

# TABLE OF CONTENTS

Graduate Catalog .....	2	Doctor of Physical Therapy (DPT) .....	52
Founders of Walsh University .....	2	Physical Therapy (PT) Course Descriptions .....	55
Philosophy and Mission .....	3	M.A. Counseling and Human Development .....	61
Purpose of Graduate Programs in the University .....	7	C.H.D. Academic Guidelines .....	63
Graduate Calendar .....	7	The Behavioral Science/Counseling and Human Development BA/MA Program .....	63
Academic Services .....	10	M.A. in C.H.D. - Clinical Mental Health Counseling .....	64
Student Life and Services .....	12	M.A. in C.H.D. - School Counseling .....	65
General University Policies .....	14	MA Counseling Human Developmnt (CHD) Course Descriptions .....	66
Financial Policies and Expenses .....	17	Master of Occupational Therapy (MOT) .....	74
Academic Policies and Procedures .....	20	Master of Occupational Therapy (OT) Course Descriptions .....	76
DeVile School of Business .....	26	Master of Arts in Education .....	79
BA/MBA Program (Bachelor's Degree & MBA for Business Majors) .....	26	Endorsement/Licensure Programs .....	81
Certificate in Data Analytics .....	27	L.E.A.D. Program (Licensure in Education for Adults with Degrees) .....	82
Certificate in Healthcare Management .....	27	MAED (Education & Teaching) (EDT) Course Descriptions .....	83
Master of Business Administration (MBA) .....	27	MAED (Education Foundations) (EDF) Course Descriptions .....	88
Executive Master of Business Administration (EMBA) .....	30	Board of Directors .....	90
Master of Business Admin (MBA) Course Descriptions .....	30	Advisory Boards .....	90
Executive Master of Business Admin (EMBA) Course Descriptions .....	32	Location .....	91
Gary and Linda Byers School of Nursing .....	32	Campus Maps .....	94
Doctor of Nursing Practice .....	32	Index .....	94
Doctor of Nursing Practice (Post Masters) .....	33		
Bachelor of Science in Nursing to Doctor of Nursing Practice .....	33		
Master of Science in Nursing .....	34		
Adult Gerontology Acute Care Nurse Practitioner Track .....	34		
Family Nurse Practitioner Track .....	34		
Nurse Educator Track .....	35		
Adult Gerontology Acute Care Nurse Practitioner Certificate Program .....	36		
Family Nurse Practitioner Certificate Program .....	36		
Nursing Education Certificate Program .....	36		
Psychiatric Mental Health Nurse Practitioner Program .....	36		
Nursing (NURS) Course Descriptions .....	37		
School of Arts and Sciences .....	50		
Master of Arts in Theology .....	50		
Theology (B.A./M.A.) .....	50		
Certificate in Lay Ecclesial Leadership .....	50		
Theology (THEO) Course Descriptions .....	50		
School of Behavioral and Health Sciences .....	52		

# GRADUATE CATALOG

## Volume LXI

### Accredited By

The Higher Learning Commission  
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Commission on Collegiate Nursing Education  
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- The Ohio College Association
- OhioLINK

- OHIONET
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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.

## General University Information

### Walsh University Mission Statement

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.

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.

## Academic Programs

Walsh University confers the following degrees:

### Doctorate Degrees

Doctor of Nursing Practice (D.N.P.)

Doctor of Physical Therapy (D.P.T.)

### Master Degrees

Master of Arts (M.A.)

Master of Arts in Business Administration (M.B.A.)

Master of Science in Nursing (M.S.N.)

Master of Occupational Therapy (M.O.T.)

Master of Arts in Education (M.A.E.D.)

Master of Dyslexia Therapy (M.D.T.)

## 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.

# Graduate Academic Calendar

## Fall Semester 2023

Term	Dates
Fall 2023 *(Undergraduate/Graduate/Degree Completion)	August 21 - December 16
<b>Fall I</b>	<b>August 21 - October 14</b>
Opening Day for Faculty and Staff	August 15
Session Begins	August 21
Academic Advising for Spring Semester Begins	August 21
Mass of the Holy Spirit	August 25
Last Day to Add Classes at 12:00 Noon - Includes 16-week classes	August 25
Last Day to Drop Classes and Receive a Refund at 12:00 Noon - Includes 16-Week Classes	August 25
Labor Day (University Closed)	September 4
Midterm Grades Due at 4:00pm	September 18
Spring Semester Graduation Application Deadline	September 30
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawal at 12:00 Noon	September 29
Columbus Day (University Closed)	October 9
Last Week of Fall I Begins	October 9
Session Ends	October 14
Fall Term Enrichment Week (Campus-Wide)	October 16-20
Final Grades Due at 1:00pm	October 18
<b>Fall II</b>	<b>October 23- December 16</b>
Session Begins	October 23
Last Day to Add Classes at 12:00 Noon	October 27
Last Day to Drop Classes and Receive a Refund at 12:00 Noon	October 27
**Spring Semester Registration for Current Enrolled Students Begins	November 13
Midterm Grades Due at 4:00pm	November 20
Open Registration Spring Semester Begins (New/Transfers/Readmitted/College Credit Plus Students)	November 20
Thanksgiving Break (University Closed)	November 22-24
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon *Includes 16-Week Courses	December 1
Academic Advising for Summer and Fall Semesters Begins	December 4
Last Week of Fall II Begins	December 11
Session Ends	December 16
Final Grades Due at 1:00pm	December 19

\*Includes Digital Campus online distance learning courses.

\*\*Appointment times will be posted online.

## Spring Semester 2024

Term	Date
Spring 2024 *(Undergraduate/Graduate/Degree Completion)	January 8- May 4
<b>Spring I</b>	<b>January 8- March 5</b>
Session Begins	January 8
Last Day to Add Classes at 12:00 Noon - Includes 16-Week Courses	January 12
Last Day to Drop Classes and Receive a Refund at 12:00 Noon - Includes 16-Week Courses	January 12
Martin Luther King Jr. Day (University Closed)	January 15
March for Life (University Closed)	January TBD
Summer Semester Graduation Application Deadline	February 1
Midterm Grades Due at 4:00pm	February 5
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	February 16
Summer Registration Begins for Current and New Students	February 20
Last Week of Spring I Begins	February 26
Session Ends	March 2
Spring Break	March 4-8
Final Grades Due at 1:00pm	March 5
<b>Spring II</b>	<b>March 11- May 4</b>
Session Begins	March 11
Last Day to Add Classes at 12:00 Noon	March 15
Last Day to Drop Classes and Receive a Refund at 12:00 Noon	March 15
**Fall Semester Registration for Current Students Begins	March 18
Open Registration for Fall Semester Begins (New/Transfers/Readmitted/College Credit Plus Students)	March 26
Easter Holiday Break *Thursday-Monday (University Closed)	March 28- April 1
Midterm Grades Due at 4:00pm	April 8
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon - Includes 16-Week Courses	April 19
Last Week of Spring II Begins	April 29
Session Ends	May 4
Academic Celebrations and Commencement	May 4
Final Grades Due at 1:00pm	May 7

\*Includes Digital Campus online distance learning courses.

\*\*Appointment times will be posted online.

## Summer Semester 2024

Term	Date
Summer 2024 *(Undergraduate/Graduate/Degree Completion)	May 6-August 17
<b>Summer I</b>	<b>May 6-June 22</b>
Session Begins	May 6

Last Day to Add Classes at 12:00 Noon *Includes 16-Week Courses	May 10
Last Day to Drop Classes and Receive a Refund at 12:00 Noon *Includes 16-Week Courses	May 10
Memorial Day (University Closed)	May 27
Fall Semester Graduation Application Deadline	June 1
Midterm Grades Due at 4:00pm	June 3
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	June 14
Last Week of Summer I Begins	June 17
Session Ends	June 22
Summer Term Transition	June 24-28
Final Grades Due at 1:00pm	June 25
<b>Summer II</b>	<b>July 1-August 17</b>
Session Begins	July 1
Independence Day (Observed-University Closed)	July 4
Last Day to Add Classes at 12:00 Noon	July 8
Last Day to Drop Classes at Receive a Refund at 12:00 Noon	July 8
Midterm Grades Due at 4:00pm	July 29
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon - Includes 16-Week Courses	August 9
Last Week of Summer II Begins	August 12
Session Ends	August 17
Final Grades Due at 1:00pm	August 20

\*Includes Digital Campus online distance learning courses.

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

\*Full Term courses for all semesters will follow the Session I add and drop with refund date deadlines and Session II drop with a W deadline for that semester.

## Fall Semester 2024

Term	Date
Fall 2024 *(Undergraduate/Graduate/Degree Completion)	August 19-December 14
<b>Fall I</b>	<b>August 19-October 12</b>
Opening Day for Faculty and Staff	August 13
Session Begins	August 19
Academic Advising for Spring Semester Begins	August 19
Last Day to Add Classes at 12:00 Noon *Includes 16-Week Courses	August 23
Last Day to Drop Classes and Receive a Refund at 12:00 Noon *Includes 16-Week Courses	August 23
Mass of the Holy Spirit	August 26
Labor Day (University Closed)	September 2
Midterm Grades Due at 4:00pm	September 16

Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	September 27
Spring Semester Graduation Application Deadline	September 30
Last Week of Fall I Begins	October 7
Session Ends	October 12
Columbus Day (University Closed)	October 14
Fall Terms Enrichment Week (Campus-Wide)	October 14-18
Final Grades Due at 1:00pm	October 16
<b>Fall II</b>	<b>October 21-December 14</b>
Session Begins	October 21
Last Day to Add Classes at 12:00 Noon	October 25
Last Day to Drop Classes and Receive a Refund at 12:00 Noon	October 25
**Spring Semester Registration for Current Enrolled Students Begins	November 11
Midterm Grades Due at 4:00pm	November 18
Open Registration Spring Semester Begins (New/Transfers/Readmitted/College Credit Plus Students)	November 18
Thanksgiving Break (University Closed)	November 27-29
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawal at 12:00 Noon *Includes 16-Week Courses	December 2
Academic Advising for Summer and Fall Semesters Begins	December 2
Last Week of Fall II Begins	December 9
Session Ends	December 14
Final Grades Due at 1:00pm	December 18

\*Includes Digital Campus online distance learning courses.

\*\*Appointment times will be posted online

## Spring Semester 2025

Term	Date
Spring 2025 *(Undergraduate/Graduate/Degree Completion)	January 6-May 3
<b>Spring I</b>	<b>January 6-March 1</b>
Session Begins	January 6
Last Day to Add Classes at 12:00 Noon *Includes 16-Week Courses	January 10
Last day to Drop Classes and Receive a Refund at 12:00 Noon *Includes 16-Week Courses	January 10
Martin Luther King Jr. Day (University Closed)	January 20
March for Life (University Closed)	January TBD
Summer Semester Graduation Application Deadline	February 1
Midterm Grades Due at 4:00pm	February 3
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	February 14
Last Week of Spring I Begins	February 24
Session Ends	March 1
Spring Break	March 3-7

Final Grades Due at 1:00pm	March 5
<b>Spring II</b>	<b>March 10- May 3</b>
Session Begins	March 10
Last Day to Add Classes at 12:00 Noon	March 14
Last Day to Drop Classes and Receive a Refund at 12:00 Noon	March 14
**Summer and Fall Semester Registrations for Current Students Begins	March 17
Open Registration for Summer and Fall Semesters Begins (New/Transfers/Readmitted/College Credit Plus Students)	March 24
Midterm Grades Due at 4:00pm	April 7
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon *Includes 16-Week COurses	April 16
Easter Holiday Break *Thursday-Monday (University Closed)	April 17-21
Last Week of Spring II Begins	April 28
Session Ends	May 3
Academic Celebrations and Commencement	May 3
Final Grades Due at 1:00pm	May 7

*\*Includes Digital Campus online distance learning courses.*

*\*\*Appointment times will be posted online*

## **Summer Semester 2025**

<b>Term</b>	<b>Date</b>
Summer 2025 *(Undergraduate/Graduate/Degree Completion)	May 5-August 16
<b>Summer I</b>	<b>May 5-June 21</b>
Session Begins	May 5
Last Day to Add Classes at 12:00 Noon *Includes 16-Week Courses	May 9
Last Day to Drop Classes and Receive a Refund at 12:00 Noon *Includes 16-Week Courses	May 9
Memorial Day (University Closed)	May 26
Fall Semester Graduation Application Deadline	June 1
Midterm Grades Due at 4:00pm	June 3
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	June 13
Last Week of Summer I Begins	June 16
Session Ends	June 21
Summer Term Transition	June 23-27
Final Grades Due at 1:00pm	June 24
<b>Summer II</b>	<b>June 30- August 16</b>
Session Begins	June 30
Independence Day (Observed-University Closed)	July 4
Last Day to Add Classes at 12:00 Noon	July 7
Last Day to Drop Classes and Receive a Refund at 12:00 Noon	July 7
Midterm Grades Due at 4:00pm	July 28

Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon *Includes 16-Week Courses	August 8
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Last Week of Summer II Begins	August 11
Session Ends	August 16
Final Grades Due at 1:00pm	August 19

*\*Includes Digital Campus online distance learning courses.*

## Academic Services

### Career Connections

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) (<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.

### 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.

### Assessment of Student Academic Achievement

Walsh University's regional accrediting agency, The Higher Learning Commission, requires documentation of student academic achievement in general education studies (Walsh's core curriculum) and in the major. Walsh University requires students to take various assessment tests, as deemed necessary and appropriate by the School Dean and division/department/program chairs. At present, critical thinking, placement, and proficiency testing are done as a matter of course.

## **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.

## 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 discuss 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 pursuing Graduate studies. Living on campus makes life much easier in a safe and comfortable environment. Our on-campus apartments are fully outfitted and provide easy access to our academic facilities and campus services.

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

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

Students enrolled for 9 credit hours in a Walsh University Graduate Program are 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:

- a. Forming the Faith Community
- b. Appropriating the Faith

- c. Forming the Christian Conscience
- d. Educating for Justice
- e. Facilitating Personal Development
- f. 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 offers textbook rentals and digital books. Visit [www.walsh.bncollege.com](http://www.walsh.bncollege.com) (<https://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 AultmanNow (<https://www.walsh.edu/health-services.html>). 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](mailto: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](mailto:osa@walsh.edu).

# 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). (<http://www.ed.gov>)

FERPA information is published yearly online at [www.walsh.edu](http://www.walsh.edu) ([http://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:

- a. 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.
- b. Employment records not contingent on student's enrollment.
- c. Law enforcement records that are created by a law enforcement agency for that purpose.
- d. Medical and psychological records used solely for treatment.
- e. 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:

- a. Information regarding other students;
- b. Financial records of parents;

- c. 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:

- a. To University officials listed in the above paragraph;
- b. To federal/state educational officials in connection with legislative requirements;
- c. In connection with financial aid for which the student has applied;
- d. To organizations conducting studies on behalf of the University;
- e. To accrediting organizations; to the parents of dependent students (e.g., parent information listed on the FAFSA [Free Application for Federal Student Aid]);
- f. To comply with a lawful judicial order or subpoena;
- g. To appropriate individuals in health safety emergencies;
- h. 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:

- a. Name;
- b. Address (local and home);
- c. Telephone (local and home);
- d. Major field of study;
- e. Participation in officially recognized University activities and sports;
- f. Weight and height of member of athletic teams;
- g. Dates of attendance;
- h. Enrollment status;
- i. Degrees and awards received;
- j. 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

## **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.

*\*Denotes changes since original publication of the current catalog*

## **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](http://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 stalking has occurred; and additional resources.

# Financial Policies and Expenses

## Estimated Graduate Expenses 2023–2025

Tuition - MAED Licensures Courses	\$745 per credit hour
Tuition - Endorsement/LETRS Courses	\$350 per credit hour
Tuition - Educational Leadership (MBA)	\$437.50 per credit hour
Tuition - MOT (per semester)	\$10,300
Tuition - DPT (per semester)	\$10,500
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 <sup>1</sup>	\$50
Technology Fee (per semester)	\$50
Transcript Fee	\$15

<sup>1</sup> 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.

### NURSING SPECIFIC COURSE FEES

Nursing Intensive Fee	
NURS 672	\$350.00
Clinical Lab Fees	
NURS 641	\$150.00
NURS 643	\$150.00
NURS 645	\$150.00
NURS 647	\$150.00
NURS 649	\$150.00
NURS 644B	\$150.00
NURS 646B	\$150.00
NURS 648B	\$150.00
NURS 653	\$150.00
NURS 655	\$150.00
NURS 657	\$150.00
NURS 659	\$150.00
NURS 633	\$150.00
NURS 635	\$150.00
NURS 715	\$150.00

NURS 725	\$150.00
NURS 730	\$150.00

### CHD SPECIFIC COURSE FEES

CHD Testing Fee	
CHD 603	\$80.00
CHD 624	\$25.00
CHD 780	\$65.00
CHD 790	\$40.00
CHD Exam Fee	\$75.00

### OCCUPATIONAL THERAPY FEES

OT Liability Fee	\$45.00
OT Lab Fee	\$400.00

### PHYSICAL THERAPY FEES

PT Liability Fee	\$45.00
PT Lab Fee	\$400.00
Cleveland Clinic Fee	\$50.00
PEAT Exam Fee	\$79.00

### 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](http://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:

- a. All charges for tuition, fees, room and board are due no later than the first day of each semester, or
- b. 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](http://mycollegepaymentplan.com/walsh-university).
- c. 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](http://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.

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.

**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,

# 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.

*Due to the "lock-step" nature of the Doctor of Physical Therapy and Master of Occupational Therapy programs, this policy does not apply*

## 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) (Updated 1/22/24)**

Timely class attendance and participation correlate with academic success and relationship building. To support these goals, Walsh University has adopted the following attendance/participation policy for in person, online, and hybrid courses.

After one written warning to the student, and with appropriate notice of such practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance and/or non-participation in at least 20% of the cumulative course hours/assessments, including missed hours/assessments due to unexcused tardiness. Excused absences from class include university approved activities with written approval from coaches, faculty, or other university leaders. Instructors have discretion related to other excused absences as well as required documentation for these absences. Make sure to communicate with your instructors regarding missed classes and required documentation.

#### **The following is a breakdown of 20% of nonattendance/nonparticipation:**

- Seven-week course: Four cumulative unexcused hours and/or 20% of assessment points up to two weeks prior to the end of the semester.
- Eight-week course: Six cumulative unexcused hours and/or 20% of assessment points up to two weeks prior to the end of the semester.
- Sixteen-week course: Nine cumulative unexcused absences and/or 20% of assessment points up to two weeks prior to the end of the semester.

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 Associate Vice President of Academic Administration. 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:

- credit for a course will only be awarded once (The student cannot transfer in a course already completed at Walsh);
- the best grade is used in the calculation of the grade point average with the exception that a "W" cannot replace another grade;
- 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. Coursework for an "IP" grade must be completed within one calendar year following the semester in which the grade was issued. When the coursework 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 coursework for reasons deemed valid by the instructor, the student may appeal to the chair/dean for an extension. If "IP" coursework is not completed and/or an extension has not been approved by the instructor, the "IP" grade will automatically be converted to a letter grade of "F." No student will be allowed to graduate with an "IP" on the official transcript.

The Request for Incomplete or In-Progress (<https://walshcentral.etrive.cloud/#/form>) form must be submitted by the instructor with the stipulations outlining the outstanding requirements needed to complete the course. This form must then be approved by the student before the grade of IP will be entered by the Office of the Registrar. The form must have been submitted and received all approvals PRIOR to the last day of the term.

### **Incomplete Grade Policy (I)**

An incomplete "I" grade is issued for a structured course when a student is unable to complete a specific component for the required coursework due to valid personal, professional, health, or family crisis reasons. Incomplete coursework must be completed by the end of the following semester. If the outstanding coursework is not completed at the end of this timeframe, the "I" grade will automatically convert to an "F" unless

an exception is granted by the chair/dean. No student will be allowed to graduate with an "I" on their official transcript.

The Request for Incomplete or In-Progress (<https://walshcentral.etrive.cloud/#/form>) form must be submitted by the instructor with the stipulations outlining the outstanding requirements needed to complete the course. This form must then be approved by the student before the grade of I will be entered by the Office of the Registrar. The form must have been submitted and received all approvals PRIOR to the last day of the term.

**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.<sup>1</sup> The semester course load of a part-time graduate student is six hours.

<sup>1</sup> Maximum load for a full-time Doctor of Physical Therapy student is 18 credits.

<sup>2</sup> Maximum load for a full-time Master of Occupational Therapy student is 18 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. An appeal should not be entered upon lightly by a student, nor lightly dismissed by an instructor or administrator.

### **Policy**

At the end of each term, instructors are required to assign a final grade for all registered students. It is within the instructor's professional jurisdiction to assign the grade the student has earned. Should a grade be assigned that a student believes to be in error, the student has the right to submit an appeal to contest the final grade. A grade appeal is not permitted for students who receive a final grade of "F" due to his/her failure to drop a course within the timeframe as listed in the Academic Calendar. Additionally, grade appeals are not permitted for final grades of "W".

### **Procedure**

- a. The student should first attempt to resolve the grading issue or academic decision directly with the assigned course instructor.
- b. Should a student be unable to resolve the grading issue or academic decision directly with the instructor, an Academic Appeal Request **must** be submitted no later than two calendar weeks after the release of final grades or the academic decision. Requests submitted after this deadline will not be reviewed.
  - i. Students must include the rationale behind the grade or academic decision appeal.
- c. The request **must** be submitted with all supporting documentation to the division chair or program director.
  - i. The departmental figure above will review the appeal.
    1. Should the departmental figure determine a grade or academic decision change is appropriate and necessary, the outcome will be communicated to the student.
- d. After the division chair or program director reviews the request, the school dean is responsible for verifying the appropriateness of the decision.
- e. If the student chooses to appeal the division chair or program director's decision, he/she may appeal to the School Dean no later than two weeks following the decision or the division chair or program director.
- f. The **final** decision of the School Dean is considered final.
- g. The Office of the Registrar is responsible for processing grade changes and academic decision updates that result from an approved Academic Appeal Request

### **Equity and Grievance Concerns**

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

### **Student Responsibility**

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

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

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

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

### **Graduation Requirements**

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

Spring Semester Graduation	September 30
Summer Semester Graduation	February 1
Fall Semester Graduation	June 1

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

### **International Students**

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

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

Requirements for admission of International Students to Walsh University:

- Completed application for admission
- Original official transcripts translated into English providing proof that secondary education was successfully completed
- Original official transcripts from all colleges, universities or professional schools previously attended, translated into English

- TOEFL score of 500 or higher on the paper-based test, 173 or higher on the computer-based test, or 62 or higher on the Internet test. Minimum IELTS score of 5.5
- Walsh's Certification of Financial Responsibility indicating that the funds exist and will be available to pay for the first academic year, supported by financial statements.
- All International students are required to purchase health insurance (see below)
- The student must meet all program specific admission criteria.
- International students must maintain full-time status (9 or more credit hours per semester) during their stay in the United States.

### **International Health Insurance Requirement (Walsh University Student Health Insurance Policy)**

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

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

Minimum coverage for basic accident and illness:	\$50,000 per condition
Repatriation of remains:	\$7,500
Medical evacuation (return to home country for medical treatment):	\$10,000
Deductible (amount you must pay before your insurance provider pays):	\$500 maximum

The policy provided lasts for 12 months from the first day of classes.

Students can select a 6 month policy if they have proof of graduation within those 12 months.

## **Academic Integrity Policy and Procedures**

### **I. POLICY STATEMENT**

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

### **II. PENALTIES AND SANCTIONS**

Violations of academic integrity and appropriate penalties vary in severity, and range from failure of a specific test or assignment, reduced course grade, failure of the course, probation, suspension, to expulsion from the University.<sup>1</sup> 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.

<sup>1</sup> 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.

Students 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: \$15.00 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: \$15.00 per transcript ordered.

An Official **Transcript Request Form** is available online at [www.walsh.edu](http://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.

**\*Transcripts will not be released for students with unpaid balances on their student accounts. Students have the right to access their transcript for employment purposes, regardless of whether a debt is owed. Students needing a transcript for employment purposes will be required to submit the following to the Office of the Registrar ([transcripts@walsh.edu](mailto:transcripts@walsh.edu)):**

- Transcript Request Form ([https://www.walsh.edu/\\_files/registrarTranscriptRequestForm-0723.pdf](https://www.walsh.edu/_files/registrarTranscriptRequestForm-0723.pdf))
  - Cash/Check for \$15
- An official formal document from the employer verifying the transcript is being requested for employment purposes. The document should include the following:
  - Company Name
  - Employer Contact Information
  - Employer Address
  - Candidate/Applicant/Employee Name

**The process above is valid for a paper transcripts only. No electronic transcripts will be issued for students with an unpaid balance. The official transcript will only be sent directly to the employer. In most circumstances, the request will be processed within 72 business hours.**

### **Veterans Benefits and Transition Act (VBTA)**

In accordance with the Veterans Benefits and Transition Act (VBTA) of 2018 Walsh University ensures that we will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 (Voc. Rehab.) or Chapter 33 (Post 9/11) recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

This policy is limited to tuition funds paid by the U.S. Department of Veterans Affairs and enforced at Institutions of Higher Learning, Non-College Degree Programs, and Flight Schools.

**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.

# The DeVille School of Business

**Dr. Marc Fusaro, Dean**  
**TBD, 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 Programs (<http://catalog.walsh.edu/graduate/deville-school-business/certificate-programs/>)

## Combined Programs (BA/MBA)

The BA/MBA program is open to any qualified graduating high school senior and Walsh business major undergraduate student who wishes to expand his or her current business knowledge with an MBA degree. As such, the student may apply as a part of his/her undergraduate admissions process and up to the end of the first semester in which the student attains junior-class level status (60 earned credit hours). Transfer students will also be eligible for the BA/MBA Program, so long as they will have completed a minimum of sixty-four (64) undergraduate credits at Walsh toward their undergraduate degree.

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

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

## Application

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

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

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

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

### **Admission Decision**

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

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

### **Undergraduate & Graduate Policies**

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

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

## **BA/MBA COMBINED PROGRAM TRACKS**

### **Accounting Track**

#### **Accounting Majors**

- BUS 521 (Sustainable Ethical Leadership)
- BUS 526 (Applied Organizational Research & Analysis)

### **Finance Track**

#### **Finance Majors**

- BUS 521 (Sustainable Ethical Leadership)
- BUS 526 (Applied Organizational Research & Analysis)

### **Management Track**

#### **Management Majors**

- BUS 524 (Marketing)
- BUS 526 (Applied Organizational Research & Analysis)

### **Marketing Track**

#### **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.

## **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**

#### **a. 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.

#### **b. 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.

#### **c. 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.

#### **d. 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.

### **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 six (6) credit hours or two (2) courses 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.

## Master of Business Administration Core and Tracks

### MBA Core Requirements (Required for All Specialties)

**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
<b>MBA Core (Common Body of Knowledge)</b>		
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.

- Management - MBA (<http://catalog.walsh.edu/graduate/deville-school-business/master-of-business-administration/management/>)
- Healthcare Management - MBA (<http://catalog.walsh.edu/graduate/deville-school-business/master-of-business-administration/healthcare-management/>)
- Marketing - MBA (<http://catalog.walsh.edu/graduate/deville-school-business/master-of-business-administration/marketing/>)
- Data Analytics - MBA (<http://catalog.walsh.edu/graduate/deville-school-business/master-of-business-administration/data-analytics/>)
- School District Leadership - MBA (<http://catalog.walsh.edu/graduate/deville-school-business/master-of-business-administration/educational-leadership/>)

## Master of Business Admin (MBA)

**MBA 600 Business Foundations 1 sem. hr.**

This short course—called Business Foundations— will review some important accounting, financial, and statistical concepts. These concepts will be used in future MBA courses. Topics covered include financial statements, basic financial analysis, financial ratios, and important foundational statistical concepts. This course is zero credit hours. You may take it at your own pace. Based upon our review, the course should take between 8-12 hours to complete. You can do this at your own pace. However, we recommend that you set aside some time so that you can complete all of the narrated PowerPoint lectures and review prior to taking the short exam. You need to complete this course (MBA600 – Business Foundations) prior to taking MBA623 (Financial Accounting & Finance) and MBA636 (Applied Organizational Research and Analysis).

**MBA 621 Sustainable Ethical Leadership 3 sem. hrs.**

In this course students examine current thinking about leadership and ethical decision making in a modern business environment on an individual, organizational and global level. The emphasis in this course is on developing a better understanding of oneself, one's role as a member of a learning community and the dynamics involved to bring about sustainable, desired change. Cases and presentations will be used to provide a better understanding of concepts and principles that determine managerial ethics in real-life situations, as well as the application of moral theory to decision making in leadership. Cross listed as MBA 521 for BA/MBA students.

**MBA 622 Organ Behavior & Communication 3 sem. hrs.**

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

**MBA 623 Financial Accounting & Mgmt 3 sem. hrs.**

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

**MBA 624 Marketing Management 3 sem. hrs.**

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

**MBA 625 Information Systems 3 sem. hrs.**

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

**MBA 626 Applied Org Research&Analysis 3 sem. hrs.**

This course provides students with an overview of statistical concepts and research methods used by for-profit and not-for-profit organizations. Students gain an understanding of research problem formulation, research design, sampling methods, analytic and descriptive survey questionnaires, qualitative versus quantitative data collection, and evaluation and interpretation of descriptive and inferential statistics by performing their own research. The course includes consideration of the use of research methods in program evaluation and outcome studies. This course further emphasizes the importance of integrating research into the business setting to the benefit of students and the overall business profession. Cross listed as MBA526 for BA/MBA students.

**MBA 681 Global Business Conditions 3 sem. hrs.**

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

**MBA 682 Managerial Accounting 3 sem. hrs.**

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

**MBA 683 Not-For-Profit Accounting 3 sem. hrs.**

This course explores the accounting for hospitals and voluntary health and welfare organizations. Specific topics include: financial statements and government reporting for non-profit entities, as well as Statements of Financial Position, Activities, and Functional Expenses.

**MBA 701 System & Organizational Design 3 sem. hrs.**

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

**MBA 702 Quality & Performance Mgmt 3 sem. hrs.**

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

**MBA 719 Strategic Management 3 sem. hrs.**

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

**MBA 721 Legal & Policy Aspect Hlthcare 3 sem. hrs.**

Focus of this course is on current health care laws and policies. This course examine the complex issues in the healthcare industry such as healthcare liability, malpractice, healthcare insurance, disclosure of patient information, patient and provider relationships and government roles in the healthcare industry.

**MBA 722 Healthcare Organizat & Systems 3 sem. hrs.**

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

**MBA 723 Healthcare Finance/Economics 3 sem. hrs.**

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

**MBA 725 Population Health Management 3 sem. hrs.**

Population health management is the link between the social determinants of health and healthcare management. Populations can be defined as geographic, socioeconomic, race, ethnic, or disease state categories. Population health management takes a bottom-up approach – focusing on how the social determinants of health create disparities, and then how healthcare organizations can address these issues. This course will cover these dynamic areas, the interconnectedness of healthcare organizations, opportunities for partnerships & collaborations, and strategic approaches to planning for current & future population health management issues.

**MBA 741 Marketing Research 3 sem. hrs.**

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

**MBA 742 Integrated Marketing Communica 3 sem. hrs.**

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

**MBA 743 Social Media Marketing 3 sem. hrs.**

This course introduces students to the social media marketing industry, its operations, context, and technology. Topics include online social networks, consumer-generated advertising and reviews, blogs, e-mail, viral marketing, and international implications.

**MBA 744 Services Marketing 3 sem. hrs.**

This course examines the unique aspects and attributes of services marketing within the larger marketing and marketing strategy contexts. Topics include delivering value, the service experience, the service audit and design, customer satisfaction, pricing of services, and service recovery.

**MBA 745 Analytics for Bus Intelligence 3 sem. hrs.**

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

**MBA 746 Data Analytics: Mgr Prespectiv 3 sem. hrs.**

Information has come to be recognized as a critical asset, and data/business analytics tools play an increasingly critical role in deploying this resource in organizing and structuring information so that it can be used more productively. The ability to manage “Big Data” has become a critical capability for organizations. This course discusses business analytics tools and their application to management problems. Topics discussed include: types of business analytics, understanding the value of big data, business intelligence tools, the nature of analytical competition, analytics and business performance, the architecture of analytics and big data, and applied analytics and strategies. Real world company examples and strategies will be discussed.

**MBA 747 Database Strategies 3 sem. hrs.**

This course presents the principles of database management. The course is designed to prepare business leaders to understand how data is stored, retrieved, and analyzed for effective decision making. Topics include database design, schemas, database manipulation utilizing SQL, database security, data integrity, and privacy issues.

**MBA 761 Entrepreneurship/Innovation 3 sem. hrs.**

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

# The Gary and Linda Byers School of Nursing

## The Gary and Linda Byers School of Nursing

*Dr. Judy Kreye, Dean*

*Dr. Janeen Kotsch, Interim 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 and Tracks

### Doctor of Nursing Practice

Doctor of Nursing Practice Track

### Bachelor of Science in Nursing - Doctor of Nursing Practice Track

Family Nurse Practitioner Track

Psychiatric Mental Health Nurse Practitioner Track

### Master of Science in Nursing

Family Nurse Practitioner

Nurse Educator

Psychiatric Mental Health Nurse Practitioner

### Post Masters Certificate Programs

- \*Certificates CANNOT be combined with Post-Masters DNP Program*
- Family Nurse Practitioner Certificate Program (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/post-masters-certificate-programs/cert-fnp/>)
- Nurse Educator Certificate Program (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/post-masters-certificate-programs/cert-ned/>)
- Psychiatric Mental Health Nurse Practitioner Certificate Program (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/post-masters-certificate-programs/cert-pmh/>)

### Post-Masters Doctor of Nursing Practice (DNP)

The Nursing Graduate Programs at Walsh University prepare advanced generalist nurses to assume leadership positions in a variety of roles. We believe that it is the responsibility of the faculty to provide an environment that stimulates the learner to think critically, communicate effectively and act compassionately. We hold 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

- a. 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.
- b. Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.
- c. Apply analytical skills and translational science methodologies to practice-focused scholarship.

- Provide leadership in interdisciplinary collaborative teams to improve health outcomes for individuals, populations, and systems.
- Utilize strategies of risk reduction, illness prevention, health promotion, and health maintenance for individuals and populations.
- Develop skills in the analysis and shaping of health care policy that supports health.
- 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.

Code	Title	Hours
<b>Foundations Courses (9 Credit Hours)</b>		
NURS 701	Nurs Sci Adv Pract:Theor/Found	3
NURS 706	Hlth Care Policy, Organ/Financ	3
NURS 718	Hlthcr Tech & Data Mgmt	3
<b>Research Courses (8 Credit Hours)</b>		
NURS 702	Advanced Nursing Research	3
NURS 705	App of Epidemiol to Hlth Serv	3
NURS 708	Translat Evid to Clinl Pract	2
<b>Specialty Content Courses (12-15 Credit Hours)</b>		
MBA 723	Healthcare Finance/Economics	3
NURS 710	Nurs Role & Ethics for Clin Do	3
NURS 715	Clinical in Advanced Specialty	1-3
NURS 725	Adv Leader in Clin Practice	4
<b>Capstone Project Courses (7 Credit Hours)</b>		
NURS 730	Residency Practicum	3
NURS 731	DNP Project	1-4
Total Clinical Hours: 500 <sup>1</sup>		
<b>Total Hours</b>		<b>32-37</b>

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

## **Combined Programs (MSN/DNP) Bachelor of Science in Nursing - Doctor of Nursing Practice (BSN-DNP)**

### **Academic Guidelines**

#### **Admission Requirements**

- A current unencumbered Registered Nurse license(s). Two years of experience as a Registered Nurse is preferred.
- 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.

- Completion of a 3 credit undergraduate or graduate Statistics course with an earned grade of B or above.
- 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.
- 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.
- A 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**

Before or during the first half of the first semester, students 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. View the Registration Procedures (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/bsn-to-dnp/badlink/>) section of this catalog for additional information on registration.

### **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 one intensive.

#### ***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 one intensive.

*\*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.

- MSN- DNP Family Nurse Practitioner (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/bsn-to-dnp/fnp/>)
- MSN-DNP Psychiatric Mental Health Nurse Practitioner (<http://catalog.walsh.edu/graduate/gary-linda-byers-school-nursing/bsn-to-dnp/mhn/>)

## **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.

### **Learning Outcomes**

- Demonstrate competent, safe care of clients based on a synthesis of knowledge and principles from nursing and related disciplines.
- Utilize nursing research as the foundation for evidence based practice and to support nursing education.
- Exhibit leadership skills as a central figure in the interdisciplinary health care team for the improvement of patient care and education.
- 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.
- Demonstrate advanced clinical skills in the professional role of an advanced practice nurse or educator.

### **Global Experience**

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

### **Admission Requirements for MSN**

- A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
- Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (Accreditation Commission for Education in Nursing (ACNE), Commission on Collegiate Nursing Education (CCNE) or their equivalent). Transcripts should document a minimum 3.0 cumulative grade point average on a 4.0 scale on all undergraduate coursework.
- Completion of a 3 credit undergraduate or graduate Statistics course with an earned grade of B or above.
- 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.
- 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.
- 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 and 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. See below for curriculum requirements:

- MSN - Family Nurse Practitioner Track
- MSN - Nurse Educator Track
- MSN - Psychiatric Mental Health Nurse Practitioner Track

## **Family Nurse Practitioner Track**

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

are eligible to sit for the national Family Nurse Practitioner Certification Exam.

**Family Nurse Practitioner Program Outcomes:**

- a. Demonstrate personal, collegial, and collaborative approaches that enhance the family nurse practitioner’s effectiveness in working in an interprofessional manner.
- b. 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.
- c. Ensure quality of care through consultations and collaboration with other professionals.
- d. 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.
- e. Translate knowledge and psychomotor skills to enhance patients’ ability for self-care through advocating, modeling and teaching.
- f. 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.
- g. Provide culturally competent care with respect to cultural and spiritual beliefs and make health care resources available to patients 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 one intensive.

**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**

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.

- Graduate students may register online by accessing the Cavalier Center. Before registering for courses, students should consult with their academic advisor to ensure timely progress towards degree completion. Each student is assigned a registration time-ticket, which can be viewed on their student profile homepage on the Cav Center.

*\*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
<b>Foundation Course (12 Credit Hours)</b>		
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
<b>Practice Application Courses (21 Credit Hours)</b>		
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	Hlthcr Tech & Data Mgmt	3
<b>Expert Knowledge (14 Credit Hours)</b>		
NURS 644A	FNP I Sem:Care of Adults&Elder	3
NURS 644B	FNP I Practicum (250 Clinical Hours)	2
NURS 646A	FNP II Sem:CareOfChild&Women	3
NURS 646B	FNP II: Practicum (200 Clinical Hours)	3
NURS 648A	FNP III Sem:Capstone/Prim.Care	2
NURS 648B	FNP III: Practicum (300 Clinical Hours)	2
<b>Total Clinical Hours: 750</b>		
<b>Total Hours</b>		<b>47</b>

**Nurse Educator Track - MSN**

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

**Nurse Educator Program Outcomes:**

- a. Utilize nursing and education research to create teaching strategies designed to support nursing education in a dynamic learning environment.
- b. Exhibit leadership skills as a significant figure in the interdisciplinary health care team for the improvement of nursing education.
- c. Analyze legal, ethical, and regulatory issues impacting health care delivery systems and education systems for the improvement of nursing education.
- d. 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

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 online by accessing the Cavalier Center. Before registering for courses, students should consult with their academic advisor to ensure timely progress towards degree completion. Each student is assigned a registration time-ticket, which can be viewed on their student profile homepage on the Cav Center.

*\*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
<b>Foundation Courses (12 Credit Hours)</b>		
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
<b>Practice Application Courses (19 Credit Hours)</b>		
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	Hlctr Tech & Data Mgmt	3
<b>Expert Knowledge (11 Credit Hours)</b>		
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
<b>Total Clinical Hours: 350</b>		
<b>Total Hours</b>		<b>44</b>

*\* 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

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 individuals 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:

- 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.
- Provide primary mental health care to patients seeking mental health services in a variety of settings.
- 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.
- Collaborate with interprofessional colleagues to provide optimal clinical outcomes for clients across the lifespan with mental health problems and psychiatric disorders.
- 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 one intensive.

### 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 online by accessing the Cavalier Center. Before registering for courses, students should consult with their academic advisor to ensure timely progress towards degree completion. Each student is assigned a registration time-ticket, which can be viewed on their student profile homepage on the Cav Center.

*\*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
<b>Foundation Courses (12 Credit Hours)</b>		
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
<b>Practice Application Courses (21 Credit Hours)</b>		
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	Hlthcr Tech & Data Mgmt	3
<b>Expert Knowledge Courses (25 Credit Hours)</b>		
NURS 651	Mental Hlth As & Int w/Ped Cli	2
NURS 652	Psych Assess & Interview Tech	3
NURS 653	Care of the PMH Client	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 Clie	2
NURS 659	Prac in Pyschiatric MH Nurs	3
NURS 660	Therapeutic Interventions	3
<b>Total Clinical Hours:</b>		<b>600</b>
<b>Total Hours</b>		<b>58</b>

## Nursing (NURS)

### NURS 220FT H1:Theo Found for Nursing Prac 3 sem. hrs.

The main focus of this course is introduction to concepts and principles foundational of nursing practice. Critical thinking in combination with the nursing process is introduced as the systematic methodology for planning care with clients as they adapt to internal and external stressors. Therapeutic nursing interventions are explored as a means to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are presented as critical elements in the nurse-client relationship. Theoretical and empirical knowledge from nursing, sciences, and liberal arts that guide nursing practice including growth and development, teaching-learning, general systems theory, and selected nursing theories are discussed. Accountability and responsibility for incorporation of evidence-based nursing practice is addressed. Leadership skills fundamental to the professional nursing role are highlighted. Informatics is introduced as a means of communication and a source of information. Ethical and legal issues that influence the evolution of the profession and scope of nursing practice are presented. This course explores the impact of Catholic tradition within healthcare delivery and history of nursing. Offered every summer semester.

### NURS 220PL TH1:CIT:Theo Found forNursPrac 3 sem. hrs.

The main focus of this course is introduction to concepts and principles foundational of nursing practice. Critical thinking in combination with the nursing process is introduced as the systematic methodology for planning care with clients as they adapt to internal and external stressors. Therapeutic nursing interventions are explored as a means to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are presented as critical elements in the nurse-client relationship. Theoretical and empirical knowledge from nursing, sciences, and liberal arts that guide nursing practice including growth and development, teaching-learning, general systems theory, and selected nursing theories are discussed. Accountability and responsibility for incorporation of evidence-based nursing practice is addressed. Leadership skills fundamental to the professional nursing role are highlighted. Informatics is introduced as a means of communication and a source of information. Ethical and legal issues that influence the evolution of the profession and scope of nursing practice are presented. This course explores the impact of Catholic tradition within healthcare delivery and history of nursing. Offered every fall, spring and summer semester.

**NURS 230FT Hlth Assess/Prom for Nurs Prac 4 sem. hrs.**

The major focus of this course is the physiological, developmental, psychosocial, cultural, and spiritual nursing assessment of the adult client. Critical thinking in combination with the nursing process is utilized to identify nursing diagnoses for the adult client as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the adult client are planned to promote and maintain health utilizing various clinical assessment tools: health history, physical examination, and health promotion. Therapeutic communication skills are incorporated to gather assessment data. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for effective collection and analysis of client information. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the adult client is introduced. Leadership skills such as collaboration and health promotion are explored. Informatics is used as a source of information concerning health assessment and as a medium for documentation. Ethical and legal issues related to assessment of the adult client are investigated.

Prerequisites: Admission into the Nursing Major.

**NURS 230L Hlth Assess for Nurs Pract/Lab 0 sem. hrs.**

Health Assessment for Nursing Practice laboratory.

**NURS 230PL DV:Hlth Asses/Prom for Nur Prc 4 sem. hrs.**

The major focus of this course is the physiological, developmental, psychosocial, cultural, and spiritual nursing assessment of the adult client. Critical thinking in combination with the nursing process is utilized to identify nursing diagnoses for the adult client as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the adult client are planned to promote and maintain health utilizing various clinical assessment tools: health history, physical examination, and health promotion. Therapeutic communication skills are incorporated to gather assessment data. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for effective collection and analysis of client information. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the adult client is introduced. Leadership skills such as collaboration and health promotion are explored. Informatics is used as a source of information concerning health assessment and as a medium for documentation. Ethical and legal issues related to assessment of the adult client are investigated. Offered fall semester.

Prerequisites: Admission into the Nursing Major.

**NURS 240FT DM:Clinical Pharm/Nurs Mgmt 3 sem. hrs.**

The major focus of this course is the mechanism of drug action and implications on the physiological, developmental, psychosocial, cultural, and spiritual aspects of clients. Critical thinking in clinical pharmacology is encouraged through a case study approach of clients adapting to internal and external stressors. Therapeutic nursing interventions are formulated utilizing the nursing process as a decision making model. Therapeutic communication skills with clients, families, and health care team members to formulate teaching plans are emphasized. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the student with the fundamental clinical application of pharmacology. Accountability and responsibility for applying evidence-based nursing practice to support pharmacologic management is emphasized.

Leadership skills including integrity, delegation, health promotion, and safe practice fundamental to the professional nursing role in clinical drug therapy are studied. Informatics is investigated as a source of information, documentation, and application to drug therapy. Ethical and legal issues related to clinical application of drug therapy are explored. Major drug classifications for both prescription and non-prescription drugs are introduced using a systems framework. This course includes the study of mathematics as it relates to the calculation of drug dosages. Prerequisite: Admission into the Nursing Major.

**NURS 240PL DM:Clinical Pharm/Nurs Mgmt 3 sem. hrs.**

The major focus of this course is the mechanism of drug action and implications on the physiological, developmental, psychosocial, cultural, and spiritual aspects of clients. Critical thinking in clinical pharmacology is encouraged through a case study approach of clients adapting to internal and external stressors. Therapeutic nursing interventions are formulated utilizing the nursing process as a decision making model. Therapeutic communication skills with clients, families, and health care team members to formulate teaching plans are emphasized. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the student with the fundamental clinical application of pharmacology. Accountability and responsibility for applying evidence-based nursing practice to support pharmacologic management is emphasized. Leadership skills including integrity, delegation, health promotion, and safe practice fundamental to the professional nursing role in clinical drug therapy are studied. Informatics is investigated as a source of information, documentation, and application to drug therapy. Ethical and legal issues related to clinical application of drug therapy are explored. Major drug classifications for both prescription and non-prescription drugs are introduced using a systems framework. This course includes the study of mathematics as it relates to the calculation of drug dosages. Offered fall semester.

Prerequisite: Admission into the Nursing Major.

**NURS 245 Medication Dosage Calculations 2 sem. hrs.**

The intent of this course is to increase nursing students' confidence and competence in performing medication dosage calculations. Dimensional analysis, ratio and proportion method, and formula method will be practiced. Students will develop math proficiencies for calculation of topical, oral, and parenteral medications for populations across the lifespan. Real world clinical scenarios promote critical thinking as the foundation to perform safe dosage calculations.

**NURS 250 TH1: Intro to Forensic Nursing 3 sem. hrs.**

In this introductory course, students will be directed in their exploration of forensic nursing care, the role of the nurse in evidence collection and enrichment of their own understanding of the special needs of victim patients.

Prerequisites: None.

**NURS 310FT Found of Nurs w/Older Adult 5 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the adult client with emphasis on the older adult. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the older adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the older adult and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are demonstrated in an interdisciplinary approach to nursing care of the older adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts, including gerontological theories, provide the basis for the practice of nursing with the older adult and their family. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the older adult and their family is promoted. Leadership skills such as delegation, collaboration, and health promotion in health care environments are recognized. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the older adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing.

Prerequisite or corequisite: BIO 290.

Prerequisites: all 200-level AC Nursing courses.

**NURS 310L Foundations of Nursing:Lab 0 sem. hrs.****NURS 310PL Found of Nurs w/Older Adult 5 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the adult client with emphasis on the older adult. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the older adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the older adult and their family are initiated to promote, maintain, restore, and recognize health, or to support death with dignity. Therapeutic communication skills are demonstrated in an interdisciplinary approach to nursing care of the older adult and their family. Theoretical and empirical knowledge from nursing, science, and liberal arts, including gerontological theories, provide the basis for the practice of nursing with the older adult and their family. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with older adults and their family is promoted. Leadership skills such as delegation, collaboration, and health promotion in health care environments are recognized. Informatics is emphasized as a source information and a means of communication among health care professionals. Ethical decision making with the older adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted with legal mandates of professional nursing. Offered every spring semester. Prerequisite or corequisite: BIO 290.

Prerequisites: all 200-level Nursing courses.

**NURS 320FT DV:Nurs to Promote Mental Hlth 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of clients of all ages at varying points on the mental health continuum. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with mental health clients and their families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on mental health clients and their families in diverse settings are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication techniques, skills, and therapeutic use of self are incorporated in an interdisciplinary approach to nursing care with individual mental health clients, groups, and families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with mental health clients and their families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for individual mental health clients, groups, and their families is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with mental health clients and their families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing.

Prerequisite: PSYC 210, NURS 310FT, NS 207, BIO 206, BIO 290.

**NURS 320L Nursing Mental Health: Lab 0 sem. hrs.****NURS 320PL DV:Nurs to Promo Mental Healt 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of clients of all ages at varying points on the mental health continuum. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with mental health clients and their families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on mental health clients and their families in diverse settings are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication techniques, skills, and therapeutic use of self are incorporated in an interdisciplinary approach to nursing care with individual mental health clients, groups, and families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with mental health clients and their families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for individual mental health clients, groups, and their families is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with mental health clients and their families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered fall and spring semesters.

Prerequisite: PSYC 210, NURS 310AC, NS 207, BIO 206, BIO 290.

**NURS 330FT DV:Nurs w/Acutely Ill Adults 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of adults to acute illnesses related to endocrine, respiratory, gastrointestinal, integumentary, and musculoskeletal alterations. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the acutely ill adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the acutely ill and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of the acutely ill adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with the acutely ill adult and their family. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the acutely ill adult and their family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the acutely ill adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing.

Prerequisite: PSYCH 210, NURS 310FT, NS 207, BIO 206, BIO 290.

**NURS 330L Nurs w/Acutely Ill Adults:Lab 0 sem. hrs.****NURS 330PL DV:Nurs w/Acutely Ill Adults I 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of adults to acute illnesses related to endocrine, respiratory, gastrointestinal, integumentary, and musculoskeletal alterations. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the acutely ill adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the acutely ill and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of the acutely ill adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with the acutely ill adult and their family. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the acutely ill adult and their family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the acutely ill adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.

Prerequisite: PSYCH 210, NURS 310PL, NS 207, BIO 206, BIO 290.

**NURS 335FT DV:Nurs w/Acute Ill Adults II 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of adults to acute illnesses related to cardiovascular, neurological, renal/urological, hematological, immunological, and cellular alterations. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the acutely ill adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the acutely ill and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of the acutely ill adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with the acutely ill adult and their family. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the acutely ill adult and their family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the acutely ill adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing.

Prerequisites: PSYCH 210, NURS 310FT, NS 207, BIO 206, BIO 290.

**NURS 335L Nurs w/Acutely Ill Adults II:L 0 sem. hrs.****NURS 335PL DV:Nurs w/ Acute Ill Adults II 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of adults to acute illnesses related to cardiovascular, neurological, renal/urological, hematological, immunological, and cellular alterations. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the acutely ill adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the acutely ill and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of the acutely ill adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with the acutely ill adult and their family. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the acutely ill adult and their family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the acutely ill adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.

Prerequisites: PSYCH 210, NURS 310PL, NS 207, BIO 206, BIO 290.

**NURS 340FT DV:Nursing with Families 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the childbearing family system with emphasis on specific men and women's health issues and the needs of newborn infants. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with childbearing families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on childbearing families are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of childbearing families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with childbearing families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the childbearing family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with childbearing families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing.

Prerequisites: PSYCH 210, NURS 310FT, NS 207, BIO 206, BIO 290.

**NURS 340L Nurs with Families: Lab 0 sem. hrs.****NURS 340PL DV:Nursing with Families I 4 sem. hrs.**

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the childbearing family system with emphasis on specific men and women's health issues and the needs of newborn infants. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with childbearing families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on childbearing families are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of childbearing families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with childbearing families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the childbearing family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with childbearing families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.

Prerequisites: PSYCH 210, NURS 310PL, NS 207, BIO 206, BIO 290.

**NURS 350 Spirituality and Health 1-3 sem. hrs.**

The focus of this course is to explore the relationships among spirituality, religious beliefs and the practices that promote, restore, and reorganize health, or support death with dignity. Utilizing the skills of communication and critical thinking, and applying science and liberal art knowledge, students will explore the spiritual dimensions of a client with a healthcare concern. The student will demonstrate accountability and responsibility for the development of appropriate therapeutic interventions to address spiritual needs. Offered spring semester.

Prerequisite: ENG 102 or equivalent.

**NURS 351 Med Term for Healthcare Prof 2 sem. hrs.**

This course focuses on the interpretation and application of medical terminology in the healthcare setting. Offered every fall and spring semester.

Prerequisite: none.

**NURS 356 H2b:TH1:CIT:PalliatCareEndLife 3 sem. hrs.**

This course uses knowledge from science and liberal arts to help the student explore traditional as well as current concepts and human responses related to dying, death and end of life care. Using critical thinking and communication skills, the student assists the individual and communities to resolve issues surrounding the quality of end of life care. The student will explore his/her own feelings about loss and dying as well as the feelings of the dying person and other caregivers. The course will provide a forum of support for those working with dying persons and their families as well as provide opportunity to investigate community support organizations. Issues related to the ethical, legal, humanistic, societal, family and personal dimensions of palliative care will be examined. Specific sections of the Gaudium et Spes will be explored and discussed in relation to course topics. Offered every fall and spring semester.

Prerequisite: none.

**NURS 390 H2b:GL:CIT:TH2:IssforGloHlthca 3 sem. hrs.**

This course will explore the principles and goals of global health including an introduction to health systems, the burden of disease, and ways to improve global health. In addition, nursing and healthcare and the concept of caring from transcultural, multicultural and global world views will be explored. The impact of globalization on nursing and healthcare will be discussed. Inherent in this study will be discussion of factors impacting healthcare including governmental, financial, environmental, nutritional, educational, spiritual and cultural aspects. Gaudium et Spes will be addressed as it relates to multiple aspects of this course and diverse cultures; inherent in this discussion are issues of human rights. Offered fall and spring semesters.

Prerequisite: none.

**NURS 391 Global Hlth Practicum 1 sem. hr.**

This course is a practicum to follow NURS 390, Issues in Global Healthcare. Students will explore the delivery of healthcare in a select global community. Factors impacting healthcare in that community including governmental, financial, spiritual and cultural aspects will be discussed. Students will travel to the community and directly observe the delivery of healthcare and analyze the healthcare issues impacting that culture. Offered fall, spring, and summer semesters.

Prerequisites: NURS 390 or permission from the School.

**NURS 410FT Nursing Research 3 sem. hrs.**

The major focus of this course is an introduction to the research process applied to the practice of nursing. Critical thinking is utilized to evaluate published research for application to nursing practice with clients adapting to internal and external stressors. Therapeutic nursing intervention development through research will be explored in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills related to the written expression of research ideas are fostered. The role of research in the development of theoretical and empirical knowledge from sciences and liberal arts is examined. Accountability and responsibility of the professional nurse as a consumer of research is emphasized. Leadership principles of collaboration and delegation are explored as they relate to applying evidence-based nursing research in clinical practice. Informatics is emphasized as a source of information and a means to communicate research findings. Ethical and legal issues of informed consent, beneficence, and confidentiality in research are evaluated. Prerequisites: MATH 221.

Corequisites: MATH 221.

**NURS 410PL Nursing Research 3 sem. hrs.**

The major focus of this course is an introduction to the research process applied to the practice of nursing. Critical thinking is utilized to evaluate published research for application to nursing practice with clients adapting to internal and external stressors. Therapeutic nursing intervention development through research will be explored in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills related to the written expression of research ideas are fostered. The role of research in the development of theoretical and empirical knowledge from sciences and liberal arts is examined. Accountability and responsibility of the professional nurse as a consumer of research is emphasized. Leadership principles of collaboration and delegation are explored as they relate to applying evidence-based nursing research in clinical practice. Informatics is emphasized as a source of information and a means to communicate research findings. Ethical and legal issues of informed consent, beneficence, and confidentiality in research are evaluated. Offered fall semester.

Prerequisites: MATH 221.

Corequisites: MATH 221.

**NURS 420FT DV:Population Focused Nursing 4 sem. hrs.**

The primary focus of this course is the application of the nursing process with at-risk populations currently underserved in the community. Critical thinking skills and research through the nursing process are employed to appraise the health status of populations adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity with at-risk populations are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of at-risk populations. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for promoting the health of populations including: cultural values, socioeconomic conditions, and political factors. Accountability and responsibility for incorporation of evidence-based nursing practice supports principles of health promotion, risk reduction, and disease prevention with populations. Leadership principles of collaboration and delegation specific to the community environment are integrated into the management of population focused nursing care. Informatics is emphasized as a means to assess and evaluate care for populations. Ethical decision making with populations integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Prerequisites: All 300FT level courses, NURS 410 FT.

**NURS 420L Population Focused Nursing Lab 0 sem. hrs.****NURS 420PL DV:Population Focused Nursing 4 sem. hrs.**

The primary focus of this course is the application of the nursing process with at-risk populations currently underserved in the community. Critical thinking skills and research through the nursing process are employed to appraise the health status of populations adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity with at-risk populations are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of at-risk populations. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for promoting the health of populations including: cultural values, socioeconomic conditions, and political factors. Accountability and responsibility for incorporation of evidence-based nursing practice supports principles of health promotion, risk reduction, and disease prevention with populations. Leadership principles of collaboration and delegation specific to the community environment are integrated into the management of population focused nursing care. Informatics is emphasized as a means to assess and evaluate care for populations. Ethical decision making with populations integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Offered every fall and spring semester.

Prerequisites: All 300PL level courses, NURS 410 PL.

Corequisites: NURS 410PL.

**NURS 425FT Nursing of Families II 4 sem. hrs.**

This course focuses on health promotion, illness prevention, positive lifestyle choices, and delivery of care for families and children at various stages of growth and development in the acute care and community setting. Critical thinking and research through the nursing process are utilized in meeting the needs of the child and family system as they adapt to internal and external stressors that influence child health. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing family centered atraumatic care. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with families and children at various stages of development. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making with children and families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Prerequisites: All 300FT level courses, NURS 410FT.

**NURS 425L Nursing w/ Families II:Lab 0 sem. hrs.****NURS 425PL Nursing with Families II 4 sem. hrs.**

This course focuses on health promotion, illness prevention, positive lifestyle choices, and delivery of care for families and children at various stages of growth and development in the acute care and community setting. Critical thinking and research through the nursing process are utilized in meeting the needs of the child and family system as they adapt to internal and external stressors that influence child health. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing family centered atraumatic care. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with families and children at various stages of development. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making with children and families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester. Prerequisite or corequisite: NURS 410PL. Prerequisites: All 300PL level courses.

**NURS 430FT Nursing Leadership 5 sem. hrs.**

The primary focus of this course is development of the leadership role through application of the nursing process with a group of clients in acute care settings. Critical thinking and research through the nursing process are utilized to guide clinical judgment and clinical reasoning in meeting the needs of a group of clients as they adapt to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing care as a nurse leader. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with a group of clients in a constantly changing environment of health care delivery and health care reform. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with a group of clients. Accountability and responsibility for integrating evidence-based nursing practice in the leadership role is emphasized. Leadership and management principles including collaboration, fiscal planning, patient care delivery models, motivation, delegation, quality improvement and health care safety are developed. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making in the leadership role integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Prerequisites or corequisite: All 300FT level nursing courses, NURS 410FT.

**NURS 430L Nursing Leadership:Lab 0 sem. hrs.****NURS 430PL Nursing Leadership 5 sem. hrs.**

The primary focus of this course is development of the leadership role through application of the nursing process with a group of clients in acute care settings. Critical thinking and research through the nursing process are utilized to guide clinical judgment and clinical reasoning in meeting the needs of a group of clients as they adapt to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing care as a nurse leader. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with a group of clients in a constantly changing environment of health care delivery and health care reform. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with a group of clients. Accountability and responsibility for integrating evidence-based nursing practice in the leadership role is emphasized. Leadership and management principles including collaboration, fiscal planning, patient care delivery models, motivation, delegation, quality improvement and health care safety are developed. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making in the leadership role integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester. Prerequisites: All 300PL level nursing courses, NURS 410.

Corequisites: NURS 410.

**NURS 440FT Nurs w/Critically Ill Adults 5 sem. hrs.**

The primary focus of this course is application of the nursing process with critically ill adults; the effect of complex pathophysiological processes on critically ill adults with multisystem health concerns is examined. Critical thinking and research through the nursing process are emphasized to manage complex, multi-system health issues of critically ill adults adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, reorganize, or support death with dignity with critically ill adults are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of critically ill adults and their families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with critically ill adults. Accountability and responsibility for integrating evidence-based nursing practice with critically ill adults is emphasized. Leadership principles of collaboration and delegation specific to the critical care environment are integrated. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making and end-of-life issues unique to critical care integrate values and principles fundamental to the discipline of nursing and are conducted within legal mandates of professional nursing.

Prerequisites: All 300FT level nursing courses, NURS 410FT.

**NURS 440L Nurs w/Critical Ill Adults:Lab 0 sem. hrs.****NURS 440PL Nurs w/ Critically Ill Adults 5 sem. hrs.**

The primary focus of this course is application of the nursing process with critically ill adults; the effect of complex pathophysiological processes on critically ill adults with multisystem health concerns is examined. Critical thinking and research through the nursing process are emphasized to manage complex, multi-system health issues of critically ill adults adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, reorganize, or support death with dignity with critically ill adults are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of critically ill adults and their families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with critically ill adults. Accountability and responsibility for integrating evidence-based nursing practice with critically ill adults is emphasized. Leadership principles of collaboration and delegation specific to the critical care environment are integrated. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making and end-of-life issues unique to critical care integrate values and principles fundamental to the discipline of nursing and are conducted within legal mandates of professional nursing. Offered every fall and spring semester.

Prerequisites: All 300 PL level nursing courses, NURS 410.

Co-requisites: NURS 410.

**NURS 450FT Nursing Capstone 2 sem. hrs.**

This course focuses on utilizing the Byers School of Nursing curriculum model to guide graduating seniors' self-analysis of their development in the professional nursing role. The integration of critical thinking skills and research in the application of the nursing process is discussed. The delivery of therapeutic nursing intervention with diverse clients in an evolving health care environment is explored. Utilization of therapeutic communication skills at all levels of interaction within diverse health care environments is appraised. The integration of theoretical and empirical knowledge from nursing, sciences, and liberal arts in the delivery of nursing care is emphasized. Accountability and responsibility for incorporation evidence-based nursing practice within individuals, families, and populations is emphasized. Leadership principles of collaboration and autonomy in professional nursing are encouraged. Informatics is emphasized as a source of information and a means to communicate aspects of professional nursing practice. Ethical, legal, and political issues pertinent to nursing in a dynamic health care environment are evaluated. Professional licensure procedure and preparation for the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN) are addressed.

Prerequisites: Taken the semester of graduation.

**NURS 450PL Nursing Capstone 2 sem. hrs.**

This course focuses on utilizing the Byers School of Nursing curriculum model to guide graduating seniors' self-analysis of their development in the professional nursing role. The integration of critical thinking skills and research in the application of the nursing process is discussed. The delivery of therapeutic nursing intervention with diverse clients in an evolving health care environment is explored. Utilization of therapeutic communication skills at all levels of interaction within diverse health care environments is appraised. The integration of theoretical and empirical knowledge from nursing, sciences, and liberal arts in the delivery of nursing care is emphasized. Accountability and responsibility for incorporation evidence-based nursing practice within individuals, families, and populations is emphasized. Leadership principles of collaboration and autonomy in professional nursing are encouraged. Informatics is emphasized as a source of information and a means to communicate aspects of professional nursing practice. Ethical, legal, and political issues pertinent to nursing in a dynamic health care environment are evaluated. Professional licensure procedure and preparation for the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN) are addressed. Offered fall and spring semester.

Prerequisites: Taken the semester of graduation.

**NURS 600 Theoretical Devel of Nurs Sci 3 sem. hrs.**

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

**NURS 601 Research Meth/Evid Based Pract 3 sem. hrs.**

This course focuses on emerging methodologies for the study of advanced nursing. Students will discuss evaluation, utilization and application of current research pertaining to nursing education and practice. The role of the nurse in promoting evidence-based practice is emphasized. Processes for implementation and evaluation of evidence-based nursing practice are included.

**NURS 603 Advance Professional Nurs Role 3 sem. hrs.**

This course explores the advanced professional nursing roles within complex health systems. Students will explore advanced nursing specialties, interprofessional partnerships, professionalism, population health and leadership. Emphasis is placed on care coordination to achieve optimal health.

**NURS 607 Adv. Theory/Research Evid Bas 3 sem. hrs.**

This course provides a foundation for conceptual and theoretical thinking and explores the development of nursing knowledge, theory, and their relationship to nursing education, practice and research. A historical overview of concept and theory development in nursing and related disciplines is explored as well as the process of critiquing, evaluating, and utilizing nursing theories. The course will introduce the student to evaluation, utilization, and application of current research in promoting evidence-based practice. Processes for implementation and evaluation of evidence-based nursing practice are discussed.

**NURS 610 Advanced Pathophysiology 3 sem. hrs.**

This course focuses on the inter-relationships of human biological systems, biochemical, genetic and cellular concepts which provide the framework for study of advanced pathological concepts. Case studies illustrate theoretical concepts and assist in the application of theory to practice.

**NURS 612 Advanced Pharmacology 3 sem. hrs.**

This course provides the basis for pharmacotherapeutics and fundamental therapeutic management guidelines for treatment of select disease processes, drug information by classification, and principles of pharmacodynamics and pharmacokinetics. Clinical application, adverse reactions and patient and population education implications are presented. Use of schedule II controlled substance in drug therapy, recent guidelines and recommendations on pain management, social and ethical implications of prescribing schedule II controlled substances, prevention of abuse and diversion of schedule II controlled substances, and state and federal laws regarding controlled substances will be reviewed. Suggested Prerequisites: NURS 610

**NURS 614 Adv Health Assessment 3 sem. hrs.**

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

**NURS 630 Assess, Meas & Eval in Acad. Edu 3 sem. hrs.**

This course will explore ethical, social, and legal factors influencing assessment and measurement. Learners will use a variety of theory and evidence-based strategies, including information technology, to assess outcomes in all domains of learning. Use of formative and summative evaluation to enhance the teaching learning process will be examined.

**NURS 631 Curr Devel & Eval in Acad Nur Ed 3 sem. hrs.**

This course will introduce the history of academic nursing education and roles and functions of the academic nurse educator. Principles, theories, and evidence pertaining to development and evaluation of curricula for nursing education will be examined. Internal and external factors influencing curricula for nursing education and integration of educational technology will be considered.

**NURS 632 Teach Strateg in Nursing Educ 3 sem. hrs.**

This course will explore theories, principles, and best practices for teaching and learning. Strategies to promote optimal learning environments in the classroom, simulation, and clinical settings will be explored. Innovative approaches to facilitate student engagement and achievement of learning outcomes will be examined. Learning needs of specific student populations and use of instructional technology will be addressed.

**NURS 633 Sem & Prac in Adv Nurs Spec 4 sem. hrs.**

Students will provide direct advanced nursing care to promote the health of clients (individuals, groups, and/or populations) with select acute and chronic health conditions. Principles of interprofessional collaboration, quality and safety, quality improvement, and culturally relevant care will be emphasized. (150 clinical hours).

**NURS 635 Practicum in Nurs Education 4 sem. hrs.**

This course will synthesize knowledge, skills, and attitudes acquired during the academic nurse educator (ANE) program. In the practicum, the student will implement the roles and functions of the ANE. In the seminar/didactic, students will emphasize the system and professionalism roles of the ANE and trends and issues in nursing education (200 clinical hours).

**NURS 637 Psyc Assess/Int Across Lifespa 3 sem. hrs.**

This course will provide students with a comprehensive overview of the major principles of assessment and intervention related to psychiatric diagnoses across the lifespan. The course will place emphasis on the acquisition, use and interpretation of assessment data. Interviewing techniques commonly used will be explored. The course will also address risk assessment, ethical and diversity issues including cultural bias and fairness. Prerequisites: NURS 614

**NURS 639 Adv. Psychopath/Psychopharm 3 sem. hrs.**

This course will build upon NURS 610 (advanced pathophysiology) and NURS 612 (advanced pharmacology) as a foundation for the PMHNP. Concepts related to psychopathology, neurobiology, genomics, immunology, epidemiology, and pharmacotherapeutics with application to psychiatric diagnosis and pharmacotherapy will be discussed. Evidence based psychiatric prescribing guidelines will be evaluated including classification of medications, actions, adverse reactions, drug interactions, interventions, and patient education to achieve the highest outcome for patients while addressing ethical issues. Prerequisites: NURS 610, NURS 612

**NURS 640 Clini Assessment & Management 3 sem. hrs.**

This course builds on the students' knowledge and skills of Advanced Health Assessment focusing on the diagnostic process within the primary care context. Evidence based practice will be incorporated to assist students through the inductive process of moving from specific physical findings or patient concerns to possible diagnoses based on history, physical, and laboratory and diagnostic tests. Students will be expected to synthesize diagnostic information in order to arrive at appropriate diagnoses. Prerequisites: NUR 614.

**NURS 641 FNP I :Care of Adults 6 sem. hrs.**

This course emphasizes illness prevention, health lifestyle adaptations, wellness promotion and health maintenance of adult clients, including health/wellness motivation and promotion, disease prevention, and pro-activeness and self-determination. Socio-economic influences on wellness are also elements of this course. Research guidelines, and evidence based practice will be utilized to enhance the students learning and clinical education, including clinical procedural, diagnostic, and treatment skills. (100 clinical hours).

Prerequisites: All Core Courses Completed, NURS 640.

**NURS 642 Clinical Pharmacology 3 sem. hrs.**

Clinical pharmacology builds upon NURS 612 Advanced Pharmacology. Specific requirements, responsibilities, interprofessionalism, and concerns as an APN prescriber, including safe prescription writing and medication management of patients throughout the life span, including persons with multiple chronic conditions (MCC), will be comprehensively reviewed. .

Prerequisites: NURS 610, 612.

**NURS 643 FNP II: Care of Child/Adoles 6 sem. hrs.**

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

Prerequisites: All Core Courses Completed, NURS 640.

**NURS 644A FNP I Sem:Care of Adults&Elder 3 sem. hrs.**

This course emphasizes illness prevention, healthy life style adaptations, wellness promotion and health maintenance of the adult and elderly patient including health/wellness motivation and promotion, disease prevention, and self-determination. The interrelationships between disease processes, human physiology, and pharmacologic and other treatment modalities inherent in the care of the adult or elderly patient with multiple chronic healthcare conditions (MCC) will also be explored.

Prerequisite: NURS 640 Corequisite: NURS 644B

**NURS 644B FNP I Practicum 2 sem. hrs.**

This practicum will focus on providing primary care for the adult and elderly patient with multiple chronic conditions. Students will provide patient care as a family nurse practitioner student under the guidance and oversight of a preceptor. Students will focus on thorough health history taking, physical assessment, and disease management including pharmacotherapy. Evidenced based practice and guidelines are applied in the care of adults and elderly patients with multiple chronic conditions. (250 clinical hours). Prerequisites: NRUS 640 Corequisite: NURS 644A

**NURS 645 FNP III: Care of Women 6 sem. hrs.**

This course presents theories, principles and skills in assessing, promoting, and maintaining the health of women across the lifespan, with a focus on the gynecologic and reproductive health needs of women. Management of common health problems is included. Clinical experiences will focus on competency in the evidence-based management of women's health. (100 clinical hours).

Prerequisites: All Core Courses Completed, NURS 640.

**NURS 646A FNP II Sem:CareOfChild&Women 3 sem. hrs.**

This course emphasizes illness prevention, healthy life style adaptations, wellness promotion and health maintenance in the care of women and pediatric patients and families. Students synthesize knowledge from health assessment, pharmacology, diagnostic and disease management courses, family health nursing. The course has a strong focus on providing culturally competent care of underserved and vulnerable populations.Prerequisite: NURS 644A, NURS 644BCorequisite: NURS 646B

**NURS 646B FNP II: Practicum 3 sem. hrs.**

This practicum will focus on providing primary care for women and pediatric patients and families. Students will provide patient care as a family nurse practitioner student under the guidance and oversight of a preceptor. Students will focus on thorough health history taking, physical assessment, and disease management including pharmacotherapy. Evidenced based practice and guidelines are applied in the clinical setting. (200 clinical hours).Prerequisites: NURS 644A, NURS 644BCorequisite: NURS 646A

**NURS 647 FNP IV:Care of Adult/Eld w/MCC 6 sem. hrs.**

This course focuses on the intricacies and interrelationships between disease processes, human physiology, and pharmacologic and other treatment modalities inherent in the care of the adult or elderly patient with multiple chronic healthcare conditions (MCC). (150 clinical hours).

Prerequisites: NURS 641, 643, 645.

**NURS 648A FNP III Sem:Capstone/Prim.Care 2 sem. hrs.**

This course serves as the capstone experience for the FNP program and synthesizes all material from previous FNP courses. In addition, this course will explore legal and governing issues that impact advanced practice. Didactic content promotes transition into practice.Prerequisites: NURS 646A, NURS 646BCorequisite: NURS 648B

**NURS 648B FNP III: Practicum 2 sem. hrs.**

This course is the culminating clinical experience for the Family Nurse Practitioner student in the role of primary care. Students integrate the skills of history taking, physical examination and disease management while incorporating pharmacology and evidence based practice into work with clients and the interprofessional health care team. Clinical experiences promote transition into practice. Prerequisites: NURS 646A, NURS 646BCorequisite: NURS 648A

**NURS 649 FNP V: Capstone 5 sem. hrs.**

This course serves as the capstone experience for the FNP program and synthesizes all material from previous FNP courses. In addition, this course will explore legal and governing issues that impact advance practice. Didactic and clinical experiences promote transition into practice. This course requires 200 clinical hours. .

Prerequisites: all previous FNP clinical courses (FNP I-IV).

**NURS 650 Adv Princ of Psychopathology 3 sem. hrs.**

This course will build upon 610 (Advanced Pathophysiology) as a foundation for the advanced psychiatric/mental health nursing practice role. Concepts related to psychopathology, neurobiology, genomics, immunology, epidemiology, and biopsychological theories with application to differential diagnosis of mental health disorders will be discussed. Recent scientific advances will be discussed with application to new approaches to disease and symptom management. The DSM V as the major classification system used by mental health professionals will be utilized to develop differentiation of psychopathology disorders. Prerequisite: NURS 610.

**NURS 651 Mental Hlth As & Int w/Ped Cli 2 sem. hrs.**

This course is an introduction to family and child focused assessments and interventions primarily related to psychiatric problems in the pediatric patient. Theories, strategies, risk assessments, diagnoses, plans of care, and evidence based interventions for pediatric patients will be the focus. Prerequisites: NURS 614, 652

**NURS 652 Psych Assess & Interview Tech 3 sem. hrs.**

This course provides students with a comprehensive overview of the major principles of assessment, use of screening tools and assessment instruments and skills relevant for mental health advanced practice nurses. Emphasis will be placed on the acquisition, use and interpretation of assessment data. Commonly used interviewing techniques, including motivational interviewing, will be explored. The course also addresses ethical, legal, and diversity issues including cultural bias and fairness. Prerequisite: NURS 614

**NURS 653 Care of the PMH Client 4 sem. hrs.**

This course is designed to address common behavioral health issues encountered in outpatient mental health settings and improve the knowledge, competence and skills of the PMHNP student in addressing various psychiatric diagnoses in the outpatient setting. This course emphasizes the development of knowledge and skills in mental health assessment, biopsychosocial and pharmacological treatment of patients across the lifespan. Prerequisite: NURS 650, NURS 651, NURS 671 Corequisite: NURS 654

**NURS 654 Adv Psychopharmacology 3 sem. hrs.**

This course focuses on advanced pharmacotherapeutic principles and guidelines for the treatment of acute and chronic psychiatric and mental health disorders while examining the neurobiology related to these disorders. Evidence based psychiatric prescribing guidelines will be evaluated including classification of medications, actions, adverse reactions, drug interactions, nursing interventions, and patient education to achieve the highest outcome for patients in an ethical way. Prerequisite: NURS 612.

**NURS 655 Care of Pys Mtl Hlth Cli in Cr 4 sem. hrs.**

This course will focus on concepts related to assessment, diagnosis, and management of acute psychiatric problems. Emphasis will be on combining psychotherapy and psychopharmacology approaches to provide psychiatric mental health care in the least restrictive manner. Mental Health laws and specific protocols will be examined regarding best practice interventions. Community resources will provide the venue for clinical experiences. (This course requires 150 clinical hours). Prerequisite: NURS 653.

**NURS 657 Care of Client w/Sub Abuse Dis 4 sem. hrs.**

This course will focus on the role of the Psychiatric/Mental Health Nurse Practitioner related to concepts of health promotion, assessment, diagnosis, and management of individuals with acute and chronic substance use disorders across the lifespan. Psychotherapy, psychopharmacology, and non-pharmacological approaches will be examined that are specific to the treatment of substance use disorders. Integration of ethical principles that focus on prevention, recovery, and improving clinical outcomes for clients with substance use disorders will be included. (This course requires 150 Clinical hours). Prerequisite: NURS 655.

**NURS 658 Clin Mgmt of Psychiatric Cli 2 sem. hrs.**

The focus of this course is the refinement of the Psychiatric Mental Health Nurse Practitioner role in the health promotion, disease prevention, diagnosis, and management in psychiatric practice with diverse populations across the lifespan. Theory and research-based methodologies and skills will be incorporated to assist students in critical diagnostic reasoning and clinical decision making. Emphasis will be placed on differentiating signs and symptoms to formulate possible diagnosis of individuals and patient-centered interventions. Prerequisite: NURS 651

**NURS 659 Prac in Pyschiatric MH Nurs 3 sem. hrs.**

This course provides an opportunity to synthesize advanced knowledge, skills, and behaviors in the PMHNP advanced practice role. Students will incorporate interprofessional collaboration techniques to provide treatment to individuals with mental health issues. Prerequisite: NURS 657, NURS 672

**NURS 660 Therapeutic Interventions 3 sem. hrs.**

This course provides learners with advanced knowledge of individual and group therapeutic modalities needed to provide support to clients experiencing psychiatric and mental health disorders across the lifespan. Emphasis is on modalities used in preventative, acute and long-term care situations. The practitioner's ability to recognize and address dysfunctional interpersonal patterns through effective and adaptive communication, including the importance of the therapeutic use of self in engaging the client(s) will be explored. Learners will be expected to critically examine various psychotherapeutic techniques and theoretical orientations while developing a working framework for future practice rooted in a growing professional identity.

**NURS 671 Intensive I 0 sem. hrs.**

Essential Skills; held online (Consists of online activities).

**NURS 672 Intensive II 0 sem. hrs.**

Advanced Skills/Professional Practice; held on campus (Consists of on campus and online activities).

**NURS 674 Clinical Elect in Adv Pract Nu 1 sem. hr.**

Students will complete an additional 50-hour clinical rotation in a specialty area or may complete additional hours with a specific patient

**NURS 675A Seminar: Care of PMH Patient 3 sem. hrs.**

This course is designed to address common mental health disorders encountered in outpatient mental health settings. The course will focus on the development of knowledge and skills of the PMHNP student in the management of various mental health diagnoses in the outpatient setting. Emphasis will be placed on knowledge and skills needed for health history taking, mental health assessment and disease management of patients across the lifespan. Prerequisites: NURS 637, NURS 671 Corequisites: NURS 639, NURS 675B

**NURS 675B Practicum 2 sem. hrs.**

This practicum will focus on providing psychiatric care across the lifespan in the outpatient mental health setting. Students will provide patient care as a Psychiatric Mental Health Nurse Practitioner student under the guidance and oversight of a preceptor. Students will focus on thorough health history taking, mental health assessment and disease management of patients across the lifespan. Evidence based practice and guidelines are applied in the care of the psychiatric patient in the outpatient mental health setting. Corequisite: NURS 675A

**NURS 677A Sem:Care PMH Patient in Crisis 3 sem. hrs.**

This course is designed to address the management of psychiatric patients in crisis across the lifespan. The course will improve the knowledge, competence and skills of the PMHNP student in addressing various mental health diagnoses in the acute psychiatric setting. The course emphasizes the development of knowledge and skills in mental health assessment and disease management of patients in crisis across the lifespan. Prerequisites: NURS 675A, NURS 675B

**NURS 677B Practicum 2 sem. hrs.**

This practicum will focus on providing psychiatric care across the lifespan to the patient in crisis. Students will provide patient care as a Psychiatric Mental Health Nurse Practitioner student under the guidance and oversight of a preceptor. Students will focus on thorough health history taking, mental health assessment and disease management of patients in crisis. Evidenced based practice and guidelines are applied in the care of the psychiatric patient in crisis. Corequisites: NURS 677A

**NURS 679A PMH Capstone 3 sem. hrs.**

This course serves as the capstone experience for the PMHNP student and synthesizes all material from previous PMHNP courses. In addition, this course will explore legal and governing issues that impact advanced practice. Didactic content promotes transition into practice. Prerequisites: NURS 677A, NURS 677B, NURS 672 Corequisites: NURS 679B

**NURS 679B Practicum 2 sem. hrs.**

This practicum is the culminating clinical experience for the Psychiatric Mental Health Nurse Practitioner student in the role of the psychiatric provider. Students integrate the skills of history taking, mental health assessment and disease management while incorporating evidence based practice into management of patients. Emphasis on inter-professional collaboration in the care of the psychiatric mental health patient. Clinical experiences promote transition into practice. Clinical experiences promote transition into practice. Corequisites: NURS 679A

**NURS 691 Independent Study 1 sem. hr.**

Directed readings, discussions, and research of specific topics in nursing. By arrangement with the instructor and with permission of the Program Chair and Dean of the School of Nursing.

**NURS 701 Nurs Sci Adv Pract:Theor/Found 3 sem. hrs.**

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

**NURS 702 Advanced Nursing Research 3 sem. hrs.**

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

**NURS 705 App of Epidemiol to Hlth Serv 3 sem. hrs.**

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

**NURS 706 Hlth Care Policy, Organ/Financ 3 sem. hrs.**

This course focuses on analysis and synthesis of organizational theories within the health care environment and the impact of ethics, values, politics, and market forces on the structure and function of nursing and health care organizations. The evaluation of system level coordination and policy issues and the analysis of contributions of nurse executives to improving the health care systems are explored. The application of economic and financial theories in understanding the strategic impact of market dynamics, utilities, incentive structures, and driving and restraining forces in health care change is highlighted. The emphasis is on critically analyzing the actual and potential impact of these dynamics on the structure and function of the health care system.

**NURS 708 Translat Evid to Clinl Pract 2 sem. hrs.**

This course focuses on the critical examination of data analysis and interpretation for advanced nursing practice research problems. SPSS statistical program will be utilized for data analysis. Issues related to data analysis and interpretation of results will be discussed. Prerequisite: NURS 702

**NURS 710 Nurs Role & Ethics for Clin Do 3 sem. hrs.**

In this course students will explore and analyze the Doctor of Nursing Practice role. The students will understand the changing healthcare arena in which the clinical doctorate is practiced and will utilize inter-professional collaboration, systems thinking, global and population health, quality improvement/professional education to improve patient outcomes. Both the traditional and emerging roles of the Doctor of Nursing Practice will be addressed with ethical decision making emphasized. Students will explore methods for assessing emerging issues utilizing psychosocial dimensions and cultural diversity to improve outcomes as related to population and global health.

**NURS 715 Clinical in Advanced Specialty 1-3 sem. hrs.**

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

**NURS 718 Hltcr Tech & Data Mgmt 3 sem. hrs.**

Students will explore healthcare technology and data management concepts, theories, legal and ethical implications, and application within the healthcare environment. Critical issues affecting the development and implementation of healthcare technologies (clinical, administrative, and learning), knowledge management principles, and professional practice trends will be analyzed. Students will apply new knowledge, manage individual and aggregate level information, and assess the efficacy of healthcare technology appropriate to their area of practice.

**NURS 725 Adv Leader in Clin Practice 4 sem. hrs.**

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

**NURS 730 Residency Practicum 3 sem. hrs.**

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

**NURS 731 DNP Project 1-4 sem. hrs.**

Students undertake a systematic investigation of a clinical or administration based problem selected by the student and supported by faculty. The student will identify the problem to be addressed, review and critique pertinent literature, and implement and evaluate the project. The designed and approved project will be implemented and within a mentored and supervised clinical immersion experience. The project uses an evidence-based practice model and is systematically developed in consultation with the student's doctor of nursing practice and scholarly project committee who evaluates each step of the process (200 clinical hours). Pre or Corequisite: NURS 708.

**NURS 791 Independent Study 1 sem. hr.**

This course will be taken if the DNP Project is not completed after 4 semester hours of NURS 731 DNP Project.

# Theology (THEO)

## **THEO 101 T1:FD:The Judeo-Christian Trad 3 sem. hrs.**

This course introduces students to the theological foundation of Walsh University's mission. It explores the distinctive contributions of Judaism and Christianity to spiritual life, human dignity, and pursuit of the common good within the context of global religious diversity. Special attention is given to the example and teachings of Jesus Christ.

## **THEO 102 FD:TheCatholicIntellectualTrad 3 sem. hrs.**

Building on their orientation to the Judeo-Christian Tradition (THEO 101), this course explores the core characteristics of the Catholic Intellectual Tradition, including the continuity between faith and reason, the integration of truth from all academic disciplines, and the application of the sacramental principle to intellectual thought. Special attention will be given to topics within social justice and ethics.

## **THEO 105 TH3:DV:CIT ComparativReligions 3 sem. hrs.**

This course studies the history, practices, and teachings of Christianity and other major religions of the world (e.g., Islam, Hinduism, Buddhism). Prerequisite: THEO 101 or 102.

## **THEO 200 H2a:TH3:CIT:ChristiaTheoTo1500 3 sem. hrs.**

This course examines the development of Christian thought from the time of the New Testament to the Protestant Reformation. The development of Christian theology will be surveyed through various historical arcs that will reinforce critical thinking skills, reflect upon the connection between politics and theological development, and deepen their awareness of the Church's continual pursuit of truth through faith and reason.

## **THEO 201 H2a:TH3:CIT:ChrisTheo/1500-Pre 3 sem. hrs.**

This course examines the development of Christian thought from the time of the Protestant Reformation to the present day. Special attention will be given to the development of Christian theology in the wake of the Renaissance Period, the Enlightenment Period, and following the two world wars. In addition, the course will review the Catholic traditions evolving theology on sexuality, immigration, and race relations.

## **THEO 202 H2a:TH3:CIT: Christology 3 sem. hrs.**

This course studies the person, being and activity of Jesus of Nazareth in depth through an examination of biblical testimonies, early Church Councils, and contemporary theological methods. Students will reinforce their understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching. They will also critically address the question of Jesus' contemporary relevance. Offered every fall. Prerequisites: THEO 101 or 102.

## **THEO 203 H2a:TH3:CIT:ChristianMoralLife 3 sem. hrs.**

This course examines traditional notions of conscience, responsibility, authority, freedom and value in light of the Gospel. In addition to reinforcing their understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching, students will critically discuss contemporary moral issues. Offered every semester. Prerequisites: THEO 101 or 102.

## **THEO 206 H2a:TH3:CIT:ChristianLifeSpir. 3 sem. hrs.**

This course explores the meaning of the Christian life and spirituality in light of Catholic Church teachings and the primary concept of Christian vocation. Students will be initiated into the main forms of Christian prayer and be entrusted with theological tools to better discern God's will for their lives. Offered every semester.

## **THEO 207 H1:TH1:TH3:DV:African-AmeRel 3 sem. hrs.**

This course is designed to introduce students to the history and development of the African American Christian Church in America. The course will provide an introduction to African American spirituality in both Protestant and Catholic traditions. In addition, the course will spend a considerable amount of time articulating the connection between African American spirituality, the theology of the human person, and social justice.

## **THEO 215 H2a:TH1:CIT:OldTestamentScript 3 sem. hrs.**

This course explores the literature and theology of the Old Testament: the Pentateuch, the Histories, the Poetical/Wisdom books, and the Prophets, including the Deutero-canonical literature unique to the Catholic Bible. Students will learn about modern scholarly theories concerning the formation of these texts. They will also deepen their knowledge of Catholic biblical hermeneutics and of the Church's dogmatic constitution on divine revelation. Offered every fall.

Prerequisite: THEO101 or 102.

## **THEO 216 H2a:TH3:CIT:NewTestamentScript 3 sem. hrs.**

This course explores the literature and theology of the New Testament: the Gospels and Acts, the Epistles, and the Apocalypse of the formation of these texts. They will also deepen their knowledge of Catholic biblical hermeneutics and of the Church's dogmatic constitution on divine revelation. Offered every spring.

Prerequisite: THEO 101 or 102.

## **THEO 217 H2a:TH1:TH3:CIT:The Torah 3 sem. hrs.**

This course surveys the first five books of the Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Collectively referred to as the Torah, these books narrate the origin of the Israelite people against the backdrop of creation. Special attention is given to the principles of human dignity and social justice expressed through the covenants of Noah, Abraham, and Moses. Gen-Ed designations: CIT; TH 1 & 3.

## **THEO 218 H2a:TH1:TH3:CIT:The Prophets 3 sem. hrs.**

This course surveys the primary historical and prophetic books of the Bible. Also known as the Former and Latter Prophets, these books recount and interpret the experience of the Israelite people from their settlement of the land of Canaan through the early post-exilic period. Special attention is given to the development of the prophetic vocation and eschatological hope. Gen-Ed designations: CIT; TH 1 & 3.

## **THEO 219 TH1:TH3:CIT:DV:The Writings 3 sem. hrs.**

This course surveys the poetic, sapiential, and other late post-exilic literature of the Bible. Collectively referred to as the Writings, these books reveal the spiritual and intellectual vitality of early Judaism. Special attention is given to the Deuterocanonical books included within the Tridentine canon. Gen-Ed designations: DV; CIT; TH 1 & 3.

## **THEO 220 TH1:TH3:The Gospels 3 sem. hrs.**

This course surveys the four canonical gospels of Matthew, Mark, Luke and John. These books are the primary sources for the example and teachings of Jesus Christ. Special attention is given to the models of servant-leadership presented in these books. Gen-Ed designations: CIT; TH 1 & 3.

## **THEO 221 The Book of Acts/Ltrs of Paul 3 sem. hrs.**

This course surveys the thirteen canonical letters attributed to Paul of Tarsus and the Acts of the Apostles that describe his missionary career. Together, these texts comprise our primary evidence for the early history and theology of the Christian Church. Special attention is given to models of community presented in these texts. Gen-Ed designations: CIT; TH 1 & 3.

**THEO 222 Catholic Letters/Book of Revel 3 sem. hrs.**

This course surveys the letters of the New Testament not written by Paul (Hebrews, James, 1-2 Peter, 1-3 John, Jude) and the Book of Revelation. Traditionally referred to as the Catholic (or "Universal") Letters because their intended audience is not restricted to a specific locale, these texts, together with the Book of Revelation, grapple with challenges faced by the second generation of the Christian Church. Special attention is given to models of the relationship between church and society. Gen-Ed designations: DV; CIT; TH 1 & 3.

**THEO 271 H2a:TH1:CIT:CatholBeliefinPrac 3 sem. hrs.**

This course surveys the theological concepts and spiritual practices that most distinguish Catholics within the diverse expressions of Christianity. Topics may include the Mass, the sacraments, sexual ethics, social ethics, types of prayer, and pilgrimage and forms of popular piety. Students will deepen their knowledge of Church teaching. They will also reflect upon the work of the Holy Spirit in the Church and deepen their awareness of the Church's continual pursuit of truth through faith and reason. Offered every semester.  
Prerequisites: THEO 101 or 102.

**THEO 302 H3:TH3:CIT: Liturgy/Sacraments 3 sem. hrs.**

This class studies Christian liturgy and sacraments as signs and instruments of divine grace in the life of the Church. Attention is given to the connection between the practical practice of ritual and the evolving sacramental theology that resulted from changes to ritual practice. Time is given to compare the sacramental theologies among various Christian traditions in order to provide students with a developed summative understanding of Catholic sacramental theology.

**THEO 309 H2a:TH1:CIT:SL:Theology&SocaJ 3 sem. hrs.**

This course considers justice and peace as core principles of the Gospel. By applying Catholic social teaching to the contemporary world, students will develop a summative understanding of theological anthropology and the work of the Holy Spirit in the life of the Church. Offered every semester.  
Prerequisite: THEO 101 or 102.

**THEO 406 Theology Internship 1-6 sem. hrs.**

The internship experience is mandatory for all Theology majors. The aim of the internship is to integrate theological theory and pastoral practice. It is a custom-designed internship with a wide variety of possible ministry venues. The internship is determined and arranged with the student's advisor. Offered every semester.  
Prerequisite: THEO 101 or 102.

**THEO 408 Seminar: Topics in Theology 3 sem. hrs.**

This course examines essential topics in theological studies, for example, the mystery of suffering, the development of doctrine, theological method, and Mariology. The chosen topic varies according to student and faculty interest. Offered every spring.  
Prerequisite: THEO 101 or 102.

# School of Behavioral and Health Sciences

**Dr. Pamela Ritzline, Dean**

**Dr. Christine McCallum, Director**

## 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
- Post-Professional Occupational Therapy Doctorate (<http://catalog.walsh.edu/graduate/school-behavioral-health-sciences/doctorate-occupational-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:

- a. Physical Therapy DPT graduates will demonstrate competency in patient outcome based examination, evaluation and intervention across the physical therapy scope of practice.
- b. Physical Therapy DPT graduates will demonstrate competent and comprehensive entry level critical thinking and clinical reasoning skills consistent with entry level physical therapists.
- c. Physical Therapy DPT graduates will demonstrate oral, written and interpersonal communication skills consistent with entry level physical therapists.

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

### 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:

- a. Students must maintain a B (3.0) overall GPA throughout matriculation;
- b. Student must receive a satisfactory/pass grade in the professional experience courses; and
- c. 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 pursuing health professions so that they have the ability one day to provide innovative care and health delivery to underserved communities.

### 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. Prerequisite 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](https://www.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.

**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
<b>Semester I</b>		
PT 503 or PT 603	Human Anatomy <sup>1</sup> or Human Anatomy	5
PT 503L or PT 603L	Human Anatomy: Lab <sup>1</sup> or Human Anatomy: Lab	0
PT 511 or PT 611	Foundations of Examination I <sup>1</sup> or Foundations of Examination I	4
PT 515 or PT 615	Foundations of Biomechanics or Foundations of Biomechanics	5
PT 701	Professional Practice I	2
<b>Hours</b>		<b>16</b>
<b>Semester II</b>		
PT 504 or PT 604	Foundations of Neuroscience <sup>1</sup> or Foundations of Neuroscience	4
PT 506 or PT 606	Foundations of Pharmacology <sup>1</sup> or Foundations of Pharmacology	2
PT 608	Foundations of Interventions	4
PT 612	Foundations of Examinations II	3
PT 702	Professional Practice II	1
<b>Hours</b>		<b>14</b>
<b>Semester III</b>		
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	1
PT 730A	PT Mgmt of Neuro Impair IA	3
<b>Hours</b>		<b>14</b>
<b>Semester IV</b>		
PT 614	PT Mgmt of Mus-Skel Impair II	5
PT 703	Professional Experience I	4
PT 720B	Evidence Based Practice IB	1
PT 730B	PT Mgmt of Neuro Impair IB	3
<b>Hours</b>		<b>13</b>
<b>Semester V</b>		
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
<b>Hours</b>		<b>16</b>
<b>Semester VI</b>		
PT 711	Health Systems Mgmt II	2
PT 720B	Evidence Based Practice IB	1
PT 735	PT Mgmt Cardio/Respir ImpairII	5
PT 741	PT Mgmt Birth-Early Adulthood	3
PT 742	PhyTherapy Mgmt of Aging Adult	2
PT 743	Diagnostic Imaging	1
<b>Hours</b>		<b>14</b>
<b>Semester VII</b>		
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 <sup>2</sup>	1
<b>Hours</b>		<b>14</b>
<b>Semester VIII</b>		
PT 706	Professional Experience IV	6
PT 713	Service Project	1
PT 723	Evidence Based Practice IV	1
PT 736	Capstone Seminar	2
<b>Hours</b>		<b>10</b>
<b>Total Hours</b>		<b>111</b>

<sup>1</sup> 500 level courses to be selected by Early Assurance students only.  
<sup>2</sup> 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.

**Physical Therapy (PT)**

**PT 503 Human Anatomy 5 sem. hrs.**

This foundational course in typical human anatomy provides an in-depth examination of the anatomy in preparation for the study of conditions and disease states encountered in clinical practice. This course includes gross anatomy laboratory which focuses on the functional anatomy of the nervous, musculoskeletal, and cardiovascular systems in the regions of most clinical importance to rehabilitation professionals.

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

**PT 504 Foundations of Neuroscience 4 sem. hrs.**

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

**PT 504L Found of Neuroscience Lab 0 sem. hrs.****PT 506 Foundations of Pharmacology 2 sem. hrs.**

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

**PT 511 Foundations of Examination I 4 sem. hrs.**

This course is aimed at developing a foundational platform for students to utilize the patient client management system when managing individuals from wellness through injury or illness. This includes primary, secondary, and tertiary care. The focus of the course will be on the physical therapy movement screen, including: history, systems review, tests/measures and documentation. Common impairments, activity limitations, and participation restrictions associates with non-complex health conditions will be utilized to foster clinical reasoning skills required of entry-level practice.

**PT 515 Foundations of Biomechanics 5 sem. hrs.**

This foundational science course in biomechanics focuses on the concept of human movement. Content focuses on the basic biomechanical principles of human tissues that create stability and movement and the structure and function of the major joints of the human body. Biomechanical principles and human movement analysis is enhanced through surface palpation labs. The course is essential to the initial journey of learners toward expertise in the movement system.

**PT 5151B Biomechanics II 2 sem. hrs.**

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

**PT 603 Human Anatomy 5 sem. hrs.**

This foundational course in typical human anatomy provides an in-depth examination of the anatomy in preparation for the study of conditions and disease states encountered in clinical practice. This course includes gross anatomy laboratory which focuses on the functional anatomy of the nervous, musculoskeletal, and cardiovascular systems in the regions of most clinical importance to rehabilitation professionals.

**PT 603L Human Anatomy: Lab 0 sem. hrs.****PT 604 Foundations of Neuroscience 4 sem. hrs.**

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

**PT 604L Found of Neuroscience:Lab 0 sem. hrs.****PT 605 Motor Learning/Motor Control 3 sem. hrs.**

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

**PT 606 Foundations of Pharmacology 2 sem. hrs.**

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

**PT 608 Foundations of Interventions 4 sem. hrs.**

This is the foundational course that focuses on various general intervention strategies that may be used by a physical therapist. Content including the physiological mechanisms and impact of interventions, decision making process based on examination/evaluation data, and the principles and practical application of a variety of general interventions will be introduced. This information will prepare the student to critically think about, evaluate, and implement general interventions that may apply to a variety of populations.

**PT 611 Foundations of Examination I 4 sem. hrs.**

This course is aimed at developing a foundational platform for students to utilize the patient client management system when managing individuals from wellness through injury or illness. This includes primary, secondary, and tertiary care. The focus of the course will be on the physical therapy movement screen, including: history, systems review, tests/measures and documentation. Common impairments, activity limitations, and participation restrictions associates with non-complex health conditions will be utilized to foster clinical reasoning skills required of entry-level practice.

**PT 612 Foundations of Examinations II 3 sem. hrs.**

This course is the second in a series of two courses on the foundational knowledge of physical therapy evaluation for individuals from wellness through injury or illness. The focus of the course will be on the physical therapy evaluation process including tests/measures and assessment as well as further integration of previous information covered in the curriculum, with consideration of primary, secondary, and tertiary care. Non-complex health conditions in different populations will be utilized in order to continue to foster the development the clinical reasoning skills required of entry-level practice. This course provides the foundation for future courses in each of the clinical systems of musculoskeletal, neurological, cardiopulmonary, and integumentary.

**PT 613 PT Mgmt of Mus-Skel Impair I 5 sem. hrs.**

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

**PT 614 PT Mgmt of Mus-Skel Impair II 5 sem. hrs.**

An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to entry-level physical therapy practice. This course is a continuation of PT 613 and includes the physical therapy evaluation process, physical therapeutic intervention techniques and procedures, and patient care plan development. The course presents classroom and laboratory experiences building from the simple concepts previously learned to more complex problems to assist the student in developing the necessary competencies in physical therapy. Emphasis is on examination techniques in orthopedic and manual physical therapy with clinical special testing based on diagnostic accuracy and interpretation. It provides the foundation for selection of appropriate assessment and treatment planning in orthopedics. Students refine their approach to screening, examination, and evaluation of extremity impairments with integration of spinal screening. This involves the critical thinking process to establish an orthopedic impairment based physical therapy diagnosis and subsequent treatment plan.

**PT 615 Foundations of Biomechanics 5 sem. hrs.**

This foundational science course in biomechanics focuses on the concept of human movement. Content focuses on the basic biomechanical principles of human tissues that create stability and movement and the structure and function of the major joints of the human body. Biomechanical principles and human movement analysis is enhanced through surface palpation labs. The course is essential to the initial journey of learners toward expertise in the movement system.

**PT 6151B Biomechanics II 2 sem. hrs.**

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

**PT 701 Professional Practice I 2 sem. hrs.**

This course is an introduction to the profession of physical therapy. Distinguishing factors of a profession, including a historical review through contemporary physical therapy practice are covered. Students are introduced to national, state and regional professional organizations. The roles and responsibilities of a physical therapist, including ethical and legal perspectives and being an evidence-based practitioner are introduced. Students are guided through the discovery of practice expectations and develop strategies for personal growth through a framework of cultural humility. Students also are expected to demonstrate how they can participate in professional development activities as part of their professional formation.

**PT 702 Professional Practice II 1 sem. hr.**

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

**PT 703 Professional Experience I 4 sem. hrs.**

This is the first of four clinical education experiences within the curriculum. Professional Experience I introduces the student to the general organization of a physical therapy practice that pertains to the care of individuals with musculoskeletal dysfunction either in an inpatient or outpatient setting. Students are responsible, under the direct guidance of a licensed clinical mentor, for the examination, evaluation, diagnostic, prognostic and intervention components for patient care. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

**PT 704 Professional Experience II 4 sem. hrs.**

This is the second of four clinical education experiences within the curriculum. Professional Experience II provides the student the opportunity to participate in a physical therapy practice that pertains to the care of varied individuals across the lifespan. Professional Experience II occurs in an inpatient acute, sub-acute or a rehabilitation setting. Some students may participate in an outpatient neurological or general rehabilitation experience. Under the direct guidance of a licensed physical therapist/clinical mentor, students are responsible, for the examination, evaluation, diagnostic, prognostic, and intervention components for patient care. Students are expected to function as part of a multi-disciplinary team and participate in practice management activities. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

**PT 705 Professional Experience III 5 sem. hrs.**

This is the third of four clinical education experiences within the curriculum. Professional Experience III provides students the opportunity to participate in a physical therapy practice that pertains to the care of individuals across the lifespan who experience acute or chronic musculoskeletal, neurological and/or cardiopulmonary dysfunctions. Students may practice in any practice setting, such as inpatient or outpatient settings across the lifespan. The focus is not on the type of practice setting, but the diversity of experience for the student. Students are responsible, under the direct guidance of a licensed clinical instructor/mentor, for the examination, evaluation, diagnostic, prognostic and intervention components for patient care. Students are expected to function as part of an interdisciplinary team if available and participate in practice management activities. The specific content will vary depending upon the learning experiences available and the perceived or declared readiness of each student.

**PT 706 Professional Experience IV 6 sem. hrs.**

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

**PT 710 Health Systems Mgmt I 2 sem. hrs.**

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

**PT 711 Health Systems Mgmt II 2 sem. hrs.**

This course provides the student with an enhanced view of the healthcare system in the United States. The primary aim is to ensure that students are prepared to enter the healthcare system with an ability to contribute in the administration of contemporary and ethical physical therapist practice. The course includes requisite knowledge and application activities to develop an appreciation of healthcare reform, including a working understanding of its impact on PT as a practice, as well as a physical therapist's role in safety and risk reduction and care collaboration. The course will also address health IT/interoperability and its role in establishing value and efficiency in healthcare. Activities are included to enhance the learners' appreciation of a variety of health care professionals and their respective roles in modern interdisciplinary patient care within an overarching theme of leadership and impactful practice management.

**PT 712 Community Health in PT 3 sem. hrs.**

This course introduces the concept of community health care in relation to physical therapist practice. Physical therapist's role in health prevention, promotion and wellness across the lifespan in community based and non-traditional settings are addressed. Students develop a community health program that meets a community need to prepare them for their role as primary health care providers. Students also prepare for the role as a clinical teacher.

**PT 713 Service Project 1 sem. hr.**

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

**PT 720A Evidence Based Practice IA 1 sem. hr.**

This course will provide students with skills to integrate evidence-based practice into physical therapy professional practice. Students will explore the continuum of evidence and the research process, including ethical considerations related to clinical research. Skills related to formulating a clinical question, performing an effective search strategy, and interpreting scientific literature will be a central focus. Review of reliability and validity as important measures in making clinical decisions will be highlighted.

**PT 720B Evidence Based Practice IB 1 sem. hr.**

This course is designed to introduce students to higher level concepts related to statistical analysis. Students within the course will appreciate ethics related to research, be introduced to the interpretation of descriptive and inferential statistics, measurement validity and reliability, bias, as well as other statistical concepts. Students will apply their knowledge by initially being immersed in the research process through the initiation of an evidence-based project. This project will provide students with experience in application of the five steps of evidence-based practice with the oversight of a faculty mentor.

**PT 721 Evidence Based Practice II 2 sem. hrs.**

In this course, learners will expand their knowledge related to evidence-based practice. Students will be exposed to meaningful clinical change, effect size, risk and odds ratios, correlation, regression, and a variety of other research designs. Methods of critical appraisal and inter-professional collaboration related to research will also be reviewed. This course further immerses students into their evidence-based project that allows them to apply the five steps of evidence-based practice. Students will continue to work on their evidence-based project that was initiated in PT 720 with the intention of submitting it for dissemination to an external audience. Work on this project will continue throughout the following year.

**PT 721A Evidence Based Practice IIA 2 sem. hrs.**

In this course, students will expand their knowledge related to evidence-based practice. Students will be exposed to meaningful clinical change, effect size, risk and odds ratios, correlation, regression, and a variety of other research designs. Methods of critical appraisal and inter-professional collaboration related to research will also be reviewed. This course further immerses students into their evidence-based project that allows them to apply the five steps of evidence-based practice. Students will continue to work on their evidence-based project that was initiated in PT 720 with the intention of submitting it for dissemination to an external audience. Work on this project will continue throughout the following year.

**PT 721B Evidence Based Practice IIB 1 sem. hr.**

In this course, learners will expand their knowledge related to content applicable to their evidence-based project area. Students will be further immersed into their evidence-based project that allows them to learn about and apply the five steps of evidence-based practice. Work will continue on this project that was initiated in the first two courses of this series, with focus on completing an appropriate literature review, conducting applicable methodology related to their project, analyzing the outcomes and planning for submission of dissemination for an external peer review of their work.

**PT 722 Evidence Based Practice III 1 sem. hr.**

This course teaches students to critically appraise and evaluate sources of evidence. Within this process, students will develop the ability to discern the applicability of study findings to specific patient populations and to the practice of physical therapy. This will contribute to the development of a deeper appreciation for evidence based and evidence informed practice.

**PT 723 Evidence Based Practice IV 1 sem. hr.**

This course is designed to culminate in a student's ability to present scholarly work in a professional, effective, and interesting manner. The course will discuss written, verbal, and demonstrative methods of disseminating evidence-based practice deliverables within professional venues. Students will complete the groups' evidence-based project and present their work at the Physical Therapy Program EBP Symposium.

**PT 730A PT Mgmt of Neuro Impair IA 3 sem. hrs.**

This course is the first within a series of three neurological courses presenting an integrated approach to relevant physiologic, anatomic, theoretical, medical, and therapeutic concepts related to entry-level neurologic physical therapist practice in both adult and pediatric populations. The three Physical Therapy Management of Neuromuscular Impairment courses will operate in a simple to complex trajectory and utilize a top-down model of learning. In this course the learner will gain knowledge, hands-on skills, and the clinical reasoning necessary to complete a comprehensive neuromuscular examination as it applies to general neurological patient populations. This foundational neurological examination will be differentiated and expanded upon during its application for disorders of the basal ganglia, concussion and the peripheral vestibular system. The learner will also develop the skills necessary to create a comprehensive plan of care based on the current literature and best practice within the field of physical therapy.

**PT 730B PT Mgmt of Neuro Impair IB 3 sem. hrs.**

This course is the second within a series of three neurological courses presenting an integrated approach to relevant concepts related to entry-level neurologic physical therapist practice in adult and pediatric populations. Students will study the pathology, examination, evaluation, diagnosis, and prognosis of patients with movement dysfunction secondary to common neurologic conditions, including stroke, traumatic brain injury and brain tumor. Integrated classroom experiences that incorporate case study methodology and emphasize evidence-based practice will guide the learner in development of the necessary competencies for neurologic physical therapy practice.

**PT 731 PT Mgmt of Neuro-Mus Impair II 6 sem. hrs.**

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

**PT 732 PT Mgmt Multi System Impairment 4 sem. hrs.**

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

**PT 734 PT Mgmt Cardio/Respir Impair I 4 sem. hrs.**

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

**PT 735 PT Mgmt Cardio/Respir Impair II 5 sem. hrs.**

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

**PT 736 Capstone Seminar 2 sem. hrs.**

The capstone course provides opportunities for students to synthesize and integrate clinical and theoretical information from previous coursework. Students are expected to demonstrate competency in a comprehensive knowledge assessment examination to prepare them for the National Physical Therapist Examination (NPTE). Students reflect on achievement of expected program outcomes related to leadership, service and professional formation activities and develop a career development plan.

**PT 740 Special Topics 1 sem. hr.**

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

**PT 741 PT Mgmt Birth-Early Adulthood 3 sem. hrs.**

This course is designed to provide an overview of general pediatric physical therapy practice, from birth through transition to early adulthood, including developmental parameters and legal historical perspectives. Content will include health conditions, impairments in body structure & function, activity limitations, and ultimately participation in life roles which include environmental and personal considerations among pediatric populations. The contextual basis of evidence-based practice across pediatric settings and within relevant pediatric and transition to adulthood service provision models will be explored.

**PT 742 PhyTherapy Mgmt of Aging Adult 2 sem. hrs.**

This course is designed to provide an overview of general physical therapy practice of aging adults. Content will focus on the stages of adult aging, including physiological and psychosocial changes experienced through the aging process, including death and dying. Content threads include applicable components of person-centered care relevant to contemporary physical therapy practice as well as exploration of evidence-based assessment and evaluation. Exploration of advocacy efforts and resources pertinent for designing physical therapy interventions and programs that address health and wellness needs.

**PT 743 Diagnostic Imaging 1 sem. hr.**

This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging as they pertain to patient/client management in physical therapy.

# Counseling and Human Development (MA)

## Dr. Charity Kurz, CHD, Program Chair

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### 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

- Develop students' core knowledge and competencies necessary to function as professional counselors in school and clinical mental health counseling
- Prepare students for specialized professional roles as clinical mental health counselors and school counselors
- Assist students to develop a sense of their identity as counselors and the professional orientation needed to work for the welfare of diverse clients 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.

### ADMISSION REQUIREMENTS

- 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.
- Completed application
- Evidence of personal and professional potential for the CHD program is provided by:
  - 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)
  - A notarized affidavit of good moral character (form supplied by Graduate Admissions)
  - A current résumé
  - Official transcripts sent to Graduate Admissions (official transcripts may not be e-mailed)
  - Writing sample articulating understanding of the field and demonstrating written proficiency
  - Interview with the Program Chair and/or program faculty members
- 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.
- 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) (<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](http://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>.

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

## Combined Program (BA/MA)

### B.A./M.A. Program in Behavioral Science/ Counseling and Human Development: Mental Health or School Counseling

Social and Behavioral Sciences — Dr. Jo Anna Kelly, Program Director

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

The program develops counselors who assist others in making differences in their lives. To meet this overall goal, students apply

theoretical models to the understanding of human behavior and demonstrate the professional attitudes, behaviors and counseling skills needed to integrate their knowledge and skills with the ethical practice of counseling with diverse populations.

General program goals include:

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

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

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

## B.A. with a Behavioral Science Concentration

(Students must maintain a minimum 3.3 GPA.)

Code	Title	Hours
<b>School Counseling</b>		
B.A./M.A. students with school counseling career aspirations take two EDUC courses listed below plus courses listed under Mental Health (54 to 60 credit hours). See Graduate Catalog - CHD School Counseling track for course sequencing.		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
<b>Mental Health</b>		
B.A./M.A. students with mental health career aspirations take the following courses (48 to 54 credit hours). See Graduate Catalog - CHD Clinical Mental Health Counseling track for course sequencing.		
PSYC 120	T1:FD: Principles of Psych	3

PSYC 201	Principles of Learning	3
PSYC 204	Cognitive Processes	3
PSYC 251	Physiological Psychology	3
PSYC 401	DV:Abnormal Psychology	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
SOC 303	H1:DV:Marriage, Family&Intimac (formerly Family Systems)	3
SOC 401	H2b:Sociological Theory	3
BSC 221	Stats for Behavioral Science	3
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
BSC 502	Research Methods/Prog Evaluati	3
or CHD 602	Research Methods/Prog Eval	
BSC 526	UG:DV:Group Process	3
or CHD 626	Group Process	
BSC 560	DV:Intro Counsel/Counsel Prof (formerly Counseling and Interviewing Processes)	3
<b>Electives</b>		
Select one of the following:		
PSYC 309	H1:Crit Iss in Child/Adol Deve	3
SOC 314	H1:DV:Sociology of Aging (formerly Critical Issues in Adult Development)	3

Graduate course descriptions are listed in the Graduate Catalog.

## 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
<b>Foundations</b>		
BSC 560	DV:Intro Counsel/Counsel Prof	3
CHD 602	Research Methods/Prog Eval	3
CHD 603	Assessment in Counseling <sup>1</sup>	3
<b>Area of Concentration</b>		
CHD 610	Prin/Tech/Theories of Coun/Dev	3
CHD 612	Lifespan Development	3
CHD 624	Career Counseling <sup>2</sup>	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 <sup>2</sup>	3
<b>Field Experience</b>		
CHD 790	Practicum: Counseling Tech	3
CHD 796I	Internship in MH Counsel I	3
CHD 796II	Internship in MH Counsel II	3
<b>Electives</b>		
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 Counseling	
CHD 752	Trauma Assessment/Treatment	
CHD 753	Relational Cultural Therapy	
CHD 754	Psychopharmacology	
CHD 755	Supervision and Consultation	

CHD 756	Art Therapy <sup>3</sup>
CHD 757	Couples Therapy
CHD 762	Eating Disorders
CHD 763	Wellness
CHD 764	Motivational Counseling
CHD 767	Art Therapy II <sup>3,4</sup>
CHD 768	Cognitive Behavior Intervent
CHD 662	Individ Study: Counsel/Dev
<b>Total Hours</b>	<b>60</b>

<sup>1</sup> For additional fee

<sup>2</sup> Additional course fees for testing materials may be required.

<sup>3</sup> Additional fees for art supplies required

<sup>4</sup> Prerequisite course is CHD 756

## 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
<b>Foundations</b>		
BSC 560	DV:Intro Counsel/Counsel Prof	3
CHD 602	Research Methods/Prog Eval	3
CHD 603	Assessment in Counseling <sup>1</sup>	3
<b>Area of Concentration</b>		
CHD 610	Prin/Tech/Theories of Coun/Dev	3
CHD 612	Lifespan Development	3
CHD 620	Found/Organ of School Counsel	3
CHD 624	Career Counseling <sup>2</sup>	3
CHD 626	Group Process	3
CHD 635	Addictions	3
CHD 637	Consult,Collabor & Leadership	3
CHD 650	Develop Inf Tram, Cris, Gr Int <sup>6,7</sup>	3
CHD 655	Couns Children & Adolesc <sup>6,7</sup>	3
CHD 657	Dvlp Iss & Dis in Child & Adol <sup>6,7</sup>	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 <sup>5</sup>	3
CHD 795I	Internship Sch Counsel I <sup>6</sup>	3
CHD 795II	Internship Sch Counsel II <sup>6</sup>	3
<b>Electives</b>		
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 Counseling	
CHD 752	Trauma Assessment/Treatment	
CHD 753	Relational Cultural Therapy	

CHD 756	Art Therapy <sup>3</sup>
CHD 762	Eating Disorders
CHD 767	Art Therapy II <sup>3,4</sup>
CHD 768	Cognitive Behavior Intervent
CHD 662	Individ Study: Counsel/Dev
<b>Total Hours</b>	<b>63</b>

<sup>1</sup> For additional fee

<sup>2</sup> Additional course fees for testing materials may be required.

<sup>3</sup> Additional fees for art supplies required

<sup>4</sup> Prerequisite course is CHD 756

<sup>5</sup> For students admitted prior to Fall 2020

<sup>6</sup> For students admitted Fall 2020 and after

<sup>7</sup> Can serve as an elective course for students admitted prior to Fall 2020

## Counseling Human Development (CHD)

### CHD 602 Research Methods/Prog Eval 3 sem. hrs.

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

### CHD 603 Assessment in Counseling 3 sem. hrs.

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

### CHD 605 Found/Dimens of School Counsel 3 sem. hrs.

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

### CHD 610 Prin/Tech/Theories of Coun/Dev 3 sem. hrs.

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

### CHD 612 Lifespan Development 3 sem. hrs.

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

### CHD 620 Found/Organ of School Counsel 3 sem. hrs.

This course serves as an orientation to the school counseling profession. The course covers history, philosophy, and trends in school counseling; roles, responsibilities, knowledge of the school setting and curriculum; legal and ethical issues; policies, laws, and legislation, and implications of sociocultural, demographic, and lifestyle diversity; and organization and administration of the educational system. Students will learn how to organize, administer, and evaluate a comprehensive, developmental school counseling program based on current models of school counseling programs and the individual, school, and communityneeds. They will learn about national standards, certification and licensurerequirements  
Prerequisites: BSC 560, CHD 602, 603, 610, 612.

### CHD 624 Career Counseling 3 sem. hrs.

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

### CHD 626 Group Process 3 sem. hrs.

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

**CHD 628 Post-Secondary Stud Developmen 3 sem. hrs.**

This course focuses on post-secondary student development with a special focus on career development, career planning and exploration, as well as principles and models of assessment for post-secondary student programming. The course addresses key topics in the learning and developmental needs of post-secondary students, a differential approach to student development theories, and the application of student characteristics to student affairs programming that promotes optimal development and wellness across the lifespan. Special attention will be given to practices that promote student career development, and the application of assessment theories and methods of program evaluation and environmental assessment to the evaluation of student affairs programming.

Corequisites: BSC 560, CHD 602, 610.

**CHD 633 Marriage/Family Counseling 3 sem. hrs.**

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

**CHD 635 Addictions 3 sem. hrs.**

Course presents the biopsychosocial approach to the etiology, assessment, diagnosis and treatment of substance use disorders and addictive behaviors. Includes application of counseling theories and techniques in chemical dependency counseling as well as an overview of treatment stages and environments. Examines the impact of addiction on the family and the role of self-help groups in the recovery process. This is an intermediate level course.

Prerequisites: BSC 560, CHD 602, 603, and CHD 610 or CHD 612.

**CHD 637 Consult, Collabor & Leadership 3 sem. hrs.**

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

**CHD 640 Found, Func & Prof Issues SAHE 3 sem. hrs.**

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

Corequisites: BSC 560 or CHD 602 or CHD 610.

**CHD 642 Theo & Prac of Add Counseling 3 sem. hrs.**

Theories and practice of addiction focuses on knowledge and skills needed for the development and implementation of theories of addiction counseling, treatment approaches and procedures, prevention, and recovery maintenance in the addictions field. Emphasis is placed on selection and utilization evidence-based practice.

**CHD 643 Assess/Treat Plan Addict Couns 3 sem. hrs.**

This course focuses on the conceptual framework for the use of assessment tools as they relate to the assessment and development of treatment planning for substance use and other addiction disorders. Signs, symptoms and patterns of use will be examined, as well as psych-social and family dynamics. This course will assist clinicians in identifying strategies for screening and assessing clients and development of effective treatment plans.

**CHD 644 Evid Based Pract Addict Counsl 3 sem. hrs.**

This course focuses on advanced theories and techniques in family, relationship and group counseling specific to psychoactive substance abuse and addiction, assessments, dysfunctional relationships, family systems, effects of growth and development, group dynamics, diversity and facilitation, pharmacology of both drugs of abuse as well as detoxification and treatment of addiction and mental/emotional disorders, drug tolerance, sensation/perception and legal/ethical issues in pharmacology.

**CHD 650 Develop Inf Tram, Cris, Gr Int 3 sem. hrs.**

Students will develop an understanding of counseling clients/students during crisis, disaster, and other trauma/grief causing events. This course will examine theories, models, assessment techniques, and intervention strategies. The counselor's collaborative role in crisis preparedness and response if examined, including self-care strategies. The difference in responses to trauma/grief will be explored, along with counseling strategies to facilitate a healthy recovery. Counseling approaches for clients/students and families experiencing the trauma/loss such as suicide, death of a child/sibling, homicide, and unexpected death will be included. This course will be delivered in a hybrid format.

Prerequisites: BSC 560, CHD 610, CHD 620.

**CHD 655 Couns Children & Adolesc 3 sem. hrs.**

The course covers the clinical management of common problems with children/adolescents. The importance of family and parent training is emphasized, as well as the critical need to intervene with children using play as the language of the child. Issues such as academic achievement, mood and anxiety, behavioral management, oppositional and defiant behavior, sexuality, substance use and abuse, self-harm and suicide are explored from a developmental perspective. Assessment, service planning and building a community-based system of care will be described based on current research literature. Creative interventions, including symbolic and art techniques, will also be explored. This course will be delivered in a hybrid format.

Prerequisites: BSC 560, CHD 610, CHD 620.

**CHD 657 Dvlp Iss & Dis in Child & Adol 3 sem. hrs.**

An overview of the range of childhood/adolescent behaviors in childhood/adolescent psychiatric disorders, addictions/substance use disorders, and developmental issues that may arise. Disorders/issues are viewed from various etiological perspectives, including neurobiological, psychodynamic, humanistic/existential, family systems, and cognitive-behavioral. Review of current research regarding etiology and treatment across behaviors/disorders. Delineation of symptoms, etiology, developmental course of the disorders, commonly accepted treatment modalities and prognosis across culturally diverse populations. Review of psychotropic medications, including their drug actions, common side effects and their use in the treatment of specific disorders/issues. Consideration of the prevention of behaviors and issues related specifically to children/adolescents from socially diverse groups. This course will be delivered in a hybrid format.

Prerequisites: BSC 560, CHD 610, CHD 620.

**CHD 662 Individ Study: Counsel/Dev 1-3 sem. hrs.**

Individually tailored library research, laboratory research, or field research undertaken by the student under the supervision of an appropriate faculty member(s). Intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around those interests. Offered every semester.

**CHD 663 Law, Ethics, Dec Making in SAHE 3 sem. hrs.**

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

Prerequisites: BSC 560, CHD 602 or 610, 628 or 640.

**CHD 664L IS:Profess Counselor Identity 1 sem. hr.****CHD 665 CMHC:Foundations for Practice 3 sem. hrs.**

Orientation to the professional specialty of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues (such as managed care), credentialing, and clinical supervision, models and processes. Exploration of the models and programs used in the prevention and treatment of mental health across diverse populations, and the design of mental health servicedelivery systems across levels of care. Investigation of the organization(including emergency management systems), financing, public policy and regulatory processes of mental health service delivery systems. Consideration of advocacy for mental health service needs across diverse populations and for the advancement of the profession. Recommended: CHD 635.

Prerequisites: BSC 560, CHD 602, 603, 610, 612, 626, 635, 740.

**CHD 670 Multicultural/Diversity Educ 3 sem. hrs.**

This course prepares students to advocate for, and develop, empowering educational and learning environments for all post-secondary student populations. As the second course in the diversity sequence, the course is specifically geared to multicultural issues (e.g. discrimination, power, privilege, oppression, values) as they relate to post-secondary student development and educational environments. The course will address diversity programming, recruitment, retention, and graduation promotion of traditionally under-represented students. Students will explore the impact of their own attitudes, beliefs, world view, and racial and cultural identity as developing student affair professionals.

Prerequisites: BSC 560, CHD 602, 610, 628, 624, 640, 730, 626.

**CHD 680 Issues in School Counseling 3 sem. hrs.**

This course is designed to provide an overview of current issues in school counseling such as achievement gap, academic success, preventing school dropout, at risk youth, exceptional abilities, homelessness, etc. This course emphasizes developmentally appropriate prevention, intervention, and responsive counseling services for working with the diverse populations within the school setting. Included topics: program planning, implementation and evaluation; use of data and accountability; advocacy and ethical and legal practices in the context of the school environment.

Prerequisites: BSC 560, CHD 602, 603, 610, 612, 620, 624, 626, 637 and 740.

**CHD 710-1 Counseling Adolescents 3 sem. hrs.**

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

**CHD 710-2 Counseling Children 3 sem. hrs.**

The course covers clinical management of common problems with children. The importance of family and parent training is emphasized, as well as the critical need to intervene with children using play as the language of the child. Issues such as academic achievement, mood and anxiety, behavioral management, self-harm and suicides are explored from a developmental perspective. Assessment, service planning and building a community-based system of care will be described based on current research literature. Lecture, video, and small group work will be used as part of instruction.

**CHD 710-4 Spirituality in Counseling 3 sem. hrs.**

This course is designed to help mental health and school counseling students integrate spirituality into their professional counseling practice.

The course is presented in a seminar format to encourage individual exploration of this topic. The approach to the topic of spirituality is from a multicultural perspective, understanding spirituality/religion as a cultural aspect of all people. The didactic and experiential learning experiences are designed to encourage awareness, knowledge and skills related to spirituality. Course content will focus on the following topics in addition to those selected by students: distinction between religion and spirituality; world religions & worldviews; ethical issues and spirituality; assessment and spirituality; and faith development models.

**CHD 710-6 Cross Cult Coun Interve-Uganda 3 sem. hrs.**

Through an international experience in Uganda, students in this course will develop components of knowledge, skills, and awareness as related to cross-cultural counseling. Didactic learning (lecture, readings, video, and class discussion) will facilitate students' understanding of the social and political history of Uganda, including the impact of the civil war on cultural traditions and the mental and emotional health of the population. Students will learn about prevalent mental and emotional disorders and the interface between culture and psychopathology and will learn about various treatment approaches, both Western and Traditional, for mental health problems. Students will research counseling in cross-cultural settings in preparation for facilitating skill-building groups with and among Ugandan facilitators and participants. Additionally, students will be asked to synthesize and apply what they have learned through this experience to develop an appropriate intervention to be implemented in either a community or school in response to a specific disorder and/or concern. Prerequisite: Enrollment in Uganda program

**CHD 710-7 Counseling in Military Culture 3 sem. hrs.**

This course focuses on the understanding of military culture as it relates to the assessment and treatment of mental health disorders. Issues such as PTSD, combat stressors and readjustment from military to civilian environments are often challenges for most Veterans. This course will assist in identifying strategies for screening and assessing military clients and developing effective treatment plans.

**CHD 710-8 Conflict Resolution 3 sem. hrs.**

In this course, students will explore and discuss conflict resolution styles and strategies. The course will focus on the impact of cultural differences in responding to and managing conflict, as well as the effect personal temperament and power in relationships have on managing conflict. Students will have the opportunity to apply conflict management skills to deal with conflict in a more productive manner.

Prerequisite: Enrollment in Uganda program.

**CHD 710-9 Counseling Families 3 sem. hrs.**

Explores the application of systems perspective and family-based theories to the assessment and counseling interventions for relational mental and behavioral problems. Considers the processes of working with families in counseling. Incorporates best practices literature regarding the use of family-based counseling approaches across the continuum of care. Involves demonstrations and opportunities to practice counseling techniques and skills from at least one family-based theoretical approach to specific presenting problems. Investigates the impact of culture and socioeconomic status on family dynamics, the counseling process and specific counseling interventions. Explores the unique ethical and professional issues in family counseling.

Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 635, 740 772.

**CHD 71010 Group Counsel in Clin Practice 3 sem. hrs.**

This course is designed to continue educating and instructing counseling students to the group process at an advanced level and to assist them in implementing the counseling process in the clinical/community setting. Emphasis continues to be placed upon the analysis of group dynamics as it relates to counseling, growth, and development. Employing various theoretical perspectives, students will be exposed to the possibilities of group counseling in a variety of settings with different populations. Emphasis will be placed on learning, practicing and implementing Evidenced-Based Practices and exploring community mental health and private clinical practices. Learning is facilitated through an experiential model and an interpersonal lab is required.

Prerequisites: CHD 626.

**CHD 71011 Higher Edu in Globalized World 3 sem. hrs.**

This course orients aspiring Student Affairs professionals to contemporary trends and issues that inform and impact colleges and universities both in the United States and abroad. It takes a multidisciplinary approach to the study of globalization in higher education. The course focuses on how politics, economics, education, and other fields, drive both the need for and desirability of "internationalizing" the college experience. It explores important questions in relation to the challenges and opportunities for higher education as it seeks to expand its "boarders" while preparing students for citizenship, work, and life in the context of a global world.

**CHD 71012 Cons Old Adults & Families 3 sem. hrs.**

This course will provide an understanding of the foundation, assumptions, goals, and "principles" of narrative therapy. Conceptualization of client presenting concerns will be based on a narrative therapy perspective. Review of narrative therapy methods will include work with children, adolescents, adults, couples, and families.

**CHD 71013 Narrative Counseling Methods 3 sem. hrs.**

This course will provide an understanding of the foundation, assumptions, goals, and "principles" of narrative therapy. Conceptualization of client presenting concerns will be based on a narrative therapy perspective. Review of narrative therapy methods will include work with children, adolescents, adults, couples, and families.

**CHD 71014 Art Ther & Neuro Basd Trauma T 3 sem. hrs.**

This course focuses on the effectiveness of Art Therapy in the treatment of Neurobiologically Informed Trauma Therapy. The body-based effects of trauma are stored in the right hemisphere of the brain. Therefore, Art Therapy and other experiential therapies are some of the most effective approaches to access the right brain hemisphere and foster healing and growth. The basic principles of Art Therapy will be reviewed through "hands on" experiential art procedures emphasizing trauma recovery.

**CHD 730 Soc/Cult Diversity in Coun 3 sem. hrs.**

Exploration of social and cultural diversity in counseling, including diverse racial, ethnic, religious, and cultural heritages and sexual identities and socioeconomic statuses. Study of historical and current issues of equality as applied to socially marginalized groups. Personal reflection on the impact of one's own attitudes, beliefs, world view, and racial and cultural identity on the counseling process. Strategies for employing culturally competent counseling in individual, group, and family modalities, including specific behavioral skills and application of various theories of racial and cultural identity development. The role of the counselor as an advocate for members of marginalized groups and for the pursuit of social justice. Ethical and legal obligations of counselors in dealing with social and cultural diversity.

Prerequisites: BSC 560, CHD 602, 610, 612.

**CHD 740 Ethics/Issues in Counseling 3 sem. hrs.**

Examination of historical factors that have contributed to the development of the counseling profession and the present-day organization of professional counseling. Overview of professional organizations, licensure and credentialing, and advocacy issues. Application of ethical codes to mental health and school counseling issues. Standards for professional practice and issues related to delivery of counseling services are emphasized in this course. Recommended: CHD 612.

Prerequisites: BSC 560, CHD 602, 610.

**CHD 749 Crisis Intervention 3 sem. hrs.**

Course provides an overview of the clinical management of crisis. Topics addressed include sexual abuse and assault, vulnerable population abuse and neglect, self-harm and suicide, violence and homicide, and human-made and natural disasters. Basic crisis and trauma theories and related research are presented. Students gain knowledge on risk assessment, safety planning, brief counseling, and consultation with community entities. Personal values, beliefs, and biases about various crises are explored. The counselor's ethical responsibility to act as an advocate for populations affected by crises is emphasized.

**CHD 751 Grief and Loss Counseling 3 sem. hrs.**

Grief is an inevitable, normal, and universal experience. It is a process that is unique for each person and his/her specific experience of loss. For some people, loss presents challenges which can be helped with counseling. This course serves as an introduction to the process of grief counseling, based on literature supporting effective theories and interventions. The structure of the course reflects a preparation of counselors that includes three components: development of awareness of personal experience and beliefs on grief, increase of knowledge of grief terminology and theories, and promotion of skills to use when working with clients managing grief and loss. The assignments for this course have been developed to help students as they begin working with clients in practicum, internship, and post-licensure.

**CHD 752 Trauma Assessment/Treatment 3 sem. hrs.**

This is an elective course focused on trauma assessment and treatment to respond to the current issues in the mental health counseling field. The philosophical underpinning of counseling is to promote wellness and full development of individuals. This class in turn is focused on introducing students to trauma and history, understanding how trauma impacts human functioning as well as various forms of trauma, current treatment and counseling theories, assessment, research, relationship between trauma and culture, and practice in order to prepare them to work with individuals whose concerns relate to trauma all while teaching students to promote client wellness.

**CHD 753 Relational Cultural Therapy 3 sem. hrs.**

This interactive format course will explore application of the Stone Center Relational Cultural Model in counseling. Students will engage and discuss primary source materials and their application to case conceptualization, counseling interventions and the client-counselor relationship across a wide variety of client scenarios from prevention through treatment contexts. Students will explore application of the model in experiential activities as well as in didactic activities

**CHD 754 Psychopharmacology 3 sem. hrs.**

This course is designed for the non-medical therapist who is interested in learning more about how psychoactive medications work within the human body. Major groups of drugs covered include those typically prescribed in psychiatric medicine, commonly abused drugs including "street drugs," "over the counter drugs," and others (coffee, nicotine, alcohol, etc.). The foci of the course are mechanisms of action, behavioral effects, and side effects of psychotropic drugs.

**CHD 755 Supervision and Consultation 3 sem. hrs.**

This course provides students with the opportunity to explore supervision theories, develop supervision skills, and explore ethical issues of supervision. The course will utilize both didactic and experiential instructional methods and provide major resources of the supervision field to assist students in becoming supervisors. Ethical and administrative issues in supervision will also be addressed.

**CHD 756 Art Therapy 3 sem. hrs.**

This course covers the history and philosophy of Art Therapy and its relationship to other therapies. The power, strength and practicality of the therapeutic use of art will be discovered through experiential ("hands-on") art experiences. The ability to apply the basic principles will be gained through this course.

**CHD 757 Couples Therapy 3 sem. hrs.**

This course has been designed to teach skills in identifying and tracking patterns of interaction in a dyad. Students will become familiar with effective interventions for changing couple interaction. Current literature in couples therapy will be reviewed, including theory, research and techniques. Students will learn to identify links between learning in the family of origin and functioning in current relationships.

**CHD 758 Child/Adol Treat Approaches 3 sem. hrs.**

The course covers clinical management of common problems with children and adolescents. Issues such as suicide, sex offending, child abuse and neglect, oppositional/conduct disorders, developmental tasks, as well as legal/ethical issues, will be covered. Assessment, service planning and building a community-based system of care will be described based on current research literature. Lecture, journal articles, videotape and role-play are all used as part of instruction. Next offering TBA.

**CHD 759 Gestalt Meth Intervention 3 sem. hrs.**

This course is designed for clinicians who want to learn the uses of Gestalt methods in their counseling practice. Conceptual issues are covered, but the main focus of the course will be the design and application of interventions based on Gestalt therapy and therapeutic methodology. Students are expected to apply information from this course to themselves or to suitable clients from their caseload. Next offering TBA.

**CHD 760 School Counseling/21st Century 3 sem. hrs.**

Topics and trends in response to current social changes, socioeconomic pressures, and world events which influence the changing direction of school counseling programs will be addressed. This course is designed as a useful source of information for students pursuing school counseling licensure as well as a resource for professional school counselors in the process of self-renewal.

**CHD 761 Play Therapy 3 sem. hrs.**

This course provides students with the basic assumptions underlying play therapy as a therapeutic intervention, symbolic meaning of toys, and therapeutic value of their use; child intake skills with an emphasis on play sessions, stages of play therapy, and issues for each stage, construction and use of a therapeutic metaphor with children in a play context. Ethical issues in play therapy with children are also addressed. Next offering TBA.

**CHD 762 Eating Disorders 3 sem. hrs.**

This course will prepare clinicians to recognize, diagnose, and treat eating disorders including anorexia nervosa, bulimia, and related disorders. Societal, biological, familial, trauma, and psychological factors contributing to eating disorders will be examined. Societal pressure for thinness that contributes to eating disorders will be discussed.

**CHD 763 Wellness 3 sem. hrs.**

This course presents a wellness, strengths-based, holistic paradigm to conceptualizing human functioning and treatment interventions. Wellness models are presented as a method for case conceptualization and treatment planning, along with clinically relevant assessments and techniques. Students will examine their own functioning across various domains of wellness and apply techniques for optimizing personal functioning. Next offering TBA.

**CHD 764 Motivational Counseling 3 sem. hrs.**

Provides an introduction to the basic principles and interventions of motivational interviewing and stages of change theory; and explores counseling applications with substance abusers, difficult-to-treat and delinquent teens, criminal justice clients, and dual diagnosis clients. Incorporates experiential practice of techniques.

**CHD 766 Organ & Admin of School Couns 3 sem. hrs.**

This course is designed to prepare for the organization, implementation, coordination, and administration of counseling, testing, consulting, and guidance services provided in single and/or multiple school assignments by school counselors. Legal and ethical issues related to school counselor decisions and guidance functions will be studied. This is an advanced level course.  
Prerequisite: CHD 605.

**CHD 767 Art Therapy II 3 sem. hrs.**

Art Therapy II continues the exploration of "the doing and processing" of art in a therapeutic counseling context. The class will review the basic principles and ethics of the profession. "Hands-on" art experiences will lead to a deeper understanding of visual metaphors in combination with methods to access core beliefs.  
Prerequisite: CHD 756.

**CHD 768 Cognitive Behavior Intervent 3 sem. hrs.**

This three (3) semester hour course provides students with the basic assumptions of cognitive behavioral therapy and its therapeutic interventions. Students will have an opportunity to move through the various stages of treatment from intake to termination and explore various problems that are benefited by cognitive behavioral techniques. Role playing, applying theory to the development of technique and text and additional readings will afford students an opportunity to integrate cognitive behavioral techniques into their counseling and therapy. The historical roots of the therapy will be explored to provide a contextual understanding of the mode of therapy.

**CHD 772 Advanced Abnormal Behavior 3 sem. hrs.**

Survey of all forms of abnormal behavior within each group of psychiatric disorders, viewed from various etiological perspectives, including neurobiological, psychodynamic, humanistic/existential, family systems, and cognitive-behavioral. Review of current research regarding etiology and treatment across all forms of abnormal behavior. Delineation of symptoms, etiology, developmental course of the disorders, commonly accepted treatment modalities and prognosis across culturally diverse populations. Review of psychotropic medications, including their drug actions, common side effects and their use in the treatment of specific psychiatric disorders. Consideration of the prevention of abnormal behavior and issues related specifically to abnormal behavior among racial, ethnic, and socially diverse groups.  
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 635 (CHD 635 may be taken concurrently).

**CHD 775 Diag Mental/Emot Disorders 3 sem. hrs.**

An overview of the historical and ethical issues, conceptual principles, and current research regarding diagnostic systems used in classifying mental and emotional disorders with special reference to the DSM system. Focus on practice in making differential diagnostic formulations, recognizing signs and symptoms related to diagnostic systems (including the use of the Mental Status Exam), using current DSM and ICD nomenclature, provisional diagnoses and rule outs. Practice in articulating the relationship of biopsychosocial case conceptualization to diagnostic processes. Practice in evaluating the impact of medical and substance use on diagnosis. Consideration of the racial, ethnic and cultural heritage, and social diversity on diagnostic processes, and the appropriate use of diagnostic processes during crisis and disaster events.  
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772.

**CHD 777 Treat Mental/Emot Disorders 3 sem. hrs.**

Exploration of the delivery of mental health services through empirically-supported treatments, and integrative, theory-related, individualized case conceptualization and comprehensive treatment planning for individuals from diverse social groups. Practice in the use of commonly accepted biopsychosocial case conceptualizations, treatment planning and case documentation systems with specific case materials. Consideration of lethality and crisis assessment and intervention strategies based on developmental stage and context, strengths and vulnerabilities. Review of strategies for the delivery of crisis, brief and outpatient/long-term mental health services across the continuum of care, including consideration of the use of family and social networks. Consideration of appropriate service delivery and interventions for disaster, crisis and trauma-causing events among socially diverse populations.  
Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772, 775.

**CHD 780 Personality Assessment 3 sem. hrs.**

In-depth consideration of the integrated use of standardized psychometric assessment instruments (including their limitations), biopsychosocial evaluation (diagnostic interviewing), and the use of the Mental Status Examination in the clinical evaluation and treatment of individuals. Focus on the importance of considering personality style, and social and cultural diversity in clinical assessment, case conceptualization and treatment planning processes. Practice in the use of various assessment batteries, their administration, scoring and interpretation, and the application of assessment results to the clinical evaluation of individuals, and the development of comprehensive counseling assessment reports, case conceptualizations, and treatment plans.

Prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 635, 665, 730, 740, 772, 775, 777.

**CHD 790 Practicum: Counseling Tech 3 sem. hrs.**

Intensive counseling experiences with individual and group supervision. Emphasis is on developing the therapeutic relationship, counseling procedures, ethical practice and the application of counseling theories to various client concerns. Course focuses on assisting counselor trainees to improve individual and group counseling skills. According to CACREP 2009 Standards, Section III.G.1-4, Mental Health Counseling Practicum involves 100 hours of mental health counseling services including: individual and group counseling (at least 40 face-to-face hours); testing; consultation; referral and case management; assessment, diagnosis and treatment planning; taped case review; termination procedures; and individual and group supervision. The face-to-face counseling hours are generated through the Walsh Herttna Counseling Center (HCC) in conjunction with specified off-site programs. Please note that at least 8-10 group counseling hours are required and count toward the required cumulative total of 40 face-to-face hours. Also, according to CACREP 2009 Standards, Section III.G.1-4, School Counseling Practicum involves 100 hours of school counseling activities including: individual and group counseling (at least 40 face-to-face hours); guidance activities; consultation; referral and case management; psycho-social assessment; taped case review; termination procedures; and, individual and group supervision. The face-to-face hours are generated through the HCC in conjunction with specified off-site school settings. Therefore, in order to meet both mental health and school CACREP standards for clinical instruction and licensure requirements for each specialty, Dual Counseling Practicum requires: 1) a total of 60 hours face-to-face individual and group counseling; with the 60 hour total, a minimum of 20 face-to-face hours of direct service to K-12 age children and/or adolescents must be provided in an approved off-site school setting. A minimum total of 120 cumulative Practicum hours are thus required. More specific production requirements are specified below. In addition, students must complete observation hours at the off-site location, have a mid-term evaluation with an overall score of 3.0 out of a 5 point scale, and have HCC site supervisor approval prior to being released for direct hours with clients. Mental Health prerequisites: BSC 560, CHD 602, 603, 610, 612, 624, 626, 665, 730, 740, 772, 775, 777. School Counseling prerequisites: BSC 560, CHD 602, 603, 610, 612, 620, 624, 626, 635, 637, 730 and 740.

**CHD 792 Addictions Counseling Intern 3 sem. hrs.**

Designed as the capstone of addictions counseling training, this is a performance-based course in which students must demonstrate their competence in diagnosis and treatment planning in an approved addictions/clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-site supervisor and the instructor.

Prerequisites: CHD 642, CHD 643, and CHD 644.

**CHD 793I Internship in SAHE I 3 sem. hrs.**

These two courses provide 600 hours of supervised internship in Student Affairs in Higher Education. These are performance-based courses in which students participate in at least two distinct practice experiences in developmental work with individual student and groups of students in: program planning, implementation, or evaluation; staff training, advising, developmental counseling or career development, or supervision; and administration functions (including program development and evaluation) in SAHE settings. Internship field experiences are served in approved college and university settings under the supervision of professional student affairs site supervisors and CHD faculty members. Students apply academic and counseling skills in the development of a capstone project which demonstrates their competence as SAHE professionals as part of their internship experiences.

Prerequisites: BSC 560, CHD 602, 610, 640, 624, 626, 628, 730, 626, 663.

**CHD 793II Internship in SAHE II(CapProj) 3 sem. hrs.**

These two courses provide 600 hours of supervised internship in Student Affairs in Higher Education. These are performance-based courses in which students participate in at least two distinct practice experiences in developmental work with individual student and groups of students in: program planning, implementation, or evaluation; staff training, advising, developmental counseling or career development, or supervision; and administration functions (including program development and evaluation) in SAHE settings. Internship field experiences are served in approved college and university settings under the supervision of professional student affairs site supervisors and CHD faculty members. Students apply academic and counseling skills in the development of a capstone project which demonstrates their competence as SAHE professionals as part of their internship experiences.

Prerequisites: BSC 560, CHD 602, 610, 640, 624, 628, 730, 626, 637.

**CHD 795 Internship: School Counseling 3 sem. hrs.**

Internship in School Counseling is a supervised field assignment in the application of counseling theories to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Ohio Department of Education School Counseling requirements call for a 600-hour internship experience with a minimum of 240 clock hours in direct service to students which includes the following: individual counseling, group counseling, developmental classroom guidance, and consultation (CACREP Standard 3.J & K). Counselor-trainees work under the supervision of a school counselor who has been licensed/certified for a minimum of 2 years (CACREP Section 3, Standard P). A complete description of internship and its specific requirements is in the Internship Guidelines. Students are required to retain liability insurance while enrolled in internship.

Prerequisite: CHD 790, Practicum.

**CHD 795I Internship Sch Counsel I 3 sem. hrs.**

Internship in School Counseling serves as the culminating experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor.

Prerequisite: Practicum.

**CHD 795II Internship Sch Counsel II 3 sem. hrs.**

Internship in School Counseling serves as the culminating experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the supervising school counselor and the instructor.

Prerequisite: Practicum.

**CHD 796I Internship in MH Counsel I 3 sem. hrs.**

Designed as the capstone of clinical training, these are performance-based courses in which students must demonstrate their competence in diagnosis and treatment planning in an approved clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-site supervisor and the instructor. Prerequisites: CHD 790 and its prerequisites

**CHD 796II Internship in MH Counsel II 3 sem. hrs.**

Designed as the capstone of clinical training, these are performance-based courses in which students must demonstrate their competence in diagnosis and treatment planning in an approved clinical setting (clinic, private practice, hospital, etc.). Emphasis is on the application of academic training and skills with clients. Evaluation of demonstrated skills is made through close supervision by an on-site supervisor and the instructor.

Prerequisites: CHD 796I and its prerequisites.

# Master of Occupational Therapy (MOT)

*Dr. Michele Tilstra, Program Director*

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## 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, 2020) 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.

AOTA. (2020). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74, (Supplement\_3), 7413410005p1 – 7413410005p13. <https://doi.org/10.5014/ajot.2020.74S3006>

## 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.

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# Academic Guidelines for Master of Occupational Therapy

## 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:

- a. Students must maintain a B (3.0) overall GPA throughout the program,
- b. Students must receive a satisfactory/passing grade for all Fieldwork I and II experiences,
- c. 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 one time 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.

### **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 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 GPA of 3.0 or higher
- Transcripts from all former institutions attended must be verified through OTCAS
- Three professional letters of recommendation (e.g. coach, instructor, mentor, supervisor who have known the applicant at least one year)
- 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. Virtual observation hours may be accepted. Contact graduate admissions for options.
- Successful interview (by invitation only)
- TOEFL score (international students only)

### **Routes of Admissions**

There are three routes of admission into the Graduate Program in Occupational Therapy. All qualified students applying to our program are required to successfully complete an interview prior to being accepted.

1. **Traditional** - Traditional entry involves a 4+2 model in which the student completes an undergraduate degree in 4 years prior to entry into the graduate program in occupational therapy.

2. **The Early Assurance, Direct Freshman Entry** - The Early Assurance entry is a 4 + 2 model, available to a limited number of graduating high school seniors who can either enroll in Walsh University's Psychology Pre-OT program or Exercise Science Pre-OT program **Click here for more information.**

3. **3+2 Direct Freshmen Entry** - The 3 +2 direct freshman entry program is available to a limited number of graduating high school seniors who can either enroll in Walsh University's Psychology Pre-OT program or Exercise Science Pre-OT program Early Assurance major **Click here for more information.**

### **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 Master of Occupational Therapy 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) (<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.

## 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
<b>First Year</b>		
<b>Semester I</b>		
OT 502	Foundations of OT	3
OT 503	Human Anatomy	5
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
<b>Hours</b>		<b>17</b>
<b>Semester II</b>		
OT 606	Therapeutic Interv in Ped	4
OT 608	Biomechanics in Occup Therapy	4
OT 610	Neuroscience for Occup Therapy	3
OT 612	Lvl 1 Fieldwork A/Seminar	2
OT 604	Psych Aspects of Occup Perf	3
<b>Hours</b>		<b>16</b>
<b>Semester III</b>		
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
<b>Hours</b>		<b>12</b>
<b>Second Year</b>		
<b>Semester IV</b>		
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	2
<b>Hours</b>		<b>13</b>
<b>Semester V</b>		
OT 660	Lvl II Fieldwork AB	7
<b>Hours</b>		<b>7</b>
<b>Semester VI</b>		
OT 662	Lvl II Fieldwork CD	7
<b>Hours</b>		<b>7</b>
<b>Total Hours</b>		<b>72</b>

## Occupational Therapy (OT)

### OT 502 Foundations of OT 3 sem. hrs.

An examination of the historical basis of occupational therapy and the impact of occupation and occupational science on overall health is explored. Students are introduced to healthcare delivery models in traditional and emerging practice settings. Professional behaviors, therapeutic use of self, and roles and responsibilities of occupational therapists and occupational therapy assistants are discussed. Students will learn about professional organizations, general requirements of healthcare professionals, Standards of Practice, and Code of Ethics in relation to healthcare. Scholarly writing principles are reviewed.

### OT 503 Human Anatomy 5 sem. hrs.

OT503 is a foundational course in typical human gross anatomy that uses a regional approach. The understanding of typical anatomy is necessary for understanding the changes in body structure and function that can occur due to injury and disease that are discussed in advanced courses. Classroom and laboratory experiences are designed to promote methods of learning that enhance understanding and minimize memorization. Emphasis is given to the neuromusculoskeletal system in the context of occupational therapy practice and the development of the ability to use anatomical terms in preparation for team based clinical practice.

### OT 503L Human Anatomy Lab 0 sem. hrs.

### OT 504 Conditions in OT 2 sem. hrs.

Common medical, developmental, and psychological conditions encountered in occupational therapy practice are reviewed. Content will include definition and description, etiology, incidence and prevalence, signs and symptoms, diagnosis, course and prognosis, medical/surgical management, and impact on occupational performance.

### OT 506 Task Analysis 2 sem. hrs.

An overview of The Occupational Therapy Practice Framework: Domain and Process (4th ed.) will be presented. Students will develop skills using a top down approach of analyzing tasks and occupation-based activities, including grading, adapting, and implementing strategies for increasing activity performance and participation.

### OT 508 OT Theory & Frames of Ref 2 sem. hrs.

Theories, Models and Frames of Reference are foundational blocks for all areas of OT practice. Individually, or in combination, these principles guide the OT process from evaluation through intervention from birth through end of life care, for individuals, groups, and populations. Given opportunities to apply a variety of commonly used theories, models, and frames of reference in OT practice, students begin to demonstrate evidence-informed practices common in OT practice.

### OT 602 OT Evaluation & Assess Skls 3 sem. hrs.

Evaluation and Assessment skills in Occupational Therapy introduces students to foundational skills of completing and interpreting assessments. Interviewing, standardized and non-standardized assessments, and observation are explored as methods to collect information necessary to determine intervention and treatment planning. Students explore the OT process and essentials to document for reimbursement of services. Students explore and practice assessments with peers and in the community (as available). This course introduces the basic skills needed for evaluation and assessment across the lifespan.

**OT 602L OT Evaluation & Assess Skl Lab 0 sem. hrs.****OT 604 Psych Aspects of Occup Perf 3 sem. hrs.**

Theory and practice of psychosocial occupational therapy evaluation and intervention across various settings are examined. Students develop clinical reasoning skills and explore the relationship between mental health, wellness, and healthy lifestyles. Clinical reasoning skills are developed to guide decision making throughout the OT process. Students will gain an understanding of the lived experiences of people living with psychopathology which may include Disorders of Infancy, Childhood and Adolescence; Delirium, Dementia, Cognitive Impairments, Mood, Anxiety, Personality and other disorders; Schizophrenia and other Psychotic Disorders; and Substance related disorders. Students will propose ways to improve current community mental health services and complete a community education program on mental wellness. Case studies, role-playing, class discussions, and informal presentations for immediate application of concepts learned are used.

**OT 604L Psych Aspects Occup Perf Lab 0 sem. hrs.****OT 606 Therapeutic Interv in Ped 4 sem. hrs.**

Theories, frames-of-reference, and service delivery models applicable to occupational therapy practice with infants, children, and adolescents are examined. Common diagnoses in the pediatric population as well as their effect on occupational performance and participation are studied. Intervention techniques specific to the pediatric population are analyzed to support successful occupational performance in a variety of settings. The importance of family and the influence of peers, teachers, and society on occupational performance is discussed.

**OT 606L Therapeutic Interv in Ped Lab 0 sem. hrs.****OT 608 Biomechanics in Occup Therapy 4 sem. hrs.**

Students utilize the basic principles of biomechanics to analyze human movement and relate it to occupational performance. Standardized and non-standardized assessments of joint motion and strength will be incorporated to identify possible barriers to functional independence. Students will practice safe, proper handling of patients during functional mobility and transfers. Principles of biomechanics are applied to the design and fabrication of orthotics and training in prosthetics.

**OT 608L Biomech in Occup Therapy Lab 0 sem. hrs.****OT 610 Neuroscience for Occup Therapy 3 sem. hrs.**

This course covers the autonomic, central and peripheral nervous systems with a focus on critical components of the central nervous system and their relationship to common conditions seen in occupational therapy.

**OT 612 Lvl 1 Fieldwork A/Seminar 2 sem. hrs.**

This is the first of three level I fieldwork experiences. Students will analyze and practice professional behaviors, activity analysis, therapeutic use of self, and professional communication skills. Students will complete community-based fieldwork and simulated fieldwork experiences using asynchronous online content to correlate with the curriculum plan. The seminar portion of the course will include practical lab sessions, on campus instruction/ discussions, and/ or asynchronous online content.

**OT 614 Ther Interventions in A & G 4 sem. hrs.**

Occupational behavior and participation in various roles throughout the continuum of adulthood and older adulthood are explored. Common diagnoses in the adult and aging population are revisited emphasizing their impact on occupational functioning. Theories, frames of reference, and service delivery models are explored in depth. Intervention techniques specific to these populations are identified including prevention, health, and wellness. Barriers to participation are examined, as well as, opportunities to increase quality of life and enhance community mobility.

**OT 614L Ther Interventions in A&G Lab 0 sem. hrs.****OT 616 Enviro & Tech Interventions 2 sem. hrs.**

Students will evaluate the importance of context as it relates to occupational performance. The inter-connectedness of environment and contexts to client factors and performance patterns is explored. Students will identify the need for assistive technology and its application to evaluation and treatment. Content will include environmental adaptation, augmentative communication devices, manual wheelchairs, power mobility devices, e-medical records, virtual environments, telehealth technology, and apps used in therapy services. Ethical concerns with these modes of service delivery as well as implications of the use of social media will be evaluated. The principles of universal design, accessible design, and ergonomics will be integrated. Content includes an introduction to occupational therapy in work and industry.

**OT 618 Therapeutic Groups 2 sem. hrs.**

Group interventions and dynamics are examined including theory, design, implementation and evaluation. Effective therapeutic use of self is explored. Students will develop, lead, and participate in therapeutic groups based on a variety of frames of reference for populations across the lifespan.

**OT 620 Evidence-based Practice I 2 sem. hrs.**

Students will explore the concepts of evidence-based practice as it relates to the profession today. The course introduces research methodology including qualitative and quantitative studies and the hierarchy of evidence. Principles of critical appraisal will be introduced. Database search skills will be further developed as well as scholarly writing skills using the APA style of writing.

**OT 622 Lvl I Fieldwork B/Seminar 2 sem. hrs.**

This is the second of three level I fieldwork experiences. Students will analyze and practice professional behaviors, activity analysis, therapeutic use of self, and professional communication skills. Students will complete simulated fieldwork experiences using asynchronous online content to correlate with curriculum plan. Experiences will include psychosocial, groups, rehab, and home assessment. The seminar portion of the course will include a practical lab session, synchronous online discussions, and/ or asynchronous content.

**OT 624 Evidence-based Practice II 2 sem. hrs.**

Developing evidence-informed programming is essential to providing high quality OT services. OTs practicing in various settings often develop site specific programs to meet the needs of the clientele. Students will have the opportunity to develop programming for a community partner based on previously researched topics. Additionally, students will explore funding sources and the skills necessary to begin the grant writing process to acquire financial support.

**OT 626 OT Mgmt and Leadership 2 sem. hrs.**

Managerial roles including conflict resolution, marketing, budgeting, program planning, and evaluation are discussed on a broad scale in the context of an evolving healthcare system. Billing and coding procedures are reviewed. Patient advocacy and ethical dilemmas are discussed as related to course topics. Leadership styles are explored and discussed as applicable to OT practice.

**OT 628 Neuro-Cognitive Rehab 2 sem. hrs.**

Students will explore neurological impairments, evaluate their effect on function, and determine interventions to improve occupational performance. Topics will include: cognition, vision, perception, and vestibular rehabilitation from the OT perspective.

**OT 630 Advanced Clinical Reasoning 3 sem. hrs.**

Students synthesize and integrate knowledge obtained in previous coursework to further clinical reasoning skills in preparation for level II fieldwork. Communication skills are developed and applied to role play scenarios, case studies, and simulation experiences to demonstrate an understanding of an OT's role in client-centered service delivery, including education, and interdisciplinary, evidence-based practice.

**OT 632 Lvl I Fieldwork C/Seminar 2 sem. hrs.**

This is the third of three-level I fieldwork experiences. Students will analyze and practice professional behaviors, activity analysis, therapeutic use of self, and professional communication skills. Students will rotate through two fieldwork sites with a focus on gaining the hands-on experience needed for Level II Fieldwork. The seminar portion of the course may include practical lab sessions, synchronous online discussions, and/ or asynchronous content.

**OT 650 Intl Practice in OT-Elective 1 sem. hr.**

(Additional Travel Costs) During this optional, immersive experience in a developing country, students will explore occupational therapy in practice in a developing country in relationship to culture, economic, environmental and socio-political factors and definition of the profession. An understanding of the needs for occupational therapy in underserved areas of the world will lead to development of models for practice and education in occupational therapy for those areas.

**OT 652 Community Based Prac in OT 2 sem. hrs.**

As the final piece to the capstone project, evidence-informed programs are delivered in collaboration with community partners and faculty leadership.

**OT 660 Lvl II Fieldwork AB 7 sem. hrs.**

This is the first of two Level II fieldwork experiences. Students will reflect on their experiences and participate in discussion board posts with classmates to collaborate and learn from each other's experiences. The student will work towards entry-level practitioner skills and complete all site-specific learning objectives.

**OT 662 Lvl II Fieldwork CD 7 sem. hrs.**

This is the second of two level II fieldwork experiences. Students will reflect on their experiences and participate in discussion board posts with classmates to collaborate and learn from each other's experiences. Students must be at entry-level competency by the end of the semester as determined through assessment of fieldwork performance and collaboration with the Academic Fieldwork Coordinator.

# School of Arts, Sciences and Education

## Division of Education

*Dr. Gary D. Jacobs, Chair*

*Dr. Jeffery H. Warnke, Graduate Education 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 and Master of Dyslexia Therapy degrees are 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:

- Critique research and theories related to pedagogy, learning, and leadership
- Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners
- Integrate technology to improve effectiveness of school and district functions, enhance professional collaboration and instruction, and manage students and assessment data while engaging students in applications of technology to their learning experiences.
- Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application
- Use data to make decisions and inform their teaching and/or leadership practice in a transformative learning environment.

Engage in or facilitate professional learning and leadership as a lifelong effort and responsibility.

## Academic Guidelines

### **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 their required culminating activity, either the [Action Research Project](#) or [My Journey: Reflections and Connections](#).

*Correspondence or a meeting with the assigned academic advisor or Graduate Education Program Director is required prior to the first registration for graduate courses. After the first semester, students should meet with their assigned advisors periodically and before all subsequent registrations.*

### **Special Requirements for Program Completion**

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 essay is due during the candidate's final semester. Specific deadlines will be established by the Director of Graduate Education Studies. Candidates must submit their application form by the date established by Director or Graduate Education Studies. The application can be obtained through the Division of Education Secretary and will be announced each semester. Candidates will be billed \$60 to their Walsh University student account at the time of application submission as a processing and assessment fee.
  - *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 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) (<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**

The Graduate Education Programs: Graduate Education Handbook states 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 and MDT programs. 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. Students needing to retake a course must complete the Request for Course Override form online.

## **Admission Requirements for Graduate Education Programs**

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 ([jwarnke@walsh.edu](mailto:jwarnke@walsh.edu)) or Graduate Admissions (<https://www.walsh.edu/graduate-admissions.html>) at least six weeks before classes begin.

### **Requirements**

Requirements for admission as a matriculated student in the Master of Arts in Education and Master of Dyslexia Therapy programs:

- 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
  - Applicants who hold a current teaching license and are employed by a school district are waived from this requirement.

### **Transfer Credit Policy**

With permission of the Chair of the Division of Education 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. Transfer of credit is not permitted for courses taken more than **five years** prior to matriculation in the graduate programs.

Permission to register for a course without formal admission to the Master of Arts in Education (MAED) or Master of Dyslexia Therapy (MDT) programs 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 MAED or MDT program. Once a student's application is complete and approved, he/she may continue their coursework to count towards their degree seeking program.

## Division of Education Programs

- Licensures/Endorsements
- Master of Art in Education (<http://catalog.walsh.edu/graduate/ma-education/maed/>)
- Master of Dyslexia Therapy (<http://catalog.walsh.edu/graduate/ma-education/mdt/>)
- LEAD Program
- Early Credentialing for Current UG students (<http://catalog.walsh.edu/graduate/ma-education/early-credentialing/>)
- Communicate Institute (<http://catalog.walsh.edu/graduate/ma-education/communicate-institute/>)
- LETRS Program (<http://catalog.walsh.edu/graduate/ma-education/letrs/>)

## 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
- 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 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 2021-2022 academic year, Walsh University candidates achieved a pass rate of 91% 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](http://www.walsh.edu/ed-data).

## Endorsement/Licensure Programs (PM)

### 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.

## Non-Degree Seeking Programs

### Licensures

- Principal License (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/principal-license/>)
- School Treasurer License (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/school-treasurer/>)

### Endorsements

- Reading Endorsement (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/reading/>)
- TESOL Endorsement (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/tesol/>)
- Teacher Leader Endorsement (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/teacher-leader/>)
- 4/5 Endorsement (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/45/>)
- Computer and Technology Endorsement (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/computer-tech/>)

## 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.

- 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
<b>Undergraduate Course/Graduate Equivalency</b>		
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.

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

- 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
<b>Intended Licensure Area and Student Teaching Semester Courses</b>		
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

- f. 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.
- g. A candidate may elect to expand his/her teaching credentials by adding an endorsement to his/her license.
- h. 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.

## Education & Teaching (EDT)

### EDT 601 Information and Communications 3 sem. hrs.

This course provides an introduction to the roles of information and communication technologies in teaching and learning. Participants will evaluate software and study various techniques for integrating technology into the instructional process. The focus is on practical knowledge that will help educators develop an awareness of current and potential application of technology in education or training settings. 5 hours of field experience required. Offered every spring and summer.

### EDT 602 Implementing Content Area Curr 3 sem. hrs.

One of a teacher's responsibilities beyond classroom instruction is serving on curriculum committees. Yet curriculum study and curriculum construction are not included in most pre-service teacher education programs. Curriculum theory, theorists, methods of curriculum development, and features of curricular change processes are addressed. Offered every fall and spring.

### EDT 603 Mentoring and Supervision 3 sem. hrs.

This course is one of four courses that leads to a Teacher Leader Endorsement. Candidates will learn mentoring, coaching, and supervision skills and examine current research about other educators through professional development to increase student learning. Planning, implementing, reflecting and evaluation professional development models will be used. Candidates will learn how to create a positive climate and establish structures that support professional development and collaboration. Candidates Individualizing Instruction learning, ensures that educators are able to collaborate with colleagues to improve student achievement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

### EDT 605 School-Community Relations 3 sem. hrs.

A study of how school and community relations and effective communications impact the student's learning, the teacher/staff roles in serving the community, and community support and perceptions of the learning environment while building a professional learning community. Identification of appropriate resources and practical strategies for enhancing collaboration with all stakeholders involved in the professional learning community are evaluated/utilized. Candidates plan and model collaborative professional learning experiences for educators, families and communities. Current models of school and community relations are utilized. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

### EDT 614 Instructional Leadership 3 sem. hrs.

This course is designed to provide an introduction to instructional leadership. Candidates will know and demonstrate skill in evidence-based principles of effective leadership and teacher learning; promote the use of data-based decisions and evidence-based practice to enhance student learning outcomes; and participate in developing and supporting a shared vision and clear goals for their schools to sustain school renewal and improvement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered spring and summer.

### EDT 616 Learning & Design Technologies 3 sem. hrs.

This course orients graduate students to learning design and technology integration, including 21st century teaching and learning paradigms and best practices. Critical Information and Communication Technologies (ICT) will be evaluated including surveys of hardware, software, and web-based tools. Students will further explore the National Educational Technology Standards for Teachers, Students and Administrators, as well as TPACK, Technical Infrastructure, and Technology Integration. 10 hours of field experience required. Offered every fall and spring.

### EDT 617 App Instruc Des and Developmen 3 sem. hrs.

Graduate students will explore instructional design theory and best practices for the design, development, and delivery of eLearning activities and multimedia production. Particular emphasis will be placed upon deliverables, online presence, evaluation, quality, integrity, and rigor. 10 hours of field experience required. Offered every fall.

**EDT 618 Design,Develop/Deliv of elearn 3 sem. hrs.**

Graduate students will explore instructional design theory and best practices for the design, development and delivery of eLearning activities. Particular emphasis will be placed upon deliverables, quality, integrity, and rigor. 5 hours of field experience required. Offered every spring.

**EDT 619 Learn Des & Tech Practicum 3 sem. hrs.**

Students will demonstrate competency in applying Information and Communication Technologies (ICT) skills through a comprehensive action-research project. Students will conduct a literature review, identify a problem/research question, and then design, develop, and implement an instructional intervention/deliverable as part of an action-research project. They will collect, analyze, and disseminate data on the impact and efficacy of their intervention/deliverable. 20 hours of field experience required. Offered every spring.

**EDT 640 END:Dyslexia:TheoryMeths&Prac 3 sem. hrs.**

EDT 640 is an introduction to the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. (Note: EDT 640 & EDT 641 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM).

**EDT 641 END:Dys.Prac:AssessInt&Strat 3 sem. hrs.**

EDT 641 is an extension of EDT 640 in the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course reinforces theory and the practice of research-based components of therapy instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. (Note: EDT 640 & EDT 641 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM).

**EDT 642 Internl:MultiGramWritExprsInst 3 sem. hrs.**

EDT 642 provides instruction of multi-sensory grammar instruction and research-based written expression instruction for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are participating in a dyslexia specialist internship program. Sequence: Year 1, Fall 1.

**EDT 643A Internship 2A:Reading Acc&Flu 1.5 sem. hrs.**

This course provides instruction of research-based multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia Specialist internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 1).

**EDT 643B Internship 2B:Reading Acc&Flu 1.5 sem. hrs.**

This course provides instruction of research-based multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia Specialist internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 1).

**EDT 644 Internship 3: Dev Meta Cog Ski 3 sem. hrs.**

EDT 644 provides information about and implementation of research-based vocabulary and reading comprehension instruction for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia specialist internship program. Sequence: Year 1, Spring 2.

**EDT 645 Dyslexia Spec Adv: Plan&Applic 3 sem. hrs.**

EDT 645 is an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical planning and implementation of dyslexia therapy for students with dyslexia. . (Note: EDT 645 & EDT 646 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM in Summer, Year 2).

**EDT 646 Dyslexia Spec Adv: Assess&Eval 3 sem. hrs.**

EDT 646 is a continuation of EDT 645, an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course offers instruction in the instruments used for assessment and evaluation of dyslexia, as well as the interpretation of an evaluation report. The course continues to provide an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical implementation of dyslexia therapy for students with dyslexia. (Note: EDT 645 & EDT 646 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM in Summer, Year 2).

**EDT 647 Intern 4: Basic Lang Skills 3 sem. hrs.**

EDT 647 provides information of research-based multisensory instruction for teaching word learning strategies to students who are participating in a dyslexia therapy internship program. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. Sequence: Year 2, Fall 1.

**EDT 648A Intern 5A: Basic Lang Skills 2 1.5 sem. hrs.**

EDT 648 A & B provides additional layers of information using a comprehensive structured literacy approach, Basic Language Skills (Book 2). The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 2).

**EDT 648B Intern 5B: Basic Lang Skills 2 1.5 sem. hrs.**

EDT 648 A & B provides additional layers of information using a comprehensive structured literacy approach, Basic Language Skills (Book 2). The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 2).

**EDT 649 Intern 6: Multi Sens Bas Skill 3 sem. hrs.**

EDT649 is an overview of Basic Language Skills Book 3, an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components using a comprehensive structured literacy approach to instruction and providing practical implementation of dyslexia therapy for students with dyslexia. Sequence: Year 2, Spring 2.

**EDT 650 Dev Language/Literacy 3 sem. hrs.**

Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. 10 hours of field experience required. Offered every fall, spring, and summer.

**EDT 651 Meth Teach Dev Reading 3 sem. hrs.**

Students are taught skills involved in reading. Wide variety of instructional strategies for teaching developmental reading from basal to whole language is explored. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

**EDT 652 Prin/Pract of Teach Phonics 3 sem. hrs.**

The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. 10 hours of field experience required. Offered fall, spring, and summer.

**EDT 653 Reading Assess/Intervention 3 sem. hrs.**

The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 20 hours of field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

**EDT 654 Reading in Content Area 3 sem. hrs.**

Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/study materials in the content areas in MCE and AYA levels. 20 hours of field experience required. Offered every fall, spring, and summer.

**EDT 655 Literacy/Writing Connections 3 sem. hrs.**

Application of previous courses, including supervised assessment/ Intervention reading work with individuals in need of special reading instruction. Case studies are required. Students arrange to work with individuals with special reading instruction. 30 hours field experience required for licensure-seeking or endorsement-seeking students. Offered fall, spring, and summer.

Prerequisites: Completion of all reading courses.

**EDT 6557 Dyslexia:Theory,Methods, Pract 3 sem. hrs.**

This course will provide professional educators with explicit, systematic, intensive reading and writing strategies for individuals with dyslexia or related language learning differences. The student will gain an in-depth theoretical framework for literacy development through the study of major theories, strategies and practices for working with extending comprehension and developing fluent readers. (Walsh campus summer offering through Neuhaus Education)

**EDT 6558 Dyslexia Prac:Assess,Int,Strat 3 sem. hrs.**

This course includes diagnostic and prescriptive teaching practices for individuals with dyslexia or related language learning differences. The course examines reading within the framework of literacy development with a focus on strategies for developing decoding, fluency, oral language, and comprehension, as well as, the facets of domains of language. (Walsh campus summer offering through Neuhaus Education)

**EDT 662 Independent Study in Educ 1-3 sem. hrs.**

Individually tailored library research, laboratory research, or field research undertaken by the student under supervision of an appropriate faculty member. It is intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around these interests, or the student who requires additional work in a particular area, or, in special circumstances, to supplant another course in the program. Offered as needed.

**EDT 670 Positive Strat in Discipline 3 sem. hrs.**

Discipline or classroom management is best done in such a way that the activities are a part of and extend from instruction and learning. At the same time, the self-esteem and positive attitudes of students must be nurtured and enhanced while maintaining useful structure in the learning setting. 10 hours field experience for LEAD students. Offered every spring.

**EDT 6750 Bringing Out Best in Students 3 sem. hrs.**

Research on motivation and talent development shows there are certain character traits students need to achieve excellence in school and in life. In this course, K-12 educators will learn how to help students understand, value, and internalize such performance character traits as perseverance, a strong work ethic, self-discipline, resiliency, and humility. This course will focus on the performance character traits necessary for leading a productive fulfilling life, & bringing out students' best performance character.

**EDT 6752 Future of Learning & Technolgy 3 sem. hrs.**

The course is designed to equip participants with the necessary knowledge, skills, and competencies to understand the impact of technology on industry, education, and life over the next 50 years. These changes in technology will directly influence the skills students will need to compete. Participants will investigate the areas of transportation, robotics, medicine, and currency and their projected growth and evolution. In addition, participants will discuss the changing landscape of learning and education while learning about current and future technology and websites that can directly begin to impact learning in their classrooms. Participants will leave with numerous resources and tools designed to motivate and accelerate engagement and learning.

**EDT 681 Soc Stud Content/Meth grd 4-5 3 sem. hrs.**

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Social Studies content, young adolescent development, pedagogy, the Ohio Academic Standards for Social Studies, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

**EDT 682 Math Content/Methods grd 4-5 3 sem. hrs.**

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Mathematics content, young adolescent development, pedagogy, the Ohio Academic Standards for Mathematics, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

**EDT 683 Science Content/Method grd 4-5 3 sem. hrs.**

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Science content, young adolescent development, pedagogy, the Ohio Academic Standards for Science, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

**EDT 6900 Brain Power 3 sem. hrs.**

There has been an explosion of research and information on the brain. In the past, the focus was physiology and psychology. Today, brain research is linking the disciplines of psychology, biology, sociology, psychiatry and pedagogy in a new science referred to as "educational neuroscience." This educational model is often called "brain-based learning". This course is designed to offer educators, administrators and guidance counselors the basics of this new information. Participants will then have the opportunity to explore & develop practical techniques for putting it to work in their current situation.

**EDT 6915 The Teacher's Toolbox 3 sem. hrs.**

This course is designed for classroom teachers who are looking for an equitable relationship between working hard and working smart in the classroom. This interactive process offers teachers the tools needed to "get the job done". Participants will leave with the ability to utilize instructional strategies that increase student achievement and with the ability to implement classroom management strategies that improve student engagement and motivation while maintaining high expectations. The concepts presented in this class are based on the best practices of Dr. Robert Marzano, Dr. Harry Wong, Stephen R. Covey, Dr. John Samara, Charlotte Danielson and other leaders in the field of education as well as information from Align, Assess, Achieve, and The Master Teacher Professional Development Program.

**EDT 6916 Succeeding w/Student of Poverty 3 sem. hrs.**

Many schools and educators are challenged to meet the accountability demands of state and federal measures with their students of poverty. This graduate course is designed to provide the tools that will equalize opportunities for these students in order to maximize their academic achievement. These children can learn, and are just as capable as their peers, but life so far has not provided them with the necessary advantages for high academic achievement. This course will focus on what educators can actually do to overcome these significant demographic challenges. Succeeding with Students of Poverty is based upon the latest research.

**EDT 6935 The Digital Student 3 sem. hrs.**

This graduate course helps educators develop lifelong character traits in today's digital students using digital tools. This course examines important character traits that lead to healthy adulthood and technology tools and applications that improve learning and support these traits. Participants will also develop strategies to develop, grow, and maintain technology skills while developing important character traits that maximize student learning, engagement, and lifelong success.

**EDT 6940 Differentiated Teach & Learn 3 sem. hrs.**

Differentiated Teaching and Learning Research shows that the single largest factor in improving student success is the effectiveness of that student's teacher. Differentiated instruction is a method of designing and delivering instruction to best reach each student. DTL focuses on assisting teachers to hone their effectiveness in doing just that - designing and delivering instruction to best reach each student. In other words Differentiated Teaching and Learning centers attention on effective research based instruction, allowing teachers to have a laser focus on proven methods of teaching and learning - areas where they have a direct impact. A few of the things you will learn: DTL specifically assists teachers by providing research based strategies and practices that allow teachers to reach and increase the achievement of more students. During this course, teachers will learn how to establish a positive learning environment; develop effective procedures and routines in the classroom; successfully create collaborative work through cooperative learning; design respectful and differentiated lessons; connect content to relevant life experiences and career opportunities; motivate students toward lesson mastery; assess and adjust lesson content to meet students' needs; and motivate students to work productively and assume responsibility for their own learning. The strategies presented are not content specific and therefore, can be applied to any grade level, discipline or classroom situation.

**EDT 6945 Healthy Pathways to Auth Learn 3 sem. hrs.**

Educators, students, parents, and the community all share a common goal in that each child maximizes his/her potential for academic and personal success. To date, most of the emphasis has been placed on academic achievement with a myriad of excellent methodologies being available for schools and staff. This course will offer another vital avenue for student success and that is total student health. The Common Core standards demands deeper teaching so all students are college or career ready upon graduation. This requires a healthy mind and body coupled with mental wellness. Many schools today have reduced physical education and health classes to a bare minimum; coupled with increased school stress, and a lack of basic executive function skills, a student's ability to meet the rigorous demands are greatly diminished. Educators will learn classroom implementation methods to promote the essential health mind, body, and spirit required to meet the rigorous demands places upon students today. This course is based on the latest research demonstrating that total student health will enhance and promote student achievement.

**EDT 6950 Google Tools in Education 3 sem. hrs.**

Google Tools in Education are truly impacting classrooms around the world. Whether you have never used Google Tools, or if you have already started to integrate Google into your classroom, this course will benefit you. This course is designed to equip participants with the necessary knowledge, skills, and competencies to implement and integrate Google Tools for Education at their own pace and comfort. Participants will learn how to effectively integrate Google Tools with other technology and website into the classroom to encourage student ownership of learning. Course activities will prepare educators to successfully pass the Level 1 Google Certification Test (should they choose to take it).

**EDT 6952 Next Generation Literacy 3 sem. hrs.**

Learning and achieving in the digital age has brought about many significant changes to the way educators approach the process of instruction and development of student learning activities. The demands of literacy have expanded to include skills beyond reading and writing. With the pervasive use of technology, both in and out of school, the way that students read, write, communicate and participate in society has changed. The tools that are used for teaching, learning, researching, communicating, and assessing students continue to evolve. In this standards-based course, we will introduce and explore K-12 literacy resources, in traditional and/or digital formats, and learn practical classroom-based strategies. Educators will take time to examine the current literacy demands and how they can help their students achieve them utilizing best practices, including classroom strategies and using developmentally appropriate technology applications.

**EDT 6954 Reach & Teach Gifted Learners 3 sem. hrs.**

This course will offer a new and different avenue for the teacher to pursue with the gifted students within their regular classroom. Teachers will develop an understanding that they do not have to teach all standards to all students. For the gifted learner, often documentation that the required standards have been mastered will suffice. This opens a pathway for gifted learners to learn something new and challenging daily. The differentiation and teaching strategies offered in this course, geared specifically to gifted learners, will facilitate this new approach. With successful strategies in place for the gifted learner in the regular education classroom, an enthusiastic lifelong learner will be developed. This is arguably one of the most important characteristics for success in the 21st century.

**EDT 6956 Mod Resilience/Schl & Classroo 3 sem. hrs.**

The current trend in behavior intervention models is shifting from a deficit-based system of delivery to positive-based models of intervention. Obviously, the movement has been made toward keeping students included in typical classrooms for instruction and in school itself, versus traditional suspension and expulsion. This shift has brought about required changes in the way educators, administrators, and child and adolescent service providers are viewing, assessing, and assisting children. This graduate class is designed to examine the current trends in inclusive discipline interventions to support children from all environments. Participants will explore trauma background and its impact on learning and behavior. Approaches will implement proactive strategies for connecting with ALL students to decrease negative classroom behaviors and increase positive learning outcomes. There is a wide range of abilities that fall into disengagement, and even disruption. These students need proactive interventions and smart discipline, as opposed to reactive punishments, to help reduce disciplinary referrals, unsatisfactory academic performance, and even self-destructive behaviors. Course participants will explore a solution-focused framework, empowering them in the classroom and in the broader climate and culture of their school.

**EDT 6958 Assessing for Achievement 3 sem. hrs.**

This course seeks to empower educators in their perceptions of student improvement and achievement, and their communication of that progress to parents, peers, and colleagues. Teachers will develop an understanding of types of assessment including formative, summative and project based as well as other topics including data analysis, growth mindset and Universal Design for Learning. Participants will leave class with an understanding of the purpose of each type of assessment, ideas for how to address a wide range of needs with varied assessments and how to use assessment results to plan instruction that includes both enrichment and intervention. We will explore what makes a good question and how to align assessments to learning targets and standards. Finally, teachers will examine the topic of grading and the purpose of grading and whether current practices align with assessments and achievement. The concepts presented in this class are based on the best practices of Dr. Robert Marzano, Dr. John Hattie, Carol Ann Tomlinson, Connie M. Moss, Susan M. Brookhart, Myron Duek, Erik Francis, Rick Stiggins and others.

**EDT 6960 Elevating Particip. w/EdTech 3 sem. hrs.**

Elevating Participation with Edtech (EDE) is a course for K-16 educators interested in boosting their edtech skills and increasing their confidence in creating digital learning experiences for students. Learn what motivates students to participate and engage in the learning process. Educators will explore user-friendly tools, templates and resources which promote students' motivation and increase the likelihood of participation and academic success. Learn how to leverage a range of digital tools, platforms, and templates commonly used in schools, such as Quizizz, Kahoot, Quizlet, Bloomet, Canva, Autodraw, Math Learning Center apps, Lumio, (and more) plus digital graphic organizers, educator websites, and more, in order to provide students with engaging digital learning experiences. Participants will customize and integrate their new learning with their existing learning management system (LMS). By the end of the course, participants will be ready to return to their classrooms with numerous digital tasks and activities that they and/or classmates created. This course will be presented in a remote format using Google Workspace, with both live sessions and independent tasks.

**EDT 6961 Fost.Impro. for Disadvan. Stud 3 sem. hrs.**

This course contains four units that will offer practical strategies for educators that work with students from underserved populations (students from poverty or disadvantaged students). The first unit will focus on the foundations of poverty as participants examine their own mental maps and biases that surround the issue of poverty. The second unit will explore school culture and ways to promote equity for all students. Classroom environment and engagement strategies will be examined in unit 3. The fourth and final unit will explore strategies to boost academic achievement and optimism in students from poverty.

**EDT 710 Assess Student Performance 3 sem. hrs.**

Educators must work to ensure high levels of achievement for all students. To accomplish this goal, they must have an excellent command of the relationship among curriculum, instruction and assessment. This course focuses on the pivotal role that assessment plays in informing instruction and determining if curricular goals are being met. Students will develop a facility in analyzing assessment data as one means of determining if instructional practices are effective and meet the needs of all students. In analyzing assessment data, students will identify areas in either instructional practice or the curricular program that may need improvement and will be able to access and use appropriate research to facilitate this improvement. Students will develop appropriate and meaningful research-based professional development for either individuals or staff to effect change. They will explore how to use technology effectively to assist them in collecting, analyzing, and reporting assessment data. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every spring.

**EDT 711 Educ Pol & Issues in TESOL 3 sem. hrs.**

This course introduces licensed, generalist PreK-12 teachers to the educational public policies governing the education of English Language Learners and the ways school districts meet these obligations. The course also explores topics and issues regarding English Language Learners (ELLs) that are critical to the profession. Practical, comprehensive case study assignments enable teachers to present their research to our professional learning community, as well as analyze their effectiveness in applying it to their own ELLs. Note: This is the first course in the TESOL endorsement sequence. 10 hours of clinical experience required.

**EDT 712 TESOL Second Lang & Tech 3 sem. hrs.**

This course provides a strong theoretical basis for second language acquisition (SLA) theory and technology with respect to developing effective classroom practice for teaching English to speakers of other languages (TESOL). This course examines principal theories of first and second language acquisition, affective factors, interlanguage, key concepts, historical/contemporary research, and discourse analysis. Teachers explore the primary systems of language, psycholinguistics, sociolinguistics, comparative phonology, and innovative technologies to address the needs of their English Language Learners (ELLs) and their essential role in the development of their ELLs' language. Note: This is the second course in the TESOL endorsement sequence. 10 hours of clinical experience required.

**EDT 713 TESOL Instructional Methods 3 sem. hrs.**

The course develops techniques, strategies, and methodologies of teaching English Language Learners (ELLs) using sheltered instruction, specifically the Sheltered Instruction Observation Protocol (SIOP) and the Specifically Designed Academic Instruction in English (SDAIE) models. The course also provides PreK-12 teachers with language proficiency and content pedagogical theories and practices that will help them better evaluate the progress of ELLs. Practical, comprehensive pedagogical assignments enable teachers to reformulate their teaching and cultural understandings to create a culturally responsive and equitable environment for ELLs in their classrooms. 20 hours of clinical experience required. This is one of the four courses for the TESOL Endorsement. Note: This is the third course in the TESOL endorsement sequence. 20 hours of clinical experience required.

**EDT 714 TESOL Assess & Prof Practice 3 sem. hrs.**

This course emphasizes standardized and customized evaluation measures, assessment-driven instructional approaches, data interpretation, and evaluating resources and tools for learners and educators. Building from a strong clinical experience component, teachers focus on tools, approaches, resources, technologies, and techniques for the formative and summative assessment of English Language Learners (ELLs). Note: This is the fourth course in the TESOL endorsement sequence. 20 hours of clinical experience required.

**EDT 725 Special Topics in Educ 1-3 sem. hrs.**

This course is designed in response to timely developments in the education profession. Scholarly research, critical analysis, and field-based applications characterize the course content. Topic, requirements, and schedule are subject to instructor's syllabus. Next offering TBA.

**EDT 730 Sec Lang Aquisition & Tech 3 sem. hrs.**

Examines principle theories of first and second language acquisition, affective factors, interlanguage, historical/contemporary research, and discourse analysis. Teachers explore the primary systems of language, psycholinguistics, sociolinguistics, comparative phonology, and innovative technologies to address the needs of their English Language Learners (ELLs). 10 hours of clinical experience required. Note: This is the second course in the TESOL endorsement sequence.

**EDT 731 TESOL Instructional Methods 3 sem. hrs.**

Develops techniques, strategies, and methodologies of teaching English Language Learners (ELLs) using the Sheltered Instruction Observation Protocol (SIOP) and the Specifically Designed Academic Instruction of English (SDAIE) models to create culturally responsive and equitable environments for ELLs. 20 hours of clinical experience required. Note: This is the third course in the TESOL endorsement sequence.

**EDT 732 Educ Policies & Iss in TESOL 3 sem. hrs.**

Introduces teachers to the public policies governing the education of English Language Learners (ELLs) and ways school districts meet these obligations. The course also explores topics and issues regarding ELLs that are critical to the profession. 10 hours of clinical experience required. Note: This is the first course in the TESOL endorsement sequence.

**EDT 733 TESOL Assess & Prof Practice 3 sem. hrs.**

Emphasizes standardized and customized evaluation measures, assessment-driven instructional approaches, data interpretation, and evaluation of resources and tools. Building from a strong clinical experience component, teachers focus on techniques for the formative and summative assessment of English Language Learners (ELLs). 20 hours of clinical experience required. Note: This is the fourth course in the TESOL endorsement sequence.

## Education Foundations (EDF)

**EDF 601 Psychology of Learning 3 sem. hrs.**

An examination of theories of learning, creativity and fundamentals of human memory and cognition as related to psychology, counseling and education fields. A review of the historical development of learning theories and major learning theorists will be examined. Application of behavioral principles to student situations, evaluation of the progress of a participant in learning, demonstration of an ability to communicate using the specific language of learning and differentiate the various approaches across schools of learning. Offered every fall and summer.

**EDF 606 Acc Learn w/Special Needs 3 sem. hrs.**

Course is designed to provide students an overview of various exceptionalities/disabilities and educational implications. Issues such as inclusion, IDEA legislation, writing and implementing IEPs, positive behavioral supports, assessment, and teaching strategies are examined. 10 hours of field experience required for LEAD students. Offered every fall and May.

**EDF 607 Research Methods 3 sem. hrs.**

An in-depth study of the rationale, dynamics, tools and techniques of research. Course includes skills in reviewing the literature, designing studies, and analyzing data. Offered every spring.

**EDF 620 Teaching and Learning 3 sem. hrs.**

Course examines research pertinent to effective teaching and learning. Selection of appropriate instructional behavior for specific learning settings and actual application of this knowledge are essentials of the course. Phenomena such as classroom climate, lesson planning, curriculum organization, and the need for creativity are studied and strategies devised to address these issues. Offered every fall and spring.

**EDF 621 Legal/Ethical Issues in Educ 3 sem. hrs.**

In this course, legal and ethical issues are explored using case studies and topic-centered approaches. The responsibilities and rights of all parties involved in the educational process - teachers, students, parents, school board members, administrators, and others - are addressed. Using consequentialist and non-consequentialist ethical theories as well as the concepts of ordered liberty, class members. Offered every fall and summer.

**EDF 622 Philosophy of Education 3 sem. hrs.**

The goal of this course is to make educational philosophy relevant and meaningful to teachers who view philosophical concepts as too abstract, theoretical, and complex. Teachers will examine themselves, their beliefs and practices, district philosophies, and other educators' actions according to the different schools of philosophical thought. At the end of this course, teachers will be able to state why they do what they do in their professional lives. Offered every fall and summer.

**EDF 701 Capstone Experience 3 sem. hrs.**

This practicum is designed as a culminating course for the M.A. in Education degree for non-licensure students. Current methodology and practice are reviewed. Information and strategies that could change individual instructional behavior are investigated, and students participate in on-site, clinical appraisals of teaching. program, all required foundation courses (one which may be taken concurrently with EDF 701) and formal advancement to candidacy for the degree. Offered every fall and spring.

Prerequisites: Completion of at least 30 hours in the M.A.Ed.

**EDF 705 Pupil Services 3 sem. hrs.**

This course provides candidates with the background and mandates related to No Child Left Behind, HB1, special populations of students, the requirements for educating all children, and an analysis of current issues and trends. Offered every May and summer.

**EDF 706 Principalship 3 sem. hrs.**

The principal holds a unique position in the school in his or her role as the managerial and instructional leader. This course examines these roles in terms of the qualities of an effective leader who works with the various stakeholders in creating a shared vision on the based on high expectations with an emphasis on continuous improvement. This will be done in the context of the duties and responsibilities of the principal. Offered every fall.

**EDF 707 Personnel Mgmt & Leadership 3 sem. hrs.**

This course provides an introduction to the encompassing demands of personnel management and leadership. Applying the theory and practice to both certified and classified staff, the candidates will know and demonstrate an understanding of effective personnel scheduling, performance evaluation, growth planning, assistance plans, documentation strategies, delegation, and the interrelationship of leadership and management. Offered every spring.

**EDF 708 Internship I 1.5 sem. hrs.**

This class is the first part of the culminating year-long experience for candidates pursuing principal licensure. The candidates will apply knowledge learned and skills developed in course work and prior field experiences. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a school principal or other building administrator. The candidate, school principal, and university supervisor will develop a plan outlining the specific activities to be completed during the internship. Candidates must complete both Internship 1 and 2 to meet requirements for principal licensure. 75 hours of clinical experience required. Offered every fall and spring.

**EDF 709 School Fin for Sch Adm & Treas 3 sem. hrs.**

This course is designed for two school functions: the school administrator and the school treasurer. This course will examine the financial operations of school systems, including taxes, other sources of revenue, expenditures, budgeting, effects of economic factors, Federal and State funding, laws, and legal decisions. The course will also examine the importance of monitoring and evaluating the management and operational systems, utilizing human, fiscal, and technological resources, acting to influence local, district, state, and national decisions, and analyzing and anticipating trends to adapt leadership strategies. Offered every fall.

**EDF 710 Internship 2 1.5 sem. hrs.**

This class is the second part of the culminating year-long experience for candidates pursuing principal licensure. The candidates will apply knowledge learned and skills developed in course work and prior field experiences. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a school principal or other building administrator. The candidate, school principal, and university supervisor will develop a plan outlining the specific activities to be completed during the internship. Candidates must complete both Internship 1 and 2 to meet requirements for principal licensure. 75 hours of clinical experience required. Offered every fall and spring.

**EDF 715 Internship School Treasurer 3 sem. hrs.**

Internship is the culminating experience for candidates seeking school treasurer licensure through the State of Ohio. The course will provide candidates with practical and authentic onsite experiences under the direct supervision of a licensed school treasurer to fulfill the 300 hours of field experience required by the State. The Internship will engage candidates in working in the specific areas that fall under the responsibilities of the treasurer.

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Jack Gravo, Canton, Ohio  
Charles Tyburski, Canton, Ohio  
Virginia Jeffries, Canton, Ohio  
Gerald Walsh, Columbiana, Ohio

## Advisory Boards

### Business Advisory Board 2023–2025

#### DeVil School of Business

Harry Bossey, President & General Manager, Western Tradewinds, Inc.  
Steven Burger, Chief Financial Officer, Employer's Health  
Angie Burick, Vice President, Controller, The J.M. Smucker Company  
Lisa Codispoti, COO, Cleveland Museum of Art, Cleveland, Ohio  
Roger DeVille, President, DeVille Construction Co. & Managing Partner, Triad Realty  
Terry Nolan, Chairman, Standard Printing  
Mario C. Giganti, President & Senior Advisor, Cornerstone Capital Advisors  
Sarah Hubert, Director, Card Merchant Team, American Greetings  
Todd Lensman, President, FOFM, LLC/Lensman & Associates, Ltd.  
Ronald J. Manse, Executive in Residence, Walsh University

David H. Maynard, President of Engineered Surfaces, a Division of OMNOVA Solutions  
J. Ted Mihaila, Retired, The Timken Company  
Brandyn Neal, Client Advisor Risk Management, Schauer Group  
John R. Nichols, Retired, The Timken Company  
Dean Olivieri, President, Olivieri Construction  
Howard O'Neill, Lead Financial Analyst, Pet Segment, The J.M. Smucker Company  
Amanda Ott, Financial Controller of Operations, TimkenSteel Corporation  
Christian M. Parrish, Sr. Vice President, Integration Services & Supply chain Management, Aultman Hospital  
Jeffrey W. Snyder, Senior Vice President, Commercial Relationship Manager, Huntington Bank  
Matthew Strobel, Director of Operations and Strategy, Nilges Draher LLC  
Annie Yoder, Director of Development, REA & Associates

## Division of Education Clinical Advisory Council 2023–2025

### School and Community Representatives

Liza Grossman, Ph.D; Director of Research and Evaluation, Stark Education Partnership  
Paul Salvino, Superintendent, Massillon City Schools  
Jeffrey Wendorf, Superintendent, North Canton City Schools  
Chris DiLoreto, Superintendent, Jackson Local Schools  
Pete Schafer, Administrator, Christ the Servant/Our Lady of Peace School

Susie Marioello, Executive Director/Principal, Weaver Child Development Center  
Michael Babics, Principal, Glenoak High School, Plain Local Schools  
Erica Hershberger, Glenoak High School, Intervention Specialist, RTI Specialist; Adjunct Faculty  
Dave Thompson, Principal, STEAMM Academy at Hartford, Canton City Schools  
Debbie Polen, Curriculum Director, Perry Local Schools  
Dr. Vic Johnson, Principal, Sandy Valley Elementary School

### Walsh University Representatives

Michael Dunphy, Ph.D., Vice President for Academic Affairs, Walsh University  
Gary D. Jacobs, Ph.D., Chair and Professor, Division of Education, Walsh University  
Jennifer Green, Ph.D. Assistant Professor, Clinical Supervision Coordinator, Walsh University  
Eugenia Johnson-Whitt, Ph.D., Assistant Professor, Clinical Seminar Instructor  
Student Leadership Representatives from Education Club, Council for Exceptional Children, and Kappa Delta Pi Honorary Society

## GRADUATE EDUCATION ADVISORY COUNCIL 2023-2025

Jeffery Warnke, Ph.D. Director, Graduate Education, Assistant Professor, Walsh University  
Debbie Hartwig, Ohio State Support Team 9  
Gary D. Jacobs, Ph.D., Chair and Professor, Division of Education  
Michelle Elia, Region 5 State Support Team  
Mary Fiala, Superintendent, Diocese of Youngstown  
Matthew Gagnon, Assistant Principal, Oakwood Middle School, Plain Local Schools  
Cassandra Johnson, Ph.D., Superintendent, Bedford City Schools  
Katie Leigh, Summit ESC

Michelle Lenarz, Professor, Graduate Education, Walsh University  
 Hillary Newell, Teacher, Saint Philip and James School, Canal Fulton, Ohio  
 Candace Papp, Teacher, McKinley Elementary School, Lisbon Exempted Village Schools  
 Jordan Viebranz, Instructor, Sports Medicine & Rehabilitation, R.G. Drage

Randal Rair, Ph.D., Assistant Professor, Graduate Education, Walsh University  
 Walsh University CHD School Counseling Representative

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

## BYERS SCHOOL OF NURSING ADVISORY BOARD 2023–2025

The Walsh University Nursing Advisory Board provides a forum for the exchange of information, concerns, and views to promote nursing excellence in the graduate and undergraduate nursing programs. Members of the Advisory Board represent the University, community health care facilities, and alumni of the nursing programs.

### Walsh University Representatives

Michael Dunphy, PhD, Vice President for Academic Affairs  
 Judy Kreye, PhD, RN, CNP, Dean, Gary and Linda Byers School of Nursing  
 Janet Finneran, DNP, FNP-BC, Chair, Graduate Nursing, Gary and Linda Byers School of Nursing  
 Sherrie Underwood, RN, MSN, Chair, Undergraduate Nursing, Gary and Linda Byers School of Nursing  
 Amanda Pratt, MSN, RN, MBA, CNRN, Director of Clinical and Laboratory Experiences, Gary and Linda Byers School of Nursing  
 Joanne Kramer, MA, BS, Graduate Program Coordinator, Gary and Linda Byers School of Nursing

### Health Care Facility Representatives

Christine Benson, MSN, RN-BC, Director of Professional Practice and Magnet Program, Summa Health System  
 Janet Boiarski, MSN,BSN, RN, Administrative Director of Patient Care Services, Mercy Medical Center  
 Kelly Lilly, MSN, NE-BC, RN, Vice President, Critical Care Services, Aultman Hospital

### Nursing Alumni

Nursing Alumni, Walsh University

### STUDENT REPRESENTATIVES

Undergrad Student, Walsh University  
 Graduate Student, Walsh University

## OCCUPATIONAL THERAPY ADVISORY BOARD 2023–2025

### School of Behavioral and Health Sciences

Shelly Lackner, M.A.Ed, Mathews Local School District  
 Mary Groman, OTR/L, Aultman Hospital  
 Jordyn Linzell, MOT, OTR/L, Bridgeway Academy  
 Sandi Ray, OT/L, MOT, PT, DPT, Stark State College

## Location Campus

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.

# INDEX

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## A

Academic Policies and Procedures .....	20
Academic Services .....	10
Adult Gerontology Acute Care Nurse Practitioner Certificate Program ...	36
Adult Gerontology Acute Care Nurse Practitioner Track .....	34
Advisory Boards .....	90

## B

BA/MBA Program (Bachelor's Degree & MBA for Business Majors) .....	26
Bachelor of Science in Nursing to Doctor of Nursing Practice .....	33
Board of Directors .....	90

## C

C.H.D. Academic Guidelines .....	63
Certificate in Data Analytics .....	27
Certificate in Healthcare Management .....	27
Certificate in Lay Ecclesial Leadership .....	50

## D

DeVille School of Business .....	26
Doctor of Nursing Practice .....	32
Doctor of Nursing Practice (Post Masters) .....	33
Doctor of Physical Therapy (DPT) .....	52

## E

Endorsement/Licensure Programs .....	81
Executive Master of Business Admin (EMBA) Course Descriptions .....	32
Executive Master of Business Administration (EMBA) .....	30

## F

Family Nurse Practitioner Certificate Program .....	36
Family Nurse Practitioner Track .....	34
Financial Policies and Expenses .....	17
Founders of Walsh University .....	2

## G

Gary and Linda Byers School of Nursing .....	32
General University Policies .....	14
Graduate Calendar .....	7
Graduate Catalog .....	2

## L

L.E.A.D. Program (Licensure in Education for Adults with Degrees) .....	82
Location .....	91

## M

M.A. Counseling and Human Development .....	61
---	----

M.A. in C.H.D. - Clinical Mental Health Counseling .....	64
M.A. in C.H.D. - School Counseling .....	65
MA Counseling Human Developmnt (CHD) Course Descriptions .....	66
MAED (Education & Teaching) (EDT) Course Descriptions .....	83
MAED (Education Foundations) (EDF) Course Descriptions .....	88
Master of Arts in Education .....	79
Master of Arts in Theology .....	50
Master of Business Admin (MBA) Course Descriptions .....	30
Master of Business Administration (MBA) .....	27
Master of Occupational Therapy (MOT) .....	74
Master of Occupationsl Therapy (OT) Course Descriptions .....	76
Master of Science in Nursing .....	34

## N

Nurse Educator Track .....	35
Nursing Education Certificate Program .....	36
Nursing (NURS) Course Descriptions .....	37

## P

Philosophy and Mission .....	3
Physical Therapy (PT) Course Descriptions .....	55
Psychiatric Mental Health Nurse Practitioner Program .....	36
Purpose of Graduate Programs in the University .....	7

## S

School of Arts and Sciences .....	50
School of Behavioral and Health Sciences .....	52
Student Life and Services .....	12

## T

The Behavioral Science/Counseling and Human Development BA/MA Program .....	63
Theology (B.A./M.A.) .....	50
Theology (THEO) Course Descriptions .....	50