WALSH UNIVERSITY GRADUATE CATALOG 2014-2015

VOLUME LI

SPONSORED BY The Brothers of Christian Instruction

ACCRREDITED BY The Higher Learning Commission of the North Central Association of Colleges and Schools
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Accreditation Commission for Education in Nursing (ACNE)
(Baccalaureate Degree Program)
3343 Peachtree Road, Suite 850, Atlanta, GA 30326
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Commission on Collegiate Nursing Education
One Dupont Circle NW, Suite 530, Washington, DC, 20036
202-887-6791

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

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

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500, Washington, DC, 20036
202-466-7496

AUTHORIZED BY The Ohio Board of Regents

APPROVED BY Office of Academic Quality Assurance, The Ohio Board of Nursing Education and Nurse Registration
The Ohio Counselor, Social Worker and Marriage and Family Therapist Board

INCORPORATED BY The State of Ohio

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

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

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

Staff support at the time came from a full-time custodian and a part-time secretary. Two structures, a residence for the Brothers and an academic building, stood on the bare campus. The parking lot flooded whenever it rained, and boards were used to cover muddy walkways. (Quite a contrast to the present 24 buildings and nearly 300 faculty and staff led by Walsh’s sixth president, Richard Jusseaume.)

At first, Walsh offered a liberal arts curriculum with majors in secondary education and business administration, as well as pre-professional programs in dentistry, medicine and law. Today, nearly 3,000 students can select from more than 53 undergraduate majors and seven graduate degrees.

This wonderful Catholic higher-education resource has continued to grow and prosper for more than 50 years because the Brothers of Christian Instruction, and those who have built on their efforts, had a vision - a vision that built Walsh University.
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Fall Semester 2014
Classes begin Session I
Labor Day
Last day to drop classes and receive a refund
Spring Graduation Application Deadline
Last day to drop classes for Session I and last day to drop with a grade of W
Last day of classes for Session I
Academic Advising for Spring Semester begins
Classes begin Session II
Session I final grades due by 1:00 p.m. on Faculty Self-Service
Last day to drop classes and receive a refund
Spring Semester Registration for current students
Open Registration for Spring Semester begins for new and re-admitted students.
Last day to drop classes for Session II and last day to drop with a grade of W
The Brother of Christian Instruction Founder’s Day Recess
Thanksgiving Break
Last day of classes for Session II
Fall Semester Officially Ends (Includes Distance Learning)
December Graduate Recognition Ceremony for Summer and Fall Graduates
Session II final grades due by 1:00 p.m. on Faculty Self-Service

Spring Semester 2015
Classes begin Session I
Last day to drop classes and receive a refund
Deadline to Apply for Summer Graduation
Last day to drop classes for Session I and last day to drop with a grade of W
Last day of classes for Session I
Classes begin Session II
Session I final grades due by 1:00 p.m. on Faculty Self-Service
Academic advising for Fall and Summer Semesters begins
Last day to drop classes and receive a refund
Fall and Summer Semesters Registration for current students
Last day to drop classes for Session II and last day to drop with a grade of W
Open Registration for Summer and Fall begins for new and re-admitted students.
Easter Break
Last day of classes for Session II
Graduate Reception, Baccalaureate and Commencement Weekend
Spring Semester Officially Ends (Includes Distance Learning)
Session II final grades due by 1:00 p.m. on Faculty Self-Service
Last day to apply for graduation Fall

Summer 2015 Semester*
Summer Session G0 Intercession May 4-30
Summer Session G1 May 4 – June 27
Summer Session G2 June 29 – August 22
Summer Session G3 May 29 – June 26
Summer Session G4 June 15 – July 17
Summer Session G5 May 4 – August 22

**Summer Semester officially ends **August 22

Information about class cancellations is available daily by calling (330) 490-7005.
All courses offered in the 8-week parts of term format: Last day to drop courses with refund by 6th business day. The last day to drop with a grade of W is by end of the 4th week of classes.
All final grades for courses offered in the 8-week format are due the Wednesday after classes end. All grades are to be submitted on the Faculty Self-Service by 1:00 p.m.
**The Philosophy and Mission**

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

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

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

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

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

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

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

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

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.

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.
CHANGE OF REGULATION

The University reserves the right to modify degree requirements, courses, schedules, calendars, regulations, fees, and charges which are deemed beneficial to the efficient operation of the institution. Such changes become effective as announced by the proper University authorities.
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 program, this policy does not apply. A request to defer admission for one year may be granted upon written request and approval of division chair.
TRANSFER POLICY

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

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

Only an authorized leave of absence will temporarily "stop the clock" toward the six-year completion requirement. A leave of absence is generally offered for one semester; it may be extended for one semester on re-application. No single leave of absence can be extended for more than two semesters. No more than two separate leaves of absence will be authorized for students. Appeals to this policy may be made to the program director or division chair. Students who apply for a leave of absence related to medical reasons are required to process their application through the Counseling Services department; leaves of absence related to personal reasons are processed through the program director or division chair.

*Due to the "lock-step" nature of the Doctor of Physical Therapy program, the semester requirements of this policy do not apply. The duration of the leave of absence must be authorized by the program director or division chair.*
Auditing Graduate Courses

Individuals who complete the regular application procedure 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 STANDARDS

Students must maintain a B (3.0) cumulative grade point average or higher. Students must earn a "pass/satisfactory" grade in courses that do not require a letter grade. Grades below B- are not acceptable for degree credit and students must retake or complete a remediation plan for the course. Students not meeting the academic standards may be placed on probation or dismissed from the graduate program upon authorization of the Dean of Graduate Studies. The appropriate probationary status or dismissal will be recorded on the student’s academic transcript for students not meeting the academic standards.
# Grading System

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

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

Courses with a grade of below "B-" must be repeated or a remediation plan completed (except in the MBA Program, where no course remediation is available).
REPETITION OF COURSES

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

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

An "IP" grade is issued when the nature of the course requires ongoing work that cannot be completed in the semester in which the student was enrolled in the course. Typical courses for which an "IP" grade is an option include independent studies, field work/clinical experience courses, project courses, self-directed study and similar courses of an unstructured nature. Course work for an "IP" grade will be completed within one calendar year following the semester in which the "IP" grade was issued. When the course work is completed, the instructor of record will issue a revised grade converting the "IP" to the appropriate letter grade. In cases where one year is not sufficient to complete the course work for reasons deemed valid by the instructor, the student may appeal to the program director for an extension. If "IP" course work is not completed and/or an extension has not been approved, the "IP" grade will convert to a letter grade of "F."
INCOMPLETE GRADE POLICY (IN)

An "IN" grade is issued for a structured course when a student is unable to complete a specific component for the required course work due to valid personal, professional, health, or family crisis reasons. Incomplete course work must be completed by the end of the following semester. If the outstanding course work is not completed at the end of this time frame, the "IN" grade will be converted to an "F" unless an exception is granted by the program director.
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 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. Cancelled 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. Cancelled 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 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

A student who wishes to withdraw from Walsh University, thereby discontinuing enrollment, must secure the signatures of all instructors on the "Change of Registration" form available in the Student Service Center. University withdrawal is not official until this form is signed, returned and processed by the Office of the Registrar. The University's refund policy and the date the signed form is returned to the Office of the Registrar will determine tuition refunds. Refer to the "Withdrawal Policy" in the specific program section for an explanation of assigned grades and withdrawal deadline. A change in registration fee will not be assessed for a complete withdrawal from the University.

Registration for classes creates a contract for payment of tuition, fees, and charges. A student choosing to terminate this contract with Walsh University must officially withdraw during the first 6 business days from the first day of class within any part of the term in the fall or spring semester; withdrawal from a summer session class must be made by the first business day or earlier. Failure to officially withdraw within these refund periods obligates the student to pay all charges in full. Withdrawal must be made in writing through the Student Service Center 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 and Spring Semesters

<table>
<thead>
<tr>
<th>Period</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six (6) business days or earlier</td>
<td>100% of tuition</td>
</tr>
<tr>
<td>Seven (7) business days or later</td>
<td>no refund</td>
</tr>
</tbody>
</table>

### Summer Sessions

<table>
<thead>
<tr>
<th>Period</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1) business day or earlier</td>
<td>100% of tuition</td>
</tr>
<tr>
<td>Two (2) business days or later</td>
<td>no refund</td>
</tr>
</tbody>
</table>

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

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

If a student withdraws or reduces the number of credit hours after the refund period for reasons beyond his or her control, a detailed letter may be submitted to the Fees and Charges Appeals Committee explaining the extenuating circumstances.

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

Detailed appeal letters documenting the extenuating circumstances can be addressed to Walsh University, Fees and Appeals Committee, Finance Department, Attn.: Laurel Lusk, 2020 East Maple Street, North Canton, Ohio 44720.

### Suspension or Expulsion

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

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

*Maximum load for a full-time Doctor of Physical Therapy student is 18 credits.
NUMBERING OF COURSES

Courses numbered 500 or higher are open only to graduate students. Selected advanced undergraduates may enroll in such courses with the approval of their advisors and the program chair.
All students have the right to appeal a grade or academic decision that he or she believes to be in error or unfair. Students who believe they have been unfairly treated should first voice their concerns directly with the individual faculty member or administrator and attempt to resolve their concerns.

When a grading or program issue cannot be resolved through direct meetings with the faculty or administrator responsible, students may appeal or bring their concerns to the Division Chair or Dean of the School. The Division Chair/Dean will review the issues with the student and faculty member and make a determination regarding action to be taken.

When issues are not resolved by the foregoing steps, the student may initiate a formal written appeal to the Office of Academic Affairs, The Dean of Academic Services. The Dean may forward such appeal to an ad hoc Faculty Review Committee for its review and recommendation. A formal appeal should not be entered upon lightly by a student, nor lightly dismissed by an instructor. A formal written appeal may be made no later than the sixth week of the following semester or by a preset date in cases of suspension and dismissal. The decision of the Dean of Academic Services is final.

If the appeals process results in a change of grade, the instructor and/or appropriate administrator must submit the signed grade change form to the Office of the Registrar.
EQUITY AND GRIEVANCE CONCERNS

Walsh University is committed to the equitable and fair treatment of all its members: students, faculty and staff. Accordingly, the University has adopted formal grievance and equity policies governing the conduct of the entire community (see Grievance and Equity policies).
**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.
Housed in Farrell Hall Room 209 along with the Academic Support Center, the Office of Accessibility Services both verifies students’ disability status and provides selected academic and physical accommodations to students with verified disabilities. Academic accommodations, such as extended-time test-taking and test delivery in quiet areas, are coordinated through this office, as are physical accommodations, like disability-appropriate housing, food modifications, and physical changes to classrooms or labs. Students must register with the Director of Accessibility Services in a timely fashion in order to receive these services. (Please note that, per Federal law, Accessibility Services can provide these accommodations only to students with qualified, verified disabilities and not to the general student population.) The Director of the Office of Accessibility Services also serves as the Chairperson of Walsh’s ADA Committee and thus works with Human Resources and the Office of the Provost to be the University’s point-person on matters pertaining to legal accommodations for students, faculty, and staff.
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 spring semester. Diplomas for that term are awarded at that time. Diplomas are mailed at the end of the summer and fall semesters for graduates who complete their requirements at the end of those terms. 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

With no exceptions, completed applications for graduation must be returned to the Office of the Registrar. Applications are available in the Student Service Center and on the Walsh website. All requirements for commencement (financial, academic, institutional) must be met before a candidate for a degree can receive a transcript or diploma. The dates for completion of program requirements and payment of graduation fees are listed in the official University Calendar in the front of this catalog and Walsh website. The dates provide minimum time necessary to compile graduation lists, order diplomas and academic regalia, and complete other necessary details. 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.
## Estimated Graduate Expenses* 2014–2015

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Registration Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Tuition (per semester hour)</td>
<td>$625</td>
</tr>
<tr>
<td>Auditing (per semester hour)</td>
<td>$313</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$50**</td>
</tr>
<tr>
<td>Transcript</td>
<td>no charge</td>
</tr>
</tbody>
</table>

(Payable once upon application for admission to graduate courses; non-refundable/non-waivable)

*Additional fees may be applied to specific courses, required projects, and assessment tools. Please contact your program of study for any additional fees. The Doctor of Physical Therapy Program’s estimated expenses differ from other Walsh University graduate programs. Please contact the Division of Physical Therapy at (330) 490-7286 for information regarding program costs. **No parking fees on Medina campus or for eLearning programs.

See the University’s general financial policies.
Walsh Alumni Tuition Discount

Graduates of Walsh University are eligible for a 25% tuition discount for courses in Master’s programs. To obtain this discount, the alumnus completes a request form at the time of registration in the Student Service Center. Please note: These discounts are not available to students whose employers provide them with 100% tuition reimbursement. The Alumni and Post Baccalaureate Discounts are intended to financially assist Walsh Graduates who choose to continue their education at Walsh. As a result, these discounts are not structured to extend to the student’s employer. If, however, the student is able to document that his/her employer does not reimburse based on the pre-discount rate initially assessed, Walsh University may reconsider its policy on a case-by-case basis.
YOUNGSTOWN DIOCESAN TUITION DISCOUNT

50% discount granted to full time employees of the Diocese. Verification of full-time Diocesan employment is required for each semester a person applies for this discount.
**FINANCIAL ASSISTANCE**

**Federal Direct Loans**  Assistance is available to graduate students primarily through federal student loans. This includes Federal Direct Stafford Loans as well as Federal Direct Graduate PLUS Loans. Students must file a Free Application for Federal Student Aid (FAFSA) to be considered for these loans.

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

A limited number of graduate assistantships are available for full-time students. Application is made to the program director. 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.
Requirements for admission of International Students to Walsh University:

- Completed application for admission with a $25 application fee ($15 if applying online)
- 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 or 173 or higher on the computer-based test (Walsh’s institutional identification number for the TOEFL is 1926.)
- Walsh’s financial statement indicating that the funds exist and will be available to pay for the first academic year
- A writing sample
- Three recommendation letters by persons qualified to appraise scholastic aptitude and personal and professional promise
- Interview with the program director or division chair
- 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.
TERMS OF PAYMENT
Walsh University requires the following payment terms:
1. All charges for tuition, fees, room and board are due no later than the first day of classes each semester, or
2. Students electing the Walsh University Payment Plan, offered through Tuition Management Systems, must be enrolled in the program no later than the first day of classes each semester. An annual enrollment fee of $35 per semester is charged to participate in the program. (Please contact the Student Service Center for information regarding the payment plan.), or
3. Students participating in the Employer Reimbursement Program must be enrolled in the program no later than the first day of classes each semester. For details see below.

Student account balances and details are available online within the secure area of the Cavalier Center (Student Account Information). Students are responsible for timely payments and those students that do not follow the required payment terms will be charged a service fee of 12% (1% per month) 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.

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

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

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

WALSH UNIVERSITY SATISFACTORY ACADEMIC PROGRESS POLICY FOR GRADUATE STUDENTS
The Financial Aid Office at Walsh University is required under Federal and State 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 financial aid. Both qualitative and quantitative standards are applied when determining SAP. This policy has four parts. Each condition must be met to be eligible for financial aid.
aid. SAP will be monitored annually, normally at the end of the spring term. Students will be notified in writing if they do not meet SAP Guidelines.

**Part I: Acceptable Passing Rate**

Each student must earn a passing grade in at least 67% of all courses attempted at Walsh University. A course is considered "attempted" if the student is enrolled in the course at the end of the "add-drop" period and does not withdraw. "F" (Failed) 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 for the term of the original registration. Repeated courses can be counted only once if the course was previously passed, otherwise no limit is considered. Transfer hours accepted by Walsh University are considered in this ratio.

**Part II: 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. Graduate students with a cumulative GPA below 3.0 are placed in an Academic Probationary Status by the University, however there is no automatic probationary period for financial aid eligibility. During this academic probationary period, the student may continue to be enrolled, however he/she will not be eligible for financial aid unless the student submits an appeal and it is approved by the Financial Aid Office.

**Part III: Time Limits**

Students who exceed 150% of attempted hours needed to complete their graduate degree objective will not be eligible for student financial aid.

**Part IV: Other Provisions**

Any student whose academic history shows a pattern of numerous withdrawals or repeated coursework may be regarded as ineligible for future financial aid.

If a student completes all coursework necessary for his/her degree but has not received a degree or certificate, the student cannot receive further financial aid.

**Appeals**

Students who have lost their eligibility for financial aid due to not achieving SAP have a right to appeal and can do so by contacting the Student Service Center. All appeals must include substantive reasons for failure to comply with the SAP Policy, and all extenuating circumstances should be supported by documentation. Documentation should not only indicate the mitigating circumstance(s) that caused you to have academic difficulty, but also must clearly indicate that the circumstance that caused the situation has been rectified so that you will be successful in future terms. Prior to submitting the appeal to the Student Service Center, the student must contact the Director of Academic Achievement for assistance in completing certain sections of the appeal form.

If an appeal is approved, the student will be granted additional time to improve his/her grade point average and/or percentage of credit hours attempted versus completed. 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 their original appeal.
MASTER OF BUSINESS ADMINISTRATION MBA

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

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

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

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

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

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

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

4. Entrepreneurship
   The MBA Entrepreneurship Specialty is designed to prepare current and prospective business leaders with the competencies and skills needed to apply identify and assess problems and create viable and sustainable business opportunities within an entrepreneurial environment. The coursework fosters an entrepreneurial spirit while developing and refining the qualitative leadership and quantitative skills necessary to apply sound business practices to emerging opportunities in the business environment.

DEGREE 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.

Common Body of Knowledge (MBA Core)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 621</td>
<td>Sustainable Ethical Leadership</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Organization Behavior and Communication</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Marketing</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Information Systems</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>MBA 626</td>
<td>Applied Organizational Research &amp; Analysis</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td><strong>Total Core Requirement Credit Hours</strong></td>
<td></td>
<td><strong>18 sem. hrs.</strong></td>
</tr>
</tbody>
</table>
MBA Specialties & Electives
Total MBA requirements

1. MBA – Management Specialty degree requirements consist of successfully completion of six (6) MBA core curriculum courses (as outlined above), four (4) specialty courses, one (1) elective, and one (1) specialty-specific capstone – or a total of thirty-six (36) credit hours as follows:

Required Specialty Courses (must successfully complete all of the following):
- MBA 681 Global Business Conditions Specialty Course 3 credit hrs.
- MBA 682 Managerial Accounting Specialty Course 3 credit hrs.
- MBA 701 System & Organizational Design Specialty Course 3 credit hrs.
- MBA 702 Quality & Performance Management Specialty Course 3 credit hrs.

Elective Specialty Courses (must successfully complete one of the following):
- MBA 683 Non-Profit Accounting Specialty Elective 3 credit hrs.
- MBA 743 Social Media Marketing Specialty Elective 3 credit hrs.
- MBA 761 Entrepreneurship & Innovation Specialty Elective 3 credit hrs.

Specialty Capstone Course (after successfully completing all core, specialty and specialty elective courses):
- MBA 719 Strategic Management (Capstone) Specialty Capstone 3 credit hrs.

2. MBA – Healthcare Management Specialty degree requirements consist of successfully completion of six (6) MBA core curriculum courses (as outlined above), four (4) specialty courses, one (1) elective, and one (1) specialty-specific capstone – or a total of thirty-six (36) credit hours as follows:

Required Specialty Courses (must successfully complete all of the following):
- MBA 702 Quality & Performance Management Specialty Course 3 credit hrs.
- MBA 721 Legal & Policy Aspects of Healthcare Specialty Course 3 credit hrs.
- MBA 722 Healthcare Organizations & Systems Specialty Course 3 credit hrs.
- MBA 723 Healthcare Finance & Economics Specialty Course 3 credit hrs.

Elective Specialty Courses (must successfully complete one of the following):
- MBA 683 Non-Profit Accounting Specialty Elective 3 credit hrs.
- MBA 744 Services Marketing Specialty Elective 3 credit hrs.
- MBA 761 Healthcare Strategy Specialty Elective 3 credit hrs.

Specialty Capstone Course (after successfully completing all core, specialty and specialty elective courses):
- MBA 739 Healthcare Strategy (Capstone) Specialty Capstone 3 credit hrs.

3. MBA – Marketing Specialty degree requirements consist of successfully completion of six (6) MBA core curriculum courses (as outlined above), four (4) specialty courses, one (1) elective, and one (1) specialty-specific capstone – or a total of thirty-six (36) credit hours as follows:

Required Specialty Courses (must successfully complete all of the following):
- MBA 741 Marketing Research Specialty Course 3 credit hrs.
- MBA 742 Integrated Marketing Communications Specialty Course 3 credit hrs.
- MBA 743 Social Media Marketing Specialty Course 3 credit hrs.
- MBA 744 Services Marketing Specialty Course 3 credit hrs.

Elective Specialty Courses (must successfully complete one of the following):
- MBA 681 Global Business Conditions Specialty Elective 3 credit hrs.
- MBA 683 Non-Profit Accounting Specialty Elective 3 credit hrs.
- MBA 761 Entrepreneurship & Innovation Specialty Elective 3 credit hrs.

Specialty Capstone Course (after successfully completing all core, specialty and specialty elective courses):
- MBA 759 Marketing Strategy (Capstone) Specialty Capstone 3 credit hrs.

4. MBA – Entrepreneurship Specialty degree requirements consist of successfully completion of six (6) MBA core curriculum courses (as outlined above), four (4) specialty courses, one (1) elective, and one (1) specialty-specific capstone – or a total of thirty-six (36) credit hours as follows:

Required Specialty Courses (must successfully complete all of the following):
- MBA 681 Global Business Conditions Specialty 3 credit hrs.
- MBA 682 Managerial Accounting Specialty 3 credit hrs.
- MBA 743 Social Media Marketing Specialty 3 credit hrs.
- MBA 761 Entrepreneurship & Innovation Specialty 3 credit hrs.
Elective Specialty Courses (must successfully complete one of the following):

- MBA 681 Business Conditions  
  Specialty  
  3 credit hrs.

- MBA 682 Managerial Accounting  
  Specialty  
  3 credit hrs.

- MBA 743 Social Media Marketing  
  Specialty  
  3 credit hrs.

- MBA 761 Entrepreneurship & Innovation  
  Specialty  
  3 credit hrs.

Specialty Capstone Course (after successfully completing all core, specialty and specialty elective courses):

- MBA 779 Entrepreneurship (Capstone)  
  Specialty  
  3 credit hrs.

**MBA ACADEMIC GUIDELINES**

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

**Foundational Knowledge**
Every applicant is required to demonstrate foundational knowledge in the functional areas of business (i.e., accounting, economics, finance, and quantitative techniques). Satisfying this requirement of foundational knowledge will be determined by the MBA Program, through an examination of the completed application (as outlined above), 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, successful completion of the MBA Prep Series, or the successful completion of the MBA Competency Test.

**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 accompanied by a non-refundable application fee of $25.
- 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 toward admission into the MBA Program:

**Path #1**
When the applicant holds an undergraduate business degree...

- Applicant with an earned Bachelor’s degree in business: Having successfully completed the MBA Prep Series courses by attaining grades of “B” or higher in all MBA Prep Series courses;
  -OR-
  Having completed the Graduate Management Aptitude Test (earning an admission score of 1090, calculated by multiplying the applicant’s weighted average GPA for all college(s)/university(ies) attended by 200 and adding the GMAT score).

**Path #2**
When the applicant holds an undergraduate non-business degree...

- Having successfully completed the MBA Prep Series courses by attaining grades of “B” or higher in all MBA Prep Series courses;
  -OR-
  Having completed the Graduate Management Aptitude Test (earning an admission score of 1090, calculated by multiplying the applicant’s weighted average GPA for all college(s)/university(ies) attended by 200 and adding the GMAT score) AND having successfully completed the MBA Competency Testing.

An alumnus from Walsh University’s DeVille School of Business with an undergraduate degree in business, having graduated within the last five (5) years with a cumulative GPA of 3.50 or greater will be automatically accepted into the MBA Program.

**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.

**Program Delivery**
The MBA Program is offered at the main campus in North Canton, Ohio and through an eLearning option.
Registration Procedures
For students registering for coursework in their first semester, they may register by completing a Graduate Registration Form. This form may be found either in the Student Service Center in Farrell Hall or downloaded from the file gallery on our website www.walsh.edu/forms. Complete, sign and do one of the following (you do not need an advisor's signature):

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

- Bring this form to the Student Service Center in Farrell Hall
- Scan and email to: sreichard@walsh.edu
- Fax this form to 330-490-7372.
- Mail this form to Walsh University, Student Service Center
  2020 East Maple Street, North Canton, OH 44720-3336
  Attn: S. Reichard

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. There are two exceptions: 1.) Full-time students who will complete their final specialty area course and capstone course in the same semester. 2.) Students who have transferred into the MBA program after completing the healthcare certificate. Any student who is attending part-time that enrolls in a specialty course before completing the core curriculum coursework will be administratively withdrawn from that specialty course unless prior approval was sought and received by the MBA Director.

Capstone Course
All other coursework – core curriculum and specialty area – must be successfully completed (B- or higher in all courses with an accumulated GPA of 3.0 or higher) prior to taking the specialty area-specific capstone course. 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.

Categories of Graduate Students
- MATRICULATED: A matriculated student is a degree-seeking student who has met all admission requirements for the degree program.
- CANDIDATE: A candidate is a matriculated student who has successfully completed at least one half of the coursework for the degree program with a cumulative quality point average of 3.0 or higher (based upon a 4.0 scale) and who has received the recommendation of advancement to candidacy status from the Graduate Council.
- 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.

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

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

Transfer of Courses
A student may transfer a maximum of nine (9) credit hours or three (3) courses. These courses must be taken at an accredited MBA program. The student must submit course syllabi and other requested documentation as requested by the MBA Program. Requesting and submitting materials is no guarantee that courses may be transferred-in. 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 first contact the Registrar's Office. This contact must be done before the students' last semester in which they will complete their first specialty area. In order to complete a second specialty area, students
must complete four (4) separate and unique courses as required for the second specialty area – one of which must be the second specialty area capstone course. For this second specialty area to be included on the students’ degree and transcripts, students must complete a “second major” form (obtained from the MBA Program) and complete all coursework prior to graduating.

**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 Global Learning department.

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

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

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

**Features of the Program**
- Access to excellent faculty with real-world experience
- Opportunity to obtain certificate within one year (by attending one evening class per week)
- Dynamic and exciting classroom environments
- Chances to visit innovative, cutting-edge healthcare providers
- Option to participate in a global experience opportunity
- Ability to easily transfer to Walsh’s MBA Program after certificate completion

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

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

- MBA 621 Sustainable Ethical Leadership 3 sem. hrs.
- MBA 624 Marketing 3 sem. hrs.
- MBA 721 Legal & Policy Aspects in Healthcare 3 sem. hrs.
- MBA 722 Healthcare Organizations and Systems 3 sem. hrs.
- MBA 723 Healthcare Finance and Economics 3 sem. hrs.

**Certificate Academic Guidelines**

**Admission Policy**
Participants enrolled in the Certificate in Healthcare Management program must comply with The DeVille School of Business admission requirements:
- Minimum 3.0 GPA from an accredited undergraduate institution*
- Completed non-degree student application form accompanied by a non-refundable fee of $25
- Official transcript(s) of undergraduate, and all other graduate study, sent directly from the applicant's college(s) or university(ies) to the Walsh University Office of Admissions
- Current resume

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

**Transfer Into The MBA Program**
Students are encouraged to apply to the Walsh University’s DeVille School of Business MBA Program after the completion of the Certificate of Healthcare Management program. Admission into the MBA Program will require:
- Successful (“B” or higher) completion of the five (5) certificate program courses.
• Completion of an MBA Admission Application.
• Application review by the MBA Program.

Based upon the applicant's credentials, the following may be recommended:
• Successful completion of the MBA Prep Series
• Completion of the Graduate Management Aptitude Test (GMAT) with the required score
• Other agreed-upon activities that will document competence in quantitative, finance, accounting, and/or economics.

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

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

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

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• Mail this form to Walsh University, Student Service Center
  2020 East Maple Street, North Canton, OH 44720-3336
  Attn: S. Reichard
THE DeVILLE SCHOOL OF BUSINESS

COURSE DESCRIPTIONS

MBA-P 501 Quantitative Literacy and Statistics  2 sem. hrs.
By extensively utilizing Microsoft Excel, this course will focus on practical mathematical and statistical concepts that have required applications in quantitative MBA courses. Topics include algebraic functions, graphing systems of equations, measures of central tendency and dispersion, and probability distributions. By permission only. Offered every semester.

MBA-P 502 Concepts in Accounting and Finance  2 sem. hrs.
This course represents a study of accounting fundamentals and financial decision-making concepts. The course will prepare students for Managerial Accounting and Financial Management in the MBA Program. Topics include but are not limited to financial statements and analysis, Cash Flow, Capital Budgeting, and Time Value Money concepts by applying the business calculator (Texas Instruments BA II or HP 10B, 12C or a comparable financial calculator). By permission only. Offered every semester.

MBA-P 503 Concepts in Economics Principles  2 sem. hrs.
In order to develop a general knowledge and understanding of economic problems and economic decision situations, this course covers micro and macroeconomics principles. Topics include concepts in demand and supply and elasticity, profit maximization and lost minimization, different types of economic markets, and national income accounts. By permission only. Offered every semester.

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

MBA 622 Organizational Behavior and 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.

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

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

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 Organizational 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.

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

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

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

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

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

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

MBA 743  Social Media Marketing  3 sem. hrs.
This course introduces students to the social media marketing industry, its operations, context, and technology. Topics include online social networks, consumer-generated advertising and reviews, blogs, e-mail, viral marketing, and international implications.

MBA 744  Services Marketing  3 sem. hrs.
This course examines the unique aspects and attributes of services marketing within the larger marketing and marketing strategy contexts. Topics include delivering value, the service experience, customer satisfaction, pricing of services, and service recovery.

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

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

MBA 779  Entrepreneurship (Capstone)  3 sem. hrs.
This capstone course provides students with the opportunity to sharpen their leadership skills, work within a team setting, and implement the tools and skills developed in the core curriculum. Topics include developing a business plan for a new venture, focusing on the tools and concepts necessary for a career as an entrepreneur, and understanding the driving forces of entrepreneurial success and failure.
THE GARY AND LINDA BYERS SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

Program Philosophy
The Nursing Graduate Programs at Walsh University prepares 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 a contributing member of the profession and society.

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

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

Areas of Concentration:
Walsh University’s Master’s Program in Nursing prepares post-baccalaureate Registered Nurses for an advanced career in two advanced generalist roles: the Clinical Nurse Leader and Academic Nurse Educator, and one advanced practice role, the Family Nurse Practitioner.

Master of Science in Nursing Degree Requirements

Clinical Nurse Leader

Foundation Courses (11 Credit Hours)
NURS 600  Theoretical Development of Nursing Science 3
NURS 601  Research Methods and Evidenced Based Practice 3
NURS 603  Professional Role Development & Ethical Issues 3
NURS 606  Health Care Policy, Organization, and Financing 2

Practice Application Courses (13 Credit Hours)
NURS 605  Epidemiological Methods for Health Promotion & Disease Prevention 2
NURS 610  Advanced Pathophysiology 3
NURS 612  Advanced Pharmacology 3
NURS 614  Advanced Health Assessment (lab hours required) 3
NURS 618  Health Informatics (project hours required) 2

Expert Knowledge: (11 Credit Hours)
NURS 620  Clinical Leadership I (65 clinical hours) 3
NURS 621  Clinical Leadership II (65 clinical hours) 3
NURS 625  Clinical Immersion Project (300 clinical hours) 5

Total Credit Hours: 35
Total Clinical Hours: 430

Nurse Educator

Foundation Courses (11 Credit Hours)
NURS 600  Theoretical Development of Nursing Science 3
NURS 601  Research Methods and Evidenced Based Practice 3
NURS 603  Professional Role Development & Ethical Issues 3
NURS 606  Health Care Policy, Organization, and Financing 2

Practice Application Courses (18 Credit Hours)
NURS 605  Epidemiological Methods for Health Promotion & Disease Prevention 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Advanced Health Assessment (lab hours required)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Seminar in Advanced Clinical specialty</td>
<td>2</td>
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<tr>
<td>NURS 616</td>
<td>Practicum in Advanced Clinical specialty (150 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 617*</td>
<td>Seminar in Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>NURS 618</td>
<td>Health Informatics (project hours required)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 619*</td>
<td>Practicum in Professional Development (150 clinical hours)</td>
<td>3</td>
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*617 and 619 are required for Professional Development Students and take the place of 615 and 616

### Expert Knowledge: (11 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NURS 630</td>
<td>Assessment, Measurement &amp; Evaluation in Nursing Education</td>
<td>2</td>
</tr>
<tr>
<td>NURS 631</td>
<td>Curriculum Design in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 632</td>
<td>Teaching Strategies in Nursing Education</td>
<td>2</td>
</tr>
<tr>
<td>NURS 635</td>
<td>Practicum in Nursing Education (160 clinical hours)</td>
<td>4</td>
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</tbody>
</table>

**Total Credit Hours:** 40  
**Total Clinical Hours:** 310

### Family Nurse Practitioner

#### Foundation Courses (11 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Theoretical Development of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Research Methods and Evidenced Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603</td>
<td>Professional Role Development &amp; Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 606</td>
<td>Health Care Policy, Organization, and Financing</td>
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</tbody>
</table>

**Total Credit Hours:** 11

#### Practice Application Courses (23 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 605</td>
<td>Epidemiological Methods for Health Promotion &amp; Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 612</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Advanced Health Assessment (lab hours required)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618</td>
<td>Health Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NURS 640</td>
<td>Clinical Assessment &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 642</td>
<td>Clinical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 644</td>
<td>Dynamics of Family Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 646</td>
<td>Legal Issues in Adv. Practice Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 648</td>
<td>Interprofessional Collaboration</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 23

**Expert Knowledge: (29 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 641</td>
<td>FNPI: Care of the Adult &amp; Gerontological Client</td>
<td>6 (100 clinical)</td>
</tr>
<tr>
<td>NURS 643</td>
<td>FNP II: Care of Children and Adolescents</td>
<td>6 (125 clinical)</td>
</tr>
<tr>
<td>NURS 645</td>
<td>FNP III: Care of Women</td>
<td>6 (125 clinical)</td>
</tr>
<tr>
<td>NURS 647</td>
<td>FNP IV: Care of Adults w/ Multiple Chronic Conditions</td>
<td>6 (150 clinical)</td>
</tr>
<tr>
<td>NURS 649</td>
<td>FNP V: Care of Families in Primary Care Settings</td>
<td>5 (200 clinical)</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 63  
**Total Clinical Hours:** 700

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### The Master of Science in Nursing Academic Guidelines

#### Admission Requirements

1. Submission of a completed Walsh application for admission (online) with the $25 application fee.
2. A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
3. Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (National League for Nursing Accrediting Commission (NLNAC), 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. Transcripts must be in English and credentials evaluated when appropriate.
4. Completion of an Undergraduate or graduate Statistics course.
5. Two professional letters of recommendation supporting the applicant’s potential success in the Master’s program from graduate prepared nurses or faculty members who can address the applicant’s potential or ability for functioning in the CNL or Education role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership). Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
6. 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.
7. A 1000 word essay that will serve as the basis for the admission interview with faculty and be reviewed for writing style and content. It should address the following areas:
• Reasons for seeking advanced education in the MSN program at this time in your career.
• Academic and career goals and how the MSN education will help you to realize those goals.
• Personal and professional attributes that will contribute to your success in the program.

The essay should be typed in APA format. Consideration will be given to both the quality of writing and the congruence between stated goals and those of the program.

8. An Interview with Graduate Program Admissions Committee is required. The interview will be arranged after preliminary review of academic credentials and application materials. The purpose of the interview is to evaluate communication and decision-making skills; educational goals; and current leadership, scholarship, practice roles and activities.

**Nursing R.N.-M.S.N. for the Registered Nurse**

The R.N.-M.S.N. option allows qualified registered nurses to complete the Bachelor of Science in Nursing Program by substituting selected Masters of Science in Nursing (M.S.N.) courses for upper division B.S.N. courses. The program is designed for the experienced nurse who wishes to go on to pursue a master’s degree in nursing. Students in the RN to MSN program will not be required to have a Bachelor of Science in Nursing (BSN) degree prior to admission to the MSN program. This will allow accepted students to have advanced placement within the MSN in their chosen specialty area.

**ADMISSION REQUIREMENTS:**

1. The student must meet all admission requirements for the R.N.-B.S.N. program and be admitted to that program.
2. To be admitted to the R.N.-M.S.N. track, the applicant will have successfully completed the following courses: chemistry, statistics, NURS 300, 302, 340, 420 and 430, in the R.N.-B.S.N. program and meet the admission requirements for the M.S.N. program as listed below (excluding #3). The student may apply to the R.N.-M.S.N. track upon successful completion of three of the five R.N.-B.S.N. courses listed above.

**Admissions Criteria for the Masters of Science in Nursing Program**

1. Submission of a completed Walsh application for admission (online) with the $25 application fee.
2. A current unencumbered Registered Nurse license(s). One year of experience as a Registered Nurse is preferred.
3. 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. Transcripts must be in English and credentials evaluated when appropriate.
4. Completion of the Graduate Record Exam (GRE).*
5. Completion of an Undergraduate or graduate Statistics course.
6. Two professional letters of recommendation supporting the applicant's potential success in the Master's program from graduate prepared nurses or faculty members who can address the applicant's potential or ability for functioning in the Family Nurse Practitioner, CNL or Education role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership). Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
7. 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.
8. A 1-2 page essay that will serve as the basis for the admission interview with faculty. It should address the following areas:
   • Reasons for seeking advanced education in the MSN program at this time in your career
   • Academic and career goals and how the MSN education will help you to realize those goals
   • Personal and professional attributes that will contribute to your success in the program

The essay should be typed in APA format. Consideration will be given to both the quality of writing and the congruence between stated goals and those of the program.

9. An Interview with Graduate Program Admissions Committee is required. The interview will be arranged after preliminary review of academic credentials and application materials. The purpose of the interview is to evaluate communication and decision-making skills; educational goals; and current leadership, scholarship, practice roles and activities.

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

The student may return to the traditional RN-BSN track at any point and finish the traditional RN-BSN requirements using all credits earned from the graduate level coursework.

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

**Nursing RN-MSN Program Requirements:**

**Biology (3-4 sem. hrs.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology***</td>
<td>3</td>
</tr>
</tbody>
</table>
Chemistry (4 sem. hrs.) above CHEM 109 or its equivalent
CHEM 200  Aspects of Clinical Chemistry (recommended)  4

Mathematics (3 sem. hrs.)
MATH 221  Statistics (prerequisite is MATH 104 or its equivalent)  3

Nursing (29 upper division sem. hrs.)**
NURS 300RN**  Theoretical Concepts for Nursing Practice*  3
NURS 302RN  Critical Thinking in Clinical Reasoning  5
NURS 340RN  Nursing with Families  4
NURS 420RN  Nursing with Aggregates  4
NURS 430RN  Nursing Leadership  5
NURS 450RN**  Professional Capstone**  2
NURS 614  Advanced Health Assessment***  3
NURS 601  Research Methods and Evidenced Based Practices  3

*NURS 300RN must be the first upper division nursing course taken
**NURS 450RN must be taken during the last semester before graduation
***NURS 601, NURS 610, and NURS 614 are graduate level courses that may be applied to the undergraduate degree requirements.

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

Registration Procedures
Students who are fully admitted to the program may register by one of the following methods:

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

- Obtain a form from the website (www.walsh.edu). Click on "Academics" then "Office of the Registrar" then "Forms" to find the Graduate Registration Form. Download a copy and fax (330) 490-7372, mail or present the completed form to the Registrar's Office (located in Farrell Hall).

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

**Program Philosophy**

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

**Program Goals**

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

**Program Outcomes**

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

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

**Areas of Concentration:**

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

**Degree Requirements**

The DNP program consists of a minimum of 38 credits beyond the master's-level specialty content. The core and research courses are taken by all students. After completing the core and research courses, students move into specialty content that will support the completion of the residency practicum and DNP Scholarship project.

**Foundation Courses (9 Credit Hours)**

- NURS 701: Nursing Science in Advance Practice: Theories & Foundations 3
- NURS 706: Health Care Policy, Organization, and Financing 3
- NURS 718: Health Informatics (30 clinical hours) 3

**Research Courses (11 Credit Hours)**

- NURS 702: Advanced Clinical Nursing Research 3
- NURS 703: Biostatistics for Outcomes Evaluation 3
- NURS 705: Applications of Epidemiology to Health Services 3
- NURS 708: Translating Evidence to Clinical Practice 2

**Specialty Content Courses (9 Credit Hours)**

- NURS 710: Nursing Leadership Role & Ethics in Complex Health Care Systems 3
- NURS 715*: Clinical in Advanced Specialty 3
- NURS 721: Management for Quality Improvement & Health Care Outcomes Evaluation 3
- NURS 725: Advanced Leadership in Clinical Practice (150 clinical hours) 6

**Capstone Project Courses**

- NURS 730: Residency Practicum (150 clinical hours) 3
- NURS 731: DNP Scholarly Project (200 clinical hours) 4

**Total Credit hours*: 37-45**

**Total Clinical Hours: 530**

*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 practice hours post-baccalaureate.
The Doctorate of Nursing Practice (Post Masters) Academic Guidelines

Admission Requirements

1. Submission of a completed Walsh application for admission (online) with the $25 application fee.
2. A current unencumbered Registered Nurse license(s). Two years of experience as a Registered Nurse is preferred.
3. Official transcripts documenting a baccalaureate degree in Nursing from a program accredited by a national organization responsible for nursing accreditation (National League for Nursing Accrediting Commission (NLNAC), 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. Transcripts must be in English and credentials evaluated when appropriate.
4. Completion of a graduate quantitative statistics course (includes measures of central tendency through multiple regression) within the last 5 years and a graduate course in Research.
5. Applicants must have an earned master’s degree. If the applicant is an advanced practice nurse, they must hold or be eligible for national certification in a specialty and supply current advanced practice nursing certification documents. Those with the earned MSN or master's degree in a relevant health care administrative specialty (i.e., MPH, MHA) should include all official transcripts from previously attended college(s)/university(ies).
6. Two professional letters of recommendation supporting the applicant’s potential success in the DNP program from graduate prepared nurses or faculty members who can address the applicant's potential or ability for functioning in the advanced practice or research role (clinical skills, critical thinking, independent decision making, collaborative skills with other health professionals, and nursing leadership). Applicants currently enrolled in a nursing program must submit at least one (1) recommendation from a faculty member in that program.
7. 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.
8. A 3-5 page essay that will serve as the basis for the admission interview with faculty and demonstrate your ability to write in a professional manner. It should address the following areas:
   - Reasons for seeking advanced education in the DNP program at this time in your career
   - Academic and career goals and how the DNP education will help you to realize those goals.
   - Personal and professional attributes that will contribute to your success in the program
   - Specific ways your current role would be enhanced through DNP education
   - An evidence-based issue of interest that could result in a system or policy change and improvement. For example, this may be a practice improvement issue, a clinical management change, or an area of clinical research. Include the significance of the problem, a brief review of literature, and identify stakeholders and/or institutions that could be impacted by the change.
9. An Interview with Graduate Program Admissions Committee is required. The interview will be arranged after preliminary review of academic credentials and application materials. The purpose of the interview is to evaluate communication and decision-making skills; educational goals; and current leadership, scholarship, practice roles and activities.
10. Confirmation of clinical hours completed in master's program.

Registration Procedures

Students who are fully admitted to the program may register by one of the following methods:

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

Academic Advising

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

Maintaining Quality and Rigor in the Walsh DNP Program

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

The post master's DNP curriculum is designed to include the higher level and expanded content defined in the DNP Essentials. However, consideration will also be given to the variability that exists in master’s level nursing programs. Therefore, faculty will need to assess each candidate's previous educational program to determine the unique learning experiences required to meet the end-of-program competencies.
The rigor and academic content of the doctoral degree program is progressively more advanced than the master program as is demonstrated in program learning outcomes and course syllabi, as well as the depth and breadth of assignments found in the courses. In addition, courses are evaluated using a rubric from "Quality Matters" a program intended to provide guidelines for maintaining quality of online courses. At Walsh, the committee that utilizes the rubric is made up of faculty both inside and outside the discipline. Nursing committee members evaluate the courses in the master’s and doctoral program regarding the content and whether the material is appropriate for the level of course.

**DNP Scholarly Project Requirements**

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

Prior to starting any project you must complete the Human Subjects Review Board. Specific links for this training are as follows (all links and information can be found on our website at http://www.walsh.edu/human-subjects-review):

The project committee requires a minimum of three members. The Project committee chair must be a doctorally prepared faculty member in the Gary and Linda Byers School of Nursing. One committee member must be external to the Gary and Linda Byers School of Nursing. Committee members should have a minimum of a Master’s degree with appropriate expertise in the topic area, e.g. clinical experts, business, or budget experts. Students must submit the names of committee members to their faculty project chairperson for approval then fill out the Project Approval form.

Formal implementation of the project may not begin until HSR approval is obtained from Walsh University and setting of project. In addition, a candidate must also (where/when appropriate) have a completed project approval form on file at Walsh University Gary and Linda Byers School of Nursing office. The project should be written following the American Psychological Association (APA) format and adhere to the most recent edition.

Students will follow the American Association of Colleges of Nursing’s (AACN) DNP Essentials for "Clinical Scholarship and Analytical Methods for Evidenced-Based Practice" http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf.

Interdisciplinary and collaborative approaches are encouraged.

Detailed information is found in the Graduate Student Handbook, and will be reviewed with the student prior to development of the project.
### THE GARY AND LINDA BYERS SCHOOL OF NURSING COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Theoretical Development of Nursing Science</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Research Methods &amp; Evidence Based Nursing Inquiry</td>
<td>3</td>
<td>This course focuses on emerging methodologies for the study of advanced nursing. Students will discuss evaluation, utilization and application of current research pertaining to nursing education and practice. The role of the nurse researcher in promoting evidence-based practice is emphasized. Processes for implementation and evaluation of evidence-based nursing practice are included.</td>
</tr>
<tr>
<td>NURS 602</td>
<td>Statistical and Epidemiological Methods for Health Sciences</td>
<td>2</td>
<td>This course explores the determinants and distribution of health and illness and the application of statistical and epidemiological principles to advanced nursing practice and health care delivery. The natural history of common diseases and conditions and the relationship of disease states to levels of prevention are emphasized. The master prepared nurse’s role as it relates to levels of prevention, screening tests, diagnostic tests, guideline uses, and evidence-based care is explored. Ethical and legal aspects of epidemiology as related to practice are examined as well as the role of the nurse in environmental epidemiology.</td>
</tr>
<tr>
<td>NURS 603</td>
<td>Professional Role Development and Ethical Issues</td>
<td>3</td>
<td>This course explores the professional role of the masters prepared nurse in health care delivery, research, and education. Emphasis will be placed on common core skills necessary to improve patient health outcomes, advance nursing education and promote population health. National health care objectives will be used to target specific areas of interest. Ethical requirements related to the practice of advanced nursing will be appraised, with an emphasis on understanding how to promote health and prevent illnesses of the public within appropriate ethical boundaries. The context of practicing within an interprofessional setting will be accentuated.</td>
</tr>
<tr>
<td>NURS 604</td>
<td>Health Promotion and Disease Prevention</td>
<td>2</td>
<td>This course focuses on advanced nursing assessment and therapeutics across the lifespan from adolescence to old age. The application of theories, concepts, and research findings related to health promotion, health protection, and disease prevention as a basis for clinical decision-making with adolescent and adult patients and their families within a variety of care settings is emphasized.</td>
</tr>
<tr>
<td>NURS 605</td>
<td>Epidemiological Methods for Health Promotion and Disease Prevention</td>
<td>2</td>
<td>This course explores the determinants and distribution of health and illness and the application of statistical and epidemiological principles to advanced nursing practice and health care delivery. The natural history of common diseases and conditions and the relationship of disease states to levels of prevention are emphasized. The master prepared nurse’s role as it relates to levels of prevention, screening tests, diagnostic tests, guideline uses, and evidence-based care is explored. Ethical and legal aspects of epidemiology as related to health promotion, health protection, and disease prevention as a basis for clinical decision-making are examined.</td>
</tr>
<tr>
<td>NURS 606</td>
<td>Health Care Policy, Organization, and Financing</td>
<td>2</td>
<td>This course focuses on analysis of organizational theories within the health care environment and the impact of ethics, values, politics, and market forces on the structure and function of nursing and health care organizations. The application of economic and financial theories in understanding the strategic impact of market dynamics, utilities, incentive structures, and driving and restraining forces in health care change is explored. The emphasis is on analyzing the actual and potential impact of these dynamics on the structure and function of the health care system.</td>
</tr>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td>This course focuses on the inter-relationships of human biological systems, biochemical, genetic and cellular concepts, providing the framework for study of advanced pathological concepts. Case studies illustrate theoretical concepts and assist in the application of theory to practice.</td>
</tr>
<tr>
<td>NURS 612</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>This course builds on prior knowledge of pathophysiology and human physiology. It provides the basis for pharmacotherapeutics and therapeutic management guidelines for treatment of select diseases processes, drug information by classification, and principles of pharmacodynamics and pharmacokinetics. Clinical application, adverse reactions and patient education implications are presented.</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Advanced Health Assessment</td>
<td>3</td>
<td>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. This course requires 30 laboratory hours.</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Seminar in Advanced Clinical Specialty</td>
<td>2</td>
<td>This course includes didactic content to expand knowledge of procedures, skills and clinical reasoning related to acute and chronic health conditions in one of the following areas: pediatric, women’s health/maternity or adult health. Collaborative skills and the importance of interdisciplinary team development are emphasized as well as application of content to the nurse educator role.</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Practicum in Advanced Clinical Specialty</td>
<td>3</td>
<td>This course provides practicum opportunities for the clinical management of clients as well as the opportunity to expand knowledge of procedures, skills and clinical reasoning. Settings and populations are chosen according to the student specialty selection. Students work insert collaboratively with other nurses and other healthcare professionals to provide individualized health care to those in culturally and socio-economic diverse settings. (150 clinical hours) (Co-requisite: NURS 615)</td>
</tr>
<tr>
<td>NURS 617</td>
<td>Seminar in Nursing Professional Development</td>
<td>2</td>
<td>This course includes didactic content to expand knowledge of procedures and skills necessary for the role of the nursing professional development specialist.</td>
</tr>
<tr>
<td>NURS 618</td>
<td>Health Informatics</td>
<td>2</td>
<td>Students will explore healthcare informatics concepts, theories, legal and ethical implications, and applications within the healthcare environment and classroom. Critical issues affecting the development and implementation of information technologies (clinical, administrative and learning), knowledge management principles, and professional</td>
</tr>
</tbody>
</table>
practice trends will be analyzed. Emerging information and communication technology in health care will be explored. Emphasize the health informatics resources to implement health care outcome improvement and support practice and administrative decision-making. Students will apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to their area of practice.

**NURS 619 Practicum in Nursing Professional Development 3 sem. hrs.**
This course provides practicum opportunities in nursing professional development with the opportunity to expand knowledge of procedures and skills necessary for success in this nursing specialist role. Settings are chosen according to the student’s specialty selection. Students will work collaboratively with other nurses and other healthcare professionals to develop, plan, implement, and evaluate nursing professional development. This course requires 100 clinical hours. *Co-requisite: NURS 617*

**NURS 620 Clinical Leadership I 3 sem. hrs.**
This course explores the application and analysis of theory and use of critical thinking skills to assimilate and apply evidence-based information in the design, implementation, and evaluation of plans of care for individuals and cohorts. Cultural, ethical, epidemiological and organizational factors that impact at-risk populations are explored. Practicum hours provide opportunity to advance practice in clinical management of select client populations. Settings and populations are chosen according to student specialty selection. (65 clinical hours)

**NURS 621 Clinical Leadership II 3 sem. hrs.**
This course examines components of assessment and evaluation of clinical systems including risk management, health care economics, quality and human resource management. Students learn to serve as both leader and partner in interdisciplinary healthcare teams. Emphasis is placed on the integration of theory and research discussed in earlier courses. Students begin to learn to effectively delegate and manage nursing resources. (65 clinical hours)

**NURS 625 Clinical Immersion Project 5 sem. hrs.**
This course builds on the knowledge and competencies acquired throughout the program of study. Students will work with preceptors to develop and practice CNL role skills within an organization and network while working with a selected client population. The theoretical component provides a framework for analyzing organizational cultures, diagnosing organization problems and developing corresponding strategies around clinical service. CNL competencies are verified during the immersion project in the clinical setting. (300 clinical hours)

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

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

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

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

**NURS 640 Clinical Assessment and Management 3 sem. hrs.**
This course builds on the students’ knowledge and skills of Advanced Health Assessment focusing on the diagnostic process within the primary care context. Evidence based practice will be incorporated to assist students through the inductive process of moving from specific physical findings or patient concerns to possible diagnoses based on history, physical, and laboratory and diagnostic tests. Students will be expected to synthesize diagnostic information in order to arrive at appropriate diagnoses and treatment plans. *Required lab time. Prerequisites: NURS 614 Advanced Health Assessment*

**NURS 641 FNP I: Care of the Adult & Gerontological Client 6 sem. hrs. (4 didactic; 2 clinical)**
This course emphasizes illness prevention, healthy lifestyle adaptations, wellness promotion and health maintenance of adults and elderly clients, including the theories and principles of aging, health/wellness motivation and promotion, disease prevention, and pro-activeness and self-determination. The course also incorporates the review and application of aging theory and family relationship dynamics. Social, economical, racial, geographical, cultural, religious, and specific aging uniqueness and influences on wellness are also elements of this course. Research, guidelines, and evidence based practice will be utilized to enhance the student’s learning and clinical education, including clinical procedural, diagnostic, and treatment skills. (100 clinical hours) *Prerequisite: NURS 640*

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

**NURS 643 FNPII: Care of Children and Adolescents 6 sem. hrs. (3.5 didactic; 2.5 clinical)**
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. (125 clinical hours) *Prerequisites: All Core Courses Completed; NURS 614; NURS 640; NURS 641*

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

NURS 645  FNP II: Care of Women  6 sem. hrs. (3.5 didactic; 2.5 clinical)
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. (125 clinical hours). Prerequisites: NURS 614; NURS 640; NURS 641

NURS 646  Legal Issues in Advanced Practice Nursing  1 sem. hr.
The focus of this course is to introduce the statutes ORC 4723-8, ORC 4723-9 and relevant issues that impact/govern the advanced practice nurse. Documentation, patient rights and nursing malpractice/negligence will be explored as well as malpractice insurance, and standard of care agreements ORC 4723-8-04.

NURS 647  FNP IV: Care of Adults with Multiple Chronic Conditions  6 sem. hrs. (3 didactic; 3 clinical)
This course focuses on clinical learning modalities incorporating interprofessional caring for adult / elderly individuals, including those with multiple chronic conditions (MCC), in the context of family at the primary care level. (150 clinical hrs.) Prerequisites: NURS 610; NURS 642; NURS 640; NURS 641

NURS 648  Interprofessional Collaboration  1 sem. hr.
Students in this course will learn to optimize collaborative health care practice by engaging with students from other health care professions to discuss practice, patient safety and protection of care to persons across the lifespan with particular attention to those with multiple chronic conditions. Topics include interprofessional activities and issues that arise in collaborative practice.

NURS 649  FNP V: Care of Families in Primary Care  5 sem. hrs. (1 didactic; 4 clinical)
This course is the final FNP clinical course and builds upon previous FNP courses. FNP V focuses on refining and integrating clinical learning modalities, including assessment, diagnosis, treatment, prevention, and evaluation for all members of the family, including those with multiple chronic conditions (MCC). FNP V incorporates interprofessional caring for individuals throughout the lifespan in context of family at the primary care level (200 clinical hours). Prerequisites: all previous FNP clinical courses (FNP 1-IV

NURS 701  Nursing Science in Advanced Practice Theories and Foundations  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 703  Biostatistics for Outcomes Evaluation  3 sem. hrs.
This course provides students with the basis for understanding and interpreting commonly used statistical tests and their application in the evaluation of clinical outcomes. Students will apply statistical methods in the analysis of existing outcome data.

NURS 705  Applications of Epidemiology to Health Service  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  Health Care Policy, Organization, and Financing  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 nurses 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  Translating Evidence to Clinical Practice  2 sem. hrs.
This course focuses on the critical examination of data analysis and interpretation for advanced nursing practice research problems. SPSS statistical program will be utilized for data analysis. Issues related to data analysis and interpretation of results will be discussed.

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

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

NURS 718  Health Informatics  3 sem. hrs.
Students will explore healthcare informatics concepts, theories, legal and ethical implications, and applications within the healthcare environment and classroom. Critical issues affecting the development and implementation of information technologies (clinical, administrative and learning), knowledge management principles, and professional practice trends will be analyzed. Emerging information and communication technology in health care will be explored. Emphasis is on the health informatics resources to implement health care outcome improvement and support practice and administrative decision-making. Students will apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to their area of practice (30 clinical hours).
NURS 721  Mgmt. for Quality Improvement & Health Care Outcomes Evaluation  3 sem. hrs.
This course provides students with the tools needed to evaluate and improve health care programs and clinical outcomes through the development of reliable evaluation designs. Emphasis is placed on the process of care delivery and its related components including program evaluation of clinical outcomes, efficiency, resource allocation and cost reduction.

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

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

NURS 731  DNP Scholarly Project  1-4 sem. hrs.
Students undertake a systematic investigation of a clinical or administration based problem selected by the student and supported by faculty. The student will identify the problem to be addressed, review and critique pertinent literature, and implement and evaluate the project. The designed and approved project will be implemented and within a mentored and supervised clinical immersion experience. The project uses an evidence-based practice model and is systematically developed in consultation with the student’s doctorate of nursing practice t scholarly project committee who evaluates each step of the process. (200 clinical hours).
M.A. COUNSELING AND HUMAN DEVELOPMENT

COMPREHENSIVE MISSION STATEMENT OF THE CHD PROGRAM
The mission and philosophy statement for the CHD program extends to the education of counseling and student affairs professionals following the overall 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 individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.” The CHD program mission is centered around training professional counselors and student affairs professionals according to 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 and student affairs professionals who are responsive to the needs and individual differences of all people. We seek to cultivate within each student a greater self-awareness, a respect for the uniqueness, human dignity, and cultural background of each person, and the moral commitment to work, first and foremost, in the best interests of clients and students.

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

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

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

Accreditation
The Walsh M.A. Program in Counseling and Human Development includes two license-eligible specialty areas: Clinical Mental Health Counseling and School Counseling. Both the Clinical Mental Health Counseling and the School Counseling specialty programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2001 Standards.

DEGREE REQUIREMENTS: M.A. IN C.H.D. — CLINICAL MENTAL HEALTH COUNSELING
In accordance with the CACREP accreditation standards for Clinical Mental Health Counseling, the Counseling and Human Development program with Clinical Mental Health specialization 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 (15 courses) which 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).

Courses in the program are numbered 500 through 700. Students are responsible for planning their course of study with their assigned advisor and for ensuring that all requirements are met. In general, the lower-numbered courses should be taken prior to the higher-numbered 700 courses. Prerequisites are specified within the course descriptions listed in this catalog.

Within the first semester of admission to the CHD program, students must complete the CHD Prospectus in consultation with their advisor. Changes to the Prospectus must be approved by the student’s advisor.

The Practicum course is designed to provide students with counseling experience under the supervision of the instructor and the individual Practicum supervisor. Such experience is necessary to enhance counseling competencies in practitioners. Practicum requires 100 hours of work, of which 40 hours must involve direct client service. Students must obtain Professional Liability Protection prior to starting the Practicum class.

Internship is served in an "out placement" setting. Examples of such settings include the University Counseling Services, community clinical mental health agencies, hospitals, family services, substance abuse agencies, crisis centers, private practice, and such. 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 context must include a range of activities such as individual, couple, family and group counseling as well as intake, assessment, diagnostic evaluation and treatment planning. The hours must be distributed among a broad range of clinical activities.
Clinical Mental Health Counseling Course Requirements (60 Semester Hours)

Foundations (9 sem. hrs.)
- BSC 560  Introduction to Counseling and the Counseling Profession  3 sem. hrs.
- CHD 602  Research Methods and Program Evaluation  3 sem. hrs.
- CHD 603  Assessment in Counseling  3 sem. hrs.

Area of Concentration (45 sem. hrs.)
- CHD 610  Principles, Techniques and Theories of Counseling and Development  3 sem. hrs.
- CHD 612  Lifespan Development  3 sem. hrs.
- CHD 624  Career Counseling*  3 sem. hrs.
- CHD 626  Group Process  3 sem. hrs.
- CHD 635  Addictions  3 sem. hrs.
- CHD 730  Social and Cultural Diversity in Counseling  3 sem. hrs.
- CHD 740  Ethics and Issues in Counseling  3 sem. hrs.
- CHD 772  Advanced Abnormal Behavior  3 sem. hrs.
- CHD 775  Diagnosis of Mental and Emotional Disorders  3 sem. hrs.
- CHD 777  Treatment of Mental and Emotional Disorders  3 sem. hrs.
- CHD 780  Personality Assessment*  3 sem. hrs.
- CHD 790  Practicum: Counseling Techniques  3 sem. hrs.
- CHD 796I  Internship in Clinical Mental Health Counseling I  3 sem. hrs.
- CHD 796II Internship in Clinical Mental Health Counseling II  3 sem. hrs.

Electives (6 sem. hrs.)
- CHD 710-1  Counseling Adolescents  3 sem. hrs.
- CHD 710-2  Counseling Children  3 sem. hrs.
- CHD 710-4  Spirituality in Counseling  3 sem. hrs.
- CHD 710-6  Cross-Cultural Counseling  3 sem. hrs.
- CHD 710-8  Conflict Resolution  3 sem. hrs.
- CHD 710-9  Counseling Families  3 sem. hrs.
- CHD 749  Crisis Intervention  3 sem. hrs.
- CHD 751  Counseling for Grief and Loss  3 sem. hrs.
- CHD 752  Trauma Assessment and Treatment  3 sem. hrs.
- CHD 753  Relational Cultural Therapy  3 sem. hrs.
- CHD 754  Psychopharmacology  3 sem. hrs.
- CHD 755  Supervision and Consultation  3 sem. hrs.
- CHD 756  Art Therapy**  3 sem. hrs.
- CHD 757  Couples Therapy  3 sem. hrs.
- CHD 762  Eating Disorders  3 sem. hrs.
- CHD 763  Wellness  3 sem. hrs.
- CHD 764  Motivational Counseling  3 sem. hrs.
- CHD 767  Art Therapy II** (Prerequisite course is CHD 756)  3 sem. hrs.
- CHD 768  Cognitive-Behavioral Interventions  3 sem. hrs.
- CHD 662  Individual Study: Counseling and Development  3 sem. hrs.

*additional course fees for testing materials required
**additional fees for art supplies required

DEGREE REQUIREMENTS: M.A. IN C.H.D. — SCHOOL COUNSELING

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

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

Courses in the program are numbered 500 through 700. The lower-numbered courses should be taken prior to the higher-numbered 700 courses. Prerequisites are specified within the course descriptions listed in this catalog. Students are responsible for planning their course of study with their assigned advisor and for ensuring that all requirements are met. Within the first semester of admission to the CHD program, students must complete the CHD Prospectus in consultation with their advisor. Changes to the Prospectus must be approved by the student's advisor. Your advisor keeps track of your progress throughout the program by using a Student Profile Form which is updated every semester.

"Practice oriented" courses included in the curriculum are: CHD 790, Practicum; and CHD 795, Internship in School Counseling. The Practicum course is designed to provide students with counseling experience under the supervision of the instructor and the individual's Practicum supervisor. Such experience is necessary to enhance counseling competencies in practitioners. Practicum requires 100 hours of work, of which 40 hours must be face-to-face counseling.
Internship is served in an off-site school setting under the supervision of a licensed school counselor. Internship includes 600 hours of counseling work with at least 240 hours of direct service with clients. The 240 hours of direct service with clients must include a variety of activities such as individual and group counseling, career/vocational counseling, and other counseling experiences suitable to a school counselor.

School Counseling Course Requirements (48 semester hours)

Foundations (9 sem. hrs.)
- BSC 560 Introduction to Counseling and the Counseling Profession 3 sem. hrs.
- CHD 602 Research Methods and Program Evaluation 3 sem. hrs.
- CHD 603 Assessment in Counseling 3 sem. hrs.

Area of Concentration (36 sem. Hrs.)
- CHD 610 Principles, Techniques and Theories of Counseling and Development 3 sem. hrs.
- CHD 612 Lifespan Development 3 sem. hrs.
- CHD 620 Foundation and Organization of School Counseling 3 sem. hrs.
- CHD 624 Career Counseling* 3 sem. hrs.
- CHD 626 Group Process 3 sem. hrs.
- CHD 635 Addictions 3 sem. hrs.
- CHD 637 Consultation, Collaboration and Leadership 3 sem. hrs.
- CHD 680 Issues in School Counseling 3 sem. hrs.
- CHD 730 Social and Cultural Diversity in Counseling 3 sem. hrs.
- CHD 740 Ethics and Issues in Counseling 3 sem. hrs.
- CHD 790 Practicum: Counseling Techniques 3 sem. hrs.
- CHD 795 Internship in School Counseling 3 sem. hrs.
- CHD 662 Individual Study: Counseling and Human Development (optional) 3 sem. hrs.

Electives (3 sem. hrs.)
Clinical Intervention:
- CHD 710-1 Counseling Adolescents 3 sem. hrs.
- CHD 710-2 Counseling Children 3 sem. hrs.
- CHD 710-4 Spirituality in Counseling 3 sem. hrs.
- CHD 710-6 Cross-Cultural Counseling 3 sem. hrs.
- CHD 710-8 Conflict Resolution 3 sem. hrs.
- CHD 710-9 Counseling Families 3 sem. hrs.
- CHD 749 Crisis Intervention 3 sem. hrs.
- CHD 751 Counseling for Grief and Loss 3 sem. hrs.
- CHD 752 Trauma Assessment/Treatment 3 sem. hrs.
- CHD 753 Relational Cultural Therapy 3 sem. hrs.
- CHD 756 Art Therapy** 3 sem. hrs.
- CHD 762 Eating Disorders 3 sem. hrs.
- CHD 767 Art Therapy II** (Prerequisite course is CHD 756) 3 sem. hrs.
- CHD 768 Cognitive-Behavioral Interventions 3 sem. hrs.
- CHD 662 Individual Study: Counseling and Human Development 3 sem. hrs.

*Additional course fees for testing materials required.
**Additional fees for art supplies required.

DEGREE REQUIREMENTS: M.A. IN C.H.D. — STUDENT AFFAIRS IN HIGHER EDUCATION

The Student Affairs in Higher Education track integrates core counseling knowledge and skills, student development theory, higher education administration, and student services programming with a specialized focus on diversity education. Graduates of this program will be prepared for a wide variety of college personnel roles and functions in higher education including student affairs programming, administration, residence life and housing, multicultural affairs, academic advising, student academic success programs, global learning, international student and service learning programs, and more. Students serve a 600 hour internship in higher education institutions.

Courses in the program are numbered 500 through 700. The lower-numbered courses should be taken prior to the higher-numbered 700 courses. Prerequisites are specified within the course descriptions listed in this catalog. Students are responsible for planning their course of study with their assigned advisor and for ensuring that all requirements are met. Within the first semester of admission to the CHD program, students must complete the CHD Prospectus in consultation with their advisor. Changes to the Prospectus must be approved by student's advisor. Your advisor keeps track of your progress throughout the program by using a Student Profile Form which is updated every semester.

Master's in Student Affairs in Higher Education Requirements (42 semester hours)

Foundations (6 sem. hrs.)
- BSC 560 Introduction to Counseling and the Counseling Profession 3 sem. hrs.
- CHD 602 Research Methods and Program Evaluation 3 sem. hrs.
### Areas of Concentration (30 sem. Hrs.)

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CHD 610</td>
<td>Theories of Counseling</td>
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<tr>
<td>CHD 624</td>
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<td>CHD 626</td>
<td>Group Process</td>
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<td>CHD 730</td>
<td>Social &amp; Cultural Diversity</td>
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<td>CHD 628</td>
<td>Post-Secondary Student Development: Theories, Programs &amp; Assessment Practices</td>
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<td>CHD 637</td>
<td>Consultation, Collaboration and Leadership</td>
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<td>CHD 640</td>
<td>Foundations, Ethical and Legal Issues in SAHE Administration</td>
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<td>CHD 670</td>
<td>Multicultural Affairs in Diversity Education</td>
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<td>Internship in Student Affairs in Higher Education I</td>
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### Electives (6 sem. hrs.)

**CHD Electives**

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<td>CHD 710-8</td>
<td>Conflict Resolution</td>
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<td>CHD 749</td>
<td>Crisis Intervention</td>
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<td>CHD 762</td>
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<tr>
<td>CHD 763</td>
<td>Wellness</td>
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**Interdisciplinary Electives**

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<td>MBA 744</td>
<td>Services Marketing</td>
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<td>THEO 676</td>
<td>Lay Ecclesial Leadership</td>
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<td>THEO 680</td>
<td>Catholic Moral Life</td>
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</tr>
<tr>
<td>THEO 690</td>
<td>Spirituality Formation</td>
<td>3</td>
</tr>
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</table>

### THE BA/MA PROGRAM

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

**Division of Social and Behavioral Sciences — Dr. Penny Bove, Chair**

The B.A./M.A. program is designed to provide the best preparation for students who wish to pursue clinical mental health or school counseling careers. To accomplish this, the program has integrated core theoretical and knowledge areas in psychology and sociology into a Behavioral Science 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 intends to develop counselors who will assist others in making differences in their lives. To meet this overall goal, students learn to apply theoretical models to the understanding of human behavior, and to 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 Science 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 will be awarded the degree of Bachelor of Arts in Behavioral Science. An official Change of Status form must be filed with the Chair of the Social and Behavioral Sciences Division to change the student status from undergraduate to graduate. Upon completion of all graduation requirements in the Counseling and Human Development program, students will be awarded the Master of Arts in Counseling & Human Development (with Clinical Mental Health or/and School Counseling).
B.A./M.A. Program Requirements

B.A. (127 sem. hrs.) with a Behavioral Science concentration

(Students must maintain a minimum 3.3 GPA)

**School Counseling** - B.A./M.A. students with school counseling career aspirations take two EDU courses listed below plus courses listed under Mental Health (54 credit hours):

- **EDUC 107** School and Society (3)
- **EDUC 206** Exceptionalities and Multiculturalism in a Global Society (3)

**Mental Health** - B.A./M.A. students with mental health career aspirations take the following courses (48 credit hours):

- **PSYCH 120** Principles of Psychology (3)
- **PSYCH 201** Principles of Learning (3)
- **Choice of PSYCH 204 or PSYCH 302** (3)
- **PSYCH 204** Cognitive Processes (3)
- **PSYCH 302** Cognitive Neuropsychology (3)
- **PSYCH 251** Physiological Psychology (3)
- **PSYCH 401** Abnormal Psychology (3)
- **SOC 204** Social Problems (3)
- **SOC 205** Social and Cultural Diversity (3)
- **SOC 303** Marriage, Family and Intimacy (formerly Family Systems) (3)
- **SOC 401** Sociological Theory (3)
- **BSC 221** Statistics for Behavioral Sciences (3)
- **BSC 430** Applied Behavioral Science Seminar (3)
- **BSC 440** Applied Behavioral Science Internship (3-9)
- **BSC 502** Research Methods and Program Evaluation (3)
- **BSC 526** Group Process (3)
- **BSC 560** Introduction to Counseling & the Counseling Profession (formerly Counseling and Interviewing Processes) (3)

**Choice of elective**

- **PSYCH 309** Critical Issues in Child and Adolescent Development (3)
- **SOC 314** Sociology of Aging (formerly Critical Issues in Adult Development) (3)

**M.A. in Counseling and Human Development School Counseling (48 semester hours)**

(Student must maintain a minimum 3.0 GPA.)

- **CHD 603** Assessment in Counseling (3)
- **CHD 610** Principles, Techniques and Theories of Counseling and Development (3)
- **CHD 612** Lifespan Development (3)
- **CHD 620** Foundation and Organization of School Counseling (3)
- **CHD 624** Career Counseling (3)
- **CHD 635** Addictions (3)
- **CHD 637** Consultation, Collaboration and Leadership (3)
- **CHD 680** Issues in School Counseling (3)
- **CHD 730** Social and Cultural Diversity in Counseling (3)
- **CHD 740** Ethics and Issues in Counseling (3)
- **CHD 790** Practicum: Counseling Techniques (3)
- **CHD 795** Internship in School Counseling (3)
- **CHD 662** Individual Study: Counseling and Human Development (optional) (3)

**One CHD elective** (3)

- **BSC 502** Research Methods and Program Evaluation (3)
- **BSC 526** Group Process (3)
- **BSC 560** Introduction to Counseling and Counseling Profession (3)

Graduate course descriptions are listed in the Graduate Catalog.

**M.A. in Counseling and Human Development Clinical Mental Health Counseling (60 semester hours)**

(Student must maintain a minimum 3.0 GPA.)

- **CHD 603** Assessment in Counseling (3)
- **CHD 610** Principles, Techniques and Theories of Counseling and Development (3)
- **CHD 612** Lifespan Development (3)
- **CHD 624** Career Counseling (3)
- **CHD 635** Addictions (3)
- **CHD 665** Foundations of Clinical Mental Health Counseling (3)
- **CHD 730** Social and Cultural Diversity in Counseling (3)
- **CHD 740** Ethics and Issues in Counseling (3)
- **CHD 772** Advanced Abnormal Behavior (3)
- **CHD 775** Diagnosis of Mental/Emotional Disorders (3)
- **CHD 777** Treatment of Mental/Emotional Disorders (3)
<table>
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<td>CHD 790</td>
<td>Practicum: Counseling Techniques</td>
<td>(3)</td>
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<tr>
<td>CHD 796I</td>
<td>Internship in Clinical Mental Health Counseling I</td>
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<tr>
<td>CHD 796II</td>
<td>Internship in Clinical Mental Health Counseling II</td>
<td>(3)</td>
</tr>
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</table>

Two CHD electives (6)

Includes:

- BSC 502 Research Methods and Program Evaluation (3)
- BSC 526 Group Process (3)
- BSC 560 Introduction to Counseling and the Counseling Profession (3)

Graduate course descriptions are listed in the Graduate Catalog.

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

**Track 1 is Freshman Admission**
Prospective students must meet two of the following three criteria:

- Have a minimum high school grade point average of 3.5.
- Have a minimum ACT score of 27 or SAT score of 1200.
- Graduate in the top 10% of their high school class.
- Complete an application form and submit to Chair, Social & Behavioral Sciences Division.
- Submit a writing sample.
- Participate in an interview with the B.A./M.A. faculty.

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

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

- Complete 30 semester hours, including transfer credits, with a minimum 3.3 GPA.
- Complete PSYCH 120, 201 or 251 and SOC 204.
- Submit the B.A./M.A. application, writing sample, and transcript to the Chair, Social & Behavioral Sciences Division.
- Participate in an interview with B.A./M.A. faculty.

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

- Complete 60 semester hours, including transfer credits, with a minimum 3.3 GPA.
- Complete PSYCH 120, 201, 251, SOC 204, 205 or 303; BSC 221; and one of the following: BSC 301, PSYCH 305, or PSYCH 401.
- Submit the B.A./M.A. application, writing sample, and transcript to the Chair, Social & Behavioral Sciences Division.
- Participate in an interview with B.A./M.A. faculty.

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

Admission to the CHD Program
Admissions information and application packets are available from the Graduate Admissions Office. Contact Audra Dice, Director, Graduate Admissions, by telephone at 330-490-7181 or by e-mail at adice@walsh.edu. Forms are also available online at the Walsh University website at www.walsh.edu/masters-counseling-admissions.

Applicants are considered for admission for the fall and spring semesters. The CHD program admits students on a rolling basis toward these admission dates. Applicants are strongly urged to apply as early as possible. New admits will not be accepted once the program reaches cohort capacity; they will be placed on an admissions wait list for the next open (fall or spring) semester. To discuss details of admission processes, contact the Graduate Admissions Office (contact Audra Dice by telephone at 330-490-7181 or by e-mail at adice@walsh.edu).

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

Admission Procedures
Admissions forms are available online at www.walsh.edu/masters-counseling-admissions or via mail from the Graduate Admissions Office (Audra Dice, Director, Graduate Admissions).
1. Complete Graduate application for CHD program and submit with $25 application fee.
2. Arrange for three letters of reference (or three Walsh CHD recommendation forms) to be sent to the Graduate Admissions Office.
3. Arrange for all official transcripts (see above guidelines) to be sent to the Graduate Admissions Office (Official transcripts may not be e-mailed).
4. Send a current résumé to the Graduate Admissions Office.
5. Arrange for official TOEFL scores (international students only) to be sent to the Graduate Admissions Office.
6. Arrange for, and complete, the program interview and writing sample. Applicants will be notified by the Graduate Admissions Office when their Admissions file is complete so that they may make arrangements for these final Admissions processes.

Felony and Other Criminal History Policy
Students in all CHD specialty tracks are preparing 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 for CHD students, to dismiss them). Please note that students in license-eligible programs must undergo criminal background checks prior to internship and licensure.

Individuals with a criminal history who are applying for a license-eligible track in Counseling and Human Development should contact the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (www.cswmft.ohio.gov) regarding eligibility for clinical mental health counselor licensure or the Ohio Department of Education (www.ode.oh.us) regarding school counselor licensure eligibility in Ohio.
Registration Procedures
To register for classes, students must submit proposed coursework to their advisor for approval. Students are expected to plan their coursework with their advisor on the CHD Prospectus. Students register for classes by submitting their approved registration form to the Student Service Center after they have met with their advisor.

Categories of Graduate Students

- **NON-MATRICULATED STUDENT** — students who do not intend to pursue a degree in counseling. Generally, these are "licensure only" students who already have a master's degree and are completing courses required for school or clinical mental health counseling licensure in Ohio. A CHD degree-seeking student cannot be enrolled as a non-matriculated student.
- **MATRICULATED STUDENT** — graduate students who have met all admission requirements for the CHD master's degree program.
- **CANDIDACY** — matriculated students who have taken at least half of the course work for their CHD program (including a process course) and successfully completed such courses with a cumulative grade point average of 3.0 or higher. A student will be considered for candidacy for a master's degree after the following requirements are met:
  - A minimum of half of the course work for the program must be completed;
  - The student must have a 3.0 cumulative grade point average or better in all courses taken at Walsh University;
  - Faculty review of student retention records and faculty endorsement;
  - The Graduate Council must review and recommend the student for advancement to candidacy.
    After review, the student will be notified of his/her standing in the program.
  - Continued enrollment in the Master's program is contingent upon achievement of candidacy.

Academic Advising
Graduate students in all categories are to consult with advisors. The advisor's duties are to serve as consultant in planning the student's program, endorsing the student’s application for degree candidacy, and arranging for required comprehensive examination.

A consultation with the advisor is required prior to registration for graduate courses.

Comprehensive Examination
A final comprehensive examination is required for completion of the M.A. in Counseling and Human Development program. The examination is generally taken during the last semester the student is completing course requirements. Those who fail any section of the comprehensive examination, or the examination as a whole, will be required to complete a second examination as determined by the faculty. If the second examination results are also unsatisfactory, matriculation will be terminated.

DUAL SPECIALIZATION POLICY- M. A. IN COUNSELING AND HUMAN DEVELOPMENT
Students may simultaneously complete the requirements for both license-eligible specializations, Clinical Mental Health Counseling and School Counseling in the M.A. in Counseling and Human Development. Both specializations will be posted on the diploma. A Declaration of Dual Specialization form must be approved by the CHD Program Director and filed with the Office of the Registrar at least one semester before graduation.

In order to have both specializations posted on the diploma, all course requirements for school and clinical mental health specialties must be fulfilled, and students must successfully complete CHD 790 - Practicum for Dual Specialization. The Dual Specialization requires 72 semester hours. A student may not return for a second degree in the second specialization once the M.A. has been conferred with one specialization.

STUDENT RETENTION POLICY
CHD faculty members recognize that graduate student training is a developmental process; that is, faculty members understand that professional counseling competencies develop over time. CHD faculty members want to see all matriculated students acquire the competencies necessary for them to function in their professional roles as school, clinical mental health counselors, or student affairs professionals, succeed in their graduate studies, and complete their master's degree. At the same time, CHD faculty members have ethical and professional responsibilities to serve as gatekeepers to the profession by identifying problematic student behaviors, and insufficient student competence in academic, clinical and professional knowledge and skills (for Counselor Education, see ACA Code of Ethics [2014]; for Student Affairs in Higher Education, see relevant professional Code of Ethics [CAS, 2006; ACPA and NASPCA, 2010]). In order to ensure that each student receives timely feedback to improve academic and clinical competencies and correct problematic behaviors, the CHD faculty members have adopted this 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 is intended to provide students with information related to the overall progress of their professional development. See the CHD Handbook for complete policy, forms, processes and procedures.

"Licensure Only" Non-Matriculated Status
Individuals who hold a master's degree in counseling which does not meet the licensure requirements in Ohio must obtain a prescription for required coursework from the Ohio Counselor, Social Worker and Marriage and Family Therapist Board. They are eligible for licensure-only (non-matriculated) program at Walsh University. Individuals who hold a master's degree in education or counseling other than school counseling must obtain the equivalent of a Walsh school counseling degree to become licensed as a school counselor. They are also eligible for licensure-only (non-matriculated) program at Walsh University.
PROFESSIONAL ORGANIZATIONS

The Alpha Mu (Walsh University) Chapter of Chi Sigma Iota
Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training who are dedicated to excellence in scholarship, research, and clinical practice. It was established January 1, 1985, and the first initiation was held by the Alpha Chapter of Ohio University in March of 1985. Today there are 193 chapters and over 30,000 initiated members. National headquarters are located in Greensboro, N.C.

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

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

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

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

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

Scholarships
In addition to sponsoring the $1,000 Sandra I. Lopez-Baez tuition scholarship, the Alpha Mu chapter offers a one-time book scholarship during the fall and spring semesters and a one-time tuition scholarship to counseling students who demonstrate financial need. To apply for these scholarships, contact Dr. Carrie VanMeter, faculty advisors for the chapter.
CHD Course Descriptions

(BSC/CHD – Clinical Mental Health and School Counseling Areas of Concentration)

BSC 560  Introduction to Counseling and the Counseling Profession 3 sem. hrs.
Orientation to the counseling profession through an examination of the history and philosophy of the counseling profession; professional roles of counselors; professional counseling organizations; and legal, ethical and professional issues in professional counseling. Introduction to stages and strategies in the counseling process. Development of attending skills and case conceptualization abilities. Includes an intensive laboratory focused on developing interviewing skills and mastering counseling procedures. This is a foundational course. It must be taken within the first 2 semesters following admission.

CHD 602 Research Methods and Program Evaluation 3 sem. hrs. (BSC 502 B.A./M.A. program only)
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 610  Principles, Techniques, and Theories of Counseling and Development 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 across lifespan. This is a beginning level course.

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

CHD 626  Group Process 3 sem. hrs. (BSC 526 B.A./M.A. program only)
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 and how 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 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. Prerequisites: BSC 560, CHD 602, 603, and CHD 610 or CHD 612. This is an intermediate level course.

CHD 637  Consultation, Collaboration and 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 662  Individual Study: Counseling & Human Development 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 730  Social & Cultural Diversity in Counseling 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 and 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. Prerequisites: BSC 560, CHD 602, 610. Recommended: CHD 612

CHD 790  Practicum: Counseling Techniques  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.

For Mental Health Counseling Practicum, according to CACREP 2009 Standards, Section III.F.1-5, 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; recorded case review; termination procedures; and individual and group supervision.

For School Counseling Practicum, according to CACREP 2009 Standards, Section III.F.1-5, 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; recorded case review; termination procedures; and individual and group supervision. The face-to-face hours are generated through the Hermit Counseling Center (HCC) in conjunction with specified off-site school settings. 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: BVC 560, CHD 602, 603, 610, 612, 620, 624, 626, 635, 637, 730 and 740.

SCHOOL COUNSELING SPECIALTY COURSES

CHD 620  Foundation and Organization of School Counseling  3 sem. hrs.
Foundation and Organization of School Counseling  3 sem. hrs.
This course serves as an orientation to the school counseling profession. The course covers history, philosophy, and trends in school counseling; roles, responsibilities, knowledge of the school setting and curriculum; legal and ethical issues; policies, laws, and legislation, and implications of sociocultural, demographic, and lifestyle diversity; and organization and administration of the educational system. Students will learn how to organize, administer, and evaluate a comprehensive, developmental school counseling program based on current models of school counseling programs and the individual, school, and community needs. They will learn about national standards, certification and licensure requirements. Prerequisites: BSC 560, CHD 602, 603, 610, 612.

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

CHD 795  Internship in School Counseling  3 sem. hrs.
Internship in School Counseling serves as the capstone experience for the school counselor-in-training. The basic purpose of the internship is to provide each intern with a field experience and the opportunity to integrate the application of counseling theories and skills to counseling practice with individuals, groups, families, children, and/or adolescents in a school setting. Evaluation of skills is made through close supervision by the on-site supervising school counselor and the instructor. Prerequisites: Practicum and its prerequisites.

CLINICAL MENTAL HEALTH COUNSELING SPECIALTY COURSES

CHD 665  Foundations of Clinical Mental Health Counseling Practice  3 sem. hrs.
Orientation to the professional specialty of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues (such as managed care), credentialing, and clinical supervision, models and processes. Exploration of the models and programs used in the prevention and treatment of mental health across diverse populations, and the design of mental health service delivery systems 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. Prerequisites: BSC 560, CHD 602, 603, 610, 612, 626, 635, 740; recommended, 635.

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. Delinea
tion 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, 626, 635 (CHD 635 may be taken concurrently)

CHD 775  Diagnosis of Mental and Emotional 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, and 772.

CHD 777 Treatment of Mental and Emotional 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 796 I & 796 II Internship in Clinical Mental Health Counseling I & II 3 sem. hrs. each
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; CHD 790 and its prerequisites; CHD 796II; CHD 796 I and its prerequisites.

COUNSELING INTERVENTION COURSES (CHD 710, 749-770) (ELECTIVES)

Courses specifically designed as in-depth study of particular methods/strategies in clinical counseling with close study of a specific approach or population. These are advanced level courses.

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. Next offering TBA.

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. Next offering TBA.

CHD 710-3 Counseling Families 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 710-4 Spirituality in Counseling 3 sem. hrs.
The 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. Next offering TBA.

CHD 710-6 Cross-Cultural Counseling 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 710-8 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, 626, 635, 740 772.

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. Next offering TBA.

**CHD 751 Counseling for Grief and Loss 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. Next offering TBA.

**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. Next offering TBA.

**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 focus of the course are mechanisms of action, behavioral effects, and side effects of psychotropic drugs. Next offering TBA.

**CHD 755 Supervision & 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 discussed. Next offering TBA.

**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. Next offering TBA.*

**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. 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. Next offering TBA.

**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. Next offering TBA.

**CHD 765 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. Next offering TBA.*

**CHD 766 Cognitive Behavioral Interventions 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. Next offering TBA.

*Additional fee required.

**SAHE SPECIALTY COURSES**

**CHD 628 Post-Secondary Student Development: Theories, Programs & Assessment Practices 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. Prerequisite: BSC 560, CHD 602, 610
CHD 637 Consultation, Collaboration and 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 Foundations, Ethical & Legal Issues in SAHE 3 sem. hrs.
This course serves as an orientation to the Student Affairs in Higher Education profession with a special focus on legal and ethical issues. The course covers history, philosophy, and trends in Student Affairs; roles, responsibilities, knowledge of the academic setting and curriculum; legal and ethical issues; policies, judicial functions, staff development and budget management. Prerequisites: BSC 560, CHD 602, or 610

CHD 670 Multicultural Affairs and Diversity Education 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

SAHE PROFESSIONAL PRACTICE COURSES

CHD 793 I & 793 II Internship in Student Affairs in Higher Education I & II 3 sem. hrs. each
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
Division of Education Mission Statement
Mission guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

Three distinctive features characterize the Division of Education at Walsh University: The commitment to Judeo-Christian ideals in professional practices; respect for the dignity of all learners and the potentials they represent; and the critical importance of service learning. These commitments are evident in all aspects of the activities and services offered by the Division of Education.

The faculty and students enjoy close connections that represent the best ideals of the Judeo-Christian traditions. The small student/faculty ratio enables students to develop caring, compassionate, and supportive relationships in the interest of accommodating each student’s unique life experiences and academic needs. Intra-community relationships provide a foundation in which open communication, collaboration, and creativity manifest in the professional practices that students apply and demonstrate in field and clinical experiences.

Believing that ALL learners have special needs, the Division of Education fosters the positive development of each student’s knowledge, skills, and dispositions to enable each one to teach a diverse learning population effectively. Each Walsh University student is exposed to a wide variety of models of teaching, curriculum designs, and diverse community connections in classroom practices and in field experiences.

The commitment to service learning is evident in the number and variety of field placements, which are carefully structured throughout the Teacher Preparation Program. These experiences enable each student to provide tutorial support, intervention service, and enrichment instruction through partnerships with community programs and schools.

The Walsh University graduate program in Education seeks to provide superior educational service to its students and the communities it serves. The program curriculum enhances the professional growth of practicing educators and, as a result of the improved instruction they then provide in their own schools, furthers the growth and development of their pupils and students. The school systems and communities mutually benefit from these professional educators because of their leadership, enhanced abilities, increased knowledge, effective modeling of the best in the profession, and expanded resources. The program also prepares students to respond to the call of leadership as teachers, teacher leaders or principals.

The Master of Arts in Education degree is designed for in-service school personnel.

Program Objectives
- Provide opportunities for improved instruction through the acquisition of new or more highly developed skills and abilities.
- Develop new attitudes or reinforce currently held beliefs that result in a productive learning climate.
- Address the needs of educators as lifelong learners.
- Provide resources and growth opportunities for counselors, administrators, and other school personnel.
- Establish a network of mutually beneficial interaction and communication with school systems and communities that provide students for the program.
- Provide information and courses to extend or enhance teacher knowledge in content areas and/or grade levels.
- Provide opportunities to aid teachers in assisting their students in adjusting to life in an increasingly diverse world.
- Provide a strong foundation in leadership for teacher leaders and principals.

Program Student Learning Outcomes (PSLOs):
The Graduate of the Master of Arts in Education Program will:
1. Critique research and theories related to pedagogy, learning, and leadership
2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners
3. Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills
4. Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application
5. Use data to make decisions and inform their teaching and/or leadership practice in a transformative learning environment

The Master of Arts is Education Program (MAED) has expanded beyond the traditional program. The MAED now has four program tracks to address the ever-changing education landscape. These tracks include: Traditional Program, Reading Literacy, Leadership, and 21st Century Technologies.

Areas of Concentration
1. Master of Arts in Education - Traditional Program
   The Master of Arts is Education Traditional Program addresses the needs of educators in their own journeys as lifelong learners. Candidate will be with other teachers in an environment that promotes learning from each other. As you extend your own knowledge, you will learn how to provide better instruction to your students from faculty with expertise in the K-12 environment.
2. **Master of Arts in Education - Reading Literacy Track**
   Teachers who are highly qualified in the area of language arts are in high demand as literacy expectations continue to increase. The Reading Literacy Track serves to strengthen a teacher's competency, making them extremely valuable and in the area of reading proficiency. The program prepares experienced teachers to plan literacy programs appropriate for children of varying levels of ability.

3. **Master of Arts in Education - Education Leadership with Principal Licensure**
   The Leadership Track is designed for current teachers seeking to enhance their leadership potential with an educational organization. Students will be taught by experienced leaders in education to prepare them for current issues effecting today's Educators. Candidates in this program can complete 12 hours of course work post-master's to add the principal license.

4. **Master of Arts in Education - 21st Century Technologies Track**
   The world of education is changing. Technology has infused the educational system and the importance of preparing teachers for these emerging technologies is critical. Be ahead of the technology curve by obtaining an MAED with a focus in 21st Century Technologies to keep current with technology and aid in preparing students for these technological demands.

**DEGREE REQUIREMENTS: M.A. IN ED.**

**PROGRAM REQUIREMENTS  (36 semester hours) All courses are three semester hours unless otherwise noted.**

Those interested in pursuing a Master of Arts in Education degree who already have a valid teaching certificate/license or who do not intend to teach follow the guidelines listed below. Coursework is just as demanding as the licensure program; the difference is that the student teaching experience required in the licensure program is not a part of the requirements for this program. A total of 36 semester hours are necessary for graduation.

**M.A.E.D. REQUIREMENTS (21 semester hours)**

**Core (18 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>EDF 606</td>
<td>Accommodating Learners with Special Needs</td>
</tr>
<tr>
<td>EDF 607</td>
<td>Research Methods</td>
</tr>
<tr>
<td>EDF 620</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>EDF 621</td>
<td>Legal and Ethical Issues in Education</td>
</tr>
<tr>
<td>EDF 622</td>
<td>Philosophy of Education</td>
</tr>
</tbody>
</table>

*A minimum of 3 EDF courses must be taken prior to approval for candidacy.*

**Capstone Course (3 semester hours) Taken during the final semester of the MAED program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 701</td>
<td>Capstone Experience</td>
</tr>
</tbody>
</table>

**Electives (15 semester hours)**

With the approval of the Walsh University graduate advisors, the remaining 18 hours may be fulfilled by core, elective, or alternative format courses. The choice includes courses from EDT (3 digit course numbers) and up to six hours of alternative format courses or workshops.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 600</td>
<td>Creative Approaches to Individualizing Instruction</td>
</tr>
<tr>
<td>EDT 601</td>
<td>Information and Communication Technologies for Teaching and Learning</td>
</tr>
<tr>
<td>EDT 602</td>
<td>Implementing Content Area Curriculum</td>
</tr>
<tr>
<td>EDT 603</td>
<td>Mentoring and Supervision</td>
</tr>
<tr>
<td>EDT 605</td>
<td>School-Community Relations</td>
</tr>
<tr>
<td>EDT 608</td>
<td>Historical Perspectives in Education</td>
</tr>
<tr>
<td>EDT 611</td>
<td>Multicultural Education: Curriculum and Instruction</td>
</tr>
<tr>
<td>EDT 614</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>EDT 650</td>
<td>Developmental Language and Literacy</td>
</tr>
<tr>
<td>EDT 651</td>
<td>Methods of Teaching Developmental Reading</td>
</tr>
<tr>
<td>EDT 652</td>
<td>The Principles and Practices of Teaching Phonics</td>
</tr>
<tr>
<td>EDT 653</td>
<td>Reading Assessment and Intervention</td>
</tr>
<tr>
<td>EDT 654</td>
<td>Reading in the Content Areas</td>
</tr>
<tr>
<td>EDT 655</td>
<td>Clinical Practicum in Reading</td>
</tr>
<tr>
<td>EDT 662</td>
<td>Independent Study in Education</td>
</tr>
<tr>
<td>EDT 670</td>
<td>Positive Strategies in Discipline</td>
</tr>
<tr>
<td>EDT 700</td>
<td>Seminar: Current Trends in Education</td>
</tr>
<tr>
<td>EDT 710</td>
<td>Assessing Student Performance</td>
</tr>
</tbody>
</table>

Students may apply a maximum of six credit hours from workshops or alternative format courses to their program of graduate studies. The Division of Education at Walsh University, the Ohio Department of Education, and other accredited institutions offer these opportunities to in-service educators. The student's advisor, the Director of Graduate Education, and registrar should be consulted PRIOR to workshop or course enrollment at another institution to confirm that the content is of sufficient rigor to warrant the University's acceptance of the credits.

Additionally, through a collaborative agreement with Walsh University, the Communicate Institute regularly offers the courses listed below. Only Communicate Institute courses listed in this catalog may be applied toward fulfillment of the M.A.Ed. requirements at Walsh University. For a complete schedule of these offerings, visit their Web site at www.communicateinstitute.com.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 6438</td>
<td>IQ-EQ Connections</td>
</tr>
<tr>
<td>EDT 6916</td>
<td>Succeeding with Students of Poverty</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EDT 6690</td>
<td>LifePower - Strategies for Reducing Educator Stress</td>
</tr>
<tr>
<td>EDT 6692</td>
<td>Adventures in Attitudes - Human Relations for Educators</td>
</tr>
<tr>
<td>EDT 6696</td>
<td>Time and Life Mastery - Time Management for Educators</td>
</tr>
<tr>
<td>EDT 6700</td>
<td>Literacy for Learning - Reading &amp; Writing Across the Curriculum</td>
</tr>
<tr>
<td>EDT 6721</td>
<td>Educating for Character - Developing Moral Character</td>
</tr>
<tr>
<td>EDT 6725</td>
<td>Creative Teaching Strategies for Teaching Core Standards</td>
</tr>
<tr>
<td>EDT 6729</td>
<td>Effective Instruction</td>
</tr>
<tr>
<td>EDT 6731</td>
<td>Positive Discipline in The Classroom</td>
</tr>
<tr>
<td>EDT 6747</td>
<td>Risk to Resilience - Strength-Based Interventions for Students</td>
</tr>
<tr>
<td>EDT 6748</td>
<td>Hands on Math K-8</td>
</tr>
<tr>
<td>EDT 6749</td>
<td>Engaging the 21st Century Learner thru Technology</td>
</tr>
<tr>
<td>EDT 6750</td>
<td>Bringing out the Best in Students: Developing Performance Character</td>
</tr>
<tr>
<td>EDT 6900</td>
<td>Brain Power Strategies</td>
</tr>
<tr>
<td>EDT 6901</td>
<td>Courage for The Discouraged</td>
</tr>
<tr>
<td>EDT 6915</td>
<td>The Teacher's Toolbox</td>
</tr>
<tr>
<td>EDT 6932</td>
<td>The Well-Informed Educator</td>
</tr>
</tbody>
</table>

**Schedule of Classes**

Graduate courses are offered predominantly during evening hours to allow students who work access to classes. Courses are offered in a three semester format through summer, fall, and spring. Courses will be offered in an accelerated format with two, 8-week sessions in Fall and Spring Semesters. Course rotation allows for an alternating format, which offers students easy access to the courses needed to complete their programs of study. Courses offered in the summer may be scheduled either during the day or evening hours.

**Course Rotation**

These courses are offered on a regular rotation, as shown below. Graduate students in the Division of Education are encouraged to attend to this rotation. Fall and Spring semester offerings are scheduled in the evening to accommodate in-service educators and students with other daytime obligations. Those identified as occurring during the "May" term usually meet from the first week in May through the first week in June, during evening class sessions. Those classes meeting during the "June/July" term begin in mid-June (after area schools have concluded their academic year) and continue through mid- to late-July. These classes will meet during daytime periods and are scheduled so that students may enroll in multiple offerings during the same summer term. The courses for Reading Endorsement (EDT 650, EDT 651, EDT 652, EDT 653, EDT 654 and EDT 655) are offered every fall and spring term, and in alternative formats during the May and/or June/July terms. Special Topics in Education (EDT 7XX) is offered in response to identified needs, interests, and new developments in the profession. (Rotation of courses may change based on increases/decreases in enrollments.)

**Courses Offered Every FALL Term:**

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 607</td>
<td>EDF 601</td>
</tr>
<tr>
<td>EDF 621</td>
<td>EDF 620</td>
</tr>
<tr>
<td>EDF 622</td>
<td>EDF 606</td>
</tr>
<tr>
<td>EDT 605</td>
<td>EDF 701</td>
</tr>
</tbody>
</table>

**Courses Offered Every SPRING Term:**

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 607</td>
<td>EDF 620</td>
</tr>
<tr>
<td>EDT 601</td>
<td>EDT 611</td>
</tr>
<tr>
<td>EDT 602</td>
<td>EDT 710</td>
</tr>
<tr>
<td>EDT 670</td>
<td>EDF 701</td>
</tr>
</tbody>
</table>

**Courses Offered Every MAY Term:**

EDF 606  
EDF 622  
EDT 603  

**Courses Offered Every JUNE/JULY Term:**

EDF 601  
EDT 700  
EDT 600  
EDT 601  
EDT 670  
EDT 607  

**Clinical Hours Requirements**

**Core Courses with Field Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 601</td>
<td>Psychology of Learning</td>
<td>10 Hours</td>
</tr>
</tbody>
</table>

74 WALSH UNIVERSITY GRADUATE CATALOG 2014-2015
EDF 606  Accommodating Learners with Special Needs  10 Hours
EDF 620  Teaching and Learning  10 Hours
EDF 701  Capstone Experience  10 Hours
EDF 607  Research Methods  10 Hours
EDF 705  Pupil Services  10 Hours

Elective Courses with Field Hours
EDT 601  Information and Communications Technologies for Teaching and Learning  10 Hours – LEAD only
EDT 651  Methods of Teaching Developmental Reading  20 Hours
EDT 652  The Principles and Practices of Teaching Phonics  10 Hours
EDT 653  Reading Assessment and Intervention  20 Hours
EDT 654  Reading in the Content Area  20 Hours
EDT 655  Clinical Practicum in Reading  30 Hours
EDT 670  Positive Strategies in Discipline  10 Hours – LEAD only

Program Concentrations

READING LITERACY (36 semester hours)

Core (15 semester hours)
EDF 601  Psychology of Learning
EDF 607  Research Methods
EDF 620  Teaching and Learning
EDF 621  Legal and Ethical Issues in Education
EDF 622  Philosophy of Education

* A minimum of 3 EDF courses must be taken prior to approval for candidacy.

Capstone Course (3 semester hours) Taken during the final semester of the MAED program
EDF 701  Capstone Experience

Reading Literacy Required Courses  (18 semester hours)
*EDT 650  Developmental Language and Literacy
EDT 651  Methods of Teaching Developmental Reading
EDT 652  The Principles and Practices of Teaching Phonics
**EDT 653  Reading Assessment and Intervention
EDT 654  Reading in the Content Area
**EDT 655  Clinical Practicum in Reading

*Course taught in hybrid format
**Courses taught in on-line format

LEADERSHIP WITH PRINCIPAL LICENSE (36 semester hours)

Core (18 semester hours)
EDF 601  Psychology of Learning
EDF 705  Pupil Services
EDF 607  Research Methods
EDF 620  Teaching and Learning
EDF 621  Legal and Ethical Issues in Education
EDF 622  Philosophy of Education

* A minimum of 3 EDF courses must be taken prior to approval for candidacy.

Capstone Course (3 semester hours) Taken during the final semester of the MAED program
EDF 701  Capstone Experience

Leadership Required Courses (15 semester hours)
EDT 602  Implementing Content Area Curriculum
*EDT 603  Mentoring and Supervision
*EDT 605  School-Community Relations
*EDT 614  Instructional Leadership
*EDT 710  Assessing Student Performance

*Courses that count toward Teacher Leader Endorsement - All are taught in an on-line format

Principal Licensure - Required Courses (Post-Masters) (12 Hours)
EDF 706  Principalship
EDF 707  Personnel Management and Leadership
EDF 708  Internship
EDF 709  School Finance for School Administrators
21st CENTURY TECHNOLOGIES (36 semester hours)

Core (18 semester hours)
EDF 601 Psychology of Learning
EDF 606 Accommodating Learners with Special Needs
EDF 607 Research Methods
EDF 620 Teaching and Learning
EDF 621 Legal and Ethical Issues in Education
EDF 622 Philosophy of Education

*A minimum of 3 EDF courses must be taken prior to approval for candidacy.

Capstone Course (3 semester hours) Taken during the final semester of the MAED program
EDF 701 Capstone Experience

21st Century Technology Required Courses (15 semester hours)
*EDT 601 Information and Communications Technologies for Teaching and Learning
*EDT 616 Survey of 21st Century Teaching and Learning Technologies
*EDT 617 Applying Advanced Instructional Technologies
*EDT 618 Design, Development and Delivery of eLearning
*EDT 619 Applying 21st Century Teaching and Learning Research to Educational Practice

*Courses taught in on-line format

TRANSITION POINTS IN THE MASTER OF ARTS IN EDUCATION PROGRAM

In the MAED there are four major transition points candidates should be knowledgeable about. 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 would need to complete or submit each of the following:

- Miller Analogies (396) or GRE (290)
- Entrance Essay with rubric (minimum rating of 2)
- 3 Letters of Recommendation
- Verification of current teaching license
- Clear BCII and FBI check
- Completed application to the office of admissions

Transition Point #2 Entry Into Graduate Practicum
In order to move into the next phase of the graduate program, MAED, the candidate must successfully fulfill the following requirements:

- Have a 3.0 GPA in accepted graduate work
- Completion of 18 hours of courses with 9 credits coming from foundation (EDF) courses and assigned assignments (minimum grades B)
- Be presented to and approved by Graduate Council

Transition Point #3 Exit From Graduate Practicum

- Completion of EDF 701 course (minimum grade of B)
- Professional development project (minimum rating of 2)
- Action Research/Impact project (minimum rating of 2)
- Passage of the comprehensive Exam or Action Research Project (Candidate can choose one of the two options)

Transition Point #4 Program Follow-Up

- Focus groups with alumni
- Alumni surveys
- Employer survey
The Education Placement Office (Hannon Center #110)
The personnel in the Education Placement Office serve as coordinators for all field experience assignments, BCII background checks, admission to the Teacher Preparation Program, pre-clinical practice/clinical practice placements. The Education Placement Office is also the source for all documents, application forms, testing information booklets, and Ohio Assessment for Educators (OAE) registration materials. The Placement Office staff assists candidates as they proceed through these various application points, including admission into the Teacher Preparation Program and application for pre-clinical practice / clinical practice. Completion of all educational and content coursework, and passing all required Praxis II tests are prerequisites for student teaching.

A criminal background check and FBI check is required for all education students prior to entering any classroom for observations, field experiences and/or pre-clinical/clinical practice. Only students who have submitted a clear check are permitted to participate in any observations, field or clinical experiences.

All students applying for the Teacher Preparation Program and Pre-Student/Student Teaching 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 pre-school program, parochial school, public school district or chartered non-public school. It is the student’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 student 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.

Title II Information
On the Ohio Praxis II group of written tests of educational theory and techniques for the 2011/2012 academic year, Walsh University candidates achieved a pass rate of 97% on the Principles of Learning and Teaching K-3; 5-9, and 7-12 tests.

Candidates who took the following content tests passed at a 98% rate: Early Childhood Education and Special Education Knowledge-based Core Principles test. The summary pass rate for all tests is 98%.

The Division of Education’s Teacher Preparation Program enrolled 75 candidates who completed the program during the 2009-2010 reporting period. For additional data on the Praxis II scoring, please contact the university’s Office of Admissions or visit the Walsh University website at www.walsh.edu.

M.A. IN EDUCATION ACADEMIC GUIDELINES

Admission Policy for Graduate Education Program
Persons with bachelor’s degrees from accredited colleges, with promising scholastic standing, and with personal and professional potential, will be considered for admission to the Division of Education Graduate Program. New students planning to take graduate courses should contact the Director of Graduate Education (jacobs@walsh.edu) or the Director of Admissions (advice@walsh.edu) at least six weeks before classes begin.

Requirements for admission as a matriculated student in the Master of Arts in Education Program:
• Completed application form, accompanied by a non-refundable application/registration fee of $25.
• Official transcript(s) of undergraduate 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.
• A minimum undergraduate grade point average of 3.0 on a 4.0 scale (or the equivalent) is required for admission to the program.
• Take and Submit results of Graduate Record Examination (GRE) (290minimum score) or the Miller's Analogy Test (MAT) (396 minimum score). Institution number is 1926.
• Notarized Affidavit of Good Moral Character.
• Copy of Teaching License (If a licensed teacher)
• Interview with the Director of Graduate Education Studies in the Division of Education
• Evidence of proficiency in written English (minimum score of 2 [of 3]).

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

Permission to register for a course without formal admission to the Master of Arts in Education program may be granted to a non-matriculated college graduate by the Director of Graduate Education in the Division of Education.

A maximum of six graduate credit hours may be taken prior to admission to the M.A. program. Once application is complete and approved student may continue course work.

Registration Procedures
Students who are fully admitted to the program may register by either of the following procedures:
• Call 330-490-7367 to reserve a place in a class. You will be asked to provide your name, address, telephone number and social security number. You will process the official registration at the first class meeting.
Complete the registration form provided on the Walsh website (www.walsh.edu) and return it in person, by mail or fax (330-490-7372).

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 Council.

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, endorse the student’s application for degree candidacy, and arrange for required culminating action research project.

An interview with the advisor is required prior to the first registration for graduate courses and before each subsequent registration.

Comprehensive Examination:

The comprehensive examination is offered twice a year (October and March). Candidates must make application by October 1st if taking the exam in October or March 1st if taking the exam in March. Application can be obtained through the Division of Education Secretary. Candidates must also include a $50 check payable to Walsh University at the time of application. Candidates must have 30 hours of coursework and all EDF courses completed to take the comprehensive examination.

All foundation courses MUST be completed prior to sitting for the Comprehensive Exam.

Action Research/Impact Project:

Candidates can choose to complete the Action Research Project in lieu of the comprehensive examination.

The candidate will also have to apply and receive approval from the Human Subjects Review Committee prior to beginning research. Candidates must complete the tutorial for the HSR proposal by going to the Walsh website (www.walsh.edu) click on academics and then Human Subjects Review. The candidate must complete the tutorial, obtain the certificate, complete the proposal and submit the proposal with the certificate to the HSR board. Candidates need to obtain the approval from the Division of Education and HSR the semester prior to completing the research. Any candidate who begins research before receiving approval from the Director of Graduate Education and Human Subjects Review 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.

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 choose one of the above options (Comprehensive Exam or Action Research) and must successfully complete and pass in order to complete degree requirements.
ENDORSEMENT PROGRAMS

Pre-K Through 12th Grade Reading Endorsement__(18 Hours)
In order to take the reading courses the candidate should be pursuing a license or already hold a teaching license and is interested in adding the reading endorsement. The required courses are:

Courses
EDT 650  Developmental Language and Literacy
EDT 651  Methods of Teaching Developmental Reading
EDT 652  The Principles and Practices of Teaching Phonics
EDT 653  Reading Assessment and Intervention
EDT 654  Reading in the Content Area
EDT 655  Clinical Practicum in Reading

Interested candidates should consult with the Reading Program Coordinator for specific details about this endorsement.

Teacher Leader Endorsement Program__(12 Hours) – All Courses are taught online for this Endorsement
Completion of this program will enable individuals who hold a valid Ohio teaching license to add the Teacher Leader Endorsement to their teaching credentials upon completing four years of teaching and completing a Master’s Degree.

Courses
EDT 614  Instructional Leadership
EDT 710  Assessing Student Performance
EDT 605  School & Community Relations
EDT 603  Mentoring & Supervision

Candidate must be a licensed teacher and have taught for 4 years prior to applying for the endorsement.

4/5 Endorsement__(9 Hours) – Courses are taught Face-to-Face and on-line formats
Completion of this program will enable an individual who hold a valid Pre-K - 3rd grade teaching license to add the 4th and 5th grades to their teaching credential upon completing the 3 courses below and passing the Praxis II exam.

Courses
EDT 681  Social Studies Content and Methods for Intermediate Students, Grades 4-5.
EDT 682  Mathematics Content and Methods for Intermediate Students, Grades 4-5
EDT 683  Science Content and Methods for Intermediate Students, Grades 4-5

Note: 9 hours count toward electives in the MAED program.

MCE Generalist Endorsement
Completion of this program will allow the candidate who is already licensed in Middle Childhood Education in Two content areas to teach across the four content areas (Mathematics, Science, Social Studies, & Language Arts) in grades 4 – 9 after the completion of the courses below and the passage of the OAE exam. The program sheet for MCE includes the following classes with three stars (***) to the left of the required courses for the Generalist Endorsement. These courses must be completed to meet the requirements of the Generalist Endorsement in MCE.

Language Arts: ENG 230 and ENG 331
Mathematics: MATH 107 and MATH 108
Science: BIO 101/101L and PHYS 101/101L
Social Studies: GFA 103 and HIST 320
Any student 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 students are able to complete their licensure preparation courses in four or five semesters, attending classes full-time. Individual program guides are available through the Admissions Office. Depending on the licensure area sought (Early Childhood Education, Intervention Specialist Education, Multi-Age Physical Education, Middle Childhood Education, or Adolescent to Young Adult Education), the Coordinator of the L.E.A.D. Program from the Division of Education will also provide assistance in planning each student’s particular preparatory program. Call 330-490-7177 for specific information.

Regardless of licensure program, certain commonalities apply to any student who elects to participate in the Teacher Preparation Program after completing his/her bachelor’s degree.

1. Most of the basic education courses required for licensure can be taken EITHER at the graduate or undergraduate level. The equivalencies are listed below:

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>None</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>EDF 606</td>
</tr>
<tr>
<td>EDUC 208</td>
<td>EDT 601</td>
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<td>EDUC 264</td>
<td>EDF 601</td>
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<td>EDUC 250</td>
<td>EDT 650</td>
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<td>EDT 654</td>
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<tr>
<td>EDUC 455</td>
<td>EDT 655</td>
</tr>
<tr>
<td>ISE 243</td>
<td>EDT 670</td>
</tr>
</tbody>
</table>

Students may elect, by individual courses, to take any class at the graduate OR undergraduate level in fulfillment of licensure program requirements.

2. In preparation for licensure, each student 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 student’s course instructors, advisor, and the Education Placement Office will assist each student in fulfilling these requirements prior to student teaching.

3. As a condition for visiting schools or working with students, Walsh University requires each licensure candidate to submit a clear BCII background check.

All students 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 pre-school program, parochial school, public school district or chartered non-public school.

It is the student’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 student is responsible for maintaining the high moral and ethical standards necessary to be included in field experiences, pre-student/student teaching and to become licensed to teach in the State of Ohio.

4. The pre-student teaching experience at Walsh University is completed in the same location, and with the same cooperating teacher(s) as the planned student teaching semester. Depending on the intended licensure area, these pre-student teaching classes are to be taken one semester before student teaching:

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Pre-Student Teaching Methods Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AYA Language Arts</td>
<td>AYA 431</td>
</tr>
<tr>
<td>AYA Mathematics</td>
<td>AYA 432</td>
</tr>
<tr>
<td>AYA Science</td>
<td>AYA 433</td>
</tr>
<tr>
<td>AYA Social Studies</td>
<td>AYA 434</td>
</tr>
<tr>
<td>MCE (choose two):</td>
<td>MCE 423</td>
</tr>
<tr>
<td>Language Arts</td>
<td>MCE 424</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MCE 425</td>
</tr>
<tr>
<td>Science</td>
<td>MCE 426</td>
</tr>
<tr>
<td>Social Studies</td>
<td>MCE 426</td>
</tr>
<tr>
<td>Physical Education</td>
<td>EDUC 463</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECE 410</td>
</tr>
<tr>
<td>Intervention Specialist Education</td>
<td>ISE 441</td>
</tr>
</tbody>
</table>

5. Upon completion of all required courses, a minimum of 300 hours of documented field experience, approval of the Student Teaching Application, and successful completion of the pre-student teaching methods course(s), the candidate completes his/her student teaching 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 profes-
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:

<table>
<thead>
<tr>
<th>Intended Licensure Area</th>
<th>Student Teaching Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All AYA Subjects</td>
<td>EDUC 362 - Lead Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDUC 468 Seminar: Student Teaching</td>
</tr>
<tr>
<td>Middle Childhood</td>
<td>EDUC 362 - Lead Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDUC 468 Seminar: Student Teaching</td>
</tr>
<tr>
<td>Physical Education</td>
<td>EDUC 362 - Lead Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDUC 468 Seminar: Student Teaching</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>EDUC 362 - Lead Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDUC 468 Seminar: Student Teaching</td>
</tr>
<tr>
<td>Intervention Specialist</td>
<td>EDUC 362 - Lead Student Teaching</td>
</tr>
<tr>
<td></td>
<td>EDUC 468 Seminar: Student Teaching</td>
</tr>
</tbody>
</table>

6. Successful completion of the Teacher Preparation Program and student teaching includes the licensure candidate's passing the Praxis tests in his/her concentration areas. Each candidate is required to take the Principles of Learning & Teaching (PLT) Test AND the test(s) associated with his/her specialization area(s). The Education Placement Office can provide additional Praxis registration information. Passing all tests associated with the intended licensure area is required by the Ohio Department of Education, regardless of completed course work, as a condition for state approval for initial licensure.

7. A candidate may elect to expand his/her teaching credentials by adding a reading endorsement to his/her license.

8. Upon completion of the licensure program, candidates often elect to complete their Master of Arts in Education requirements immediately. Others choose to obtain teaching positions, and then complete their remaining courses, as required by the Ohio Department of Education. Those interested in completing the Masters of Arts in Education program AND licensure courses simultaneously are required to fulfill a separate set of course requirements. See the Dean of Graduate Studies in Education for additional information about the Master of Arts in Education program.
M.A. in Education Course Descriptions

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. 10 field hours required.  Offered every fall and summer.

EDF 606 Accommodating Learners with Special Needs  3 sem. hrs.
Course is designed to provide students an overview of various exceptions/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 field experience required.  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. 10 hours field experience required.  Offered every spring and summer.

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. 10 hours field experience required.  Offered every spring and fall.

EDF 621 Legal and Ethical Issues in Education  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.

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.

EDF 701 Capstone Experience  3 sem. hrs.
This practicum is designed as a culminating course for the M.A. in Education degree for non-licensure students. Current methodology and practice are reviewed. Information and strategies that could change individual instructional behavior are investigated, and students participate in on-site, clinical appraisals of teaching. Prerequisites: Completion of at least 30 hours in the M.A.Ed. program, all required foundation courses (one which may be taken concurrently with EDF 701) and formal advancement to candidacy for the degree. 10 hours of field experience required.  Offered every fall and spring.

EDF 705 Pupil Services  3 sem. hrs.
This course provides candidates with the background and mandates related to No Child Left Behind, HB1, special populations of students, the requirements for educating all children, and an analysis of current issues and trends. 10 hours of field experience required.  Offered every spring.

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 Management and Leadership  3 sem. hrs.
This course provides an introduction to the encompassing demands of personnel management and leadership. Applying the theory and practice to both certified and classified staff, the candidates will know and demonstrate and understanding of effective personnel scheduling, performance evaluation, growth planning, assistance plans, documentation strategies, delegation, and the interrelationship of leadership and management.  Offered every fall.

EDF 708 Internship (Principal License)  3 sem. hrs.
Internship is the culminating experience for candidates seeking the teacher leader track with the principal license in the MAED Program. 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 or designee, and university supervisor will develop a plan outlining the specific activities to be completed during the internship. 150 hours of clinical experience required.  Offered every fall and spring.

EDF 709 School Finance for School Administrators (Principal License)  3 sem. hrs.
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 spring.

Electives

EDT 600 Creative Approaches to Individualizing Instruction  3 sem. hrs.
Techniques for designing and planning instructions for individual children is the major focus. In addition, a significant emphasis is placed on teaching creativity and meeting the creative needs of children as a method of personalizing instruction and adapting to learning-style differences for students P-12.  Offered every June/July.

EDT 601 Information and Communications Technologies for Teaching and Learning  3 sem. hrs. (on-line course)
This course provides an introduction to instructional computing for educators. The main emphasis is to assist educators in the development of the knowledge and skills needed to effectively use computers as an instructional tool in a variety of situations. 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 applications of technology in education. 10 field hours for LEAD students only required.  Offered every spring and summer.

EDT 602 Implementing Content Area Curriculum  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 spring.

EDT 603 Mentoring and Supervision: 3 sem. hrs. (online course)
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. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered: May term.

EDT 605 School-Community Relations 3 sem. hrs. (online course)
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. 5 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 608 Historical Perspectives in Education 3 sem. hrs.
Teachers need to know how the American system of education has evolved in order to make sense of where it is now. An understanding of the forces that have shaped educational policy and practice - religion, politics, technology, economics, philosophy, media - gives educators a broad perspective on schooling. The values of a democratic political community based on the ideals of liberty, equality, justice, and obligation for the public good are contrasted with the realities of racism, sexism, materialism, class bias, and bureaucratic effects. Offered every fall.

EDT 611 Multicultural Education: Curriculum and Instruction 3 sem. hrs.
Changing demographic patterns indicate that the United States is becoming more culturally diverse; new family structures are emerging, the number of minority children is increasing, the population is aging, and children have become the poorest segment of society. Teacher preparation programs will need to address such changes if future generations of Americans are to become responsible and responsive citizens. Course is designed to provide educators with essential knowledge, skills, attitudes, and dispositions necessary to educate children to function in a culturally pluralistic society. Specific strategies are offered to enable educators to construct multicultural curriculum designs and implement instruction from a multicultural perspective. Offered every May.

EDT 614 Instructional Leadership 3 sem. hrs. (online course)
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. (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 Survey of 21st Century Teaching and Learning Technologies 3 sem. hrs. (online course)
This course orientates graduate students to 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 become familiar with the National Educational Technology Standards for Teachers, Students, and Administrators, as well as best practices and strategies for addressing 21st century skills through the integration of new technologies. Offered every spring.

EDT 617 Advanced Instructional Technologies 3 sem. hrs. (online course)
This course will engage students in cutting-edge instructional technologies. Topic covered may include: Collaboration with Web 2.0 tools, cloud-based activities, digital video/audio editing, online collaboration, web-based development, tablet computing, and/or explorations into other contemporary learning technologies. Demonstrated competency in ISTE NETS integration will be a focus. Offered summer.

EDT 618 Design, Development and Delivery of eLearning 3 sem. hrs. (online course)
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. A portion of this class will connect with the Quality Matters™ program.
*This course will require a $50 to $150 fee (as negotiated) for completion of the QM Applying the QMG6-12 Rubric or Higher Ed Rubric course. Successful completion of this 2-week online module will result in certification in Applying the G6-12 Rubric or Higher Ed Rubric from QM. Note: There can be two tracks here for certification depending on the audience (P-12 educator (G6-12) or higher ed track). Offered fall.

EDT 619 Applying 21st Century Teaching and Learning Research to Education Practice 3 sem. hrs. (online course)
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. Offered fall.

EDT 620 Developmental Language and 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. Only for licensure seeking or endorsement seeking students. Offered every fall and spring.

EDT 621 Methods of Teaching Developmental 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 and spring.

EDT 622 The Principles & Practices of Teaching Phonics 3 sem. hrs. (online course)
The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process is explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early childhood and middle childhood levels. Only for licensure seeking or endorsement seeking students. 10 field hours. Offered fall and spring.

WALSH UNIVERSITY GRADUATE CATALOG 2014-2015 83
EDT 653 Reading Assessment and Intervention 3 sem. hrs.
The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Prerequisites: EDT 650 or EDT 654, EDT 651, EDT 652. Offered fall and spring.

EDT 654 Reading in the Content Areas 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 field experience required for licensure-seeking or endorsement-seeking students. Offered every semester.

EDT 655 Clinical Practicum in Reading 3 sem. hrs. (on-line course)
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. Prerequisites: Completion of all reading courses. Offered every fall and spring.

EDT 662 Independent Study in Education 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 every semester.

EDT 670 Positive Strategies in Discipline 3 sem. hrs.
Discipline or classroom management 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. Offered every spring and June/July. 10 hours field experience for LEAD students.

EDT 681 Social Studies Content and Methods for Intermediate Students Grades 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 Praxis II Elementary Education #0014 test. The course delivery will be provided through the university-wide online course delivery system. Prerequisites: A bachelor’s degree and a valid Ohio Early Childhood Education teaching license. The other two courses in this series are EDT 682 and EDT 683. Course sequence must be followed.

EDT 682 Mathematics Content and Methods for Intermediate Students Grades 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 Praxis II Elementary Education #0014 test. The course delivery will be provided through the university-wide online course delivery system. Prerequisites: A bachelor’s degree and a valid Ohio Early Childhood Education teaching license. The other two courses in this series are EDT 681 and EDT 683. Course sequence must be followed.

EDT 683 Science Content and Methods for Intermediate Students Grades 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 Praxis II Elementary Education #0014 test. The course delivery will be provided through the university-wide online course delivery system. Prerequisites: A bachelor’s degree and a valid Ohio Early Childhood Education teaching license. The other two courses in this series are EDT 681 and EDT 682. Course sequence must be followed.

EDT 700 Seminar: Current Trends in Education 3 sem. hrs.
Course is designed to generate among practitioners a global view of the education profession. Using seminar format, students will examine issues and trends influencing the profession in total and day-to-day conduct of instruction. Discussion of the influence of these trends and issues in the daily instructional process is an essential activity in this course. Offered every June/July.

EDT 710 Assessing 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. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every Spring.

EDT 7XX Special Topics in Education 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 TB/A.

COMMUNICATE INSTITUTE COURSES

EDT 6275 Using Creative Strategies to Teach Core Standards
This course is designed for K-12 educators who wish to energize the curriculum through engaging students in the Four C’s of 21st Century Learning. These include Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration. An emphasis on the integration of the arts (music, visual, movement, drama) and classroom technology strategies are presented through motivating activities and authentic projects. Educators will leave with specific strategies aligned with their content that enhance the Core Standards. They will gain a unique perception of the process needed to develop lessons that are "hands on/minds on," intrinsically meaningful, and cognitively stimulating for the 21st Century Learner. Research studies have concluded that there is a strong positive relationship between the creative arts and academic success. The content of this course is supported by theorists such as Piaget, Erikson, Maslow, Torrance, Jensen, and Gardner who promote personalized learning as a moral imperative to challenge student thinking and enhance social and intellectual development.

EDT 638 EQ-IQ Connections: Helping Kids Care
This course will explore the connection between cognitive and affective learning. Benjamin Bloom, well known for his hierarchy of thinking skills, also developed a hierarchy of affective skills. His work suggests that in order to help students reach higher levels of "thinking" (IQ), we must also help students reach higher levels of "caring" (EQ). David Sousa’s research (How The Brain Learns) further compels us to help students internalize and personalize the information we want them
to learn. His research suggests the brain is a filter, not a sponge. While a student’s brain may accept information into short-term memory (“Remember until the test”), it unconsciously discards much of the information we teach. If information isn’t fully understood, the brain will eventually discard it as ‘untrue’. Equally, if information isn’t useful, the brain will eventually discard it as ‘unimportant’. To get into long-term memory, information must make sense, and it must have personal meaning. Participants in this course will work together to translate this research into fun, engaging daily practice. Our goal will be long-term learning, not simply the short-term learning that’s readily assessed in standardized tests. Using dozens of classroom-tested strategies and a variety of learning activities, participants will experience the role that novelty, interaction and choice play in student learning. Participants will also explore practical ways in which our systems for grading, classroom management and discipline can help students learn life lessons while they also learn curriculum lessons. The course is designed to inspire and equip educators to create "teachable moments" for students, so that school content can serve as a springboard for both cognitive and emotional growth.

EDT 6690 LifePower 3 sem. hrs.
The hectic pace of our society can be very stressful for both students and educators. In this interactive life and stress management course students will have an opportunity to examine stressors and how they affect performance. Students will be exposed to a proven overall life approach for reducing stress as well as learn valuable specific techniques to be proactive and to manage stress. Many of the activities, techniques, and assessments used in this course can be adapted for use with students to help them deal effectively with stress.

EDT 6692 Adventures in Attitudes 3 sem. hrs.
Connecting with students and parents is essential for an effective educator. Research has shown that one of the main characteristics of successful educators is a positive, healthy attitude. This course is designed to provide educators with exposure to the basic concepts of effective human relations and healthy attitudes. In this interactive group discussion format, students will explore concepts that have been used by successful educators and others throughout the years.

EDT 6694 Peak Communication 3 sem. hrs.
Effective communication with others doesn’t just happen. This course is designed to provide students with information and skills that will assist them in gaining rich communication experiences with students, parents, and co-workers. Through a variety of methodologies such as group discussions, mini lectures, tapes, assessment profiles, and activities, students will have an opportunity to gain insights into communication patterns and will be better able to understand why others act as they do. In addition to classroom applications, this course is extremely valuable for those involved in a site-based management approach.

EDT 6696 Time and Life Mastery 3 sem. hrs.
In this fast paced society both students and adults find it challenging to effectively manage time. This course is designed to assist students in maximizing effectiveness and efficiency in managing time. Students will explore behavioral styles and the implications in terms of time mastery and dealing with people and tasks. Furthermore, you will learn valuable time mastery skills and organizational strategies to assist in implementing and improving productivity. Strategies relevant to classroom and professional duties will be offered. A strong emphasis will be placed on timeless life mastery principles.

EDT 6731 Positive Discipline in the Classroom
Problems often interfere with students not being successful academically. When discipline problems are at a minimum, teachers are able to concentrate on getting the material across to the students. Teachers who have students with discipline problems know there has to be a better way. This course will show participants how a classroom environment that encourages and rewards positive behavior, mutual respect and a commitment to basic values can have an immediate and long-term impact on young people. Jane Nelsen, Alfred Adler, Rudolph Dreikurs and Donald Dinkmeyer believe a misbehaving child is a discouraged child. Participants will learn how to construct a sound psychological foundation and develop a positive discipline philosophy. Large and small group discussions, role-playing, simulations and other interactive activities will help participants build an understanding of how they can make the positive discipline process work in their classroom.

EDT6701 Literacy for Learning: Reading & Writing Across the Curriculum
When you learn and use the dozens of strategies presented in this course, you can boost your students’ mastery of content. Learn to plan lessons that effectively teach content and nurture greater literacy using writing strategies that deepen students’ understanding of content, strategies that help students learn, retain, and recall important information, and comprehension and vocabulary strategies which will engage your students. This graduate course is designed to help educators learn how to help their students acquire and comprehend content through the purposeful use of reading and writing. It is based on the newest research and practices on literacy instruction for the content areas. Practical applications of research-proven strategies will be a major emphasis of the course.

EDT 6724 Educating for Character 3 sem. hrs.
With the general decline of responsible behavior in society, more and more school districts throughout the nation are realizing the importance of teaching character. The course is designed for K through 12 educators who wish to learn more about teaching character in their classroom as well as for those who wish to help design a character education program for their district. The major components discussed in this course are based on the "Character Counts!" core pillars of "Trust worthiness, Respect, Responsibility, Fairness, Caring and Citizenship." Participants will obtain many concrete ideas that can be put to use immediately.

EDT 6729 Effective Instruction 3 sem. hrs.
In this interactive course, participants will be exposed to the elements of effective teaching. The material for the course is based on an eclectic approach using the concepts from Dr. Harry Wong, Madeline Hunter, Lee Canter, William Glasser, William Purkey, and others. The emphasis will be on practical application, with enough theory to provide an understanding of the concepts involved and the motivation for using them. Administrators and teachers can utilize these task-focused interactions in order to improve instruction and student learning.

EDT6747 From Risk to Resilience: Strength-Based Interventions for Students at Risk
Educators need a practical and effective skill set in order to articulate, plan, and evaluate realistic learning goals and behavior expectations for all students. This graduate course was designed by Christine Haymond to help educators develop confidence and competence when dealing with students (and families) who present behavior and academic challenges. Participants will become familiar with relevant aspects of students’ environments and how these personal challenges and stressors affect learning and behavior. Five distinct research based modules will explore Emotional Intelligence, Resiliency, Students from Addicted Families, Culture in the Classroom, and Reclaiming Youth: The Circle of Courage. Although research based, course emphasis is on practical applications and participants will be actively engaged in their learning. Participants will have an opportunity to collaborate and develop age-appropriate classroom interventions for students who are often “school resistant.”

EDT 6748 Hands-On Math K-8: Fostering Mathematical Understanding Through Active Learning
Re-framed in 2012 to consider new Ohio Core Standards, this course has been developed by Rebecca Zullo for educators of grades K-8. In this graduate-level course, participants will deepen their conceptual understanding of many K-8 mathematics topics including: numbers
EDT 6749 Engaging the 21st Century Learner thru Technology
This graduate course was designed to help educators develop new and varied strategies for meeting the needs of the 21st century student. Participants will examine practical and engaging forms of technology that enhance learning and student engagement. Participants will also develop strategies to enhance overall student engagement in the classroom while also identifying their own strengths and adapting those to the current reality of the 21st century classroom its students. (This course does not require participants to have a strong background in using technology.)

EDT 6750 Bringing out the Best in Students: Developing Performance Character
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, resilience, 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 6900 Brain Power Strategies: Uncomplicating the Brain to help your Students
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 6901 Courage for The Discouraged
The framework of this graduate level course will be the Circle of Courage. This research based model, developed by Reclaiming Youth International, combines the best practices of modern psychology with strength-based Native American family and child centered philosophies and traditions. The current trend in education, mandated by federal law, places emphasis on testing and the resulting data. This trend has resulted in the inclusion of many challenging students into the regular education classroom and curriculum, with maximum expectations and minimal support/training for the classroom teacher. At the same time, the trend in behavior intervention models has shifted from a deficit based system to a positive, strength-based model. These parallel trends have escalated frustrations for educators, administrators, and service providers, as they seek to positively assist and educate all children. Many students at risk of failing in our schools (and in our communities) present with behaviors resulting in multiple discipline referrals, failing grades, and low test scores. Participants in this course will explore a problem based and solution focused framework, and the insight and information that is essential to effectively educate students and empower teachers. Proactive (vs. reactive) strategies will be emphasized and will encourage and support educators to become and remain confident and competent in their chosen profession.

EDT 6915 The Teacher's Toolbox: Effective Instructional Strategies
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 with Students of Poverty: Moving Beyond Assumptions and Toward Achievement
Many schools and educators are challenged to meet the accountability demands of state and federal measures with their students of poverty. This graduate course is designed to provide the tools that will equalize opportunities for these students in order to maximize their academic achievement. These children can learn, and are just as capable as their peers, but life so far has not provided them with the necessary advantages for high academic achievement. This course will focus on what educators can actually do to overcome these significant demographic challenges. Succeeding with Students of Poverty is based upon the latest research.

EDT 6932 The Well Informed Educator
We work in an age where outside forces impact our teaching and professional lives more than at any time in the past - and this course is meant to help educators grasp this ever changing educational landscape - to really augment their knowledge, so they can be confident in their understanding and communication regarding these forces. This course examines the education opportunities in Ohio, the flow of revenue, and changing evaluation and accountability requirements (testing/report cards), while using data driven decision making and organizational development to promote understanding, collaboration, and a team approach to educating today's students. Participants will also develop strategies to develop, grow, and maintain professional learning teams while utilizing proven organizational development strategies to improve communication throughout their organization.
MASTER OF ARTS IN THEOLOGY

Program Philosophy
Walsh University through the Master of Arts in Theology is committed to the development of personal growth and professional ministry through a program of learning and training that seeks to bridge the theory and practical application necessary for the formation of effective servant leaders within contemporary Christian communities. The program in theology seeks the continued development of the person, the formation of genuine Christian community, and the understanding of those relationships and structures necessary to respond effectively to contemporary pastoral needs.

The Master of Arts in theology program seeks to:
1. Further the mission of Walsh University in the education and formation of servant leaders.
2. Enable an individual to discern, articulate and develop those personal gifts and talents that will enable them to live out their baptismal calling in service to the Gospel with a commitment to the common good.
3. Provide the human, spiritual, intellectual and pastoral formation necessary for the training of effective lay ecclesial leaders serving the global mission of the Church within local communities.

The goals of the program are:
To provide for the theological competencies necessary to articulate, in continuity with the Roman Catholic Church, an operational theology in service to the community.
To develop those personal competencies and gifts that will enable the student to integrate theological insight into the methods and techniques of practice within an ecclesial leadership role.

Program student learning outcomes are:
To demonstrate an understanding of fundamental theological concepts.
To demonstrate how the application of theological concepts can assist in understanding the experience of human existence.
To understand the primacy of faith in relationship to praxis.
To integrate the understanding and application of the theological disciplines within a contemporary ecclesial environment.
To establish a professional identity with other colleagues in ecclesial roles.

MASTER OF ARTS IN THEOLOGY DEGREE REQUIREMENTS
The Master's level program in Theology requires a curriculum of 36 hours. The Core courses consist of 24 credit hours. In addition to completing the core courses the student may choose one of the following options:

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

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

Core graduate courses required (24 hours)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THEO 670</td>
<td>The Catholic Tradition</td>
<td>(3)</td>
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<tr>
<td>THEO 679</td>
<td>Christology and the Trinity</td>
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<td>THEO 680</td>
<td>Catholic Moral Life</td>
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<td>THEO 681</td>
<td>Ecclesiology</td>
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<td>THEO 682</td>
<td>Old Testament Scriptures</td>
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<td>THEO 683</td>
<td>New Testament Scriptures</td>
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<td>THEO 690</td>
<td>Spiritual Formation</td>
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<tr>
<td>THEO 691</td>
<td>Liturgy and Sacraments</td>
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Theology Electives

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THEO 600</td>
<td>Special Topics in Ecclesial Leadership</td>
<td>(3)</td>
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<tr>
<td>THEO 610</td>
<td>Special Topics in Moral Theology</td>
<td>(3)</td>
</tr>
<tr>
<td>THEO 620</td>
<td>Special Topics in Applied/Practical Theology</td>
<td>(3)</td>
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<tr>
<td>THEO 630</td>
<td>Special Topics in Scripture</td>
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<tr>
<td>THEO 640</td>
<td>Special Topics in Theology</td>
<td>(3)</td>
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For those not opting for the 6 hr. thesis, please select one of the three tracts below (Choosing 3 courses from a particular concentration in addition to a 3 hr. capstone Integration Project).

**Religious Education Concentration**

- **THEO 631** Catechesis (3)
- **THEO 676** Lay Ecclesial Leadership (3)
- **EDF 601** Psychology of Learning (3)
- **EDT 600** Creative Approaches to Individualized Instruction (3)
- **NURS 632** Teaching Strategies in Nursing Education (3)

**Pastoral Ministry Concentration**

- **THEO 676** Lay Ecclesial Leadership (3)
- **THEO 684** CPE Ecclesial Leadership and Pastoral Care (3)
- **BSC 560** Introduction to Counseling and Interviewing (3)
- **CHD 612** Lifespan Development and Adjustment (3)
- **CHD 626** Group Process (3)

**Parish Administration Concentration**

- **THEO 651** Parish Administration (3)
- **THEO 676** Lay Ecclesial Leadership (3)
- **MBA 683** Non-Profit Accounting (3)
- **MBA 744** Services Marketing (3)

**Culminating Assignment**

- **THEO 701** Integration Project (3)
- **THEO 702** Thesis (6)

**TOTAL SEMESTER HOURS NEEDED FOR M.A. IN THEOLOGY** (39)

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**THE MASTER OF ARTS IN THEOLOGY ACADEMIC GUIDELINES**

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

Permission to register for a course without formal admission to the Master of Arts in Theology program may be granted to a non-matriculated college graduate by the Director of the Graduate Program in Theology. A maximum of six graduate credit hours may be taken prior to admission to the M.A. program. Once application is complete and approved a student may continue course work.

**Admission Policy**

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

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

- Completed application form, accompanied by a non-refundable application/registration fee of $25.
- Official transcript(s) of undergraduate and all other graduate study sent directly from the applicant’s college(s) to Walsh University Admissions Office.
- Recommendations by three persons qualified to appraise scholastic aptitude, personal and professional promise.
  - One affidavit of good moral character
  - A minimum of a 3.0 grade point average at the undergraduate level (4.0 scale).
  - Interview with the program representative.
  - Evidence of proficiency in written English. Student will be required to produce a writing proficiency sample.
  - Miller’s Analogy 40 or GRE Scores.

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

**Registration Procedures**

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

Call 330-490-7367 to reserve a place in a class. You will be asked to provide your name, address, telephone number and social security number. You will process the official registration at the first class meeting.
Complete the registration form provided with each semester's Schedule of Classes and return it in person, by mail or fax (330-490-7372) or use the online registration process.

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

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

CANDIDATE: A candidate is a matriculated student, who has successfully completed at least one half of the coursework for the degree program with a cumulative quality point average of 3.0 or higher and who has received the recommendation of advancement to candidacy status from the Graduate Council.

**Academic Advising**
Upon admission to the master's program, the student is assigned to a graduate faculty member who will then work with the student to develop a plan that will allow the student to progress through the program as efficiently as possible. Students are encouraged to meet with their advisors prior to registration each semester to confirm their program plan.
THEO 670  

**The Catholic Tradition**  
The course addresses various aspects of what makes us “Catholic”, with special emphasis on three foundational aspects of Roman Catholic theology that cut across the Tradition.  

**Anthropology:** The Roman Catholic Tradition is based on a very specific theological anthropology which is the groundwork for the Sacramental experience.  

**Grace:** Grace defines and names God’s gracious action and existence in the life of the Church and in the lives of individual believers.  

**Eschatology:** “The End Things” concern every person; this topic addresses hell, purgatory, and the blessing of everlasting life from the Roman Catholic perspective.

THEO 679  

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

THEO 680  

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

THEO 681  

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

THEO 682  

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

THEO 683  

**New Testament Scriptures** 3 sem. hrs.  
This course explores the literature and theology of the New Testament: the Gospels and Acts, the Epistles, and the Apocalypse of John.  
Students will read the New Testament within the historical, cultural and intellectual contexts of Early Judaism and Greco-Roman civilization, with special attention to how the inspired authors interpreted the life, death, and resurrection of Jesus within the framework of the Old Testament.  
Students will integrate their insights with Catholic biblical hermeneutics and the Church’s dogmatic constitution on divine revelation.

THEO 689  

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

THEO 690  

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

THEOLOGY ELECTIVES

THEO 600  

**Special Topics in Ecclesial Leadership** 3 sem. hrs.  
This course focuses on the faith experience of the Christian community, grounding contemporary ecclesial leadership in a theological tradition and enabling lay ecclesial leader to respond effectively to a wide range of needs in today’s world.  
Possible topics to be explored may include pastoral leadership and administration, church leadership in history, Catholic social teaching for ecclesial leaders, Canon Law for ecclesiastical/pastoral leaders.

THEO 610  

**Special Topics in Moral Theology** 3 sem. hrs.  
This course focuses on the historical development and contemporary discussion of a specific moral issue of special concern (to be announced) for lay ecclesial leaders in the Church in the modern world.  
Possible topics to be examined from a Christian theological perspective include: biomedical ethics (e.g., reproductive technologies, genetic screening and manipulation, human experimentation, physician-assisted suicide, and allocation of medical resources); war and peace (e.g., pacifism, just-war tradition, crusades, terrorism, and conscientious objection); environmental ethics (e.g., stewardship, depletion and destruction of natural resources, extinction of species, environmental racism, human population growth and the environment, and earth-friendly churches and church-related buildings); and criminal justice (e.g., dealing with violence in society, crime and punishment, death penalty, policing, prisons, and restorative justice).

THEO 620  

**Special Topics in Applied Practical Theology** 2-3 sem. hrs.  
This course will explore those areas of practical theology that engage the contemporary ecclesial leader in specific pastoral and leadership roles.  
Special emphasis will be on providing the lay ecclesial leader with the fundamental knowledge and skills necessary in the application of principles to a broad range of pastoral concerns and a contemporary praxis.  
Specific topics may include: Christian education, Christian spirituality, Christian marriage and family, ministry to the aging community, the RCIA and parish life, canon law of marriage and the annulment process, griefing, Clinical Pastoral Education.

THEO 630  

**Special Topics in Scripture** 2-3 sem. hrs.  
This course will explore specific biblical themes that may be of special concern or interest in grounding a lay ecclesial leader’s knowledge and skills in pastoral care and leadership.

THEO 640  

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

RELIGIOUS EDUCATION CONCENTRATION

THEO 631  

**Catechesis** 3 sem. hrs.  
This course is intended to assist the student in learning the history, the diversity of techniques, the gravity and importance as well as the various methods the Catholic Church has used and continues to employ in order to instruct its members.  
The student will come to understand not only the history of religious education in the Church, but the various significant people and the methods and values that have been critical to competent catechesis (i.e. instruction), making known to the faithful
the CONTENT of the faith. People with a spirituality, must also have the content of the faith presented and explained. A person who know the content of the faith, must see how it is spiritually significant, i.e., how the "Big Story" of salvation, can be the context for the smaller but significant "Little Stories" of the faith lives of individuals. The course employs an historical methodology that indicates both successes and failures in the history of catechetics and especially how, in the years since Vatican II, the Church has returned to the catechumenate (in the form of the RCIA), to reappropriate the communal and experiential aspect of embracing the faith; something that was missing when instruction in the faith was limited to the memorization of the Catechism. In other words, at the bottom of this course in not only an historical presentation and analysis of the enterprise of catechetics, but a presentation of the importance of understanding enculturation and missionary work as well as the unique Roman Catholic anthropology that is the foundation for proper and successful instruction in the faith.

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

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 or client situations, evaluations 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 June/July.

EDT 600 Creative Approaches to Individualizing Instruction 3 sem. hrs.
Techniques for designing and planning instructions for individual children is the major focus. In addition, a significant emphasis is placed on teaching creativity and meeting the creative needs of children as a method of personalizing instruction and adapting to learning-style differences for students P-12. Offered every June/July.

NUR 632 Teaching Strategies in Nursing Education 3 sem. hrs.
This course explores instructional frameworks, learning environments including traditional and virtual classrooms as well as clinical environments, and student management and motivation techniques. Students will examine theories associated with optimizing the teaching experience and student outcomes and gain an understanding of evidence-based teaching, learning, communication, and motivation strategies used for specific learning situations and student populations.

PASTORAL MINISTRY CONCENTRATION

THEO 684 CPE Ecclesial Leadership & Pastoral Care 3 sem. hrs.
This course is a praxis course in terms of providing pastoral/spiritual care knowledge, theory and the students’ relationship to theological education, practice and research. Students are placed at Mercy Medical Center in Canton, Ohio or Regina Health Center in Richfield, Ohio and classes are held at Mercy Medical Center. Both facilities are owned and operated by the Sisters of Charity Health System. Students will begin with an orientation to each of the facilities and their respective staff. Students share their personal history as a means to appreciate to begin understanding how personal identity informs ministry. Students will become familiar with their context, and form basic skills in Pastoral Care. The skills explored include clinical phenomenology, using the clinical method, goal setting and active listening. Students will use a variety of reflection tools, to include verbatim, case studies and spiritual reflections. Through the use of reflection on ministry the student develops competency as a quality care provider. Through using the action-reflection-action model students’ demonstrates initial pasto-
leadership skills and organizational developments necessary for laypeople to advance the Church's identity and mission in today's world.

MBA 683 Non-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 744 Services Marketing 3 sem. hrs.
This course examines the unique aspects and attributes of services marketing within the larger marketing and marketing strategy contexts. Topics include delivering value, the service experience, customer satisfaction, pricing of services, and service recovery.

CULMINATING ASSIGNMENT

THEO 701 Integration Project and THEO 702 Thesis Project purpose:
Requirements for the Master of Arts in Theology degree include completing either a capstone Integration Project (3 cr. hrs.), or Thesis (6 cr. hrs.), normally in the last semester of the degree program. The project/thesis assists the student in integrating various foundational and elected courses within the program with the past, present, and future ecclesial leadership role/ministerial context of the students. Students develop the project/thesis using the particular interest or emphasis that has been identified and has been supported throughout the course of study. This culminating assignment is intended to foster an internalized appropriation of the foundational doctrines of the Church in a way that relates them to Christian life and ecclesial leadership. The Project/Thesis is intended to help develop the skills necessary for sound theological and ecclesial/ministerial judgment, and promoting the integration of theory and practice. The project/thesis is intended to afford the student an opportunity to make a contribution to the wider community, (e.g., related to social justice, spiritual renewal, education and/or formation, pastoral administration or pastoral care); students will demonstrate in a structured format, the ability to articulate, exercise and apply the skills and knowledge acquired during the degree program.

THEO 701 Integration Project 3 sem. hrs.
Typically a capstone project will have a pastoral as well as a significant theological foundation. The student will craft an artifact (approximately 25 pages in length), under the mentorship of a professor that will reflect appropriate goals, have a firm theological foundation, will address appropriate models and be adequately comprehensive to the topic to be addressed. Although the capstone project format may vary according to the nature of the topic to be explored, scholarly and academic standards are expected throughout. The student is not expected to demonstrate both familiarity with scholarly literature and evidence growing expertise in the chosen area. The student will be responsible for proof-reading the final work, checking for clear grammar, academically appropriate style, clear and effective articulation of theological thought, and exploring abstract thinking. The project will flow not only from the student's theological, but his or her pastoral interests as well. In this vein, it may be a program, project, model or structure that he or she may institute or employ in his or her field of interest upon graduation.

THEO 702 Thesis 6 sem. hrs.
For the Master's thesis, typically a paper of approximately 60-75 pages is required. Students should present a substantive, well-crafted and focused thesis that is of significant pastoral interest. The student will demonstrate competence in a specific area chosen in consultation with an advisor (most typically a professor from the Theology Faculty). The completed project/thesis will reflect the student's graduate-level ability for in-depth research and will include:

- Scholarly exposition of appropriate primary and secondary literature,

- Informed, critical analysis of major issues involved, and

- Thoughtful and academically defensible disclosure reflecting the student's position on the chosen research question.

Although the thesis format may vary according to the nature of the topic to be explored, scholarly and academic standards are expected throughout. The student is not expected to conduct re-search with the expansive rigor of a doctoral dissertation. However, he or she is expected to demonstrate both familiarity with scholarly literature and evidence growing expertise in the chosen area. The student will be responsible for proof-reading the final work, checking for clear grammar, academically appropriate style, clear and effective articulation of theological thought, and exploring abstract thinking. The final component of the Culminating Assignment is a one-hour oral qualifying exam/discussion with a panel of the theology faculty. This dialogue will reveal that, through one's academic study and research, in the thesis, one has developed an integrated framework in theological reflection and ecclesial leadership praxis.
DOCTOR OF PHYSICAL THERAPY (D.P.T.)

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

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

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

Program Goals
Based on the missions of Walsh University and the Physical Therapy Program the following goals are targeted by our program:

- Novel, active, and innovative instructional methodologies will be implemented
- Values based instruction, mentorship, and professionalism will be adhered to in the program
- Students and graduates will become consumers and creators of scholarship
- Graduates will be prepared to be competent providers of physical therapy services
- Symbiotic community partnerships will be created by engaging health care constituencies
- Students and graduates will become emerging leaders in service

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

1. Physical Therapy DPT graduates will demonstrate competency in patient outcome based examination, evaluation and intervention across the physical therapy scope of practice.
2. Physical Therapy DPT graduates will demonstrate competent and comprehensive entry level critical thinking and clinical reasoning skills consistent with entry level physical therapists.
3. Physical Therapy DPT graduates will demonstrate oral, written and interpersonal communication skills consistent with entry level physical therapists.
4. Physical Therapy DPT graduates will demonstrate competency in service in the domains of education, participation, design and reflection.
5. Physical Therapy DPT graduates will contribute to research procedures associated with evidence based physical therapy practice.
6. Physical Therapy DPT graduates will demonstrate cultural sensitivity, professional behavior and ethically sound behavior.

ACADEMIC GUIDELINES FOR DOCTOR OF PHYSICAL THERAPY

Admissions Overview
There are 3 routes of admission into the Graduate Program in Physical Therapy

1. Traditional
2. Accelerated
3. Direct entry
All qualified students applying to our program are required to successfully complete an interview prior to being accepted. Our program utilizes the Physical Therapy Centralized Application System (PTCAS), endorsed by the American Physical Therapy Association (APTA).

**Traditional Entry**

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

- 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
- 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
  - Human Physiology (1 semester) or Anatomy and Physiology (2 semesters) 3-8 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 (two academic, one professional)
- Exposure to the field of physical therapy and completion of 3 observation forms from 3 different settings for a total of 30 hours (minimum 10 hours total in each setting).
- On-Site Interview (by invitation)
- TOEFL score (international students only)

**Accelerated Entry**

Accelerated entry involves application via the Accelerated Program at Walsh University, or our 3+3 model. This program is offered through the Division of Math & Sciences and allows highly qualified students to complete their undergraduate prerequisite courses in 3 years. Students who successfully complete the Accelerated Program and fulfill all admission requirements including our on-site interview process, may be admitted into the program in what would be their 4th year of college.

To participate in the accelerated degree option and complete major and all core requirements in their first three years, students must pursue a Biology Pre-PT degree as an undergraduate. If one is accepted into this program, the first year of the graduate program will serve as the final year of their undergraduate major. This includes 20 credit hours of graduate-level, first-year science coursework during the first year of physical therapy curriculum that will apply toward the undergraduate degree major as elective course work.

Accelerated degree program students must complete a minimum of 110 undergraduate credits prior to entering in the professional graduate level program. (This is the equivalent of 16 - 17 credits per term for 6 terms and up to 12 credits taken over two summers.). Annual applications will be accepted from August 1 to November 30. Additional requirements for accelerated applicants are located on the Walsh University, Physical Therapy website. With the exception of completion of a baccalaureate degree, all admissions requirements are identical for those in the accelerated program as those in the traditional program.

**Direct Entry**

A third option, direct entry, is available to a limited number of graduating high school seniors who will enroll in Walsh University’s Division of Mathematics and Sciences Biology Pre-PT program (and complete that degree). The direct entry is very competitive and allows an automatic acceptance upon completion of a number of milestones throughout one’s matriculation within the university. The following are required prior to submission in the direct entry program.

**Prior to Attending Walsh University**

1. High school GPA of 3.75 or higher
2. Minimum ACT score of 28 or SAT score of 1200 (critical reading and math, not including writing)
3. Graduate in the top 10% of their high school class. Exceptions reviewed on an independent basis (e.g., no class ranking at school).
4. Complete an interview with a faculty member of the Division of Physical Therapy. The purpose of this interview is to ensure that applicants possess the qualities associated with becoming a successful student in the Physical Therapy program as well as a competent health care provider. This interview will occur during the winter/spring semesters prior to fall enrollment as a freshman.

**Once at Walsh University**

1. Must be enrolled in the Biology Pre-Physical Therapy major (either in the traditional or accelerated tracks)
2. Graduate or complete accelerated undergraduate requirements with a 3.5 GPA or higher
3. Graduate Record Examination (GRE) score of 298 (total) or higher
4. During your senior year (or junior year as an accelerated student) in the undergraduate program, one is required to pass an additional assessment which will be comprised of:
   - A letter of recommendation from an undergraduate PT advisor
   - A letter of recommendation from a licensed Physical Therapist
   - A letter of recommendation from an undergraduate faculty member familiar with the student’s academic performance
   - Documentation of 30 hours of clinical observation in 3 different physical therapy settings (10 hours in each setting)
   - An interview with a member of the Physical Therapy Admissions Committee. This interview session will occur outside of the regular interview sessions with applicants who are not Direct Entry.

Persons meeting all prerequisites established by the Division of Physical Therapy from accredited colleges, with promising scholastic standing, and with personal and professional potential, will be considered for admission. Please contact the admission office (330-490-7181) for additional information regarding the application and admission process.

**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 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

**Accreditation**


**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 in the State of Ohio.

**PROGRAM REQUIREMENTS FOR DOCTOR OF PHYSICAL THERAPY**

**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. Course work builds upon a foundation of basic sciences and problem solving skills. Students gain knowledge and develop skills in teaching and scientific inquiry as well as physical therapy patient diagnosis and intervention. Students are required to perform original research and present their work prior to graduation.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>Semester I</td>
<td></td>
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<tr>
<td>PT 503/603</td>
<td>Human Anatomy</td>
<td>(6)</td>
</tr>
<tr>
<td>PT 511/611</td>
<td>Foundations of Clinical Science</td>
<td>(4)</td>
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<tr>
<td>PT 515-1A/615-1A</td>
<td>Biomechanics I</td>
<td>(2)</td>
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<tr>
<td>PT 701</td>
<td>Professional Issues I</td>
<td>(1)</td>
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<tr>
<td>Semester II</td>
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<tr>
<td>PT 504/604</td>
<td>Foundations of Neuroscience</td>
<td>(4)</td>
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<tr>
<td>PT 506/606</td>
<td>Foundations of Pharmacology</td>
<td>(2)</td>
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<tr>
<td>PT 615-1B</td>
<td>Biomechanics II</td>
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<tr>
<td>PT 608</td>
<td>Foundations of Clinical Exercise</td>
<td>(4)</td>
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<tr>
<td>PT 612</td>
<td>Physical Therapy Management of Musculoskeletal Impairment I</td>
<td>(3)</td>
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<tr>
<td>Semester III</td>
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<td>PT 702</td>
<td>Professional Issues II</td>
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<tr>
<td><strong>Semester IV</strong></td>
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<tr>
<td>PT 605</td>
<td>Motor Learning/Motor Control</td>
<td>(3)</td>
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<td>PT 613</td>
<td>Physical Therapy Management of Musculoskeletal Impairment II</td>
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<tr>
<td>PT 614</td>
<td>Physical Therapy Management of Musculoskeletal Impairment III</td>
<td>(5)</td>
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<tr>
<td>PT 710</td>
<td>Health Care Business Management I</td>
<td>(2)</td>
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<tr>
<td><strong>Semester V</strong></td>
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<tr>
<td>PT 703</td>
<td>Professional Experience I</td>
<td>(4)</td>
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<tr>
<td>PT 720</td>
<td>Research Methodology I</td>
<td>(3)</td>
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<tr>
<td>PT 730</td>
<td>Physical Therapy Management of Neuromuscular Impairment I</td>
<td>(6)</td>
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<tr>
<td><strong>Semester VI</strong></td>
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<tr>
<td>PT 704</td>
<td>Professional Experience II</td>
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<tr>
<td>PT 721</td>
<td>Research Methodology II</td>
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<tr>
<td>PT 731</td>
<td>Physical Therapy Management of Neuromuscular Impairment II</td>
<td>(6)</td>
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<tr>
<td>PT 734</td>
<td>Physical Therapy Management of Cardiovascular/Respiratory Impairment I</td>
<td>(4)</td>
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<tr>
<td><strong>Semester VII</strong></td>
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<tr>
<td>PT 711</td>
<td>Health Care Business Management II</td>
<td>(2)</td>
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<tr>
<td>PT 735</td>
<td>Physical Therapy Management of Cardiovascular/Respiratory Impairment II</td>
<td>(5)</td>
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<tr>
<td>PT 740-01</td>
<td>Special Topics: Pediatrics</td>
<td>(1)</td>
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<tr>
<td>PT 740-06</td>
<td>Special Topics: Diagnostic Imaging</td>
<td>(1)</td>
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<tr>
<td>PT 742</td>
<td>Life Span</td>
<td>(4)</td>
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<tr>
<td><strong>Semester VIII</strong></td>
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<tr>
<td>PT 705</td>
<td>Professional Experience III</td>
<td>(5)</td>
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<td>PT 712</td>
<td>Community Health in Physical Therapy</td>
<td>(3)</td>
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<tr>
<td>PT 722</td>
<td>Research Methodology III</td>
<td>(1)</td>
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<tr>
<td>PT 732</td>
<td>Physical Therapy Management of Multi-system Impairment</td>
<td>(4)</td>
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<tr>
<td>PT 740</td>
<td>Special Topics</td>
<td>(1)</td>
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<tr>
<td><strong>Categories of Matriculated Students (Graduate Students Accepted by Division of Physical Therapy)</strong></td>
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<tr>
<td>• MATRICULATED STUDENT - This category applies to any graduate student who has met all admission requirements for the degree and is, therefore, eligible to apply for admission to candidacy.</td>
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<tr>
<td>• CANDIDACY - This category applies to matriculated students who have taken at least one half of the course work for their program of graduate-level courses and successfully completed such courses with a cumulative quality average of 3.0 or higher.</td>
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**Doctoral Research Project**

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

**Academic/Research Advising**

Upon entry into the physical therapy program, each student is assigned an academic advisor. This advisor is to assist/counsel the student as needed. Students are encouraged to meet regularly with their advisor rather than wait for problems. When a research advisor is assigned, that advisor may be different from the academic advisor to provide the student with a research advisor most suitable 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 chair of the division.

**Student Membership in Professional Organizations**

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

PT 503/603  Human Anatomy  6 sem. hrs.
Human Anatomy is a foundational course in normal human anatomy, both gross anatomy and surface anatomy, using a regional approach. Classroom and laboratory experiences are designed to promote methods of learning that minimize memorization. Incorporation of axial biomechanical principles enhances learning by association. Emphasis is given to the neuromusculoskeletal system and is presented as consistent with physical therapy clinical practice.

PT 504/604  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 506/606  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; i.e., neuromuscular, respiratory and so forth.

PT 511/611  Foundations of Clinical Science  4 sem. hrs.
This course introduces the student physical therapist to the process of clinical examination including problem solving and clinical decision-making as well as introduction to foundational interventions. Using the Guide to Physical Therapist Practice the course focuses on physical therapy examination, evaluation, and basic treatment interventions as preparation for individuals with functional limitations related to movement. The course includes an introduction to examination techniques (tests and measures) common to the evaluation process (history, upper and lower quarter screens). Instruction also includes foundational intervention techniques and concepts such as patient communication and documentation; transfers; gait training with assistive devices; body mechanics; positioning and draping integral to examination and intervention; range of motion and manual muscle testing assessments; electrotherapeutic and heat/cold physical agents.

PT 515-1A/615-1A  Biomechanics I  2 sem. hrs.
Material in this course includes 1) the basic principles of biomechanics related to stability and movement; 2) biomechanics of biologic structures and function of the musculoskeletal system, with in-depth description of the structural and functional features of major joints of the human body; and 3) an introduction to human movement analysis.

PT 515-1B/615-1B  Biomechanics II  2 sem. hrs.
This course interweaves content in biomechanics with application of knowledge and skill gained in human anatomy and surface palpation. This course includes: 1) analysis of movement; 2) biomechanics of the lower limbs; 3) normal human gait; and 4) abnormal human gait. The emphasis of course content is presented as relevant to physical therapy clinical practice.

PT 605  Motor Learning/Motor Control  3 sem. hrs.
This course is the second within a series of four presenting an integrated approach to therapeutic concepts applicable to entry-level neuromuscular physical therapy practice. Using knowledge introduced in Foundations of Neuroscience (functional neuroanatomy; PT 604), this course is designed to develop preliminary and foundational knowledge of the principles of motor control and learning primarily as they apply to healthy individuals. In addition, motor control will be explored briefly across development with an emphasis on reflexes and functional postural control and general motor learning principles specific to the pediatric population will be reviewed. This foundational knowledge will form a framework for both assessment and treatment of the neurologically involved child or adult, serving as a translational course expanding on relevant aspects of neuroscience, and a preliminary to participation in PT 730, PT 731, and PT 740-01.

PT 608  Foundations of Clinical Exercise  4 sem. hrs.
This course examines in depth the mechanisms of muscle function, the principles of therapeutic exercise, and the practical application of exercise. The basic skills of clinical interventions including range of motion, stretching and flexibility, strengthening (strength, endurance and power training), balance, agility and aerobic training will be covered in depth. This information will prepare the student to critically think about, evaluate, and implement a plan of care for paper patients involving a variety of diagnoses in the musculoskeletal, cardiopulmonary, and neurological clinical science sequence courses.

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

PT 613  Physical Therapy Management of Musculoskeletal Impairment II  5 sem. hrs.
An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to entry-level physical therapy practice. The course is a continuation of PT 612 Musculoskeletal Impairments I and includes the physical therapy evaluation process, physical therapeutic intervention techniques and procedures, and patient care plan development for spinal impairments. 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 algorithm approach to screening, examination, and evaluation which all involve a critical thinking process to establish an orthopedic impairment based physical therapy diagnosis.

PT 614  Physical Therapy Management of Musculoskeletal Impairment III  5 sem. hrs.
An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to entry-level physical therapy practice regarding the upper and lower extremity. The course is a continuation of PT 612/613 Musculoskeletal Impairments I/II and includes the physical therapy evaluation process, physical therapeutic intervention techniques and procedures, patient care plan development. The course presents classroom and...
PT 701 Professional Issues I 1 sem. hr.
This course is an introduction to the profession of physical therapy. Distinguishing factors of a profession, including the history of the profession and responsibilities of health care professionals are covered. Students are introduced to national, state and regional professional organizations. The topics of legal and ethical considerations are also covered. Students are guided through the discovery of practice expectations and the growth of the profession over the past century. Students are also expected to participate in professional development activities.

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

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

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

PT 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 composite care of individuals across the lifespan, emphasizing the complexities of those who experience any of 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 their own interest involving specialized patient populations (i.e. geriatrics, athletes, pediatrics), particular practice management skills, or clinical research applications. During this final experience each student will have the opportunity to function behaviorally as an entry level professional physical therapist as part of a multi-disciplinary team. Under the mentorship of his/her clinical instructor. The specific content may vary depending upon the learning experiences available and the perceived or declared readiness of each student, but the level of performance of all students is expected to fulfill requirements consistent with their final professional experience. Students are expected to participate in all components of the patient-client management process as available at the clinical education site.
lecture, small group discussion, independent and guided library research, and written tests. This course helps students learn to evaluate elements of research design, to understand the hierarchy of evidence, to critically evaluate research, and introduces students to the performance and interpretation of descriptive and inferential statistics. The course involves one large project (the initiation of a systematic literature review).

**PT 721 Research Methodology II 2 sem. hrs.**
This course is the second in a series of four that immerses students toward the ability to read, write, participate, and understand research. The classes will include the following types of learning experiences: lecture, small group discussion, independent and guided library research, and written tests. This course helps students learn to evaluate elements of research design, to understand the hierarchy of evidence, to critically evaluate research, and introduces students to the performance and interpretation of descriptive and inferential statistics. The course involves one large project (completion of the systematic literature review).

**PT 722 Research Methodology III 1 sem. hr.**
This course is the third in a series of four that immerses students toward the ability to critically appraise current literature/methodology. In addition, students will continue to work on the 2nd major research study. This course helps students learn to evaluate elements of research design, to understand the hierarchy of evidence, to critically evaluate research, and introduces students to the performance and interpretation of descriptive and inferential statistics.

**PT 723 Research Methodology IV 2 sem. hrs.**
This course is the last of a series of four that immerses students toward the ability to read, write, participate, and understand research. The classes will include the following types of learning experiences: lecture, small group discussion, independent and guided library research, and written tests. The primary purpose of this class is to complete the groups’ research projects and effectively present their work on Research Seminar Day. This course is designed to improve a student’s ability to present scholarly work in an effective and interesting manner. The course will discuss written, verbal, and demonstrative methods of research presentation.

**PT 730 Physical Therapy Management of Neuromuscular Impairment I 6 sem. hrs.**
This course is the third within a series of four presenting an integrated approach to relevant physiologic, anatomic, theoretical, medical, and therapeutic concepts related to entry-level neurologic physical therapist practice in both adult and pediatric populations. The two Physical Therapy Management of Neuromuscular Impairment courses will operate from a top-down model across the neural axis, focusing initially on central nervous system diagnoses of cortical dysfunction, injury, and recovery. Students will gain knowledge, skills, and the capacity for the clinical reasoning necessary to complete a comprehensive neuromuscular examination and develop a comprehensive plan for intervention based on current motor control and learning theories. Pediatric content is intertwined within the course setting the stage for PT 740-01.

**PT 731 Physical Therapy Management of Neuromuscular Impairment II 6 sem. hrs.**
This course is the last within a series of four presenting an integrated approach to relevant physiologic, anatomic, theoretical, medical, and therapeutic concepts related to entry-level neurologic physical therapist practice in both adult and pediatric populations. It is a direct extension of PT 730 (Physical Therapy Management of Neuromuscular Impairments I), continuing with diagnoses along the neural axis, progressing from the central nervous system and moving to more of a focus on peripheral nervous system dysfunction. Students will continue to gain fundamental knowledge to develop the clinical reasoning and critical thinking necessary to complete a detailed neuromuscular examination and develop a comprehensive plan for intervention based on current motor control and learning theories. Pediatric content is intertwined within the course setting the stage for PT 740-01.

**PT 732 Physical Therapy Management of 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.

This course offers learning experiences presented using the problem/case study approach, organized around the study of body systems, with an orientation toward clinical decision-making. Concepts are cumulative throughout the system(s) and continued enrollment depends upon mastery and use of previous concepts. Students expected to apply previously learned concepts, skills, and abilities toward the resolution of problems of patients presented in this course.

**PT 734 Physical Therapy Management of Cardiovascular and Respiratory Impairments 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 Physical Therapy Management of Cardiovascular and Respiratory Impairments 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, hematologic, 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. The course offers learning experiences presented using the problem/case study approach, organized around the study of body systems, with an orientation toward clinical decision-making. Concepts are cumulative throughout the system(s) and continued enrollment depends upon mastery and use of previous concepts.

**PT 736 Capstone Seminar: Clinical Decision Making 2 sem. hrs.**
This course presents students with selected seminar topics that represent either areas of review prior to completion of the curriculum, or aspects of emerging physical therapy clinical practice. During this course, students complete the professional portfolio, the comprehensive examination in preparation for the NPTE exam, a professional career development plan, and an assessment of the curriculum. Students complete a self-reflection of their academic and professional abilities, including an exit interview with faculty.
PT 740  Special Topics  1 sem. hrs.
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 740-01  Special Topics: Pediatrics  1 sem. hrs.
This course is designed to provide an overview of general pediatric practice, including developmental parameters and legal historical perspectives. It will progress through a foundational basis for pediatric premises and proceed to overview of assessment, evaluation, and intervention approaches for specific diagnoses in the specialty practice with pediatric patients. While depth of all diagnoses will not be explored, different case studies will be used to clarify the contextual basis of evidence based practice across settings and within relevant services provision models. This class will build on the pediatric diagnoses and evaluation/intervention process covered in neurologic rehabilitation PT 730 & PT 731.

PT 740-06  Special Topics: Diagnostic Imaging  1 sem. hrs.
This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging. Students will become aware of the indications and implications of commonly used diagnostic imaging tests as they pertain to patient/client management.

PT 742  Life Span  4 sem. hrs.
Life Span prepares students to understand the physical, social, emotional and intellectual growth and development throughout the life span. Instructional content includes child development theories and research; adulthood; geriatrics; and death and dying.
STUDENT SERVICES

CAREER DEVELOPMENT
The Office of Career Development - located in the David Campus Center - empowers students and alumni to make the connection between academic preparation and the world of work. The office is a resource available to all students starting in their freshman year. Through our website students can have access to the office 24/7. The staff of the Career Development office uses a systematic approach of self-assessment, experiential learning, and their knowledge of the changing marketplace. The Career Office conducts occupational interest inventories and provides information on career related work experiences, resume writing and interviewing skills training, and networking. The Career Office also develops and cultivates employer relations to enhance recruitment activities of businesses, educational institutions and other organizations.

Resume referral and interview appointments with employers are scheduled for students registered with the Career Office at the employers' request. The Career Development Office maintains and constantly updates The Career Resource Library that includes career/job search resource books; graduate school information; and local and national internship/fellowship information. The Web-based resume referral system is updated daily with employment opportunities available to students and alumni. The Office of Career Development sponsors various career related events throughout the year that are designed to inform students about career options and opportunities. The Career Development office collaborates with other colleges to sponsor The Stark County Collegiate Job Fair, The Northeast Ohio Teacher Education Day (NOTED), and CareerFest. In addition to these job fairs a Summer Job Fair is held on campus.

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

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

COUNSELING SERVICES
Like everyone, graduate students face difficult life transitions and circumstances, experience painful emotions, and need assistance in developing clear and meaningful goals. Counseling Services employs counselors who are professionally trained to help students cope with a wide variety of educational, adjustment, and mental health issues. Counselors also facilitate academic progress and help students successfully achieve their career goals. A counseling relationship allows students to confidentially discuss their personal thoughts and feelings. Some of the skills counselors employ include listening, informing, empathizing, collaborating, brainstorming, problem solving, co-constructing goals, and modeling appropriate behaviors.

Counselors are glad to talk with you about any issue causing you concern or distress. Depending on the nature of the concern, counseling may be one session, short-term, or long-term. In some cases, a referral to a specialist may be required. All counseling is discontinued at the end of each semester and students can return in the future if they choose.

Counseling Services is also the initial contact for students with learning and psychological disabilities who are requesting special services. Counseling Services provides verification of disability and processes appropriate accommodations. Students with physical disabilities contact the Director of University Wellness.

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

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

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

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

Walsh University offers its residents the opportunity for a rich experience in group living as it strives to provide an atmosphere conducive to learning. To be eligible for campus residence, students must be full-time and in good academic and judicial standing with the University. Summer housing is also available.

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.

All full-time, traditional-aged students are required to live in University housing. Students apply for housing by completing a housing application, contract and medical history form; and submitting a $200 housing deposit. Full-time students who are over 23, married or have dependent children(ren) living with them, have lived in a group living environment for eight semesters (excluding summer semesters), live at home with parents or legal guardians within a 50-mile range from Walsh, have been discharged from the armed forces, or have special needs, may request exemption from the on-campus living requirement. All exemptions must be approved in advance by the Housing Review Board. Further information about on-campus living is found in the student handbook.

Menard Hall (1996) is a four-story residence hall providing comfortable accommodations for about 240 students. Freshman and sophomore student rooms are designed for double-occupancy, and each two-room suite includes a private bathroom with shower. Fully carpeted, the rooms have twin, loftable beds as well as desks, chairs, dressers, sinks, and closets. Menard Hall also features a fitness center, computer lab, common areas and laundry facility.

Betzer Tower (2006), located in Menard Hall, offers single rooms, double rooms, and suite style accommodations for upperclass students. Each room is equipped with twin sized loftable beds, dressers, desk, private bathroom and shower, a refrigerator, and a microwave.

Alexis Hall (1968) is a three-story residence hall providing comfortable accommodations for about 200 students. This Freshman building features double-occupancy rooms. Each two-room suite includes a private bathroom and shower. Fully carpeted, the rooms have twin, loftable beds as well as desk, chairs, dressers, sinks, and closets. It also features a computer lab, a common area, and a laundry facility.

As many as three students may occupy one double-occupancy room in either Alexis or Menard due to fluctuations in enrollment. Triples are usually a temporary situation with a discount in cost provided.

Lennon Hall (1995) offers apartment-style suites, complete with kitchenettes. A classroom, community room, computer lab and laundry facilities are located on the first floor.

Brauchler (1999), Meier (2000) and Stein (2002) Halls offer apartment style living with a focus on privacy. Each 1,200 square-foot apartment comes with a full kitchen, washer and dryer, three single bedrooms and one double bedroom, and two bathrooms.

The Marie and Ervin Wilkof Towers (2004) offers single-room, double-room, and suite style accommodations for 140 students. Each room is equipped with twin size loftable beds, dressers, desk, a private bathroom and shower, a refrigerator, and a microwave. A computer lab and laundry machines are also located in this facility.

Olivieri Family Towers (2007) offers single-room, double-room, and suite style accommodations for 155 students. Each room is equipped with twin, loftable beds, dressers, desk, desk chair, a private bathroom and shower, a refrigerator, and a microwave.

"The Commons" (2012) offers apartment-style suites, complete with kitchenettes. The facility features two classrooms, a computer lab, quiet study rooms and laundry facilities.

All first-year, traditional-aged students are required to live in Alexis or Menard Halls, both of which are open to single gender, alcohol-free, and smoke-free environments. Each living environment is staffed by an undergraduate Resident Assistant. Hall Directors supervise each living area under the supervision of the Chief Housing Officer.

If space permits, private rooms are available in each hall at an additional cost per semester.

INTERNATIONAL STUDENT SERVICES

The Office of International Student Services aims to broaden the cultural experiences of both American and international students. The office meets the particular needs of international students to help them succeed both in and out of the classroom while providing opportunities to connect with American culture through orientations, excursions, and personal interaction.

CAMPUS MINISTRY

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

1. Forming the Faith Community
2. Appropriating the Faith
3. Forming the Christian Conscience
4. Educating for Justice
5. Facilitating Personal Development
6. Developing Leaders for the Future
The department of Campus Ministry embraces diversity of faith and religion and is here to serve students of all faith backgrounds, connecting them to appropriate faith communities.

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

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

HEALTH SERVICES
Health services are provided by Mercy Medical Center; a nurse coordinates medical care/services at the Student Health Center located in the Cecchini Center. A working relationship with area hospitals provides students with physician and emergency care coverage.

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

MERCY WELLNESS CENTER
The Mercy Wellness Center offers community outreach programs and clinics in conjunction with Walsh University Divisions of Physical Therapy and Counseling and Human Development. These programs offer our students supervised, clinical opportunities while providing local community members with preventative, awareness and behavior modification programs. For more information contact the Wellness Center Programming Director at 330-244-4735.

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

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

Our Healthy Lifestyle Management programing offers the opportunity for students to take control of their well-being by practicing preventive medicine through screening opportunities such as blood pressure, body composition, body mass index, and cholesterol. University Wellness offers the educational tools required to live a healthy lifestyle with programs such as our Equipment Orientation program and Physical Fitness Assessment program. Our annual Health & Wellness Fair is an interactive and fun-filled event that that offers a great opportunity to connect with some of our communities elite health & wellness resources. If you are interested in learning more about University Wellness, email well@walsh.edu.

The Director of University Wellness is also the initial contact for students with physical disabilities who are requesting special services. This professional also provides verification of disability and processes appropriate accommodations. Students with learning and psychological disabilities should contact the Director of Counseling Services.

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 caters to all students, faculty and staff. Locker and shower rooms are located across the hall. Those interested in utilizing the David Fitness Center are required to complete a waiver of liability at the University Wellness Office located in the lower level of The Paul & Carol David Family Campus Center office 010. There are two residential fitness centers located in Betzler and Olivieri Towers. These facilities are available to any residential student living on campus.

DINING SERVICES
The Schervish Dining Centre and the Cavalier Cafe in the David Campus Center are open at designated hours, as well as the Betzler Grille in the Barrette Business and Community Center.

STUDENT ACTIVITIES
The Office of Student Activities (OSA) serves the needs of Walsh University students through providing diverse social and educational programming that enhances the collegiate experience. The office also 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, e-mail the Office of Student Activities at osa@walsh.edu.
UNIVERSITY PROGRAM BOARD
The University Programming Board (UPB) is a student run organization responsible for providing diverse social programming for Walsh University. The organization is comprised of students who design and implement a wide range of programs. These programs include events such as Homecoming, on campus concerts and comedians, outdoor festivals, trips to professional sporting events and much more. If you would like more information or are interested in joining the University Programming Board, e-mail osa@walsh.edu.
ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INTEGRITY POLICY AND PROCEDURES

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

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

*(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 Dean 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 Dean of Academic Services.

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

Plagiarism. Plagiarism is the representation of the works, ideas, data, or arguments of others as one's own. Whether quoting, paraphrasing, or reiterating others’ ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks and/or other forms of documentation. Sources include books, magazines, newspapers, electronic media, private letters, interviews, or other individuals’ work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources.

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

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

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

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

Multi-submission of work. A classroom paper of any type must be the work of the student submitting it.

Student should normally submit credit work for only one course, unless the instructor(s) grant prior written consent for submission to meet requirements for any other course.

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

OFFICIAL TRANSCRIPT REQUESTS

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

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

TRANSCRIPTS CANNOT be released if a Financial or Administrative hold exists.
An Official Transcript Request Form is available online at www.walsh.edu. Requests may be ordered in person, at the Student Service Center, mailed to the University, or faxed to (330) 490-7372.

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

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

**ONLINE SUBMISSION**

To better serve you, the Office of the Registrar has implemented on-line transcript requests. This feature is available to students who were enrolled beginning Summer 2000. Students who attended prior to Summer 2000 will need to use the Normal Submission process.

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

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

**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/offices/OM/fpco.html.

FERPA information is published yearly in the University catalog and 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 this Act:

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

**RIGHT TO INSPECT AND REVIEW EDUCATIONAL RECORDS**

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

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

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

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

**DISCLOSURE OF EDUCATIONAL RECORDS**

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

Exceptions made to the disclosure policy are:

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

**DIRECTORY INFORMATION**

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

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

1. Name;
2. Address (local and home);
3. Telephone (local and home);
4. Major field of study;
5. Participation in officially recognized University activities and sports;
6. Weight and height of member of athletic teams;
7. Dates of attendance;
8. Enrollment status;
9. Degrees and awards received;
10. Most recent previous educational agency or institution attended.

The student has the right to consent to disclosures of personally identifiable information contained in the educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. Personally identifiable information is information that, if disclosed, would make a student's identity easily traceable — e.g., Social Security number. If a student does not want Directory Information released, he/she must contact the Office of the Registrar immediately.

**AMENDMENT OF EDUCATIONAL RECORDS**

Under the 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 20202-4605.

**NONDISCRIMINATORY POLICY**

Walsh University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

**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.
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Thomas Stroka, M.A., CHD Student Representative, Clinical Mental Health and School Counseling Specialization, Walsh University

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Linda Heinzer, Adjunct Professor and University Supervisor, Division of Education, Walsh University
Matthew Ile, Principal, Clearmount Elementary School
Angela Smith, Teacher, North Canton City Schools
Suzi Tonradene-Keller, SCIP Program Coordinator, Stark County Educational Service Center
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Standing Member: Graduate Student, Walsh University

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Joni Close, Executive Director, Sisters of Charity Foundation
Joe French, Executive Director of the Early Childhood Education Alliance, Inc. and Adjunct Faculty
Erika Hershberger, Sandy Valley Local Schools, Intervention Specialist, RTI Specialist
Jason Reed, Director of Multicultural and Retention Services, St. Ignatius High School
Joseph Rochford, Ph.D., Vice President, The Stark Education Partnership, Inc. and Adjunct Faculty
Jason West, Coordinator of Multicultural Programming and Leadership Development, Walsh University

Standing Member: President of Council for Exceptional Children Student Chapter, Graduate Student, Division of Education

Division of Education Members
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CAMPUS MAP

EAST QUAD
WEST AND NORTH QUAD
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 and the National First Ladies Library.

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.

Walsh University also conducts classes at three off-campus locations for the School for Professional Studies Program. The locations are near I-77 on Arlington Road in Akron and near I-71 on Route 18 in Medina and at the Ursuline Center/Canfield in the Mahoning Valley. Walsh University also has campus locations in Castel Gandolfo, Italy, and Uganda.

The Main Campus
Walsh University has 24 major buildings on its 140-acre campus (see map on page 128).

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) 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—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 (2000) The Aultman Health Foundation Health Sciences Center is home to Walsh’s first-rate Gary and Linda Byers School of Nursing. This three-story facility houses multi-media classrooms and labs that provide students with opportunities to extend learning beyond textbooks to real-life situations.

BARRETTE BUSINESS AND COMMUNITY CENTER (formerly the Rannou Campus Center—1966; renovated in 2005) The Barrette Business and Community Center is a state-of-the-art resource for our business, marketing, accounting, and management majors, as well as our business community. In addition to traditional classrooms and learning spaces, The Barrette Business and Community Center houses the School for Professional Studies, Main Campus Location (accelerated degree completion program for adult learners); The DeVille School of Business and MBA Program; the Brother Robert Francoeur Convocation Center, a 400-seat conference/meeting space; state-of-the-art Media and Communications Center; the Walsh University Leadership Institute; a snack bar, courtyard, atrium and outdoor patio.

THE DON AND IDA BETZLER SOCIAL AND BEHAVIORAL SCIENCES CENTER (1972) The resources found in the Don and Ida Betzler Social and Behavioral Sciences Center, home to the University’s counseling program, include classrooms, learning labs, small meeting rooms, a 120-seat amphitheater, a 167-seat auditorium, faculty offices, and the Department of Humanities.

THE FATHER MATTHEW HERTTNA COUNSELING CENTER (2009) is located adjacent to the Don & Ida Betzler Social and Behavioral Sciences Center. With more than 100 students pursuing a career in Counseling, the Father Matthew HerTTNA Counseling Center was developed to serve as an alternative site for students interested in pursuing their clinical experience on the campus of Walsh University. The Counseling and Human Development (CHD) program provides students with practicum experience under the direct supervision of experienced faculty. Clinical services at the Walsh clinic focus on lower-income, uninsured clients and those less fortunate to acquire counseling services in the community.

THE PAUL AND CAROL DAVID FAMILY CAMPUS CENTER (2002) contains the offices of Admissions, Student Affairs, Career Development, Intramurals, Student Activities, Student Organizations, Multicultural Affairs, Campus Ministry, Commuter Services, Counseling Services, Residence Life, the Schervish Dining Centre, a post office, a bookstore/gift shop, a wellness center, and various meeting and dining rooms.

THE GAETANO M. CECCHINI FAMILY HEALTH AND WELLNESS COMPLEX (2006), Located on the west side of campus, the complex houses a 2,000 seat arena, 1,000 seat gymnasium, athletic offices, Cavalier Fitness Center, the Mercy Wellness 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 (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.

Kleotoka 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.

Ball Fields - Located near the main entrance of Walsh’s campus is the baseball field, which includes team dug outs in Walsh’s signature
school color of maroon, a fence-enclosed field and spectator bleachers. The women’s softball team home field is located on the beautiful acres of Walsh University’s Hoover Park.

**Milazzo Soccer Field** is located directly across from Walsh’s Westgate entrance and is the home field to Walsh’s men’s and women’s soccer teams and various youth summer soccer clinics. Milazzo Soccer Field is surrounded by 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** is a state-of-the-art artificial turf, low maintenance surface that will conserve water usage and upkeep. Game-like markings are part of the field. It serves as the game filed for men’s and women’s lacrosse as well as a practice/conditioning home for Walsh’s other athletic teams.

**Health Services** A nurse coordinates student health services from an office in the Wellness Center, located in the Student Health Services in the Mercy Wellness Center of the Cecchini Center. A working relationship with area hospitals provides students with physician and emergency care coverage.

**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; reception, meeting, resource, and conference rooms; and faculty offices. The Hannon Center also is home to the After School Enrichment Program, PAX Program, and several grant projects.

**THE TIMKEN NATURAL SCIENCES CENTER** (2005) The Timken Natural Sciences Center 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 ARE MENARD HALL (1966), ALEXIS HALL (1968), LEMMON HALL (1995), BRAUCHLER (1999), MEIER (2000), STEIN (2002), WILKOF TOWERS (2004), BETZLER TOWER (2006), OLIVIERI FAMILY TOWERS (2007), and "THE COMMONS" (2012)** accommodating a little more than 1,000 students. Alexis, Lemmon and Menard have study and lounge areas, and laundry facilities. Menard Hall has the Servants of Christ Chapel. All first-year, traditional-aged students live in either Alexis or Menard Halls, which offer single-sex living communities. Lemmon Hall is the Honors-International living and learning community. It features apartment-style suites with kitchenettes, is open to Honors and International students. The Commons offers apartment-style suites complete with kitchenettes and is home to upperclass students and the students of the Blouin Global Scholars Program. The University Apartments offer apartment style living for upperclass students. Each furnished apartment has a full kitchen, living room, its own washer and dryer, as well as a private bedroom for each resident. Each resident will have a phone jack and an ethernet port with a free connection to the Internet and the campus network.

**THE MARIE AND ERVIN WILKOF TOWERS** (2004) Residential facility offering single-room, double-room, and suite style accommodations for 140 students. Each room has twin size loftable beds, dressers, desk, a private bathroom and shower, a refrigerator, and a microwave. A weight room and computer lab are also located in this facility.

"THE COMMONS" (Fall 2012) The new three-story residence hall will accommodate the need for additional student housing on campus, as Walsh University enrollment has grown 81 percent over the past 10 years. This 29,000-square-foot addition will be built adjacent to the east side of Lemmon Hall and connected by the first floor to the existing building. Each suite will include two double bedrooms, a living room, a private bathroom and kitchen facilities that come equipped with a refrigerator and oven. The building will be integrated into an existing slope at the site and will include a lower-level entrance, with classrooms, offices and a community room.

**LA MENNNAIS HALL** (1960) is the residence of the Brothers of Christian Instruction who are assigned to the University. A number of faculty offices are also housed in La Mennais.

**HOOVER HISTORICAL CENTER/WALSH UNIVERSITY** A vibrant part of Walsh University, the Hoover Historical Center preserves the Hoover legacy in the Hoover family’s Victorian home. Elegant Victorian décor, family furnishings, and a history of Hoover products, tell the story of the Hoover Company and family history. Ladies fashions are displayed throughout. Herb gardens grace the grounds. The Center is located inside Walsh University’s Hoover Park on original Hoover family farmland and across the street from the main campus.

**HOOVER PARK** Located directly across from the main campus, Hoover Park offers unique rental facilities in a private park setting. The facilities are perfect for group meetings, retreats, receptions, and special events. In addition to the 500-seat Hoover banquet hall, 160-seat outdoor pavilion, and two quaint meeting cottages, guests can enjoy the use of playground equipment, baseball fields, basketball court, bocce court, and a volleyball court.

**Environmental Field Center** (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.


In 1960, the Brothers relocated their college in Maine to Ohio. LaMennais College in Alfred, Maine, became Walsh College in North Canton, Ohio, and, in 1992, Walsh University.

Since its founding, the Brothers have continued a dedicated mission to Walsh University, affirming others by assisting them to develop their intellectual and spiritual gifts so that they, in turn, can become persons who serve others. Their vowed life, with the person of Jesus as focal point, makes them available to meet today’s needs, particularly those of Christian education and related areas.

Through the offering of substantial investments, the Brothers have overcome many hardships in the past 50 years, allowing Walsh University to prosper. Even when facing assumption of the college’s initial funding debt of $750,000, limited faculty and staff, meager living allowances and...
daily time constraints, the Brothers were undaunted in their purpose and commitment to providing a quality and values-based education to "all who seek it."

In reverence of the founder’s mission of providing for students’ spiritual needs, Walsh University dedicated its free-standing Chapel and religious education complex to the Brothers. The facility serves as a visible commitment to the Catholic heritage of Walsh University. A center for spiritual development, the complex offers space for quiet contemplation, prayer services, spiritual education, Bible study and Mass. This religious center is designed to also accommodate new faculty and staff offices, the Jewish Catholic Institute, and additional meeting space.

**THE BIRK CENTER FOR THE ARTS** (2012) The new 13,000 square-foot facility is connected to the south end of the Cecchini Center and includes a visual art studio, atrium, music library, instrument storage, Fine and Performing Arts offices, Dorothy Ling Rehearsal Hall and practice rooms for the Walsh Chorale/Chamber Singers and the Cavalier Pride Marching Band.

**THE CENTER FOR SCIENCE INNOVATION** (2015) This two-story facility 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.

**OFF-CAMPUS SITES** Walsh University maintains specially designed facilities in six convenient locations for easy access from Canton, Akron, Youngstown or Cleveland: near I-77 on Arlington Road in Akron and near I-71 on Route 18 in Medina, Stark State College in Canton, at The University of Akron –Wayne College Campus and at the Ursuline Center/Canfield in the Mahoning Valley. The Undergraduate Degree Completion Program in Business (the S.P.S.Program) is offered at Arlington, Canfield, Medina, Stark State College, the University of Akron - Wayne College Campus and the Main Campus (North Canton); the RN/BSN Program at the Akron Campus, and at Stark State College; the MAED Program is offered at the Main Campus in (North Canton) the Canfield Campus, and in Uganda through a partnership with Kisubi Brothers University. Advising, registration, and tuition payments are all made at these sites. Designed specifically for adults, classrooms are comfortable and conducive to learning.
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