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 course.

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 practices, 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 of mental and emotional disorders, and treatment planning. The hours must be distributed among a broad range of clinical activities.

Code	Title	Hours
Foundations		
BSC 560	DV:Intro Counsel/Counsel Prof	3
CHD 602	Research Methods/Prog Eval	3
CHD 603	Assessment in Counseling [1]	3
Area of Concentration		
CHD 610	Prin/Tech/Theories of Coun/Dev	3
CHD 612	Lifespan Development	3
CHD 624	Career Counseling [2]	3
CHD 626	Group Process	3
CHD 635	Addictions	3
CHD 730	Soc/Cult Diversity in Coun	3
CHD 740	Ethics/Issues in Counseling	3
CHD 665	CMHC:Foundations for Practice	3
CHD 772	Advanced Abnormal Behavior	3
CHD 775	Diag Mental/Emot Disorders	3
CHD 777	Treat Mental/Emot Disorders	3
CHD 780	Personality Assessment [2]	3
Field Experience		
CHD 790	Practicum: Counseling Tech	3
CHD 796I	Internship in MH Counsel I	3
CHD 796II	Internship in MH Counsel II	3
Electives		
Select two of the following (not all courses will be offered every semester):		6
CHD 633	Marriage/Family Counseling	
CHD 642	Theo & Prac of Add Counseling	
CHD 643	Assess/Treat Plan Addict Couns	
CHD 644	Evid Based Pract Addict Counsl	
CHD 710-1	Counseling Adolescents	
CHD 710-2	Counseling Children	
CHD 710-4	Spirituality in Counseling	
CHD 710-6	Cross Cult Coun Interve-Uganda	
CHD 710-7	Counseling in Military Culture	
CHD 710-8	Conflict Resolution	
CHD 710-9	Counseling Families	
CHD 71010	Group Counsel in Clin Practice	
CHD 71012	Cons Old Adults & Families	
CHD 71013	Narrative Counseling Methods	
CHD 71014	Art Ther & Neuro Basd Trauma T	
CHD 749	Crisis Intervention	
CHD 751	Grief and Loss Couseling	
CHD 752	Trauma Assessment/Treatment	
CHD 753	Relational Cultural Therapy	
CHD 754	Psychopharmacology	
CHD 755	Supervision and Consultation	
CHD 756	Art Therapy [3]	
CHD 757	Couples Therapy	
CHD 762	Eating Disorders	
CHD 763	Wellness	
CHD 764	Motivational Counseling	
CHD 767	Art Therapy II [3,4]	
CHD 768	Cognitive Behavior Intervent	
CHD 662	Individ Study: Counsel/Dev	
Total Hours		**60**

[1] For additional fee
[2] Additional course fees for testing materials may be required.
[3] Additional fees for art supplies required
[4] Prerequisite course is CHD 756

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

The CACREP accreditation standards for School Counseling are as follows based upon student admission date:

FOR STUDENTS ADMITTED PRIOR TO FALL 2020, the School Counseling concentration 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;
- ELECTIVE (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 (related to field experience) 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 site 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 course.

School counseling internship is completed at a 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/students. The 240 hours of direct service with clients/students must include a variety of activities such as individual and group counseling, career/vocational counseling, and other counseling experiences suitable to a school counselor.

FOR STUDENTS ADMITTED FALL 2020 OR LATER, the School Counseling concentration consists of 20 courses totaling 60 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 (16 courses) which are sequenced to build a strong counseling skill base;
- ELECTIVE (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 (related to field experience) included in the curriculum are: CHD 790 Practicum, CHD 795I Internship Sch Counsel I and CHD 795II Internship Sch Counsel II. The Practicum course is designed to provide students with counseling experience under the supervision of the instructor and the individual's Practicum site 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 course.

School counseling internship is completed at a school setting under the supervision of a licensed school counselor over a period of 2 semesters. Internship includes 600 hours of counseling work with at least 240 hours of direct service with clients/students. The 240 hours of direct service with clients/students must include a variety of activities such as individual and group counseling, career/vocational counseling, and other counseling experiences suitable to a school counselor.

Code	Title	Hours
Foundations		
BSC 560	DV:Intro Counsel/Counsel Prof	3
CHD 602	Research Methods/Prog Eval	3
CHD 603	Assessment in Counseling [1]	3
Area of Concentration		
CHD 610	Prin/Tech/Theories of Coun/Dev	3
CHD 612	Lifepsan Development	3
CHD 620	Found/Organ of School Counsel	3
CHD 624	Career Counseling [2]	3
CHD 626	Group Process	3
CHD 635	Addictions	3
CHD 637	Consult,Collabor & Leadership	3
CHD 650	Develop Inf Tram, Cris, Gr Int [6, 7]	3
CHD 655	Couns Children & Adolesc [6, 7]	3
CHD 657	Dvlp Iss & Dis in Child & Adol [6, 7]	3
CHD 662	Individ Study: Counsel/Dev	(optional)
CHD 680	Issues in School Counseling	3
CHD 730	Soc/Cult Diversity in Coun	3
CHD 740	Ethics/Issues in Counseling	3
CHD 790	Practicum: Counseling Tech	3
CHD 795	Internship: School Counseling [5]	3
CHD 795I	Internship Sch Counsel I [6]	3
CHD 795II	Internship Sch Counsel II [6]	3
Electives		
Select one of the following (not all courses will be offered every semester):		3
CHD 710-1	Counseling Adolescents	
CHD 710-2	Counseling Children	
CHD 710-4	Spirituality in Counseling	
CHD 710-6	Cross Cult Coun Interve-Uganda	
CHD 710-8	Conflict Resolution	
CHD 710-9	Counseling Families	
CHD 749	Crisis Intervention	
CHD 751	Grief and Loss Couseling	
CHD 752	Trauma Assessment/Treatment	
CHD 753	Relational Cultural Therapy	
CHD 756	Art Therapy [3]	
CHD 762	Eating Disorders	
CHD 767	Art Therapy II [3, 4]	
CHD 768	Cognitive Behavior Intervent	

CHD 662	Individ Study: Counsel/Dev	
Total Hours		**63**

[1] For additional fee
[2] Additional course fees for testing materials may be required.
[3] Additional fees for art supplies required
[4] Prerequisite course is CHD 756
[5] For students admitted prior to Fall 2020
[6] For students admitted Fall 2020 and after
[7] Can serve as an elective course for students admitted prior to Fall 2020

Addictions Counseling Certificate Program

The Graduate Academic Certificate in Addictions Counseling integrates core counseling knowledge and skills with the training necessary to provide chemical dependency prevention and treatment services to individuals, families, groups, organizations and communities. Recipients of this academic certificate will be able to complete the application process for the LICDC (i.e., Licensed Independent Chemical Dependency Counselor) in Ohio.

The Counseling and Human Development Graduate Academic Certificate in Addictions Counseling is a 3-5 course certificate, totaling a minimum of 9-15 semester hours.

For the matriculated Clinical Mental Health specialty graduate student, coursework is divided into three areas:

- CHD 635: Addictions (3 credit hours), a required core class for the Clinical Mental Health Counseling concentration. Completion of this course satisfies the Ohio Chemical Dependency Professionals Board Phase I requirements. Students who choose to do so may complete the application process for the Phase I: CDCA (Chemical Dependency Counselor Assistant Preliminary Temporary Credential).
- Addictions certificate coursework (3 courses; 9 credit hours)
  - CHD 642: Theory and Practice of Addictions Counseling (3 credit hours). Completion of this course satisfies the Ohio Chemical Dependency Board's Phase II requirements. Students who choose to do so may complete the application process for the Phase II: CDCA (Chemical Dependency Counselor Assistant).
  - CHD 643: Assessment and Treatment Planning in Addictions Counseling (3 credit hours)
  - CHD 644: Evidence Based Practice in Addiction Counseling (3 credit hours)
- CHD 796 I and II: Clinical Mental Health Internship I and II (2 courses), required courses for the Clinical Mental Health concentration. Students pursuing the Academic Certificate in Addictions Counseling will be expected to secure an internship placement that meets the requirement of the Ohio Chemical Dependency Professionals Board (i.e., 220 hours of direct counseling work at an internship site accredited to provide chemical dependency counseling services). Note: The Clinical Mental Health Counseling concentration requires 240 hours of direct counseling work.

For mental health counseling professionals seeking the ACADEMIC CERTIFICATE IN Addictions Counseling:

1. Students retain responsibility to work with the Ohio Chemical Dependency Professionals Board to verify acceptability of:

- graduate degree,

- basic coursework in addictions (i.e., foundational addictions course contained within the graduate degree),

- internship experience (i.e., verification that the internship site and hours earned in the graduate degree meet the requirements of the Ohio Chemical Dependency Professionals Board).

  2. Students will present the prescription of the Ohio Chemical Dependency Professionals Board to the coordinator of the CHD Academic Certificate in Addictions Counseling.

- If prior coursework is found acceptable to the Ohio Chemical Dependency Professionals Board, the student will transfer 3-6 credit hours into the Academic Certificate in Addictions Counseling (acceptable courses for transfer are limited to the foundational addictions class and internship)

- If prior coursework is not found acceptable to the Ohio Chemical Dependency Professionals Board:

  - If prior coursework did not include an acceptable foundational addictions course, the student will take CHD 635 Addictions

  - If prior coursework did not contain an acceptable internship, the student will take CHD 792 Addictions Counseling Internship (synchronously)

Code	Title	Hours
CHD 635	Addictions	3
CHD 642	Theo & Prac of Add Counseling	3
CHD 643	Assess/Treat Plan Addict Couns	3
CHD 644	Evid Based Pract Addict Counsl	3
CHD 796I	Internship in MH Counsel I	
AND		
CHD 796II	Internship in MH Counsel II	
-OR-		
CHD 792	Addictions Counseling Intern	
(synchronous)		

Master of Occupational Therapy (MOT)

Dr. Stephanie Bachman, Program Chair

Program Vision

The Occupational Therapy program cultivates a learning environment that promotes critical thinking and autonomous problem-solving skills using evidence to meet the dynamic needs of society through occupational engagement in traditional and emerging practice areas.

The program prepares culturally sensitive occupational therapists who advance the profession through innovative thinking, collaboration, and service.

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.

Graduates will facilitate participation in meaningful and necessary occupations with clients, families, and organizations within their communities. Graduates will contribute to the future of the profession through leadership, evidence-based practice, and service. The Occupational Therapy Program supports the missions 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

We believe human beings have an innate desire to participate in occupation and by doing so become active members of their communities. Across the lifespan, participation in occupation enhances lives by providing a meaningful approach to health and wellness. Occupational therapists engage in professional relationships with consumers of their services to determine the intrinsic motivators for individuals or groups to enhance the quality of occupational performance. Occupation is fundamental to the profession of occupational therapy to advance individual, community, and global health.

We view our students as active learners who require dynamic, realistic contexts to apply acquired knowledge and develop critical thinking skills. We believe our students have an inherent desire to promote and advance the profession of occupational therapy by linking education to research through evidence-based practice and lifelong learning.

Program Themes

The Occupational Therapy program strives to educate competent, caring, entry-level practitioners. The curriculum serves as a structure to provide this education and is organized into five curricular themes that reflect the essence of our curriculum design:

- **Professional Behaviors and Ethical Practice:** Incorporate the AOTA Code of Ethics and Core Values (AOTA, 2015) to demonstrate ethical decision-making skills and articulate rationale for delivery of occupational therapy services across the lifespan in multiple contexts. Model behaviors consistent with the profession of occupational therapy and in alignment with the mission of Walsh University.

- **Client-centered:** Respecting client diversity and autonomy, integrate psychosocial, cultural, contextual needs and preferences of the client to develop intervention priorities and set goals to maximize participation in desired occupations.

- **Critical Thinking:** Integrate principles of occupational therapy along with knowledge of anatomy, medical conditions, human behavior, and human development to analyze client occupational functioning. Solve clinical problems using skills of observation, reflection, analysis, and interpretation combining current evidence and OT theory to synthesize components of the OT Process.

- **Evidence-based Practice:** Generate a clinical question and locate evidence relevant to OT practice. Evaluate, interpret, and synthesize results to determine applicability to client care. Integrate current literature, clinical experience, and client preferences to inform clinical decisions.
- **Servant Leadership:** Develop personal leadership and advocacy skills to positively influence the profession of OT and the greater community. Seek opportunities for collaboration to improve the lives of others incorporating attributes such as effective communication, trustworthiness, empathy, humility, creativity, and innovative thinking.

AOTA. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy, 69*, 6913410030p1-6913410030p8. doi:10.5014/ajot.2015.696S03

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 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
- 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

The Walsh University entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org (http://www.acoteonline.org). Graduates of the program 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 state 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 will register electronically through the Cavalier Center. A registration pin # and instructions will be provided by Graduate Admissions.

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.

Course	Title	Hours
First Year		
Semester I		
OT 502	Foundations of OT	3
OT 503	Human Anatomy	6
OT 503L	Human Anatomy Lab	0
OT 504	Conditions in OT	2
OT 506	Task Analysis	2
OT 508	OT Theory & Frames of Ref	2
OT 602	OT Evaluation & Assess Skls	3
	Hours	**18**
Semester II		
OT 606	Therapeutic Interv in Ped	4
OT 608	Biomechanics in Occup Therapy	3
OT 610	Neuroscience for Occup Therapy	3
OT 612	Lvl 1 Fieldwork A/Seminar	2
OT 604	Psych Aspects of Occup Perf	3
	Hours	**15**
Semester III		
OT 614	Ther Interventions in A & G	4
OT 616	Enviro & Tech Interventions	2
OT 618	Therapeutic Groups	2
OT 620	Evidence-based Practice I	2
OT 622	Lvl I Fieldwork B/Seminar	2
	Hours	**12**
Second Year		
Semester IV		
OT 624	Evidence-based Practice II	2
OT 626	OT Mgmt and Leadership	2
OT 628	Neuro-Cognitive Rehab	2
OT 630	Advanced Clinical Reasoning	3
OT 632	Lvl I Fieldwork C/Seminar	2
OT 652	Community Based Prac in OT	1
	Hours	**12**
Semester V		
OT 660	Lvl II Fieldwork AB	7
	Hours	**7**
Semester VI		
OT 662	Lvl II Fieldwork CD	7
	Hours	**7**
	Total Hours	**71**

Master of Arts in Education

Dr. Gary D. Jacobs, Chair
Dr. Jeffery H. Warnke, Graduate Program Director

Division of Education Mission Statement

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 hers 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 seven program tracks to address the ever-changing educational landscape. These tracks include: Traditional , Reading Literacy, Educational Leadership, Learning Designs and Technologies, Dyslexia Specialist, and Teaching English to Speakers of Other Languages (TESOL), and Dual Endorsement.

Areas of Concentration

1. **Master of Arts in Education**
   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 Track with optional Principal Licensure**
   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**
   Licensed educators who complete the Walsh University's Computer and Technology Endorsement program may teach computer science or technology (STEM) courses in K-12 schools. Additionally, teachers holding this credential provide leadership in technology for local, state, or national education initiatives, technology/curriculum integration, and professional development coaching.   .

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.

6. **Masters of Arts in Education - Dyslexia Specialist**
   The purpose of the MAED-Dyslexia Specialist is to train candidates in research based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Upon completion of the program, the candidate will have met the requirements for attaining Ohio endorsement and license as a dyslexia specialist. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Specialist Association (ALTA) examination for the opportunity to gain national certification as a Certified Academic Language Therapist (CALT). The Walsh University Dyslexia Specialist program is accredited through the International Multisensory Structured Language Association Council (IMSLEC) and the International Dyslexia Association (IDA). The program is designed to be in compliance with the 2021 Ohio Dyslexia Law (HB 436, 2021).

7. **Masters of Arts in Education - Dual Endorsement**
   The changing needs of P-12 education require teachers able to address multiple student learning needs. Hence, the Master of Arts in Education - Dual Endorsement option enable interested teachers with the option to obtain two licensure endorsements that are embedded in the MAED. The endorsement choices are reading literacy, leadership, computer and technology, Teaching English to Speakers of Other Languages (TESOL) and Grades 4/5. Core classes are customized to each individual student, with all candidates being required to take EDF 607, Research Methods and EDF 701, Capstone. Based on the candidate's knowledge and background, individual candidates choose from the five other foundational core classes. Note: Current licensure, prior course work, and transcript review may dictate specific program options.

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.

Educator Early Credentialing Program: BA/BS to MAED

The Early Credentialing Program is available to qualified seniors who meet the Division of Education Graduate admissions requirements for graduate endorsement courses. Qualifying students must meet admissions requirements and be accepted prior to the semester in which they intend to begin endorsement classes. Qualifying students who meet the following criteria will be able to enroll in graduate endorsements courses:

- Completion of 96 credit hours, including transfer credits.

- Minimum 3.0 Undergraduate GPA for admission and continuation in endorsement programs.

- Prior acceptance into the Walsh University Teacher Preparation Program.

- Written approval of the student's undergraduate academic advisor and Division Chair.
- Seniors must submit the following application materials to the Graduate Education Program Director for admission to the Early Credentialing Program
- Graduate Education Program writing sample.

- Copy of Walsh University Unofficial Transcript for review.

- Complete successful interview with Graduate Education Program Director.
- Seniors must maintain a 3.0 average in the Endorsement coursework. Upon completion of the bachelor's degree, the student must complete an Official Change of Status to move from undergraduate to graduate status.

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.
- Affirmation of alignment to mission.
- 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 Associate Dean of Graduate Affairs and/or Graduate Education Program Director 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, **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.

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 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.

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.

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.

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, Spring, and Summer Semesters. Course rotation allows for an alternating format, which offers students easy access to the courses needed to complete their programs of study. Courses are offered 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, Spring, and Summer semester offerings are scheduled online to accommodate in-service educators and students with other 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

Master of Arts in Education Requirements

Code	Title	Hours
Core [1]		
EDF 601	Psychology of Learning	
EDF 606	Acc Learn w/Special Needs	
or EDF 705	Pupil Services	
EDF 607	Research Methods	
EDF 620	Teaching and Learning	
EDF 621	Legal/Ethical Issues in Educ	
EDF 622	Philosophy of Education	
Capstone Course [2]		
EDF 701	Capstone Experience	
Electives [3]		
Select 15 sem. hrs. from the following:		
EDT 601	Information and Communications	
EDT 602	Implementing Content Area Curr	
EDT 603	Mentoring and Supervision	
EDT 605	School-Community Relations	
EDT 614	Instructional Leadership	
EDT 616	Learning & Design Technologies	
EDT 617	App Instruc Des and Developmen	
EDT 618	Design,Develop/Deliv of elearn	
EDT 619	Learn Des & Tech Practicum	
EDT 650	Dev Language/Literacy	
EDT 651	Meth Teach Dev Reading	
EDT 652	Prin/Pract of Teach Phonics	
EDT 653	Reading Assess/Intervention	
EDT 654	Reading in Content Area	
EDT 655	Literacy/Writing Connections	
EDT 662	Independent Study in Educ	
EDT 670	Positive Strat in Discipline	
EDT 681	Soc Stud Content/Meth grd 4-5	
EDT 682	Math Content/Methods grd 4-5	
EDT 683	Science Content/Method grd 4-5	
EDT 710	Assess Student Performance	
EDT 725	Special Topics in Educ	
EDT 730	Sec Lang Aquisition & Tech	
EDT 731	TESOL Instructional Methods	
EDT 732	Educ Policies & Iss in TESOL	
EDT 733	TESOL Assess & Prof Practice	

[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.

Reading Literacy

Code	Title	Hours
Core [1]		
EDF 601	Psychology of Learning	3
EDF 607	Research Methods	3
EDF 620	Teaching and Learning	3
EDF 621	Legal/Ethical Issues in Educ	3
EDF 622	Philosophy of Education	3
Capstone Course [2]		
EDF 701	Capstone Experience	3
Reading Literacy Required Courses		
EDT 650	Dev Language/Literacy [3]	3
EDT 651	Meth Teach Dev Reading	3
EDT 652	Prin/Pract of Teach Phonics	3
EDT 653	Reading Assess/Intervention	3
EDT 654	Reading in Content Area	3
EDT 655	Literacy/Writing Connections [3]	3
Total Hours		**36**

Leadership with Principal License

Code	Title	Hours
Core [1]		
EDF 601	Psychology of Learning	3
EDF 705	Pupil Services	3
EDF 607	Research Methods	3
EDF 620	Teaching and Learning	3
EDF 621	Legal/Ethical Issues in Educ	3
EDF 622	Philosophy of Education	3
Capstone Course [2]		
EDF 701	Capstone Experience	3
Leadership Required Courses		
EDT 602	Implementing Content Area Curr	3
EDT 603	Mentoring and Supervision [3]	3
EDT 605	School-Community Relations [3]	3
EDT 614	Instructional Leadership [3]	3
EDT 710	Assess Student Performance [3]	3
Total Hours		36
Principal Licensure - Required Courses (Post-Master's)		
EDF 706	Principalship	3
EDF 707	Personnel Mgmt & Leadership	3
EDF 708	Internship I	1.5
EDF 709	School Fin for Sch Adm & Treas	3
EDF 710	Internship 2	1.5
Total Hours		12

Learning Designs and Technologies

Code	Title	Hours
EDF 601	Psychology of Learning	3
EDF 606	Acc Learn w/Special Needs	3
EDF 607	Research Methods	3
EDF 620	Teaching and Learning	3
EDF 621	Legal/Ethical Issues in Educ	3
EDF 622	Philosophy of Education	3

Code	Title	Hours
Captstore Course [2]		
EDF 701	Capstone Experience	3
Learning Designs and Technologies Required Courses		
EDT 601	Information and Communications [3]	3
EDT 616	Learning & Design Technologies [3]	3
EDT 617	App Instruc Des and Developmen [3]	3
EDT 618	Design,Develop/Deliv of elearn [3]	3
EDT 619	Learn Des & Tech Practicum [3]	3
Total Hours		36

The Teaching English to Speakers of Other Languages (TESOL)

Code	Title	Hours
EDF 601	Psychology of Learning	3
EDF 606	Acc Learn w/Special Needs	3
EDF 607	Research Methods	3
EDF 620	Teaching and Learning	3
EDF 621	Legal/Ethical Issues in Educ	3
EDF 622	Philosophy of Education	3
Capstone Course [2]		
EDF 701	Capstone Experience	3
TESOL Required Courses		
EDT 730	Sec Lang Aquisition & Tech	3
EDT 731	TESOL Instructional Methods	3
EDT 732	Educ Policies & Iss in TESOL	3
EDT 733	TESOL Assess & Prof Practice	3
One elective the student selects		3
Total Hours		36

[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] Courses that count towards Teacher Leader Endorsement.

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*.

Code	Title	Hours
EDT 6438	IQ-EQ Connections	
EDT 6690	Strat Reduc Educ & Stud Stress	
EDT 6701	Read/Writing Across Curriculum	
EDT 6724	Character Education	
EDT 6725	Creativity to Teach Standards	
EDT 6747	Res:Strength-Based Int for Stu	
EDT 6748	Hands-On Math K-8	

EDT 6749	Engag 21st Cen Learn Thru Tech
EDT 6750	Bringing Out Best in Students
EDT 6752	Future of Learning & Technolgy
EDT 6900	Brain Power
EDT 6901	Courage for the Discouraged
EDT 6915	The Teacher's Toolbox
EDT 6916	Succeeding w/Studen of Poverty
EDT 6932	The Well-Informed Educator
EDT 6935	The Digital Student
EDT 6940	Differentiated Teach & Learn
EDT 6945	Healthy Pathways to Auth Learn
EDT 6950	Google Tools in Education
EDT 6952	Next Generation Literacy
EDT 6954	Reach & Teach Gifted Learners
EDT 6956	Mod Resilience/Schl & Classroo
EDT 6958	Assessing for Achievement

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

Code	Title	Hours
EDF 706	Principalship	3
EDF 707	Personnel Mgmt & Leadership	3
EDF 708	Internship I	1.5
EDF 709	School Fin for Sch Adm & Treas	3
EDF 710	Internship 2	1.5

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.

Code	Title	Hours
EDF 621	Legal/Ethical Issues in Educ	3
EDF 709	School Fin for Sch Adm & Treas [1]	3
EDF 715	Internship School Treasurer	3

[1] 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

Code	Title	Hours
EDT 650	Dev Language/Literacy	3
EDT 651	Meth Teach Dev Reading	3
EDT 652	Prin/Pract of Teach Phonics	3
EDT 653	Reading Assess/Intervention	3
EDT 654	Reading in Content Area	3
EDT 655	Literacy/Writing Connections	3

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 711 Educational Policies and Issues, EDT 712 Second Language Acquisition and Technology, EDT 713 TESOL Instructional Methods, and EDT 714 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 (021) with a cut-off score of 220.

Code	Title	Hours
EDT 711	Educ Pol & Issues in TESOL	3
EDT 712	TESOL Second Lang & Tech	3
EDT 713	TESOL Instructional Methods	3
EDT 714	TESOL Assess & Prof Practice	3
Any Elective from MAED Program		3

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.

Courses

Code	Title	Hours
EDT 614	Instructional Leadership	3
EDT 710	Assess Student Performance	3
EDT 605	School-Community Relations	3
EDT 603	Mentoring and Supervision	3

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.

Courses

Code	Title	Hours
EDT 681	Soc Stud Content/Meth grd 4-5	3
EDT 682	Math Content/Methods grd 4-5	3
EDT 683	Science Content/Method grd 4-5	3

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

Licensed educators who complete the Walsh University's Computer and Technology Endorsement program may teach computer science or technology (STEM) courses in K-12 schools. Additionally, teachers holding this credential provide leadership in technology for local, state, or national education initiatives, technology/curriculum integration, and professional development coaching.

Code	Title	Hours
EDT 601	Information and Communications	3
EDT 616	Learning & Design Technologies	3
EDT 617	App Instruc Des and Developmen	3
EDT 618	Design,Develop/Deliv of elearn	3
EDT 619	Learn Des & Tech Practicum	3

All courses taught in online format.

Please refer to the Course Descriptions for required field hours.

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:

Code	Title	Hours
Undergraduate Course/Graduate Equivalency		
EDUC 107	School and Society: Intro Educ (NONE)	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
or EDF 606	Acc Learn w/Special Needs	
EDT 601	Information and Communications	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
or EDF 601	Psychology of Learning	
EDUC 250	Foundation of Literacy	3

or EDT 650	Dev Language/Literacy	
EDUC 351	Methods of Teaching Devel Lit	3
or EDT 651	Meth Teach Dev Reading	
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
or EDT 652	Prin/Pract of Teach Phonics	
EDUC 353	Literacy Assess/Intervention	3
or EDT 653	Reading Assess/Intervention	
ISE 243	Positive Learning Environment	3
or EDT 670	Positive Strat in Discipline	

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).

Code	Title	Hours
Licensure Area and Preclinical (Pre-Student Teaching) Course(s)		
All AYA and MCE Licensure Areas		
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 345	AYA/MCE: Instructional Methods	2-3
P-5 Elem. Educ/P-5 ISE Dual		
EDUC 450	Preclinical:ProfesInPractice	3
Intervention Specialist Education		
EDUC 450	Preclinical:ProfesInPractice	3

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
Intended Licensure Area and Student Teaching Semester Courses		
All AYA Subjects		
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EDUC 469	Student Teaching-LEAD	3
Middle Childhood		
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EDUC 469	Student Teaching-LEAD	3
P-5 Elem. Educ/P-5 ISE Dual		
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EDUC 469	Student Teaching-LEAD	3
Intervention Specialist		
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EDUC 469	Student Teaching-LEAD	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.

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Two current graduate students from the Division of Education are standing members of the council each year.

BYERS SCHOOL OF NURSING ADVISORY BOARD 2022–2023

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.

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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 both on and off campus. Librarians are available to assist students in many ways—in 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 DeVille School of Business; Professional Advising; 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 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, 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, 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.

Larry Staudt Field & Dan McCallion Track

Larry Staudt Field is located directly across from Walsh's Westgate entrance and is the home field to Walsh's football, soccer and lacrosse teams. Larry Staudt Field features the William F. Brauchler Press Box and 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 a practice/conditioning home for Walsh's athletic teams.

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)
- **SEANOR 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. Seanor, Lemmon and Menard have study and lounge areas, and laundry facilities. All first-year, traditional-aged students live in either Seanor or Menard Halls, which offer single-sex living communities. Lemmon Hall features apartment-style suites with kitchenettes, is open to International students. The Commons offers apartment-style suites complete with kitchenettes and is home to upperclass students. 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) houses the Office of Integrated Marketing & Communications and is also the residence for visiting/resident clergy.

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 experimentation 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 faculty and staff offices and additional meeting space.

BIRK CENTER FOR THE ARTS

The 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, Visual and Performing Arts offices, Dorothy Ling Rehearsal Hall and practice rooms for the Walsh Chorale/ Chamber Singers and Walsh 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.

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