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Originated 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." Fr. Farrell (Walsh’s first president) stood on the steps and gave the group a pep talk. Apparently, construction delays and final charter approval by the Ohio Board of Regents had forced a late start for classes, and students would be required to double up on their credit hours to complete the fall semester on time.

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

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

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

Fall Semester 2018

Classes begin for Main Campus: August 27
Labor Day – Evening classes beginning at 6:00 p.m. will convene: September 3
Last day to add classes: September 4
Last day to drop classes and receive a refund: September 4
Spring Graduation Application Deadline: September 30
Fall Break – Undergraduate classes do not meet during the break: October 8-9
Mid-term Grades Due by 1:00 p.m. on Faculty Self-Service: October 15
Academic advising for Spring Semester begins: October 22
Spring Semester Registration for current students: November 8-16
Last day to officially drop classes with a final grade of W: November 16
Open Registration for Spring Semester begins for new and re-admitted students: November 19
The Brothers of Christian Instruction Founders’ Day Recess: November 21
Thanksgiving Break: November 22-23

Last day of classes: November 30
Undergraduate Final Examinations: December 3-7
Undergraduate Final Grades due by 1:00 p.m. on Faculty Self Service: December 12
Fall Semester Officially Ends (Includes Distance Learning): December 15
December Graduate Recognition Ceremony for Summer and Fall Graduates: December 16

Detailed information on class meeting dates and refund policy available at all SPS locations.
Includes SPS online distance learning courses.
Appointment times will be posted online.

Spring Semester 2019

Classes begin for Main Campus: January 7
Last day to add classes: January 14
Last day to drop classes and receive a refund: January 14
Martin Luther King Jr. Day – Evening classes beginning at 6:00 p.m. will convene: January 21
Deadline to Apply for Summer Graduation: February 1
President’s Day Break – Undergraduate classes do not meet during the break: February 18-19
Mid-term grades due by 1:00 p.m. on Faculty Self-Service: February 25
Spring Break: March 4-8
Academic advising for Fall and Summer Semesters begins: March 11
Fall and Summer Semesters Registration for current students: March 28-April 5
Last day to officially drop classes with a final grade of W: March 29
Honors Convocation: April 7
Open Registration for Summer and Fall begins for new and re-admitted students: April 8

Last day of classes: April 17
Easter Break: April 18-21
Undergraduate Final Examinations: April 22-26
Spring Semester Officially Ends (Includes Distance Learning): April 27
Graduate Reception, Baccalaureate and Commencement Weekend: April 27-28
Undergraduate Final Grades due by 1:00 p.m. on Faculty Self-Service: May 1
Last day to apply for graduation Fall Semester: June 1

1 Final exam schedule officially begins on Monday, April 25 at 1:30 p.m. for classes with a regularly scheduled Monday/Wednesday meeting time of 3:00 pm.

Detailed information on class meeting dates and refund policy available at all SPS locations.
Includes SPS online distance learning courses.
Appointment times will be posted online.

Summer 2019 Semester

Summer Session U0 Intercession (APRIL 29 – May 25)
Begins: April 29
Last day to add classes: April 29
Last day to drop courses with a refund: April 29
Last day to add classes for Full Term Session: May 6
Last day to drop courses with a "W" grade: May 10
Session U Ends: May 25
Memorial Day: May 27
Final Grades Due at 1:00 p.m. on Faculty Self Service: May 29

Summer Session UI (May 28 – June 29)
Begins: May 28
Last day to drop courses with a refund: May 28
Last day to drop classes and receive a refund: May 28
Fall graduation application deadline: June 1
Last day to drop courses with a "W" grade: June 10
Session UI Ends: June 29
Final Grades Due at 1:00 p.m. on Faculty Self Service: July 3

Summer Session UII (July 1 – August 3)
Begins: July 1
Last day to drop courses with a refund: July 1
Last day to drop classes and receive a refund: July 1
Fourth of July (offices closed): July 4
Last day to drop courses with a "W" grade: July 15
Last day to drop Full Term courses with a W grade: July 20
Session UII Ends: August 3
Final Grades Due at 1:00 p.m. on Faculty Self Service: August 7
Summer Semester Officially Ends (Includes Distance Learning): August 17
General Information

The Philosophy & 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.

Academic Programs

Walsh University confers the following degrees:

- Doctor of Nursing Practice (D.N.P)
- Doctor of Physical Therapy (D.P.T.)
- Master of Arts (M.A.)
- Master of Arts in Business Administration (M.B.A.)
- Master of Science in Nursing (M.S.N)
- Master of Occupational Therapy (M.O.T.)
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Education (B.S. in Ed.)
- Bachelor of Science in Nursing (B.S.N.)
- Associate of Arts (A.A.)
- Associate of Science in Computer Science (A.S.C.S.)

Faculty

Walsh has 132 full-time instructional faculty and hundreds of adjunct faculty members. The student-faculty ratio is 13:1. 78% of the full-time faculty members hold Ph.D.s or terminal degrees in their respective fields.

Walsh University is located in North Canton, five miles north of Canton, in northeastern Ohio. Akron is 20 miles away, and both Cleveland and Youngstown are within an hour's drive.

Canton is an urban and diversified industrial center with a population of about 84,000. The city offers a variety of opportunities for cultural and recreational activities, entertainment, sports, dining and shopping. Cultural opportunities in the Canton area include a symphony orchestra, art gallery, theater, ballet, civic opera and lecture series. Canton also is home to the Pro Football Hall of Fame.

Canton is served through Akron-Canton Regional Airport by major and feeder airlines. Interstate 77 runs north-south and U.S. Route 30 runs east-west through Canton. I-76 and I-80 are north of the city and I-71 is west. Amtrak trains and Greyhound buses also serve the area.

Buildings

Walsh University has 27 major buildings on its 140-acre campus (see [map](https://www.walsh.edu/campus-map-directionsmap)).

FARRELL HALL

Farrell Hall (1960) is the main classroom building and administrative center. It houses the Library, Printing Services, and the Student Service Center (Financial Aid, Registrar and Business Services). Offices in Farrell Hall include those of the President, Academic Affairs, Finance, Advancement and Alumni. The Academic Support Center is located on the second floor (FH209), along with Accessibility Services, and offers services in tutoring, placement and advising. The Eastgate parking lot is adjacent to Farrell Hall.

THE BROTHER EDMOND DROUIN LIBRARY

The Brother Edmond Drouin Library connects students to information they can use to gain success in attaining academic goals and teaches them to become lifelong learners. Finding articles, books, media and other resources is enhanced by a large collection of electronic resources, almost all available 24/7 both on and off campus. Librarians are available to assist students in many ways—in person, by telephone, through email or in chat sessions to help students find the best information for their needs. Access to books, articles, media and other resources in the Walsh collection is augmented by membership in OhioLINK, giving students access to resources found in academic and public libraries throughout Ohio. In addition to more traditional formats, the library collection includes online databases and journal articles, electronic books and digital media and music. Research guides are available online to give students a pathway to effective research. The library staff strives to help students attain academic excellence.

THE AULTMAN HEALTH FOUNDATION HEALTH SCIENCES CENTER

The Aultman Health Foundation Health Sciences Center (2000) is home to Walsh’s first-rate Gary and Linda Byers School of Nursing, which consistently has one of the highest pass rates on the National Counsel of Licensure Exam for Registered Nurses. This three-story facility houses multi-media classrooms and labs that provide students with opportunities to extend learning beyond textbooks to real-life situations.

THE BARRETTE BUSINESS AND COMMUNITY CENTER

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

THE DON AND IDA BETZLER SOCIAL AND BEHAVIORAL SCIENCES CENTER

The resources found in the Don and Ida Betzler Social and Behavioral Sciences Center (1972), home to the University’s counseling program, include classrooms, learning labs, small meeting rooms, a 120-seat amphitheater, a 167-seat auditorium, faculty offices, and the Department of Humanities.
THE FATHER MATTHEW HERTTNA COUNSELING CENTER
The Father Matthew Herttna Counseling Center (2009) is located adjacent to the Don & Ida Betzler Social and Behavioral Sciences Center. With more than 100 students pursuing a career in Counseling, the Father Matthew Herttna Counseling Center was developed to serve as an alternative site for students interested in pursuing their clinical experience on the campus of Walsh University. The Counseling and Human Development (CHD) program provides students with practicum experience under the direct supervision of experienced faculty. Clinical services at the Walsh clinic focus on lower-income, uninsured clients and those less fortunate to acquire counseling services in the community.

THE PAUL AND CAROL DAVID FAMILY CAMPUS CENTER
The Paul and Carol David Family Campus Center (2002) contains the offices of Admissions, Student Affairs, Intramurals, Student Activities, Student Organizations, Multicultural Affairs, Campus Ministry, Commuter Services, Counseling Services, International Student Services, Residence Life, the Schervish Dining Centre, University Wellness, a post office, a bookstore/gift shop, the David Fitness Center, game room, lounge/study space, vending machines, and various meeting rooms.

THE GAETANO M. CECCHINI FAMILY HEALTH AND WELLNESS COMPLEX
The Gaetano M. Cecchini Family Health and Wellness Complex (2008), located on the west side of campus, houses a 2,000 seat arena, 1,000 seat gymnasium, athletic offices, the Mercy Wellness Center- Health Services, Cavalier Fitness Center, weight rooms, locker and shower rooms, and a state-of-the-art athletic training facility. Classrooms and faculty offices are located on the second floor, along with the Management Conference Center. The Gaetano M. Cecchini Family Health and Wellness Complex includes the following athletic facilities:

The Cecchini Center
The Cecchini Center (2009) serves as the primary performance arena and as the home court for Walsh's men's and women's basketball teams. The facility has seating for 2,000 fans.

Klekotka Tennis Complex
Klekotka Tennis Complex includes six courts in maroon color to reflect Walsh's school colors. Spectator stands and team bleachers are situated in the middle of the courts. The entire facility is enclosed within fencing.

Biery Stadium
Located near the main entrance of Walsh's campus is Tim Mead Field at Biery Stadium, home to the Cavalier baseball team, which includes team dugouts, a fence-enclosed field and spectator bleachers, as well as locker rooms and public restrooms. The women's softball team home field is located on the beautiful acres of Walsh University's Hoover Park.

Milazzo Soccer Field & Dan McCallion Track
Milazzo Soccer Field is located directly across from Walsh's Westgate entrance and is the home field to Walsh's men's and women's soccer teams and various youth summer soccer clinics. Milazzo Soccer Field is surrounded by Dan McCallion Track, an eight lane, accelerator surface, 440 meter running track with an infield area that features a stainless steel steeplechase water pit hazard and a high jump area. The north end of the facility features two runways for pole-vault and long jump events.

Vascosports Athletic Field
Vascosports Athletic Field is a state-of-the-art artificial turf, low maintenance surface that will conserve water usage and upkeep. Game-like markings are part of the field. It serves as the game filed for men's and women's lacrosse as well as a practice/conditioning home for Walsh's other athletic teams.

Mercy Wellness Center - Health Services
Mercy Wellness Center - Health Services is located in the Gaetano M. Cecchini Family Health & Wellness Complex. The Mercy Wellness Center houses the Cavalier Fitness Center and Health Services. This collaborative space offers outreach programs and clinics in conjunction with Walsh University Divisions of Physical Therapy program. These programs offer our students supervised, clinical opportunities while providing local community members with preventative, awareness, and behavior modification programs.

THE HANNON CHILD DEVELOPMENT CENTER
The Hannon Child Development Center (1990) is home to Walsh's Division of Education. It has specialized teaching stations used by education majors as they work with children; classrooms; educational technology/media lab; a large computer lab; state of the art learning space, meeting, resource, and conference rooms; and faculty offices. The Hannon Center also is home to Transition U, the After School Enrichment Program, STARS, and several grant projects.

THE TIMKEN NATURAL SCIENCES CENTER
The Timken Natural Sciences Center (2005) is a 30,000 square foot teaching center, where students apply classroom learning in practical research settings. In addition to multi-media classrooms and lecture halls, the Timken Center houses state-of-the-art laboratories for biology and microbiology, organic and general chemistry, anatomy, biochemistry, computer science, and bioinformatics, a field that uses sophisticated computer equipment to study new diagnostic procedures, treatments for diseases, and genetic research.

THE RESIDENCE HALLS
The Residence Halls are:

• MENARD HALL (1966)
• ALEXIS HALL (1968)
• LEMMON HALL (1995)
• BRAUCHLER (1999)
• MEIER (2000)
• STEIN (2002)
• WILKOF TOWERS (2004)
• BETZLER TOWER (2006)
• OLIVIERI FAMILY TOWERS (2007)
• "THE COMMONS" (2012)

In total, Walsh's residence halls accommodate a little more than 1,000 students. Alexis, Lemmon and Menard have study and lounge areas, and laundry facilities. Menard Hall has the Servants of Christ Chapel. All first-year, traditional-aged students live in either Alexis or Menard Halls, which offer single-sex living communities. Lemmon Hall, is the Honors-International living and learning community. It features apartment-style suites with kitchenettes, is open to Honors and International students. The Commons offers apartment-style suites complete with kitchenettes and is home to upperclass students and the students of the Blouin Global Scholars Program. The University Apartments offer apartment style living for upperclass students. Each furnished apartment has a full kitchen,
living room, its own washer and dryer, as well as a private bedroom for each resident. Each resident will have a phone jack and an ethernet port with a free connection to the Internet and the campus network.

**LA MENNAIS HALL**
La Mennais Hall (1960) is the residence of the Brothers of Christian Instruction who are assigned to the University. The Office of Integrated Marketing & Communications and number of faculty offices are also housed in La Mennais.

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

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

**Environmental Field Center**
Environmental Field Center (2011) is a four-season center featuring an enclosed lab as well as a pavilion for use as an outdoor classroom, allowing for hands-on training, testing and experimentation for Walsh’s botany and ecology classes.

**OUR LADY OF PERPETUAL HELP CHAPEL**
Our Lady of Perpetual Help (2006), is named in honor of the patroness of the Brothers of Christian Instruction – Walsh’s founders. In reverence of the founders’ mission of providing for students’ spiritual needs, Walsh University dedicated its Chapel and religious education complex to the Brothers. The facility serves as a visible commitment to the Catholic heritage of Walsh University. A center for spiritual development, the complex offers space for quiet contemplation, prayer services, spiritual education, Bible study and Mass. This religious center is designed to also accommodate new faculty and staff offices, the Jewish Catholic Institute, and additional meeting space.

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

**ST. JOHN PAUL II CENTER FOR SCIENCE INNOVATION**
The two-story St. John Paul II Center for Science Innovation (2015) adjacent to the Timken Natural Science Center features new and innovative laboratories and learning spaces to support various programs. Additional features include a human anatomy lab with an interactive virtual dissection table, an occupational therapy lab, an advanced chemistry lab, an exercise science lab, a showcase area for science innovation, a faculty lab and much more.

**MARLENE AND JOE TOOT GLOBAL LEARNING CENTER**
The Marlene and Joe Toot Global Learning Center (2018) is a cornerstone academic building on campus designed to support interdisciplinary research initiatives and problem solving through cutting-edge technology, collaborative learning spaces and open gathering spaces. In addition to interactive classrooms and multimedia labs, the building also features the Cavalier Cafe and the Saint Teresa of Calcutta Chapel.
Academic Services

Academic Advising

The mission of academic advising and the advisors who administer the advising process follows the general mission of the University and the founding Brothers of Christian Instruction. The advising process serves in multiple areas of students’ academic life by serving all students, especially the underserved. Advisors act as both repositories of university information and conduits for student success in classes taken and goals developed while at Walsh University and preparation for life beyond college.

The purpose of academic advising at Walsh University is threefold: to assist students in the development of their academic programs; to explain and develop the students’ rights and options in the advising process; and to point out to students their responsibilities as advisees.

Academic advisors are assigned at the start of the freshman year to all freshmen, to any student transferring into Walsh University, and to any student declaring a major or changing a major. The advisor is the guide through the Walsh experience. This association is one of the most important that students will have especially early in their academic careers and in pursuit of a bachelor’s degree. The advisors will answer questions and present options to students that may impact their success as Walsh students. Advisors do not tell students what to do but rather assist them in making thoughtful, reasoned decisions, explaining the benefits and consequences of potential decisions or directions students wish to pursue. It is to students’ advantage to develop a good working relationship with their advisors as soon as possible. Most advisors have regular office hours posted on their office doors.

The Dean of Academic Services is responsible for overseeing academic advising.

The Academic Support Center

The Academic Support Center (ASC) serves the student body, beginning with the students in transition to college from secondary school and proceeding all the way to graduation. The ASC includes tutoring, Accessibility Services, the Academic Achievement Program, and the Cavs CORE Learning Community. These services are located in Farrell Hall 209, which allows for one central place to find a variety of academic support.

Tutoring

The Academic Support Center (ASC) provides free tutoring to Walsh students in selected subject areas such as math, chemistry, biology and foreign language, along with tutoring in writing for any subject area. Students may walk in or schedule appointments. Tutoring is usually on a one-to-one basis, arranged in half-hour or one-hour sessions, and tutoring hours are posted around campus each semester and are available in the ASC. In addition to providing help in specific content areas, the tutors are available to assist with any area of the writing process: brainstorming, developing ideas and organizing them, understanding research and documentation, and reviewing individual points of grammar. Reference works, such as dictionaries, thesauri, style manuals and manuals on writing for various fields, along with textbooks for selected subject areas, are available in the Center, as are numerous computers with network access.

Accessibility Services

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

Academic Achievement Program

The Academic Achievement Program coordinates peer tutoring along with counseling and addresses time management and study skills for students on academic probation. The faculty work with freshmen and sophomores as one group, and juniors and seniors as a second group in addressing academic needs. Walsh University provides this program to assist students in achieving their academic goals while working toward graduation. The faculty and staff meet with each student to identify their needs in subject areas and skill training. They provide assistance, as needed, to help each student be successful.

Cavs CORE Learning Community

The Cavs CORE Learning Community, formerly known as the Structured Education Program, is designed to offer incoming freshmen who test into Walsh’s beginning-level English and math courses additional structured assistance over their first years. Students are enrolled in this learning community based on their placement test results. Cavs CORE students have ongoing access to assigned tutors and a variety of experiential learning activities. Students in this learning community will take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111-1</td>
<td>Explor of Self in Community</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109-1</td>
<td>Algebra Found/Appl I</td>
<td>3</td>
</tr>
<tr>
<td>GE 110</td>
<td>Bldg Coll Literacy/Stud Skills</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111-2</td>
<td>Explor of Self in Community</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109-2</td>
<td>Algebra Found/Appl II</td>
<td>3</td>
</tr>
<tr>
<td>Other courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

A Cavs CORE student’s total load should not exceed 16 credit hours in both the fall and spring semesters of freshman year. Students may contact their professional advisors to request permission to waive this course-load cap.
This course layout enables all Cavs CORE students who successfully complete the program to be qualified to take proficiency-level courses in ENG 102 and MATH 104 by the end of their first year.

**Walsh University Experiential Learning**

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

**Service Learning**

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

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

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

**Br. Francis Blouin Global Scholars**

The Blouin Scholars Program in Global Learning at Walsh University provides students with a unique opportunity to become part of a community of students and faculty dedicated to using scholarship to address major global issues. Blouin Global Scholars live and take classes with a cohort of students who are similarly dedicated to become leaders in service to the global community. All classes are built into the Walsh University core curriculum—students choose your own majors and minors—and center on a common global theme. Students are supported with opportunities such as global learning in Africa and Europe, special lectures and co-curricular activities, and priority registration and advising procedures.

<table>
<thead>
<tr>
<th>2022 Blouin Cohort</th>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year - classes required to take as a cohort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 101</td>
<td>T1:DV:World Civil to 1500 (Fall 2018)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE 100</td>
<td>First Year Institute (Fall 2018)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy (Spring 2019)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Spring 2019)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HIST - Africa Trip H2b (Spring 2019)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year - classes required to take as a cohort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 113</td>
<td>Chemistry of Water</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Fall 2019)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>GFA 209</td>
<td>T1:DV:World Regional Geography (Spring 2020)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Spring 2020)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year - classes required to take as a cohort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Spring 2020)</td>
<td>0</td>
</tr>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Spring 2021)</td>
<td>0</td>
</tr>
<tr>
<td>GL 350</td>
<td>Rome Experience (Summer 2021)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Senior Year - classes required to take as a cohort**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Fall 2021)</td>
<td>0</td>
</tr>
<tr>
<td>GL 200</td>
<td>Blouin Colloquium (Spring 2022)</td>
<td>0</td>
</tr>
</tbody>
</table>

The Blouin Global Scholars will have 6 cohort courses together that meet the requirements for the General Education curriculum (listed above). Below is the list of recommended courses to complete the remainder of the requirements for the General Education curriculum. Note: the courses below do not need to be taken as a cohort.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 106</td>
<td>T1:Script &amp; the Catholic Trad</td>
<td></td>
</tr>
<tr>
<td>ENG 200-2</td>
<td>T1:DV:Cre Eq:Iss of Gen/Rac</td>
<td></td>
</tr>
<tr>
<td>ENG 204</td>
<td>T1:World Literature II</td>
<td></td>
</tr>
<tr>
<td>ENG 207</td>
<td>T1:DV:Lit &amp; Gender Theory</td>
<td></td>
</tr>
<tr>
<td>PSYC 230</td>
<td>T1:DV:Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>T1:Principles of Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 204</td>
<td>DV:T1:Social Problems</td>
<td></td>
</tr>
</tbody>
</table>

**Heritage Series**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: 21st Century Challenges: Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 315-1</td>
<td>H1:ST:21st Cent:Chal Conte Fi</td>
<td></td>
</tr>
<tr>
<td>GFA 241</td>
<td>H1:Urban Politics</td>
<td></td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1:DV:World Politics</td>
<td></td>
</tr>
<tr>
<td>GFA 323</td>
<td>H1:DV:Public Policy</td>
<td></td>
</tr>
<tr>
<td>GFA 355</td>
<td>H1:American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>GFA 409</td>
<td>H1:InternPoliti Econ</td>
<td></td>
</tr>
<tr>
<td>HIST 335</td>
<td>H1:U.S. in the 20th Century</td>
<td></td>
</tr>
<tr>
<td>PEAC 201</td>
<td>H1:Intro to Peace Studies</td>
<td></td>
</tr>
<tr>
<td>PHIL 275</td>
<td>H1:Environmental Philosophy</td>
<td></td>
</tr>
<tr>
<td>PSYC 307</td>
<td>DV:H1:Cross-Cultural Psych</td>
<td></td>
</tr>
<tr>
<td>SOC 304</td>
<td>H1:DV:Urban Sociology</td>
<td></td>
</tr>
</tbody>
</table>

**H2a Religious Traditions - Choose one**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 203</td>
<td>H2a:Christian Moral Life</td>
<td>3</td>
</tr>
<tr>
<td>THEO 205</td>
<td>H2a:DV:Church in the Mod Wrld</td>
<td>3</td>
</tr>
<tr>
<td>THEO 271</td>
<td>H2a:Cathol Belief in Practice</td>
<td>3</td>
</tr>
<tr>
<td>THEO 309</td>
<td>H2a:SL:Princ of Justice/Peace</td>
<td>3</td>
</tr>
</tbody>
</table>

**H2b: Liberal Arts**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG - Africa Trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3: The Responses to the Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GL 350</td>
<td>Rome Experience</td>
<td></td>
</tr>
</tbody>
</table>

Note: Please contact Rachel Hosler for approval for a course that does not appear on the list above.
Leaders in COMMUNITY ENGAGEMENT

The Sister Rosemary Leaders in Community Engagement is a four-year program which fosters leaders who are active change-makers in their communities and leaders in service to others. It is a learning community of residential and commuter students who have a passion for making the world a better place for all by challenging social inequality and engaging meaningfully in the community.

Through academic coursework, social justice training, leadership development, community immersion, and regular service at nonprofits, the Rosemary Leaders are empowered to recognize injustice and equipped to have a meaningful impact locally. Each Rosemary Leader has the opportunity to explore issues and address one about which they are most passionate, working alongside community mentors and in collaboration with nonprofit organizations. In addition to the financial scholarship, the Rosemary Leaders have access to special lectures and priority registration and advising procedures.

Class of 2021

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 100</td>
<td>First Year Institute (Fall)</td>
<td>1</td>
</tr>
<tr>
<td>LSJ 200</td>
<td>Leadership and Social Justice (Spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 290</td>
<td>Special Topics (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>Dialogue Friday 1:50 or Thursday 8:00 (Fall)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ENG 315</td>
<td>DV:Special Topics in Litera (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Dialogue Friday 1:50 or Thursday 8:00 (Spring)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue Friday 1:50 or Thursday 8:00 (Fall)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dialogue Friday 1:50 or Thursday 8:00 (Spring)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Class of 2022

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 100</td>
<td>First Year Institute (Fall)</td>
<td>1</td>
</tr>
</tbody>
</table>

Tier I Selection (students choose their own course. * indicates a preferred course) (Spring)

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 230 T1:DV:NativeAm/Af Am/Women Art</td>
<td></td>
</tr>
<tr>
<td>EDUC 206 DV:Except&amp;MultiCultGlobSoci</td>
<td></td>
</tr>
<tr>
<td>ENG 207 T1:DV:Literal &amp; Gender Theory (*)</td>
<td></td>
</tr>
<tr>
<td>GFA 103 T1:DV:American Government (*)</td>
<td></td>
</tr>
<tr>
<td>HIST 225 T1:DV:African-American History</td>
<td></td>
</tr>
<tr>
<td>PHIL 203 T1:DV:Moral Philosophy (*)</td>
<td></td>
</tr>
<tr>
<td>PSYC 200 T1:Psychology of Violence</td>
<td></td>
</tr>
<tr>
<td>PSYC 230 T1:DV:Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>SOC 204 DV:T1:Social Problems (*)</td>
<td></td>
</tr>
<tr>
<td>SOC 205 T1:DV:Social/Cult Divers (*)</td>
<td></td>
</tr>
<tr>
<td>SOC 206 DV:T1:Cross-Cult Iss Gender</td>
<td></td>
</tr>
<tr>
<td>SOC 210 T1:Juvenile Crime/Justice</td>
<td></td>
</tr>
<tr>
<td>SOC 212 T1:Criminal Justice</td>
<td></td>
</tr>
</tbody>
</table>

Dialogue (Spring) 0

Sophomore Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200-2 T1:DV:CrecEq:Iss of Gen/Rac (Fall)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Dialogue (Fall) 0

H2b (SOC, HIST or GFA - TBA) (Spring) 3

Career Center

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

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

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

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

Global Learning

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

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

The Office of Global Learning offers students the opportunity to participate in the Br. Francis Blouin Global Scholars academic living-learning community. This living learning community brings together students from a variety of disciplines and requires students to take a critical look at major issues facing the world today. Students are admitted to the program through a competitive interview process as
incoming freshmen and asked to commit to the program for their four-
year undergraduate career. During this time, students will take cohort
courses and a prescribed curriculum that supports a critical look at a
major world problem. Past cohorts have studied food sustainability,
global healthcare, justice and technology. Scholarships are awarded to
freshmen or sophomore students after a competitive interview process.
Students accepted to the program must commit to the program for
the entirety of their undergraduate career and participate in the Global
Learning programs supporting the community. Students are awarded two
education abroad experiences with courses that relate to their topic of
study, live in a common space for two years and receive recognition upon
completion of the program.

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

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

Assessment of Student Academic
Achievement

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

Student Publications, Broadcasting And
Video Production

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

A college education consists of much more than classroom work. Walsh University’s goal is to help each student grow in knowledge, wisdom, and virtue.

The University offers a comprehensive program of services designed to enhance each student’s ability to function as a responsible member of the Walsh community and society. Coordination of services and activities is provided principally through the Department of Student Affairs.

Orientation Programs

The transition from home and high school to college can be an exciting time of challenge and change. Getting started on the right track toward finding, starting, and completing a degree program at Walsh University is an important first step. The Orientation programs hosted by the Orientation Office are designed to provide both welcoming and informational opportunities for new students and their families. We strive to help incoming students make meaningful and purposeful connections to Walsh through programs that focus on the student’s academics, personal, faith and social development.

The Freshman Orientation experience begins with attending a Cavalier Connection summer session. Cavalier Connection provides an opportunity to connect with Walsh students, faculty and staff. Interactive sessions provide important information about the programs and services offered to assist students throughout their journey at Walsh. New students meet their Professional Advisor, receive Fall semester course schedules, connect with their Maroon & Gold Student Mentor, and engage with future classmates.

The Fall semester officially kicks-off the weekend prior to the start of classes. Walsh University’s Welcome Weekend is specifically designed to help our Freshman students learn about all the exciting opportunities and important responsibilities of being a member of the Cavalier Community. During Welcome Weekend students are introduced to the First Year Institute (F.Y.I.) course, a series of small group meetings led by a trained instructor. F.Y.I. continues to meet weekly during the first semester and provide opportunities for real-life, hands-on discussions, including: college success skills, academics support, healthy living, responsible decision making, diversity, and much more! F.Y.I. is a credit bearing course and is required for graduation.

To learn more about Walsh University’s Orientation Programs, visit www.walsh.edu/orientation-programs (http://www.walsh.edu/orientation-programs).

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 child(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

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.

Betzler Tower

Betzler 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

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.

Lemmon Hall

Lemmon Hall (1995) is home to the Honors-International Living and Learning Community. It offers apartment-style suites, complete with kitchenettes. A classroom, community room, computer lab and laundry facilities are located on the first floor.

Brauchler, Meier, Stein Halls

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

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

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"

"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 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.

Student Conduct System

The mission of the Walsh University Conduct System is to foster a sense of responsibility for personal and community standards through education and personal accountability. This is achieved by consistently reviewing and determining appropriate conduct responses in cases involving violations of federal, state, and local law, as well as University policies and student association regulations. Our conduct process is grounded in the concept of fairness and impartiality, thereby supporting the values of our community by addressing misconduct in a constructive and positive way. Walsh University expects all members of the campus community to uphold and abide by the moral and educational values of our Judeo-Christian tradition.

Any questions regarding the University’s student conduct process can be forwarded to the Student Affairs Office, David Campus Center, at 330-490-7301.

Counseling Services

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

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

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

Multicultural Affairs

The Office of Multicultural Affairs is committed to creating an inclusive environment essential for all students’ cultural development, personal development and academic success. The office serves as a support system for historically underrepresented students to:

- Foster a sense of belonging and academic achievement
- Assist in leadership development
- Provide resources to Walsh’s multicultural student population
- Facilitate cultural awareness for the entire campus 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.

International Student Services

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

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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.

**Commuter Student Services**

Walsh University offers a broad range of commuter student services including commuter student programming, commuter publications, and a Commuter Assistant Mentoring Program. In addition 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 Business and Community 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 and Commuter Student Services in the Paul and Carol David Family Campus Center.

**Bookstore**

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

**Photo Identification Card**

The Student Affairs Office issues a photo identification card to every student enrolled in the University. The use of this card is restricted to the student to whom it was issued and should be used for identification purposes only. The student must report the loss or theft of his/her card to the Student Affairs Office and/or Campus Police immediately. Lost or stolen cards must be replaced at the student’s expense. Replacement cards may be obtained in the Student Affairs Office for $10.00. Proper identification may be requested prior to re-taking a photo. The photo identification card is the property of the University and must be surrendered by the student upon request by University officials.

**Post Office and Dining Services**

Students are encouraged to request a numbered mailbox at the Campus Center post office. The dining hall and snack bar in the David Campus Center are open at designated hours.

**Student Affairs Committee**

The Student Affairs Committee governs nonacademic activities. This committee provides input and feedback to student affairs departments and programs and formulates student policies for recommendation and approval by the University Senate and President of the University.

The student handbook provides detailed information about student activities, campus organizations, and University regulations.

**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 University Programming Board, e-mail upb@walsh.edu.

**Student Government**

Executive, Senate and Judicial branches provide responsible Student Government, foster student involvement in University governance, serve as forums of student opinion, and serve as liaisons to students, administrators, faculty and staff. Most representatives are elected annually. The Student Government office is in the David Campus Center.

**University Wellness**

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

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](http://my.walsh.edu/wellness).

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

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

Fitness Centers

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

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

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

Betzler and Olivieri Towers Fitness Centers are two residential fitness centers located in, Betzler and Olivieri Towers residence halls. These fitness facilities are available to any residential student living on campus.

Athletics

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

Intramurals

The Walsh University Intramurals office 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.
General University Policies

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

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

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

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

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

Definitions

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

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

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

Right to Inspect and Review Educational Records

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

Procedure

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

Exceptions

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

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

Disclosure of Educational Records

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

Exceptions made to the disclosure policy are:

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

Directory Information

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

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

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

Amendment of Educational Records

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

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

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

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

Compliance Office

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

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

Medical Leave Policy

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

Smoking Policy

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

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

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

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

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

Change of Regulations

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

Title IX and Walsh University

Discrimination Policy

Statement of Policy

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

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

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

DEFINITIONS

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

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

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

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

Sexual harassment includes the following examples:

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

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

For issues involving discrimination or harassment based on gender, including sexual harassment, the Walsh University Title IX procedures govern these complaints. Please contact Amy K. Malaska, Title IX Coordinator at 330-490-7321 or amalaska@walsh.edu.

For issues involving race, religion, age, color, disability, national or ethnic origin or status as a veteran, please refer to the Walsh University Equity Board description and procedures. Please contact the current chair of this Board, Kristi Campbell at 330-490-7105 or kcampbell1@walsh.edu to address any questions you may have.

Title IX
The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX Coordinator
The Title IX Coordinator and Deputy Coordinators are responsible for overseeing complaints brought forward under Title IX and associated Walsh University policies to assure that these matters are being handled appropriately. In addition, they are called to identify and address patterns of misconduct and systemic problems which may become evident as a result of investigations. The Title IX Coordinator and Deputy Coordinators also serve as resources for anyone seeking additional information about the processes under this policy, about other resources that may be available to victims of misconduct covered by this policy, or who wish to file a complaint of an alleged violation of this policy.

Speaking confidentially regarding sexual assault
Walsh University recognize a student may wish to speak confidentially about sexual assault. If the student does not want to proceed with an investigation but needs personal support, it is important that students understand the Office of Civil Rights does not require campus mental-health counselors, pastoral counselors, health center employees, (or who is supervised by such a person) to report - without the student's consent - incidents of sexual violence to the school in a way that identifies the student. The counselor-client relationship is protected so students can seek the help they need.

PROCEDURES FOR INSTITUTIONAL ACTION IN CASES OF ALLEGED DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT, GENDER-BASED COMPLAINTS, STALKING AND RETALIATION

Title IX Authority
Title IX protects individuals from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs, activities or employment of schools, regardless of the location. Title IX protects both males and females from sexual harassment by any school employee, student, and a non-employee third party.
If the assailant is a student, regardless of criminal or civil action, campus administrative action may be initiated through the Student Conduct system.

**Filing a Complaint**

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

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

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

**Standard of Evidence**

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

**Rights of the Complainant and the Respondent**

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

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

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

Walsh University expects all students and applicants for admission to be responsible individuals in their conduct so as to reflect favorably upon themselves and the University community. The University reserves the right to deny enrollment to any student or applicant whose conduct or attitude is believed to be detrimental to the University community.

Freshman Admission Requirements

Students seeking admission to Walsh University are to submit the following to the Office of Admission:

- Completed application for admission
- Official high school transcripts
- Scores from the American College Test (ACT), Scholastic Aptitude Test (SAT) or Classic Learning Test (CLT)
  - Walsh’s institutional identification number for the ACT is 3349.
  - Walsh’s institutional identification number for the SAT is 1926.
- Writing Test on either the ACT or SAT is strongly recommended.

Application for admission can be made after six semesters of high school work. Upon receipt of the required documents, the application materials are reviewed and an admissions decision is made. Under the rolling admission policy, the student will be notified of this decision within 10 days.

Each student’s application for admission is reviewed individually to assess the student’s ability to meet the rigors of the University’s curriculum. A minimum cumulative grade point average of 2.5 and an ACT composite score of 18 or SAT (critical reading + math) score of 940 must be attained to be considered for admission, but does not guarantee a favorable admission decision. The composition of the high school classes, grades achieved in the college preparatory classes, and the standardized test scores all are taken into consideration before an admission decision is rendered.

Recommended high school preparation for admission to Walsh University should include the following units: 4 English, 3 Mathematics, 3 Sciences, 3 Social Studies, 2 Foreign Language, 1 Fine or Performing Art.

The State Equivalency Certificate, based on the General Educational Development Tests (GED), is accepted in lieu of a regular high school diploma. A minimum total GED score of 145 is required to be considered for admission.

The University is more interested in an applicant’s ability to meet the rigors of the University’s curriculum. A minimum cumulative grade point average of 2.5 and an ACT composite score of 18 or SAT (critical reading + math) score of 940 must be attained to be considered for admission, but does not guarantee a favorable admission decision. The composition of the high school classes, grades achieved in the college preparatory classes, and the standardized test scores all are taken into consideration before an admission decision is rendered.

Transfer of college credit toward a degree for courses taken at a college or university other than Walsh must be approved by the Registrar or appropriate division chair. Walsh University accepts transfer credits from regionally accredited institutions with a grade of “C” or better. Pre-nursing students and biology, biochemistry, chemistry, clinical laboratory science, bioinformatics, psychology pre-OT and psychology pre-PT majors who wish to transfer science courses from 2-year community colleges or technical colleges, must earn a “B” or better grade. The grades earned are not included in the student’s cumulative grade point index. Only credit hours are accepted and recorded on the academic record for each transferred course as “TR.”

Students wishing to transfer into nursing must be in good academic standing in their prior nursing program. In addition, the student must meet the Gary and Linda Byers School of Nursing admission criteria.

A student who has earned credits in a technical program (industrial, commercial, culinary, agricultural, mechanical, musical or the arts) at a regionally accredited two- or four-year college or university may transfer in as many as 15 hours of technical credits as elective credits. These technical credits will not fulfill core or major requirements.

Transfer students are required to complete a minimum of 32 credit hours at Walsh University to be considered for a degree from the University.

All students will be held to the requirement that 32 of the last 38 semester hours, with a minimum of 15 credit hours in the major field, must be taken at Walsh University.

Transfer students who have achieved an associate’s degree are eligible for reduced core.

In order to be eligible to apply under the Test Optional policy, students most meet a minimum of 3.0 GPA in college preparatory curriculum.

Below is the list of students NOT eligible to apply under our test optional policy:

- Homeschooled students
- Recruited NCAA Division II athletes
- International students- unless they have completed 2 years of US high school education and are graduating from US high school
- Applicants applying to the following programs:
  - Early Assurance Entry - Physical Therapy
  - BA/MBA Program - B.A. in Business and a M.A. Business Administration
  - BA/MA Counseling & Human Development Program
  - Legal Studies Programs

Transfer Student Admission Requirements

- Completed application for admission
- Official final high school transcripts
- Official transcripts from all colleges/universities/professional schools previously attended sent directly from the institution.
- An essay is highly recommended.

Transfer of college credit toward a degree for courses taken at a college or university other than Walsh must be approved by the Registrar or appropriate division chair. Walsh University accepts transfer credits from regionally accredited institutions with a grade of “C” or better. Pre-nursing students and biology, biochemistry, chemistry, clinical laboratory science, bioinformatics, psychology pre-OT and psychology pre-PT majors who wish to transfer science courses from 2-year community colleges or technical colleges, must earn a “B” or better grade. The grades earned are not included in the student’s cumulative grade point index. Only credit hours are accepted and recorded on the academic record for each transferred course as “TR.”

Students wishing to transfer into nursing must be in good academic standing in their prior nursing program. In addition, the student must meet the Gary and Linda Byers School of Nursing admission criteria.

A student who has earned credits in a technical program (industrial, commercial, culinary, agricultural, mechanical, musical or the arts) at a regionally accredited two- or four-year college or university may transfer in as many as 15 hours of technical credits as elective credits. These technical credits will not fulfill core or major requirements.

Transfer students are required to complete a minimum of 32 credit hours at Walsh University to be considered for a degree from the University.

All students will be held to the requirement that 32 of the last 38 semester hours, with a minimum of 15 credit hours in the major field, must be taken at Walsh University.

Transfer students who have achieved an associate’s degree are eligible for reduced core.

Note: Transfer and transient courses cannot count for Tier II (Heritage Series) credit, unless approved from Division Chair or Director of General Education Program.
International Student Admission Requirements

- Completed application for admission
- Original official transcripts translated into English providing proof that secondary education was successfully completed
- Original official transcripts from all colleges and universities or professional schools previously attended, translated into English
- Student needs one of the following:
  - Minimum TOEFL score of 500 on the paper-based test, 173 on the computer-based test, and 62 on the Internet test.
  - The STEP test (administered mainly in Japan) can be taken lieu of the TOEFL. A minimum score of Grade 2A is required.
  - Minimum IELTS score of 5.5.
  - Standardized Test Results: SAT or ACT
  - A recommendation by the Enrollment Management Committee, if applicable
  - Minimum of 160 on the Cambridge English Assessment for tests B2 First and C1 Advanced.
- Walsh’s Certification of Financial Responsibility indicating that the funds exist and will be available to pay for the first academic year, supported by financial statements.
- International students must maintain full-time status (12 or more credit hours per semester) during their stay in the United States.
- All international students are required to purchase health insurance.

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.

Conditional Admission Program
A limited number of students who lack some admission criterion may be admitted on a conditional basis for their first year of studies. Students admitted conditionally must complete required testing, meet with a counselor five times during their first semester, take the GE 110 (Study skills) course and take no more than 16 credit hours.

Students successfully meeting their academic obligations after 32 semester hours will be granted regular status.

Readmission to the University
A matriculated, degree-seeking student who has been absent from Walsh for one full academic year or more must file a Returning Student Application. An academic advisor will be assigned and all records will be updated according to the appropriate catalog. If the student has attended another institution during this absence, he/she will be required to submit official transcripts for evaluation prior to readmission. Any financial or academic holds must be removed from the student’s account prior to admission.

Placement and Proficiency Testing
To enhance student success, all enrolling students are required to take Mathematics and Foreign Language placement tests. Nursing students test in Chemistry. Students placing into developmental courses receive credit towards graduation; however, the courses do not fulfill core or major requirements. Students showing sufficient proficiency in Foreign Language, English, and/or Mathematics will need no further courses in these areas unless the courses are needed for their chosen major.

International students from countries where English is not the first, national language are required to take an English Language Learning (ELL) placement test to determine placement in English courses during their first week at the University. Students placed into the developmental ELL courses receive credit toward graduation; however, the courses do not fulfill necessary English core requirements. Once students complete the ELL courses, they transition into general English courses that fulfill core/major requirements. Students are able to test out of ELL courses through the ELL placement test.

Enrollment Deposit
Students confirm their acceptance to Walsh University by paying a $125 tuition deposit, which is credited to their first-term payment. The enrollment deposit is fully refundable until May 1st. Students who wish to reside on campus need to pay a $200 housing deposit.

Honors Program
Walsh University’s Honors Program offers two admission tracks. The first, General Honors, is designed for those students who begin the program as freshmen. Track II Honors accepts into the program those who have excelled during their freshman-year experience at Walsh. Both admissions tracks are highly competitive.

General Honors
Each year, university faculty collaborate with the Honors Program Director and the Honors Committee to select the incoming freshman Honors class from a qualified pool of high-school seniors who have completed the Honors Competition Application and participated in the Honors Competition. During the Honors Competition, applicants interview with faculty and interact with Walsh’s current Presidential, Founders, and Honors Scholars. The Honors Program awards its scholarships based upon a holistic review of faculty recommendations, each student’s application materials, and each student’s interview, among other factors.

Honors Scholarship applicants should meet or exceed the following criteria:
• A high-school grade average of 3.75
• An ACT score of 25 or an SAT score of 1200

Track II Honors
Each spring semester, the Honors Director and Honors Committee welcome applications from qualified Walsh freshmen for admittance into the Honors Program via Track II. After an initial vetting process, particularly promising students interview for Honors with the director and committee. To apply for Track II Honors Program admittance, a student must complete an application form, gather several recommendations from Walsh faculty, submit an original writing sample, and complete the interview process described above. Students should have a minimum grade-point average of 3.3 in university courses when applying. Students interested in Track II Honors are welcomed to contact the Director of the Honors Program as early as the middle of the fall semester of their freshmen year to initiate the application process. Students selected into Track II Honors receive the same scholarship support as students admitted through General Honors.

Advanced Placement and Credit
The divisions of English/Foreign Languages, History/Political Science, and Mathematics grant course credit to students who have passed one or more of the advanced placement tests of the College Entrance Examination Board. Students must have their advanced placement scores on file in the Registrar's Office. A minimum score of three is required for most; higher scores may be required. The Registrar and division chairs award credit as appropriate. Each division determines which of its courses the advanced placement tests substitute. A minimum score of three on the English Language and Composition Test earns credit for ENG 101, a four or higher for ENG 101 and ENG 102. A four or higher on the English Literature and Composition Test will earn a student three elective credits in English.

Walsh University also allows credit by examination, including the College Level Examination Program (CLEP), to students who have had learning experience equivalent to college course work. High school-level work is not accepted under this program. Life experience credit also is available to students. Contact the registrar for further information.

College Credit Plus
Walsh's College Credit Plus Program allows qualified high school students to enroll in courses for course credit. These courses, in addition to fulfilling high school graduation requirements as approved by local boards of education, give qualified students a head start toward a college degree. Accepted students join Walsh students in taking regular courses taught by University faculty members. The University may require students, prior to enrollment in the College Credit Plus Program, to take placement tests. Preregistration for classes is on a space-available basis.

College Credit Plus Admission
• Preferred 3.00 cumulative GPA
• Submit CCP Application* by application deadline
• Submit official high school transcripts and ACT/SAT scores to Office of Admissions
• Meet state eligibility standards

*Please note that no applications are accepted for Spring semester

Interested students should ask their high school counselors for details.

Cooperative Degree Programs
Walsh–Stark State College
Walsh University has a cooperative program in Early Childhood Education with Stark State College. Inquiries should be made to the Walsh University Division of Education. Students must meet Walsh's current admissions requirements to be covered by this agreement.

Students receiving associate's degrees in business management technology, marketing management technology, accounting technology/CPA or nursing at Stark State College can continue their education and earn a bachelor's degree in their respective field at Walsh University.

Veterans’ Benefits
All programs leading to master's or bachelor's have been approved by the State Approving Agency for veterans training under Public Law 368. Walsh University meets all requirements for undergraduate and graduate students eligible to study under benefits of the G.I. Bill.

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

Adult Accelerated Degree Programs - School for Professional Studies
Students may earn up to 45 credit hours for work or life experience and through test outs. Students may move in and out of sessions as needed due to outside demands. Advisors work with students to determine their best options for degree completion. Excellence in education and the integrity of the program are maintained and strengthened through stringent academic monitoring and continuous communication with both faculty and students.

Admission Requirements
To be accepted into the School for Professional Studies, students must:
• Be 21 years old.
• Have 12 hours of prior college credit. (Acceptable transfer work is credit toward a degree for courses taken at a college or university other than Walsh that is approved by the registrar, appropriate division chair, or program director. Walsh University accepts transfer credits from regionally accredited institutions with a grade of "C" or better)
  • If you are an adult learner (21 years and older) with less than 12 credit hours of acceptable transfer work you must:
    • Have graduated from an accredited high school or have an overall score of 640 on the GED
    • Complete standardized placement test in writing.
• Applicants showing sufficient proficiency in writing will require no further courses in this area.
• All students with less than 12 credit hours of acceptable transfer work will have provisional acceptance until the completion of the following (as part of a Learning Support Program – LSP):
  • APA Refresher Course
  • Earned 12 credit hours with a minimum cumulative GPA of 2.00 (on a 4.00 scale)
• If you are an adult learner (21 years and older) with at least 12 credit hours of acceptable transfer work, you must:
  • Have graduated from an accredited high school or have an overall score of 640 on the GED
  • Have a minimum 2.00 cumulative GPA (on a 4.00 scale) on a minimum of 12 credit hours of approved transfer credit.
  • Upon admission, the student will meet with his/her academic advisor to review the degree requirements, review proficiency status and enroll in the appropriate coursework.

Admission Process
Admission to the School for Professional studies requires:

• Completed online application
• A current resume
• Official transcript from each college or university previously attended
• Official transcript from high school
• If applicable, notarized copy of DD-214 or DD-295 forms (military) and/or official copy of CLEP, PEP, DANTES, USAFI standardized test scores, and/or company training courses if they have been evaluated by the American Council of Education
• Assessment and/or placement tests may be required.

GPA Calculation for Students Transferring to Walsh University from Another Institution
Courses transferred from another accredited institution are not included in the student’s cumulative grade point index. Only the credit hours are accepted and recorded on the academic record for each transferred course as “TR.”

Business majors, transferring in equivalent degree required business courses, will follow the GPA calculation requirements for purposes of advancement and graduation (see degree requirements) (p. 74).

DROP POLICY
Registration for SPS classes creates a contract for payment of tuition, fees and charges. If the student chooses to terminate this contract with Walsh University, he/she must officially (in writing) drop his/her class(es) during the first six business days from the start of each session in which the course occurs, in order to receive 100% tuition refund. However, there will be a $100 drop fee assessed at that time.

Nonattendance to class or notification to an instructor does not constitute an official withdrawal.

The student should understand that dropping classes could negatively affect his/her financial aid award package.

TUITION PAYMENT
For All Students
Owed account balance to Walsh University must be under $1000.00 before a student is permitted to register for future classes in subsequent semesters. Any balance over 90 days old will be assessed a 1% per month interest fee.

For Students Receiving Company Reimbursement
Students must make full payment to Walsh University no later than 30 business days after grades are issued, and must provide Walsh University with a current copy of Walsh University’s Employer Reimbursement form. Any balance over 30 days old will be assessed a 1% per month interest fee, and any delinquent balance may result in the student accounting being removed from the Employer Reimbursement program until it is brought up to date.

OVERDUE BALANCES
Balances paid after 150 days from the start date of the session in which the course occurs are subject to collection action. This action includes collection and default charges in addition to the interest fees. If an account balance is forwarded to a third party collection agency, the student will be responsible for that account balance (including interest) and collection costs of 33 1/3%. Payment in full (including interest and collection costs) must be made before the student is able to register for any additional classes. Tuition for all future courses must be paid in advance.

Financial Aid
Students who register for at least six (6) semester hours per semester are eligible to apply for federal and state financial assistance. This assistance includes grant programs as well as deferred student loans. Information and applications can be obtained by contacting the Walsh University Financial Aid Office at 330-490-7147.

SECOND DEGREE
For previous Walsh University Graduates
Walsh University graduates holding a baccalaureate degree may pursue an additional major baccalaureate degree through the School for Professional Studies. Candidates for an additional degree must satisfactorily complete all of the current requirements for the additional degree and a minimum of 32 additional semester credit hours at Walsh University. Credit hours from the original degree will not count toward the 32 additional hours required for the new degree. Transfer credits, portfolio credits, CLEP, DANTES or special tests will not apply to the 32 additional required hours.

Students returning for an additional degree are required to apply for graduation and pay appropriate graduation fees. The second degree will be posted separate of the original degree. Walsh will not ask for the first diploma to be returned. A new diploma reflecting the additional degree will be issued to the student, consistent with the transcript.

DeVille School of Business courses for traditional undergraduates
The DeVille School of Business permits main campus business majors to enroll in a maximum of two DSoB courses (BUS or ECON) through the School for Professional Studies if:

1. the student meets the admittance criteria of the School for Professional Studies, or
2. the student not meeting the School for Professional Studies admittance criteria requires a course for graduation at the end of the current semester and that course is not available in the DSoB’s main campus offering for that semester.
A main campus business major should be aware that attendance for the first class sessions are mandatory. There may be an assignment due the first class session. Textbooks must be obtained prior to the beginning date for the course. Any student failing to attend the first class session will be administratively withdrawn from the course. The student must gain permission (per above criteria) from the dean of the DeVille School of Business to take courses offered through the School for Professional Studies.
# Estimated Expenses 2018-2019

All rates are estimated and subject to change. Individual programs or courses may assess additional fees. Housing rates may vary within building depending on room size. (Please see the School for Professional Studies section of this catalog for SPS pricing.)

## UNDERGRADUATE TUITION

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, full-time (12-18 credit hours per semester)</td>
<td>$14,240</td>
</tr>
<tr>
<td>Tuition, part-time (per credit hour)</td>
<td>$950</td>
</tr>
<tr>
<td>Tuition, e-learning surcharge per course (fall &amp; spring semesters)</td>
<td>$480</td>
</tr>
</tbody>
</table>

## OTHER

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Credit Hour Rate</td>
<td>$695</td>
</tr>
<tr>
<td>Summer E-Learning (per credit hour)</td>
<td>$660</td>
</tr>
<tr>
<td>Audit (per credit hour)</td>
<td>$475</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>$475</td>
</tr>
<tr>
<td>Examination Fee (per course)</td>
<td>$60</td>
</tr>
</tbody>
</table>

## FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deposit</td>
<td>$125</td>
</tr>
<tr>
<td>General Fee (per credit hour)</td>
<td>$50</td>
</tr>
<tr>
<td>First-year Traditional Student Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Change of Course Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
<tr>
<td>Parking Fee (per semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Transcript</td>
<td>no charge</td>
</tr>
</tbody>
</table>

## HOUSING RATES (per semester)

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexis and Menard</td>
<td>$2,785</td>
</tr>
<tr>
<td>Towers (Wilkof, Olivieri and Betzler)</td>
<td>$4,165</td>
</tr>
<tr>
<td>Lemmon</td>
<td>$3,255</td>
</tr>
<tr>
<td>&quot;The Commons&quot;</td>
<td>$3,885</td>
</tr>
<tr>
<td>University Apartments (Brauchler, Meier, and Stein Halls)</td>
<td>$4,515</td>
</tr>
<tr>
<td>Private Room Surcharge</td>
<td>$1,600</td>
</tr>
<tr>
<td>Housing Deposit (paid prior to first semester of housing)</td>
<td>$200</td>
</tr>
</tbody>
</table>

## DINING SERVICE (per semester)

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Meal Plan</td>
<td>$2,555</td>
</tr>
<tr>
<td>Limited Meal Plan</td>
<td>$1,625</td>
</tr>
</tbody>
</table>

## STUDENT LIFE FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Service Fee (per semester, commuter full-time students)</td>
<td>$10</td>
</tr>
<tr>
<td>Nursing Insurance (per year)</td>
<td>$15</td>
</tr>
<tr>
<td>Telecommunication Fees</td>
<td>no charge</td>
</tr>
<tr>
<td>Student Health Service Fee (resident students)</td>
<td>no charge</td>
</tr>
<tr>
<td>Cable Television Fee (resident students)</td>
<td>no charge</td>
</tr>
</tbody>
</table>

## ADULT ACCELERATED DEGREE TUITION, FEES & OTHER CHARGES

Through the School for Professional Studies

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$500</td>
</tr>
<tr>
<td>Application Fee</td>
<td>no charge</td>
</tr>
<tr>
<td>Textbooks (Average Cost)</td>
<td>$75-$200</td>
</tr>
</tbody>
</table>

Prices are subject to change. Deferred tuition plans are available.
Financial Policies
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 $40 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 late fees on any outstanding balance. Students enrolled in the tuition payment plan or the Employer Reimbursement Program are exempt from interest charges if they adhere to the published payment schedule. Please contact the Student Service Center at 330-490-7367 with questions or if you have difficulty accessing the Cavalier Center.

Tuition Payment Plan / Employee Reimbursement Program

Students enrolled in the Tuition Payment Plan or the Employer Reimbursement Program are exempt from interest charges if they adhere to the published payment schedule. Walsh University reserves the right to deny future participation in either program if there is evidence of abuse or late payments. Students must re-enroll in the program each year to maintain eligibility. Enrollment forms are available at the Student Service Center.

Withdrawal Policy

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 of the fall or spring semester or are obligated 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 of the fall or spring semester will cancel all financial obligations to the University.

Fall, Spring and Summer Semesters (Including 8-week courses)

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</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>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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 a class or from the University beyond the withdrawal deadline date and therefore does not receive an adjustment to tuition, the University may still be required to return a portion of the federal and/or state financial aid to the appropriate programs. Any balance created on the student's account as a result of this transaction is the responsibility of the student. Students considering a withdrawal are encouraged to first consult with a financial aid advisor located in the Student Service Center.

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

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

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

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

Suspension or Expulsion

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

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. This may include students enrolled in the Payment Plan who are delinquent with their payments or who have made payments in an amount that will be insufficient to reconcile the account at the end of the program. In these circumstances, the student will be sent written notice of this situation.

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 each financial aid year they wish to participate.
These scholarships, made possible by donations from supporters of Walsh University, are awarded primarily on the basis of academic ability, and need.

The following scholarships do not require a separate application, unless denoted with an asterisk (*). Application materials will be available in mid-December in the location specified and may also be downloaded online by visiting the financial aid website and clicking the Advancement Scholarships link. The Walsh University Application for Financial Aid, the results of the FAFSA, and the student’s academic record are used to distribute these scholarships.

- **The 50th Anniversary Gala Endowed Scholarship.** An endowed scholarship established by various donors to the University to commemorate the 50th anniversary of Walsh University. Students must have a 2.75 grade point average or higher, participate in campus service activities, and demonstrate a commitment to Walsh and its mission.

- **Absolute Endowed Scholarship in Physical Therapy.** An endowed scholarship with a goal to establish a working, collaborative and supportive relationship between Walsh University and Absolute. This scholarship is limited to those students who are performing their clinicals at an Absolute related nursing facility.

- **St. Albert Patron Saint of Scientists Endowed Scholarship.** This scholarship was established for full or part time, traditional or nontraditional students majoring in the sciences. Eligible students must maintain a 3.25 GPA or higher.

- **The Alumni Association 50th Anniversary Endowed Scholarship.** An endowed scholarship established by the Alumni Board of Trustees to commemorate the 50th anniversary of Walsh University. Eligible students must maintain a 3.0 grade point average or higher.

- **The Alumni Association Board of Trustees Endowed Scholarship.** The Alumni Board of Trustees established this endowed scholarship. Eligible students must maintain a 3.0 grade point average or higher and display financial need.

- **Alumni Renaissance Scholarship.** Eleven alumni under the leadership of Larry Gessner, D.D.S., and Richard Parker, M.D., established this scholarship fund in 1992. Criteria for receiving the scholarship include: full-time sophomore, junior or senior; cumulative 3.0 grade point average; aspiration for further degrees; and participation in extracurricular and community activities.

- **James V. and Velia Armogida Scholarship.** Scholarship awarded to Stark County, Ohio, residents from the proceeds of a trust fund established by Mr. and Mrs. James V. Armogida.

- **The Aultman Hospital Endowed Scholarship.** An endowed scholarship established by the Aultman Hospital Foundation awarded to a nursing or physical therapy major who is a resident of Stark County, has maintained a 3.0 grade point average, and displays financial need. Preference is given to minority students.

- **Dr. J. and Ramona Austen Endowed Scholarship.** A scholarship awarded to a freshman, sophomore, junior, or senior who is a member of the track or cross-country team. Preference will be given to students with a 3.5 GPA and those who demonstrate financial need.

- **The BFF-LFI Endowed Scholarship.** An endowed scholarship established by a generous private family foundation to be awarded to...
students who demonstrate involvement in campus and community service activities.

- **The Benford M. and Alice C. Barnhart and Vernon L. and Ora Lea Estes Parker Scholarship.** An endowed scholarship established by Paul J. and Barbara A. Barnhart in memory of their parents. Awarded annually to a full-time student with a minimum cumulative grade point average of 2.5. The student must be in good standing, demonstrate loyalty to Christian principles, show financial need and be a U.S. or naturalized citizen.

- **Father Dacian O. Barrette Alumni Scholarship.** A scholarship awarded to a sophomore, junior, or senior business major who has a minimum cumulative grade point average 3.0 and demonstrates a need for financial aid. *Applications may be found in the Alumni Office during the spring semester.

- **The Don & Ida Betzler Endowed Scholarship.** Scholarships awarded from a fund established by the Belden family in memory of Paul B. Belden, Jr., a former trustee of the University.

- **The Rose and Henri Bernier Scholarships.** Scholarships available to students majoring in a foreign language. The scholarships are in honor of Br. Henri Bernier, F.I.C., longtime Walsh University faculty member now retired, and in memory of his mother, Rose Bernier.

- **The Brother Francis R. Blouin Alumni Scholarship.** A scholarship established by Don & Ida Betzler, for students who display financial need and maintain a 3.0 GPA. Preference will be given to students of the Catholic faith. This scholarship is renewable provided the student maintains the established criteria.

- **Benjamin & Michelle Biery Endowed Scholarship.** A scholarship available to students who major in Education or Business who maintain a 3.0 GPA or higher. Preference given to student athletes who display financial need. This scholarship is renewable provided the student maintains the established criteria.

- **The Biery Family Endowed Scholarship.** A scholarship established by the Biery Family for a junior or senior student on the softball team majoring in Business or Education.

- **The Saint Sebastian Biery Family Endowed Scholarship Fund.** A scholarship established by the Biery Family for a junior or senior student on the baseball team majoring in Business or Education.

- **The Marian Birk-Selm Schuller Endowed Scholarship.** A scholarship established by Marian Birk. This scholarship is awarded to female students who major in Business.

- **Ann D. Black Scholarships.** Scholarships awarded from the proceeds of a remainder trust established by the late Mrs. Ann D. Black.

- **The Brother Francis R. Blouin Peace Scholarship Fund.** A scholarship in honor of the third president of Walsh University, available to a deserving student who demonstrates financial need.

- **The Brother Francis R. Blouin Alumni Scholarship.** A scholarship in honor of the third president of Walsh University. It is awarded annually to a full-time sophomore, who demonstrates campus leadership and financial need, with a minimum 3.0 cumulative grade point average. *Applications may be found in the Alumni Office during the spring semester.

- **The Raoul J. and Marie Blouin Endowment Fund.** An annual scholarship in memory of Raoul J. and Marie Blouin, parents of the third president of Walsh University, Br. Francis R. Blouin, F.I.C., awarded to a student in the Teacher Preparation Program. The memorial fund was established in 1988.

- **The Brothers of Christian Instruction 50th Anniversary Endowed Scholarship.** This scholarship was established by the Brothers of Christian Instruction to commemorate the 50th anniversary of Walsh University. Students must demonstrate financial need and have a 3.0 grade point average or higher. Preference will be given to students who are in the graduate program in Theology.

- **The Buckeye Sports Supply Endowed Scholarships.** Scholarships offered to students who demonstrate academic ability and financial need. The scholarship fund was established in 1990 by Michael P. Darrah, president of Buckeye Sports Supply, Canton.

- **The Edward and Henry Cain Endowed Scholarship.** A scholarship renewed annually for a maximum of eight semesters, awarded to full-time students with a minimum cumulative grade point average of 2.7 without regard to financial need. Awarded to students whose elementary or secondary education was primarily obtained as residents of Stark County, Ohio.

- **The Edward V. Carr and Helen E. Carr Scholarships.** Awarded from an endowment fund established with a bequest from the estate of Helen Carr in memory of her son, Edward V. Carr, to assist students with financial need.

- **Ethel R. Casenheiser Scholarships.** Several scholarships awarded in honor of Ethel R. Casenheiser from a bequest made by her sister, the late Dorris V. Hall.

- **The Don and Paulette Caster Endowed Scholarship.** An endowed scholarship established by Don and Paulette Caster with preference given to graduates from St. Thomas Aquinas High School and/or full-time employees of the Raisin Rack. *Applications available online and in the Student Service Center.

- **Charter One Bank, F.S.B., Scholarships.** Scholarships available to business majors, funded from an endowment created by Charter One Bank, F.S.B.

- **Christ the Servant Teaching Corp Endowed Scholarship.** Scholarship awarded to students with a 3.0 grade point average or higher with preference given to graduates of a Catholic high school in Stark County. Further preference will be given to students who seek to teach in a Catholic School System.

- **The Carlo Thomas Cicchini Memorial Scholarships.** Awarded from an endowment grant made by Guy Cicchini of Canton in memory of his late infant son. McDonald's employees or their legal dependents will be given first priority. *Applications are available at applicable McDonald's locations, in the Student Service Center, and also online.

- **Mr. and Mrs. Nathan A. Colaner Memorial Scholarship.** A four-year scholarship awarded to an incoming freshman from St. Joseph's Parish of Canton or St. Paul's Parish of North Canton who has demonstrated academic ability and financial need. If no suitable candidate from the parish qualifies, the scholarship is given for one year to a deserving applicant from another parish in Stark County. The fund was established by the family of the late Robert Colaner in memory of his parents. *Applications available at St. Joseph's Parish in Canton, St. Paul's Parish of North Canton, online and in the Student Service Center.

- **The Richard W. Cordingly Endowed Scholarship.** A scholarship established by '74 alum Richard Cordingly to be given to a male student who majors in Business. This scholarship is renewable to full, part-time or non-traditional students.

- **The Michele A. Culver Endowed Scholarship.** A scholarship established by Judith A. & Gerald M. Walsh, in honor of Michele A.
Culver. This scholarship is awarded to a full-time, traditional student who displays financial need and maintains a 3.0 GPA. Preference will be given to Education majors; this scholarship is renewable provided the recipient maintains established criteria.

- **The Daniel and MaryEllen Cunningham – Badge #7 Endowed Scholarship.** An endowed scholarship established by Daniel & MaryEllen Cunningham for students who have a parent who is employed full-time as a police officer or firefighter.

- **The William W. and Anna Jean Cusihwa Endowed Scholarship.** A renewable endowed scholarship established by William W. and Anna Jean Cusihwa. Awarded to full or part-time, traditional or non-traditional students with a 2.75 grade point average or higher, who demonstrate leadership in community service activities and show financial need. *Applications available in the Student Service Center and also online.

- **The Frank and Patricia D’Angelo Endowed Scholarship.** A scholarship established for students who are pursuing a degree in computer information or computer science field. Students must be citizens of the United States and display financial need.

- **Marc Deighton Scholarship.** Established by friends and family in memory of Walsh student Marc Deighton, awarded to a full-time student majoring in psychology. The student must exhibit leadership qualities, be in good standing, and be at least a sophomore with a minimum cumulative grade point average of 2.5. *Applications are available in the Social and Behavioral Sciences Division, the Student Service Center and also online.

- **George H. Deuble Scholarships.** Several scholarships awarded from an endowment fund established by the Deuble Foundation in memory of George H. Deuble.

- **DeVille School of Business Endowed Scholarship.** This fund was established by several donors to the University for students enrolled in the DeVille School of Business. Eligible students must have a 3.0 grade point average or higher. Students must also demonstrate involvement in campus and community activities with an emphasis on leadership and service.

- **Doctor of Physical Therapy Endowed Scholarship.** This scholarship was developed by the Division of Physical Therapy for students within the Physical Therapy Program with a grade point average of 3.0 or higher. Preference will be given to students who display leadership and service activities in the community. *Applications available online and in the Student Service Center.

- **The John & Marie Dowling Scholarship.** An endowed scholarship established by John & Marie Dowling to assist students whose hometowns are at least 50 miles from the Walsh University campus. Full-time students, both traditional and non-traditional, are eligible for this renewable scholarship. *Applications are available in the Social and Behavioral Sciences Division, the Student Service Center and also online.

- **The James J. and Norma Dreussi Memorial Endowed Scholarship.** Awarded from a fund established by Mrs. Norma Dreussi in memory of her husband, James J. Dreussi. Preference will be given to students who are parishioners of St. Anthony’s Church in Canton, Ohio. The scholarship is renewable and students must maintain a minimum 3.0 cumulative grade point average. *Applications available at St. Anthony's Church in Canton, in the Student Service Center and online.

- **The George W. Duncan Endowed Scholarship.** This renewable scholarship was established in memory of Dr. George Duncan, former faculty member of Walsh University. Students must have a 3.5 grade point average or higher. Preference will be given to students majoring in history, political science or international relations.

- **Edward P. and Jeannette A. Elum Family Endowed Scholarship.** A scholarship awarded from a fund established by the Elum family. Preference is given to Elum company employees. *Applications available at the Elum Music Company, in the Student Service Center and online.

- **Philip and Hattie Eysman Scholarship.** Established by the Brothers of Christian Instruction in appreciation of Philip Eysman’s teaching service in the Department of Business.

- **Brother Thomas S. Farrell Alumni Scholarship.** A scholarship available to a sophomore, junior, or senior with a minimum cumulative grade point average of 2.5 who has demonstrated loyalty to Christian principles and exemplary social attitudes in the Walsh University community.

- **Brother Thomas S. Farrell Endowed Scholarship.** A fund established by family and friends of Br. Thomas S. Farrell, F.I.C., first president of Walsh University, after his death on Oct. 8, 1988.

- **The Gary Farey Endowed Scholarship.** This scholarship was established in memory of Gary Farey, a long-time supporter of Walsh University. This scholarship is restricted to an incoming freshman from Canton Central Catholic or St. Thomas Aquinas High Schools. Eligible students will have a minimum 2.5 (high school) GPA and will attend Walsh University as a full-time, traditional student. Preference will be given to resident students. This scholarship is renewable provided the recipient maintains established criteria.*Applications are available at Canton Central Catholic and St. Thomas Aquinas High Schools, as well as in the Student Service Center and online.

- **Alfred & Kevin Frank Memorial Scholarship.** Family and friends of Alfred and Kevin Frank established this scholarship in their memory. This scholarship is awarded to sophomores, juniors or seniors with financial need, in good standing, who maintain a 3.25 GPA or higher.

- **The Timm and Marianne Fautsko Endowed Scholarship.** A scholarship available for sophomore, junior or senior students. The scholarship will be awarded, in even years, to a student with a focus in the field of Psychology; and will be awarded, in odd years, to a student with a focus in the field of Sociology. Preference will be given to students with the greatest financial need and the highest grade point average.

- **The Albert W. & Edith V. Flowers Scholarship.** A scholarship awarded to an incoming freshman from Stark County with an outstanding high school record. The fund was established by The Flowers Foundation.

- **The Foundation for Christ and His Church.** An anonymous donor established this endowed scholarship for students who maintain a 3.0 grade point average or higher. Preference will be given to students who major in theology and have an inclination to go into religious life.

- **Founders’ Scholarships.** Several partial scholarships awarded from a quasi-endowment fund established from the proceeds of a land sale authorized by the Board of Trustees. The fund honors the Brothers of Christian Instruction, founders of Walsh University.

- **Brother Robert Francoeur Alumni Academic Scholarship.** A scholarship awarded to a sophomore, junior, or senior with a minimum cumulative grade point average of 3.0 who has demonstrated loyalty to Walsh University, concern for its general welfare, and demonstrates financial need. *Applications may be found in the Alumni Office during the spring semester.

- **Brother Robert Francoeur Memorial Endowed Scholarship.** A scholarship established in memory of Brother Robert Francoeur for students who maintain a 2.75 grade point average or higher with
financial need. Targeted to sophomore students at the time of award who major in education and/or philosophy.

- **GAR Foundation Scholarship.** A scholarship awarded to a student of superior ability and financial need, from a fund established by the GAR Foundation of Akron, Ohio.

- **Dick Gallagher Memorial Scholarship.** A scholarship awarded to a sophomore, junior, or senior who participates in athletics. This student must also demonstrate high academic performance and financial need.

- **Arthur Genshaft Memorial Scholarship.** A scholarship awarded through a grant from the Genshaft Foundation.

- **Grace and Edward Gibbons Scholarship.** A scholarship established by the family of Mr. and Mrs. Edward Gibbons.

- **Ray and Virginia Gillman Endowed Scholarship.** This endowed scholarship established by Mr. Gillman is awarded to a full-time, traditional student with a minimum cumulative grade point average of 3.0.

- **Libby Ginsburg Memorial Scholarship.** A scholarship in memory of Mrs. Hymie Ginsburg, whose husband was the first basketball coach of Walsh University.

- **The Keith J. Gloeckl Endowed Scholarship.** A scholarship funded by Keith J. Gloeckl, class of 1972, awarded annually to an undergraduate full-time student.

- **The Elizabeth Goering Endowment.** A scholarship awarded to a deserving and needy student from a fund established by Mrs. Elizabeth Goering of Alfred, Maine.

- **The Golden Cavalier Endowed Scholarship.** A scholarship established by the Student Alumni Association for a student who has completed at least one semester as a full-time Walsh University scholar with a GPA of 2.5 or higher.

- **Helen M. Green Endowed Scholarship.** This scholarship was established for students, with financial need, who major in nursing and maintain a 3.25 GPA or higher.

- **James A. Green Endowed Scholarship.** This scholarship was established for students, with financial need, who major in education and maintain a 3.25 GPA or higher.

- **Richard A. Gulling Leadership Scholarship.** Funded by the Timken Foundation, the Timken family and Walsh University, this endowment fund awards three scholarships annually to top student leaders who have achieved above and beyond their peers and who serve as role models. Selection of winners is made by the Office of Student Affairs.

- **The HCZ Scholarship.** A scholarship awarded annually from a fund established by an anonymous donor from Canton.

- **The Dr. Kenneth N. Hamilton, Jr. Alumni Scholarship.** A scholarship in memory of our fifth president, Dr. Kenneth N. Hamilton, Jr. This scholarship is restricted to business majors who have a minimum 2.5 GPA. Preference is given to student athletes. *Applications may be found in the Alumni Office during the spring semester.

- **The Dr. Kenneth and Peggy Hamilton Scholarship.** A scholarship in honor of our fifth president, Dr. Kenneth N. Hamilton, Jr. and his wife, Peggy.

- **The Joseph Harrison Academic Scholarship.** A scholarship awarded in memory of Joseph Harrison, father of Br. Edward Harrison, F.I.C., a former longtime member of the University faculty. The scholarship is based on financial need.

- **Dr. Linton R. and Betty Lou Honaker Endowed Scholarship.** An annual award established by Dr. Linton R. Honaker, retired director of the Walsh Teacher Preparation Program and his wife, Betty Lou. This scholarship also honors the memory of Brother Conrad J. Dionne, founder of the Walsh University Teacher Preparation Program in 1962. Awarded to the junior in the Division of Education who has a minimum cumulative grade point average of 3.0, demonstrates excellent potential as a teacher and possesses the qualities of kindness, sincerity, dedication and professionalism. Family financial responsibilities or other indicated financial need should also be demonstrated.

- **Helen M. and Richard S. Hoover Memorial Scholarship.** A fund established by Helen M. Hoover and restricted to students who demonstrate financial need and academic excellence.

- **The John F. and Loretta A. Hynes Foundation Scholarship.** A scholarship awarded from a fund established by the John F. and Loretta A. Hynes Foundation for minority and/or financially needy students.

- **K-9 Scholarship.** A scholarship awarded to a deserving freshman in the pre-veterinary or pre-medical program. Preference is given to a student who serves as a laboratory assistant. The scholarship is funded through a gift by the trustees of the former K-9 Kollege of Canton.

- **George Alex Kallas Memorial Scholarship.** A scholarship awarded annually from a fund established by Mrs. Kallas in memory of her late husband. This scholarship is restricted to a student of average or above average ability who has an intense desire to earn a degree in higher education.

- **Karcher Group Endowed Scholarship.** The Karcher Group established this scholarship for students with a 3.0 grade point average or higher who major in business. Preference is given to students with financial need.

- **Colletta M. Kiko Memorial Scholarship.** A scholarship for students who graduated from a Stark County Catholic High School and a current member of a Catholic parish. Eligible students must maintain a 2.5 grade point average or higher and display financial need. This scholarship is not renewable. *Applications available in the Student Service Center and online.

- **Elaine J. Klekotka Scholarship.** Edward Klekotka established this fund in memory of his sister, Elaine. Preference will be given to students who major or minor in the Division of Fine & Performing Arts and possess financial need.

- **Knight Foundation Scholarship.** Awarded from a gift funded by the Knight Foundation.

- **Knights of Columbus Bishop McFadden Endowed Scholarship.** This scholarship was established by the Knights of Columbus Bishop McFadden Council, Council 3777. Eligible students must maintain a 2.5 grade point average or higher. Preference is given to students who are members or whose parent or grandparent is a current or deceased member of the Knights of Columbus. Further preference is given to members of the Founding Council 3777. Secondary preference will be given to students who are discerning vocations, are orphaned, or are active in the University's Pro-Life Club. *Applications available online and in the Student Service Center.

- **Knights of Columbus, Council No. 341, Scholarship.** Awarded from a gift by the Knights of Columbus, Council No. 341, of Canton.
• Aurelia and Sam Krugliak Endowed Scholarship. Established by Aurelia and Sam Krugliak, this fund grants scholarships to incoming freshmen with high academic performance.

• The Lucien and Desneiges Lacsasse Scholarship. A scholarship awarded to a deserving student-golfer in memory of the parents of Br. James Lacsasse, F.I.C., former registrar and golf coach at the University.

• The Joanne Lattavo Endowed Scholarship. Established by the Philip E. Lattavo Family Foundation in memory of Joanne Lattavo, a longtime member of the faculty at Walsh. The scholarship is restricted to a full-time junior or senior student with financial need, who must present their art portfolio before a panel of judges for review. *Applications available in the Humanities office, in the Student Service Center and online.

• The Paul B. Lemmon Memorial Endowed Scholarship. Awarded from a fund established by William J. and Marilyn E. Lemmon in memory of Paul B. Lemmon. The scholarship is restricted to a student from Ohio majoring in business administration with a minimum grade point average of 3.0.

• The Brother Jerry Lessard Alumni Scholarship. This scholarship was established by the School of Professional Studies (SPS) Program in honor of Brother Jerry Lessard. Eligible students must have successfully completed at least 18 credit hours at Walsh University in the SPS Program while maintaining a GPA of 3.0 or above. This scholarship was designed for students over the age of 25.

• The Brother Theodore Letendre Scholarship. A scholarship awarded in honor of Br. Theodore (Ted) Letendre, F.I.C., a longtime administrator of the University and member of the Board of Trustees. The scholarship is restricted to a student active in Campus Ministry.

• The Sylvia J. Levie Memorial Scholarship. Awarded from a fund established by a bequest in memory of Sylvia J. Levie.

• The Jonathan Lucilio Endowed Scholarship. An endowed scholarship established by Jonathan Lucilio for students pursuing a major in one of the following areas: Biochemistry, Chemistry or Mathematics. Eligible students must demonstrate a service orientation and work at least part-time.

• The William L. and Sharon K. Luntz Family Endowed Scholarship. A renewable endowed scholarship established by William and Sharon Luntz. Awarded to full-time, traditional or non-traditional students.

• The Walter I. Lusetti Memorial Scholarship Award. A scholarship awarded through an endowment grant from Walter Lusetti and Velia Armogida in memory of their nephew, Walter I. Lusetti. Scholarships are awarded to students of outstanding integrity and ability.

• The Edward A. Mahoney Family Endowed Scholarship. This endowed scholarship was established by Edward and Louise Mahoney for students at the sophomore, junior, or senior level who major in Business. *Applications available in the DeVille School of Business, the Student Service Center, and online.

• Mastroianni Family Endowed Scholarship. The Mastroianni Family established this scholarship. Eligible students must possess financial aid and maintain a 3.0 GPA or higher.

• The Herbert E. Markley Endowed Scholarship. A scholarship awarded in memory of Herbert E. Markley to students majoring in business with superior academic performance.

• Nancy Markley Scholarship. A scholarship established by Nancy Markley, a charter member of the Women's Committee of Walsh University, awarded to an entering freshman from Ohio majoring in elementary education.

• The William C. Meier Foundation Scholarship. A scholarship awarded to full-time, traditional, Roman Catholic students residing on campus. Eligible students must have financial need, maintain a 3.0 grade point average and have completed the required credit hours for sophomore level status. *Applications may be found in the Student Services Center and online.

• The A.E. and E.V. Miller Endowed Scholarship. A scholarship established in 1989, awarded to a student majoring in nursing or premedical. The scholarship is renewable annually if a minimum cumulative grade point average of 3.0 is maintained.

• Gertrude F. Milzheimer Scholarship. A scholarship awarded from the proceeds of a bequest made by Mrs. Milzheimer.

• Rambo Family Endowed Scholarship. This fund was established by Bill and Trina Rambo for students within the Nursing Program or Health Science major. Eligible students must have a grade point average of 2.9 or higher.

• The John R. & Kathleen S. Nichols Endowed Scholarship. This scholarship was established by Bruce Altieri and Dr. Beth Marcinkoski for students who have chosen to major in Biology or Pre-Med with a particular interest in pursuing medical school to become a primary care physician. Eligible students must maintain a 3.0 grade point average or higher.

• Reverend Richard J. Mucowski Alumni Scholarship. A scholarship awarded to a Counseling and Human Development major in the graduate program working toward LPC licensure OR a student in B.A./M.A. program in Behavioral Science/Counseling and Human Development who has demonstrated volunteer service to a social service agency, maintained a grade point average of 3.0 or more, and is in financial need.

• J.T. (Mike) Mulligan Alumni Scholarship. A scholarship available to a junior or senior who has demonstrated financial need and has made notable contributions in extracurricular activities. *Applications may be found in the Alumni Office during the spring semester.

• J.T. and Josephine Mulligan Endowed Scholarship. Scholarships awarded annually from a fund established by a bequest in memory of J.T. (Mike) and Josephine Mulligan, benefactors of Walsh University.

• The Carl A. and Kimberly A. Musille Endowed Scholarship. An endowed scholarship established by Carl & Kimberly Musille for a student with financial need majoring in sociology or psychology. Eligible students must maintain a GPA of 3.0 or higher.

• The Needles Family Endowed Scholarship. A scholarship awarded from a fund established by the Thomas Needles Family. This renewable scholarship is restricted to a full-time student with financial need and a minimum GPA of 2.0. Preference will be given to students majoring in business with an emphasis on Government & Foreign Affairs. Traditional and non-traditional students eligible.

• The John R. & Kathleen S. Nichols Endowed Scholarship. This scholarship was established by John & Kathleen Nichols for students who were members of National Honor Society in High School and currently maintain a GPA of 3.0 or higher. Eligible students must demonstrate a high degree of integrity, character, ambition, drive and initiative and be involved in professional, community service or philanthropic organizations/activities.

• Dr. Ernest and Alba Panasci Scholarships. Awarded each year to deserving students from a fund established by Dr. and Mrs. Panasci.

• The Brother Ernest Paquet Academic Scholarship. A scholarship awarded in honor of Br. Ernest Paquet, F.I.C., a longtime faculty
member in the Department of Mathematics and Computer Science. The scholarship is based on financial need.

- **The Helen Irene Peer Memorial Scholarship.** This scholarship was established by Gary and Linda Byers in memory of her mother, Irene. Preference will be given to students majoring in the nursing program with a minimum 2.5 GPA. *Applications available in the Division of Nursing, in the Student Service Center and online.

- **The Pellegrino Family Endowed Scholarship.** A scholarship awarded from a fund established by the Pellegrino family. Preference will be given to traditional students who are members of the dioceses of Cincinnati, Cleveland, or Toledo. Students must maintain a minimum 2.0 GPA. *Applications are available in the Student Service Center and online.

- **The Coral L. Pennetti Endowed Scholarship.** This endowed scholarship was established by Jim and Coral Pennetti. Preference will be given to students who major in education. *Applications available in the Student Service Center and online.

- **Dan Peters Memorial Scholarship.** Friends and family of Dan Peters established this scholarship in his memory. Eligible students must maintain a 2.5 GPA or higher. Preference will be given to students with financial need currently involved in youth programs as a coach or mentor.

- **Michael A. Petrecca Endowed Scholarship.** A scholarship awarded to a member of the Cross Country and/or Track teams. Preference will be given to a student who majors in accounting with a minimum grade point average of 3.0 or higher. Full-time, traditional students who display financial need are eligible.

- **John J. and Marguerite M. Phillips Scholarship.** Awarded from a fund established by Mr. and Mrs. John J. Phillips.

- **The William C. & Dorothy A. Phillips Scholarship.** This scholarship was established by Dorothy A. Phillips in memory of her husband, William C. Phillips. Full-time students who maintain a minimum 3.0 grade point average or higher and display financial need will be eligible for this renewable scholarship.

- **Howard E. Possner, M.D., Memorial Scholarship.** A scholarship awarded to a premedical student from a fund established by Mrs. Possner in memory of her late husband.

- **The Brother Joseph Power Academic Scholarship.** A scholarship, based on financial need, awarded in honor of Br. Joseph Power, F.I.C., a longtime member of the University’s English faculty.

- **Brother Joseph Power Scholarship.** A scholarship awarded from a fund established in honor of Br. Joseph Power, F.I.C., a longtime Walsh faculty member.

- **The Ramsburg Group Endowed Scholarship.** An endowed scholarship established by The Ramsburg Group to be awarded to a student majoring in business. Eligible students must be employed, display financial need, and maintain a 2.8 grade point average or higher.

- **Margaret E. Raridan Endowed Scholarships.** Awarded from a fund established by a bequest in the estate of Margaret E. Raridan.

- **The Mark Ratti Family Endowed Scholarship.** An endowed scholarship awarded to a sophomore or junior student at the time of application. Preference is given to students who are of the Christian faith and who demonstrate strong school spirit. *Applications available in the Student Service Center and online.

- **The Fred R. and Joanne C. Reikowsky Endowed Scholarship.** A scholarship awarded from a fund established by Fred and Joanne Reikowsky. Preference will be given to students who are parishioners of St. Paul’s Church in North Canton. Students must maintain a minimum 2.0 GPA. *Applications available at St. Paul’s Church in North Canton, in the Student Service Center and online.

- **The Congressman James B. Renacci Government Scholars Program.** Congressman James B. Renacci established this endowed scholarship to support certain activities of the Department of Government and Foreign Affairs of the University. Students must major in Government and Foreign Affairs or International Relations and have an interest in public or community service.

- **Dr. Carl E. Richards Scholarship.** Recognizes the Brothers’ physician of 40 years; established by the Brothers upon his death in 1985. The award is intended for students in pre-medicine and other disciplines who show the potential to be of generous service to the community.

- **The L.J. "Vern" Riesbeck Legacy Scholarship.** This endowed scholarship was established through a gift by Midwestern Industries in memory of their former Chairman of the Board, L.J. "Vern" Riesbeck. Eligible students must major in Business and display financial need. Preference will be given to students from Massillon Washington High School. *Applications available in the Student Service Center and online.

- **Brother Robert-Myrrl Houck Inspirational Scholarship.** Awarded to the junior in the Teacher Preparation Program who has achieved the highest cumulative grade point average during the first five semesters at Walsh University.

- **Ruffin Family Endowed Scholarship.** Awarded to students enrolled in the DeVille School of Business with a minimum grade point average of 3.0. Preference given to traditional or non-traditional sophomores, juniors or seniors; who display financial need. The scholarship is renewable provided that the student continues to meet the requirements.

- **St. Francis and St. Clare Scholarship.** Scholarships will be awarded to a full-time, first year, Catholic student who demonstrates financial need and practices the core values of the University.

- **The Brother Charles St. James Endowed Scholarship.** This scholarship was established by a gift from Walsh University Alumni and Resident’s Life offices in honor of Brother Charles St. James. An annual award to students who embody Br. Charlie’s charisma in their daily life, the selected recipient is required to assist with Campus Ministry and Residence Life in the Br. Charlie Legacy Program.

- **St. Jude Endowed Scholarship.** Awarded from a fund established by Joseph X. and Joretta McCarthy of Massillon, Ohio.

- **St. Thomas Aquinas Scholarship.** Awarded from a fund established by Joseph X. and Joretta McCarthy of Massillon, Ohio.

- **Mary Alice Saxton Endowed Scholarship.** Awarded from the proceeds of a trust in memory of Mary Alice Saxton.

- **The Angela and Tom Schervish Endowed Scholarship Fund.** A scholarship awarded from a fund established by Angela and Tom Schervish with preference given to junior or senior level students with financial need. Student must maintain a 2.0 GPA or higher. Full or part-time, traditional or non-traditional students are all eligible. *Applications available in the Student Service Center and the DeVille School of Business, as well as online.

- **Jane and Frank Schirack Endowed Scholarship.** A scholarship awarded from the proceeds of a fund established by Dr. and Mrs. Frank Schirack.

- **Ann and George Seanor Scholarship.** A scholarship awarded from an endowment fund established by Mr. and Mrs. George Seanor.

- **The Margaret Sigmund Endowed Scholarship.** A scholarship awarded in memory of Margaret Sigmund. Preference will be given to full-time, traditional students majoring in religion, science, or math, who desire...
The Jacob H. and Theodosia J. Soehnlen Memorial Scholarships. A scholarship awarded annually for a maximum of eight semesters, awarded annually to full-time students with a grade point average equivalent to that required for Honors or Academic Scholarship recipients without regard to financial need. Awarded to students whose elementary or secondary education was primarily obtained as a resident of Stark County, Ohio.

• The Kimberly A. Smith Endowed Scholarship. A scholarship established by the Timken Foundation of Canton. This scholarship is awarded annually to a student from Stark County, Ohio, who ranks in the upper one-half of his or her high school graduating class. The student selected for the scholarship must first accept all federal, state and institutional aid for which he or she is qualified. The scholarship is renewable if the student completes a minimum of 30 credit hours per academic year and maintains a minimum grade point average of 3.0.

• The Ira G. Turpin Scholarship. A scholarship awarded from the proceeds of a fund established by the Sisters of Charity Foundation of Canton. The scholarship is awarded annually to an African-American student from Stark County, Ohio, who ranks in the upper one-half of his or her high school graduating class. The student selected for the scholarship must first accept all federal, state and institutional aid for which he or she is qualified. The scholarship is renewable if the student completes a minimum of 30 credit hours per academic year and maintains a minimum grade point average of 3.0.

• The Timken Employee Alumni Endowed Scholarship. An endowed scholarship established by the Timken Corporation for students with financial need employed by Timken maintaining a 2.5 GPA or higher.

• The Harold E. and Duane C. Heiberger Endowed Scholarship. A scholarship established by Mr. and Mrs. Heiberger for students with a 3.0 grade point average and also receive the endorsement of the major superior or Bishop.

• The Brothers of Christian Instruction Scholarship. A scholarship established by the Sodexo Corporation for students with financial need employed by Sodexo maintaining a 2.5 GPA or higher.

• The William K. and Lotte Wilson Scholarship. A scholarship established by the Wilson family for students working with Transition University. Eligible students must be included in the Honors Competition pool. Recipients of Presidential Scholarships are equivalent to the cost of regular full-time tuition. Candidates should have a cumulative grade-point average of 3.75 or higher, strong ACT or SAT scores (25/1200 critical reading and math, minimum), and class ranks typically in the top quartile or higher. Student leadership, high-school activities, and church and community service all are considered as selection criteria. However, the prevailing criteria are intellectual potential and intellectual curiosity. Candidates will be invited to the Honors Competition and must be admitted to Walsh University by the published deadline, which usually falls in January of each year, to be included in the Honors Competition pool. Recipients of Presidential Scholarships qualify for annual renewal by maintaining a 3.5 cumulative grade-point average, enrollment in the appropriate Honors courses, and active service and leadership in the Honors Program. Students receiving Presidential Scholarships also are required to maintain full-time undergraduate status (minimum of 12 credit hours per semester), reside in the University residence halls, and earn a "B" or better in all Honors

Other Scholarships

Walsh University Presidential Scholarships

Presidential Scholarships are awarded each year to a limited number of qualified freshmen who enter the Honors Program. Presidential Scholarships are equivalent to the cost of regular full-time tuition. Candidates should have a cumulative grade-point average of 3.75 or higher, strong ACT or SAT scores (25/1200 critical reading and math, minimum), and class ranks typically in the top quartile or higher. Student leadership, high-school activities, and church and community service all are considered as selection criteria. However, the prevailing criteria are intellectual potential and intellectual curiosity. Candidates will be invited to the Honors Competition and must be admitted to Walsh University by the published deadline, which usually falls in January of each year, to be included in the Honors Competition pool. Recipients of Presidential Scholarships qualify for annual renewal by maintaining a 3.5 cumulative grade-point average, enrollment in the appropriate Honors courses, and active service and leadership in the Honors Program. Students received Presidential Scholarships also are required to maintain full-time undergraduate status (minimum of 12 credit hours per semester), reside in the University residence halls, and earn a "B" or better in all Honors.
courses. The Presidential Scholarship is available for a maximum of eight consecutive semesters and replaces any previously awarded institutional funds.

**Walsh University Founders Scholarships**

Founders Scholarships are awarded each year to qualified freshman who enter the Honors Program. Like the Presidential Scholarships, Founders Scholarships are equivalent to the cost of regular full-time tuition. One Founders Scholarship may be awarded to a top scholar at each of six Youngstown Diocesan high schools per year, as well as one scholarship at each of the Columbus area Catholic Schools and one scholarship within the Diocese of Toledo and Diocese of Cincinnati. Candidates should have a cumulative grade-point average of 3.75 or higher, strong ACT or SAT score (25/1200 critical reading and math, minimum), and class ranks typically in the top quartile or higher. Student leadership, high-school activities, and church and community service all are considered. However, the prevailing criteria are intellectual potential and intellectual curiosity. Recipients of the Founders Scholarship will qualify for renewal by maintaining a 3.5 cumulative grade-point average, enrollment in the appropriate Honors courses, and active service and leadership in the Honors Program. Students receiving Founders Scholarships also are required to maintain full-time undergraduate status (minimum of 12 credit hours per semester), reside in the University residence halls, and earn a “B” or better in all Honors courses. The Founders Scholarship is available for a maximum of eight consecutive semesters and replaces any previously awarded institutional funds.

**Walsh University Academic Scholarships And Merit Awards**

(Incoming undergraduate freshmen) Walsh rewards incoming full-time freshmen with scholarships and merit awards based on their high academic credentials (cumulative grade-point average and ACT or SAT score). These scholarships and merit awards range from $8,000 to $14,000. They are available for eight consecutive semesters of full-time undergraduate study.

**The Brother Francis Blouin Global Scholars**

Sponsored through the Office of Global Learning, scholarships are awarded to freshmen or sophomore students after a competitive interview process. Students accepted to the program must commit to the program for the entirety of their undergraduate career and participate in the Global Learning programs supporting the community. Students are awarded two education abroad experiences with courses that relate to their topic of study, live in a common space for two years and receive recognition upon completion of the program. *Applications are available in the Office of Global Learning or the Admissions Office beginning in February of the academic spring semester.

**Walsh University Honors Program Baxter Scholarships**

Awarded to students who have been accepted into the Walsh University Honors Program, these scholarships are renewable. To be in good standing in the Honors Program, students must receive at least a “B” in each Honors course, and must maintain a cumulative grade-point average of 3.3 or higher, enroll in the appropriate Honors courses, and be active servant leaders in the program. Students may receive this scholarship for a maximum of four academic years. Students must maintain full-time undergraduate academic status and be enrolled in an Honors course every semester.

**Diocesan Scholarship**

Full-time employees of the Youngstown Diocese are eligible for a scholarship that will reduce their per credit-hour charge. Students must present verification of full-time Diocesan employment. This scholarship is effective for all Walsh University credit programs, both undergraduate and graduate with the exception of Physical Therapy, which is an intensive, year-round program whose schedule does not allow for outside employment.

**Choir and Band Scholarships**

Awarded to students with outstanding vocal and/or instrumental abilities who will participate in the University Chorale or band. The numbers of awards are determined by the Director. Students who are interested should contact the Director of the Chorale or Band.

**Campus Ministry Scholarships**

Funded by the Brothers of Christian Instruction, this scholarship program seeks students who actively commit to the mission of Campus Ministry through exemplifying their faith in Jesus Christ.

**Grants (Institutional)**

**Children of Alumni Are Very Special (CAVS) Grant**

A $1,000 grant will be awarded to full-time dependents of Walsh University graduates and must be enrolled full-time in undergraduate courses. CAVS Grants are renewable for four years.

**Athletic Grants**

Athletic grants are awarded to outstanding athletes who agree to participate in an intercollegiate sport for the University. The number of awards and the amounts are determined by coaches and the Athletic Director. Students with athletic abilities who are interested in participating in intercollegiate athletics must contact the coach of that particular sport.

**CATHOLIC HIGH SCHOOL GRANT**

Walsh University offers the Catholic High School Graduate Grant of $1,000 to entering full-time freshman. To be eligible for the Catholic High School Graduate Grant, students must have graduated from a Catholic high school and meet the Walsh University’s admission criteria. The Catholic High School Graduate Grant is available for a maximum of eight consecutive semesters as long as the student maintains satisfactory academic progress and full-time undergraduate status.

**Sibling Grant**

A $1,000 award will be granted to brothers or sisters entering as full-time undergraduate students, of any dependent student currently enrolled full time in an undergraduate program at Walsh University. An award for multiple siblings is also available.

**HOME-SCHOOLED GRANT**

A $1,000 award to students entering as full-time, first-time undergraduates who can document that they have been home-schooled in high school.

**Grants (Federal)**

Before receiving any federal assistance, a student must file a FAFSA and meet the following general eligibility requirements, as well as those requirements which are unique to each program.
In order to comply with the general requirements, a student must:

- Be enrolled as a regular student in an eligible program studying for a degree or certificate;
- Be a citizen or permanent resident of the United States;
- Must not be in default on a previous federal student loan;
- Maintain satisfactory academic progress in his/her course of study according to the institution's established standards of satisfactory progress. See Walsh University’s Satisfactory Academic Progress Policy.

**Federal Pell Grant**
The Federal Pell Grant is designed to assist needy students to continue their education beyond high school. The amount of the grant, which need not be repaid, is determined by the student’s need and the cost of attendance at the school. Application is made each year by completing the FAFSA. Graduate students and students who have previously earned a bachelor’s degree are not eligible for this program.

Students must make satisfactory academic progress as determined by Walsh University in order to receive the grant. Grant amounts are reduced proportionately for students enrolled less than full time.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
This program is available to full-time undergraduate students with substantial financial need. Preference is given to those students receiving a Pell Grant. Students must maintain satisfactory academic progress as determined by Walsh University. Graduate students and students who have previously earned a bachelor's degree are not eligible for this program. Application is made each year by completing the FAFSA.

**TEACH Grant**
This federal grant is available to education majors who will teach in certain subject areas. This grant has the potential of turning into a loan if certain conditions are not met. Because of this, please log onto www.studentloans.gov for more information.

**Grants (State)**

**State Need-Based Grant**
The Ohio College Opportunity Grant Eligibility for this need-based grant is determined by the state of Ohio at the time the FAFSA is filed. It is available to Ohio residents attending Ohio schools.

**Tuition Remission/Tuition Exchange and Full-Tuition Statement**

**Tuition Remission and Tuition Exchange**
Students receiving Tuition Remission or Tuition Exchange scholarships can potentially receive gift aid from federal, state and other external sources. In some cases, this assistance will offset the tuition exchange award or tuition remission benefit. Students receiving tuition remission or tuition exchange benefits are usually not eligible for other Walsh University scholarships or grants.

In any case, the total of any student’s tuition remission benefits, tuition exchange award, outside scholarships and governmental grants may not exceed the student’s direct cost (tuition, fees, room and board for resident students) of attending Walsh University.

**Full-Tuition Benefit**
The total of any student’s scholarships and grants may not exceed the student’s direct cost of (tuition and fees, and room/board for resident students) at Walsh University. When a student’s scholarships and grants from all sources exceed the student’s direct cost of attending Walsh University, Walsh University funds (operating budget supported scholarships and/or grants) will be decreased by the excess.

**Loans (Federal)**

**Federal Direct Stafford Loan (subsidized and unsubsidized)**
A second major federal loan program, the Federal Direct Stafford Loan, also provides long-term loans to eligible students in postsecondary education. Students must first file a FAFSA to be considered for a Direct Stafford Loan. Loans are available either on a subsidized or unsubsidized basis and are borrowed directly from the federal government. The subsidized loan is based on financial need with the federal government paying interest while the student is in school. The unsubsidized loan is not based on need, and interest accrues on the loan while the student is in school. Interest payments can be deferred until six months after graduation when repayment generally begins, or can be made to the lender while the student is in school. The Stafford Loan has a fixed interest rate which is set annually each July 1. There is a 10-year maximum repayment period with minimum payments starting at $50. The maximum yearly amount available to eligible dependent students is $5,500 for freshmen, $6,500 for sophomores, and $7,500 for juniors and seniors, or an aggregate total of $31,000 for undergraduate study. Eligible independent students may borrow up to an additional $4,000 yearly for freshmen or sophomores and $5,000 yearly for juniors and seniors. The aggregate total for independent students is $57,500 for undergraduate study. Students must enroll at least half-time and, for the subsidized loan, demonstrate financial need.

**Federal Parent Loan to Undergraduate Students (PLUS)**
A PLUS Loan is a loan parents of dependent students borrow for educational expenses. Electronic applications are available online at www.studentloans.gov (https://studentloans.gov).

**Loans (State)**

**Nursing Education Assistance Loan Program (NEALP)**
Loans are available on a limited basis to nursing students through the State of Ohio. The applicant must be an Ohio resident and a U.S. Citizen or eligible non-citizen. Annual loan limit of $3,000 may be renewed annually up to four years. A FAFSA application is required in addition to an NEALP application, available at the Walsh University Nursing Department office. Twenty percent of the loan is forgivable with each year of service in the nursing profession, with a maximum forgiveness of 100% after five years of service.
Work Programs (Federal)

Federal Work-Study Program (FWS)
The Federal Work-Study Program provides jobs for students who have substantial financial need and must earn a portion of their educational expenses. Students may work on a part-time basis on campus.

Students must be enrolled full-time and demonstrate financial need in order to qualify for the program. Preference is given to those students living on campus. Application is made each year by completing the FAFSA.

Working hours vary from 5 to 15 hours a week and as a general rule should not exceed 20 hours per week while classes are in session. Although wages vary depending on job description, the usual rate of pay is minimum wage.

Work Programs (Institutional)

Campus Service Program
Under this program, full-time students work 5 to 15 hours a week in on-campus jobs. They are paid the current minimum wage.

Credit Balances and Refunds
Student financial aid is designed to help pay the charges listed on a student's account. If there is money left over once these charges have been paid, a credit balance refund is issued to the student beginning approximately two weeks into the start of the term in question. If a balance is owed after all financial aid has been applied, the student is responsible for paying that balance.

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

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

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

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

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

If an appeal is approved, students are granted a probationary period in which to rectify the reason why he/she did not meet SAP. If it is apparent that the student cannot complete this within one term, an extension may be given to the student after review of the academic "Action Plan" included in the original appeal. If the student does not adhere to the criteria outlined in the Action Plan, the probationary period will not be extended.

REGAINING FINANCIAL AID ELIGIBILITY
Students can regain full eligibility for federal financial aid by successfully completing coursework while in Suspension status that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours, and raise their overall Cumulative Completion Rate for all coursework attempted to the 67% undergraduate or graduate level. Students who are ineligible to receive federal financial aid may use one or more of the following payment options while attempting to regain eligibility: student's own resources, Walsh University's Payment Plan, and/or Alternative/Private Educational Loans.
(PLEASE NOTE: Since Walsh University does not offer remedial courses, that category of coursework is not addressed in this SAP Policy.)
Academic Policies and Procedures

It is the responsibility of every Walsh University student to be familiar with and complete the requirements for the degree being sought. Each student is assigned a faculty advisor who assists each semester with the core and the major/minor requirements necessary for graduation. Additionally, first year students have a professional advisor to assist with schedule development and the transition to college life. However, it is the student who must ensure that the core, major/minor, degree and overall graduation requirements have been completed in the manner outlined in this catalog.

The University reserves the right to change its academic policies and procedures. Changes will be publicized to minimize inconvenience to faculty, staff, and students.

Walsh University reserves the right to modify or discontinue any academic offerings or degree programs when demand falls below reasonable levels. In such cases, the University will make reasonable efforts to allow current students to complete the program or will assist in their transfer to other acceptable programs.

One of the most important academic tools is this Catalog. It is the responsibility of each student to become familiar with the Catalog to ensure fulfillment of all requirements for graduation.

Academic Appeals

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

When the grading or program issue cannot be resolved through direct meetings with the faculty or administrator responsible, students may submit a written appeal to the Division Chair or School Dean. The written appeal must be submitted no later than two calendar weeks after the release of final grades. The Division Chair or School Dean will review the issues with the student and faculty member and then make a written determination as to the action to be taken.

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

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

Academic Forgiveness Policy

The Academic Forgiveness Policy applies to any undergraduate student who has experienced academic deficiencies (probation, suspension, dismissal) at Walsh University. The student must not have attended Walsh University for at least 36 months, must have been re-admitted to the university, must have completed after re-admission at least two semesters of course work at the university with a minimum grade point average of 2.5, and must be registered for course work in current semester.

This policy applies only to the semester(s) during which the student was on academic probation, continuing academic probation, suspension, or dismissal. Only those courses with a final grade of “F” (failure) are to be excluded from the student’s grade point average. Although no longer tabulated in figuring the student’s grade point average, “F” grades will remain on the student's official academic transcript, but annotated with the letter “E” to indicate their exclusion from calculation of the cumulative G.P.A.

Additionally, it is the responsibility of the student to re-take any excluded courses that are necessary for graduation.

A student may use the Academic Forgiveness Policy only once and this designation will be noted on the academic transcript. Those who qualify to apply for academic forgiveness under this policy may submit a petition directly to the Dean of Academic Administration.

Academic Honors

Students enrolled for at least 12 credits who achieve a grade average of 3.5 or higher in any semester are included on the Dean's List. Part-time students are considered for the Dean's List in the semester their class status changes (freshman to sophomore, etc.). The registrar's office will compile the Dean's List for students enrolled in the School for Professional Studies Program at the end of each fall and spring semester. The cumulative G.P.A. based on the five (5) sessions that can occur during these semesters will be used to determine eligibility for the Dean's List. Current policies regarding Dean’s List as stated in the Walsh University Catalog will be used to determine eligibility.

Graduating baccalaureate students may receive the following citations:

- Summa Cum Laude — graduation with highest honors requiring a cumulative grade point average of 3.9.
- Magna Cum Laude — graduation with high honors requiring a cumulative grade point average of 3.75.
- Cum Laude — graduation with honors requiring a cumulative grade point average of 3.5.
- With Distinction — associate degree honors requiring a cumulative grade point average of 3.5.

The number of grade points earned in a course is computed by multiplying the number of credit hours by the quality points assigned to the grade earned. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted.

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 dismissal from a program or 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 for Academic Services for review by the Committee on Academic Standing. It is the responsibility of the faculty member to provide all documentation and supporting materials related to violations of academic integrity. In the case of dismissal from either a program or the University resulting from unprofessional behavior or an integrity violation, the dismissal will be noted on the student’s academic transcript.

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 and/or 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.

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, lying, 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.

Lying
Lying is the intentional misrepresentation of facts or situations relevant to students’ performances in the academic setting.

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 electronically in the Office of Academic Affairs by the Dean of Academic Services. Faculty may request confirmation of prior student offenses.

Academic Load
A typical full-time load is 32 credit hours for the academic year. Students are classified as full-time if they register for 12 credit hours or more in a given semester. No student is permitted to enroll for more than 19 semester hours without permission of the student’s faculty advisor.

Academic Standing (Good Standing, Probation, Suspension, and Dismissal)
A minimum overall grade point average of 2.0 is considered good academic standing for students with sophomore, junior, or senior status. Freshmen are considered to be in good academic standing with a 1.75 overall grade point average. Any student who is under the grade point average required for good academic standing for his/her class will be placed on academic probation at the end of the current semester; however, in cases where the semester grade point average is 1.00 or below the student will be subject to academic suspension. Students in this situation may appeal their suspension within two weeks of receipt of their official notification of suspension.

Probationary students are required to attend a minimum of five counseling sessions coordinated through the Counseling Services office. Failure to initiate counseling sessions will result in a registration hold. Probationary students also are required to take the study skills course (GE 110) unless they have successfully completed it while at Walsh University. In this case they still must complete the 10-hour tutoring
requirement for this course. Probation students are supervised by the Director of Academic Achievement.

A student placed on academic probation who has improved the grade point average but not yet achieved good academic standing will be placed on continued probation, EXCEPT in cases where the semester grade point average is 1.00 or below. In this case, the student will be subject to academic suspension or dismissal. Students who are on continuing probation for 2 semesters can be subject to suspension.

Under academic suspension, the student is ineligible to return until at least one semester (excluding summer) has passed and a minimum of six semester hours have been completed at another institution with a grade of "C" or higher.

Under academic dismissal, the student is ineligible to return until three years have passed. Students receiving academic suspension or dismissal and experiencing extenuating circumstances may appeal this decision by following the instructions stated in their academic standing letter.

Registrations for subsequent semesters will be cancelled for all students who have been suspended or dismissed.

**Readmission After Academic Suspension or Dismissal**

A student suspended from the University for academic reasons is eligible for readmission after an interim of one semester (excluding summer terms) and the completion of six credits as a transient student at another institution. The Walsh University School for Professional Studies Program does not count as another institution. The Walsh University School for Professional Studies Program does not count as another institution.

A student dismissed from the University for academic reasons is eligible for readmission after an interim of three years.

Students suspended or dismissed may seek to re-enroll under the Academic Forgiveness Policy. For specific guidelines see Academic Forgiveness Policy.

All petitions for re-admission must be submitted to and approved by the Dean of Academic Services prior to completing an official application for readmission.

Upon approval, an application for readmission must be completed and submitted to the Office of Admissions. Additionally, upon change of status, students will be required to attend five counseling sessions through the University’s Counseling Services Office.

## Attendance Policy

Attendance at all classes and laboratories is expected of all students. Exceptions may occur as described below.

Students are excused from regular lectures and laboratories for approved, university-sponsored activities such as intercollegiate athletic competitions and special events (field trips, e.g.) approved by University administration. Students who are excused from a particular class are responsible for notifying the instructor in advance of the absence, for making arrangements to complete any learning activities occurring during their absence, and for completing that work within the agreed time. If coursework is time-restricted or requires participation with others, alternative learning activities can be substituted or an adjustment can be made in the grade calculation that does not penalize the student for the missed coursework. All make-up for exams or labs must be at the instructor’s convenience. Each course syllabus should provide attendance/absence/make-up policies.

Excuses from class for reasons other than university-sponsored activities are determined by individual instructors according to the policies of their division. Students are responsible for knowing an instructor’s attendance policy, as stated in the course syllabus.

In case of foreseen and extended absences, a student should assume responsibility to inform instructors, gather assignments, and make suitable arrangements to make up work. For unforeseen absences, the student should contact instructors as soon as possible and determine whether it is possible to make up the work, whether withdrawal is the best option, or whether an Incomplete might be arranged. Except for officially excused absences, instructors are not required to permit make-ups.

### Administrative Withdrawal (Non-Attendance)

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

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

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

### Auditing a Course

Students may audit a course with permission of the instructor and the Division Chair and/or Dean of the School upon payment of the auditing fee, one-half the regular tuition rate per course. An audited course appears on the student’s academic record; however, no credits are earned and no grade is assigned. Program major and core requirements cannot be met through auditing. Students may change from credit to audit status only with the approval of the instructor and Division Chair. A request for this change MUST be submitted and approved no later than the last day of the add/drop period (refer to the University Calendar for specific dates). Honors Students must have the permission of the Honors Director.

### Catalog Time Limit and Changing Catalog Years

Walsh University students are responsible for completing degree requirements for the catalog in effect the first semester they enter the University. If a full-time student should drop out and/or not complete a degree within seven (7) years, that student must switch to the most recent University catalog. If a part-time student drops out and/or does not complete a degree within ten (10) years, that student must also switch to the most recent University catalog.
A student may request to switch to the current catalog year by completing a request form in the Student Service Center.

**Change of Demographic Information and Legal Name**

If a student needs to update a change in address, telephone number, legal name, etc., he/she may complete a Change of Information Request Form in the Student Service Center and/or submit a signed letter requesting such changes, or print the form at www.walsh.edu (http://www.walsh.edu), click Academics, then select Office of the Registrar, then Forms. Official changes will be processed upon receipt of the request. The Office of the Registrar will not update demographic information in the University’s computer system without a signature of authorization.

All legal name changes will be updated after a Change of Information Request Form has been submitted along with the appropriate legal documentation verifying the name change. Please bring a driver’s license, social security card or marriage certificate as evidence of a legal change.

**Change of Major/Minor or Academic Advisor**

Students are required to notify the Office of the Registrar and their academic advisor if there is a change in their major or minor or if it is listed incorrectly. In order to change a major, minor, or academic advisor, students must complete a change of Major/Minor Form or Change of Advisor Form in the Student Service Center or www.walsh.edu (http://www.walsh.edu), click Academics, then select Office of the Registrar, then Forms. The student's current academic advisor will be responsible for forwarding the advising materials to the new assigned advisor.

**Changes in Registration (During Add/Drop Period)**

Changes in registration are initiated in the Office of the Registrar. Students may add or drop courses during the add/drop period for the semester (refer to the University Calendar for specific dates). The official student academic record will not reflect courses dropped during the add/drop period. A fee is charged for each change in registration that occurs after the official registration period. All requests must be signed and submitted on an official Add/Drop 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 charge in registration fee.

Students planning to enroll in a variable credit course must secure the appropriate credit hour no later than the end of the add/drop period for the semester.

The student’s academic advisor must approve all course changes in registration.

**Classification of Students**

Students are classified at the beginning of each semester on the basis of records filed with the Office of the Registrar.

Freshmen are those admitted to a regular course of study leading to a degree; sophomores are those who have successfully completed 32 semester hours; juniors are those who have successfully completed 64 semester hours, and seniors are those who have successfully completed 96 semester hours.

Some individuals are admitted to the University under special enrollment and permitted to take any course for which they have had satisfactory preparation. Special student enrollments are classified as non-degree-seeking.

**Course Prerequisites**

Walsh University enforces all course prerequisites. Students who have not met the prerequisites for a course may be administratively dropped from the course by the instructor and/or division chair during the add/drop period.

**Course Sequence Restrictions**

Students with credit in MATH 103-MATH 104 (Algebra), MATH 155-MATH 156 (Elementary Functions), MATH 207-MATH 208, MATH 307, and MATH 405 (Introduction to Modern Analysis I) are not allowed to subsequently take and/or receive credit in any of the courses listed here with lower numbers. No student with credit in any math course above MATH 100 may subsequently take MATH 100 for credit.

Students with credit in foreign language 101-102, 201-202 are not allowed to subsequently take and/or receive credit in any of the courses listed with lower numbers.

If students have credit in any course numbered above 202, they are precluded from subsequently taking or receiving credit in 101-102 and/or 201-202.

**Declaring a Program Concentration**

Any student interested in pursuing a specific concentration should first consult the Division Chair and/or Dean of School for specific information.

**Second Bachelor’s Degree**

Walsh University’s graduates may pursue a second bachelor’s degree at the University. Candidates for a second bachelor’s degree must satisfactorily complete a minimum of 32 semester hours at Walsh University (with a minimum of 15 hours in the major) and must meet all departmental and University requirements if not already satisfied. Transfer credits and CLEP or special tests do not apply to the 32 semester hours.

The student must pursue a discipline disparate from the first discipline.

No credit hours from the first degree can count toward the 32 hours required for the second bachelor’s degree.

**Declaring Double Majors**

Students may simultaneously complete the requirements for two majors (i.e., Biology and Chemistry). Both majors will be posted on the transcript and diploma. A double major must be declared after the first semester of the freshman year by filing a Declaration of Second Major Form with the Office of the Registrar.

A second major will consist of all major requirements as defined in the University catalog for the year the student entered Walsh University.
One of these majors will require at least 18 additional credits beyond the credits required for the other major. Please consult the appropriate academic advisor or division chair and/or Dean of School for assistance. See core requirements.

Requirements for a double major must be fulfilled before a degree is conferred. A student may not return for a double major after the degree has been conferred for the first major; however, a student may return for a second degree (refer to Second Bachelor's Degree).

**Enrollment Verifications**

Students may request enrollment verifications by completing an Enrollment Data Request form. Forms are available online at www.walsh.edu (click Academics - Office of the Registrar - Forms) or in the Student Service Center located in Farrell Hall. Forms must be submitted to the Office of the Registrar and normal processing time requires 3 business days. Enrollment verifications are typically utilized to verify enrollment for insurance purposes.

**Graduation Requirements**

Each candidate for a degree is responsible for meeting all requirements for graduation. Faculty advisors assist the student.

Commencement exercises are held at the end of the December and Spring semesters. Diplomas for those terms are awarded upon certification of all degree requirements. Diplomas are mailed to the graduates who complete their requirements by the end of the term.

Candidates for a bachelor’s degree must complete requirements for formal acceptance by earning a minimum of 125 semester hours, or 124 semester hours for students enrolled in the School for Professional Studies programs, fulfilling all requirements of the General Education Core Curriculum and the chosen major (Note: The last 32 semester hours prior to graduation must be hours earned at Walsh University, with a minimum of 15 credits in the major field. In the DeVille School of Business a minimum of 9 of the 15 hours must be coursework in the student’s chosen major area of specialization excluding core business coursework.) Students must achieve a cumulative grade point average of 2.0 (C) as well as a minimum of 2.0 in their major, unless otherwise stated by their division.

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 must be returned to the Office of the Registrar. Applications are available in the Student Service Center or www.walsh.edu (http://www.walsh.edu), click Academics - Office of the Registrar - Forms.

All requirements for commencement (financial, academic, institutional) must be met before a candidate for a degree will receive a diploma.

**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 dean/chair for an extension. If "IP" course work is not completed and/or an extension has not been approved by the instructor, the "IP" grade will convert to a letter grade of "F." No student will be allowed to graduate with an "IP" on the official transcript.

Note: The in-progress grade designation is limited to undergraduate courses that span over two consecutive semesters.

**Incomplete Grade Policy (I)**

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

**Life Experience Credit**

The University also awards credit for life experience through a formal assessment process. This option is available (though admittedly more rare) for traditional as well as non-traditional students. For information, contact the School for Professional Studies (Director of Portfolio).

**Medical Leave of Absence**

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

**Minor Requirements**

A minor at Walsh University requires a designated combination of lower and upper level course work totaling a minimum of 18 credit hours. To earn a minor, students must complete a minimum of 9 credit hours in the minor discipline in addition to any course work in the proposed minor already fulfilled by courses in their major. If a student has completed equivalent course work for the minor through transfer credit, CLEP or DANTES tests, an additional minimum of 6 credit hours of course work in the minor must be completed at Walsh University. Courses counted toward University core requirements may be used to fulfill minor requirements. Declaration of Minor Forms are available in the Office of the Registrar or online at www.walsh.edu (http://www.walsh.edu), click Academics, Registrar, then Forms.

The School for Professional Studies (SPS) students who wish to declare a main campus minor must be fully accepted into either the SPS Business, Corporate Communication or RN-BSN completion program. Students must complete a Declaration of Minor Form and submit it to the chair...
of the division and/or Dean of the school of the minor and the Assistant Dean of Non-traditional Programs for official approval.

Grades

Grades are available to students twice a semester in the form of mid-term and final grades.

The Cavalier Center is the official site for viewing and obtaining grades.

Mid-term grades are submitted by faculty for all students at the mid-point of the semester. They can be viewed on the Cavalier Center.

Final grades are submitted by faculty for all students at the conclusion of each semester. Final grades are generally available for viewing on the Cavalier Center no later than 5 business days after the faculty grade submission deadline.

Reduced Core for Transfer Students

Students initially transferring into Walsh University with 60 or more earned hours, a GPA of 2.0 or higher, and accepted to matriculate for a degree, may elect to complete a reduced core if they desire. In addition, students transferring into Walsh University who have earned an associate degree from their transfer institution may elect to complete a reduced core.

The requirements for a reduced core will include one 3-credit course from each of the following: Theology, Philosophy, English (200 level or above), History, and Social Science. If the student has not successfully passed Composition (102 level), Math (104 level or above, depending on major) and Science at another school, these requirements must also be met in addition to those listed above.

Reduced Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Theology</td>
<td>Choice of Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Choice of Theology</td>
<td></td>
</tr>
<tr>
<td>English (competency at 102 level)</td>
<td>ENG 102 Read/Writing Connections</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Choice of ENG course, 200 level or higher</td>
<td></td>
</tr>
<tr>
<td>Social Sciences/Economics</td>
<td>Choice of one HST course</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Choice of one SOC, PSYCH, ECON or GFA course</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Sciences</td>
<td>Choice of one MATH course 104 level or higher, depending on major (excludes 110, 120, 130)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Choice of one SCI course</td>
<td></td>
</tr>
</tbody>
</table>

1 This policy does not apply to “Re-admitted” students, those who enroll at Walsh University and withdraw to attend another University and then return to Walsh with transfer credits.

Registration

Registration is the formal enrollment in the University. An official registration period is scheduled before each semester. (Refer to https://www.walsh.edu/office-of-the-registrar each semester for registration procedures and dates). The registration appointments are based on total hours earned. Formal registration is required for credit in ANY course. All students are expected to complete registration within the time published in the University calendar. A late registration fee is assessed for registrations after the published deadline. Students who do not complete registration properly or who fail to secure final approval from the Student Accounts Office and Registrar’s Office of the University are not considered officially enrolled and will be denied all credit for the semester.

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 major. 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.

Scholastic Eligibility

Full-time students are eligible to participate in intercollegiate athletics and other extracurricular activities if they meet eligibility requirements for such activities. Students on academic probation will work with the academic advisor to arrange schedules which will allow them full opportunity to improve their performance.

Student Enrollment Status - Undergraduate

Walsh University students who officially register for courses are differentiated as:

- full-time (12 or more credit hours);
- 3/4-time (9–11 credit hours);
- half-time (6–8 credit hours); or
- less-than-half-time (5 or fewer credit hours).

This is critical for students who receive financial aid, medical insurance, etc.

Transfer of Credit

Transfer of college credit toward a degree for courses taken at a college or university other than Walsh must be approved by the Registrar or appropriate division chair. Walsh University accepts transfer credits from regionally accredited institutions with a grade of "C" or better. Pre-nursing students, science, psychology pre-OT, and psychology pre-PT majors who wish to transfer science courses from 2-year community colleges or technical colleges, must earn a "B" or better grade. The DeVille School of business uses the grade earned and documented on the credit awarding institution’s transcript for equivalent business BCP I, BCP II, and major coursework when calculating a student’s GPA for advancement and graduation requirements. The grades earned are not included in the
student’s cumulative grade point index. Only credit hours are accepted and recorded on the academic record for each transferred course as “TR.”

A student who has earned credits in a technical program (industrial, commercial, culinary, agricultural, mechanical, musical or the arts) at a regionally accredited two- or four-year college or university may transfer in as many as 15 hours of technical credits as elective credits. These technical credits will not fulfill core or major requirements.

All students will be held to completing the last 32 semester hours prior to graduation at Walsh University, with a minimum of 15 hours in the major field.

**Transient Student Status (Concurrent Enrollment)**

Once matriculated (accepted and paid required deposit), a Walsh student may attend another institution as a transient student. A Transient Student Request Form must be completed and returned to the Office of the Registrar for official approval of the transfer courses. Transient students may not transfer any more than 15 semester hours from another institution. No transient work will be approved for courses already completed or failed at Walsh University. The General Education Service Learning and Heritage Series courses do not transfer into Walsh University. Please consult your academic advisor for assistance with selecting these on-campus courses. No credits completed will be accepted at Walsh without prior written consent of the Registrar or the appropriate Academic Division Chair on the transient form. Transient Forms are available in the Student Service Center or www.walsh.edu (http://www.walsh.edu), click Registrar, then Forms. A course description must be attached to the form when submitting it to the Registrar or Assistant Registrar.

All students will be held to completing the last 32 semester hours prior to graduation at Walsh University, with a minimum of 15 hours in the major field of study.

Credits earned by students participating in University approved study abroad or experiential learning programs are exempt from the 15 credit hour limit on transient students and the last 32 semester hour rule. Students participating in such programs must still complete a minimum of 15 hours in the major field of study at Walsh University and complete the Transient Student process.

Current freshmen and sophomore students are permitted to take courses at two- or four-year regionally accredited schools. Current junior and senior students may transfer credits from regionally accredited four-year schools only.

Courses taken in the academic major or required for fulfillment of the Core cannot be repeated for credit at another institution.

**Transcript Requests - Official Transcripts**

**Normal Submission**

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

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

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

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**

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 (http://www.walsh.edu). With Online Submission students have the ability to request transcripts AND check on the status of the request.

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

**Unofficial Transcripts**

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

**Withdrawal From a Course (After Add/Drop Period)**

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 an 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. It is critical that the Veteran notify the certifying official in the office of the Registrar of any changes.

**Withdrawal from the University**

A student who wishes to withdraw from Walsh University, thereby discontinuing enrollment, will need to complete the University withdrawal
form. The student must secure the instructor’s and advisor’s signature on the Add/Drop Form. Both forms are available in the Student Service Center. In addition, all athletes must secure the signature of the Athletic Academic Support Specialist. 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 from a Course section for an explanation of assigned grades and withdrawal deadlines. A change in registration fee will not be assessed for a complete withdrawal from the University.

The last day to withdraw from the current semester is no more than 2 weeks prior to the end of the term. No student will be allowed to withdraw during the last 2 weeks of classes in the term.

Suspension and 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.

Undergraduate Grading System

Academic credit at Walsh University is granted in semester units.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designation</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Very Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Extremely Poor</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designation</th>
<th>Quality Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrew Officially</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Never attended; no official withdrawal (granted during midterm only)</td>
<td></td>
</tr>
</tbody>
</table>

1. Not computed
2. Computed after completion of course requirements

Note: Effective Spring 2010, WP, WF were removed from the University grading system. (2.0 is the lowest acceptable grade point average at Walsh University.)
Academic Schools and Divisions

Undergraduate Degrees and Majors

- B.A. — Bachelor of Arts
- B.A./M.A. — Bachelor of Arts and Master of Arts
- B.S. — Bachelor of Science
- B.S.E. — Bachelor of Science in Education
- A.A. — Associate of Arts
- B.S./D.P.T. — Bachelor of Science and Doctorate of Physical Therapy
- A.S.C.S. — Associate of Science in Computer Science
- B.S.N. — Bachelor of Science in Nursing

Academic Schools and Divisions

THE DEVILLE SCHOOL OF BUSINESS, DR. Rajshekhar G. Javalgi, DEAN (p. 70)

GARY AND LINDA BYERS SCHOOL OF NURSING, DR. JUDY KREYE, INTERIM DEAN (p. 55)

SCHOOL OF ARTS AND SCIENCES, DR. MICHAEL DUNPHY, DEAN (p. 89)

- Division of Fine and Performing Arts, Dr. Britt Cooper, Chair
- Division of Humanities, Dr. Bradley Beach, Chair
- Division of Literature, Language, and Communication, Dr. Amanda Gradisek, Chair
- Division of Mathematics and Sciences, Dr. Jacqueline Novak, Chair

SCHOOL OF BEHAVIORAL AND HEALTH SCIENCES, DR. PAMELA RITZLINE, DEAN (p. 157)

DIVISION OF EDUCATION, DR. JEAN A. DEFAZIO, CHAIR (p. 174)
Walsh University General Education Curriculum

Walsh, as a Catholic, Liberal Arts University, believes that liberally educated individuals observe and evaluate their world critically. They act as leaders in service to others pursuing meaning and truth, making informed judgments, and responding to global and technical change, all the while accepting responsibility for the ethical consequences of their actions.

Given this approach, the General Education Curriculum exemplifies the theme "Finding Meaning and Purpose in the 21st Century." To this end, the two-tier core prepares students for the future while adhering to a liberal arts framework. Among the skills that students learn and develop in the Walsh General Education courses are problem solving, critical thinking, effective communication, and collaboration. Students further investigate topics from multiple directions, outlooks, and approaches in the traditions of Catholic education as practiced by the Brothers of Christian Instruction.

The General Education Curriculum will be linked to the learning outcomes approved by the Faculty Senate and University President. Courses within this core curriculum can also be taken as electives or used to meet major/minor requirements.

Bachelor Degree General Education Core Curriculum Requirements

College Level Proficiencies

Walsh University expects students to demonstrate basic baccalaureate skills in English, Mathematics, and Foreign Language. To this end, students will be tested for placement in each of these three areas. Those who are proficient will not be required to take courses in these areas unless required by their declared major. Students who are non-native speakers of English and test out of ELL courses have fulfilled their Foreign/Second Language 102 Proficiency requirement. Students who are non-native speakers and tested into one or more ELL classes are fulfilling their Foreign/Second Language 102 Proficiency requirement. Students who are native speakers will need to fulfill their Foreign/Second Language 102 Proficiency requirement.

Proficiency levels are as follows:
(Participants fulfilled by placement test or completion of course)

- English - ENG 102: Reading and Writing Connections
- Foreign Language - The 102 level of a chosen language
- Mathematics - MATH 104: Algebra II

Students in pursuit of a liberal education and well-rounded knowledge are strongly encouraged to take courses beyond the basic graduation proficiency level.

Diversity, Service Learning, and digital media Applications

The Diversity, Service Learning, and Digital Media Requirements may be satisfied by Tier I, II, and/or Major Courses.

GE 100
All first-year traditional students are required to take GE 100 (First Year Institute), a one-hour credit course during the fall semester. A student who does not pass this course must re-take it the following spring semester (one section will be available in the spring).

**TIER I REQUIREMENTS – (Theology, Humanities, Letters, Fine Arts, and Sciences)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG (Literature)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FINE ARTS (ART/ARHI/MUSIC/THTR)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SBSC</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

1. See course list on page 47.
2. From two different disciplines: Government and Foreign Affairs, Economics, Psychology and/or Sociology.

**TIER II REQUIREMENTS**

Courses must be taken sequentially. Select one course each from the course lists on page 48.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 21st Century Challenges</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IIa. Religious Traditions</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IIb. Liberal Arts Traditions</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>III. The Response to the Challenges</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Tier I (Theology, Humanities, Letters, Fine Arts, Social and Behavioral Sciences, and Empirical Sciences)**

Tier I of the General Education Curriculum follows the traditional form of a liberal arts core curriculum, exposing students in their first and second years of college to a broad spectrum of disciplines (i.e., Theology, Humanities, Fine Arts, Social and Behavioral Sciences, and Empirical Science). The Tier I course work fosters the following student outcomes: the acquisition of knowledge in the Arts and Sciences, critical thinking and communication skills, and the integration of knowledge and skills in pursuit of truth and service. Students are required to take courses in theology, philosophy, history, English, art or music. In addition, they are required to take one three-credit science course. Courses labeled NS are typical for most non-science majors, though students may elect to take other Tier I science courses. They are also required to take two (2) three-credit courses in the social and behavioral sciences from two different disciplines: Government and Foreign Affairs, Economics, Psychology and/or Sociology.
Tier II (The Heritage Series)

Students take their Tier II courses after completing Tier I or upon attaining junior status. Tier II courses, known as the Heritage Series, offer students an integrated approach to addressing the problems and challenges of our time.

Students will use the opportunity provided by the Heritage Series:

1. to explore significant contemporary problems,
2. to locate those problems historically within western cultural, intellectual, and religious traditions,
3. to examine the challenges to the main currents in western thought provided by the historically marginalized groups within that tradition, and/or by non-western cultures, and
4. to grapple creatively with potential courses of action in solving the identified problems for future generations.

The Series works in three distinct, sequentially-taken phases. The Heritage 1 course must be completed before taking Heritage 2a and Heritage 2b. Both Heritage 2 courses must be completed before taking H3.

All Heritage courses apply the foundational principles of the document Gaudium et spes. H1 courses introduce students to Gaudium et spes. H2a, H2b and H3 courses build upon the principles introduced in H1, continually engaging students in an understanding and application of Gaudium et spes through designated sequential courses (see below).

Students take one course in each phase.

Heritage 1 – Where Are We? The Challenges of the Present

The focus of the Heritage 1 courses is on the challenges facing the contemporary world. Heritage 1 courses will identify one or more problems of modern life, and explore disciplinary and/or multidisciplinary approaches towards dealing with those challenges. An important goal of Heritage 1 courses is to impart an understanding of the complexity of the issues before the world in the early 21st century and their impact on all groups comprising the human family. Another significant goal is to demonstrate that a full understanding of any issue is not complete without considering multiple perspectives, including those embodied in Gaudium et spes.

Heritage 2a and b – How Did We Get Here? Historical Roots of Contemporary Problems

The focus of the Heritage 2 courses is on the past, and how an understanding of the western intellectual and religious traditions is vital to understanding the world’s contemporary challenges. Students will take two courses in this phase:

Heritage 2a: Judeo-Christian Heritage

In support of the goals of the Walsh University mission to encourage individuals to know how “to act in accordance with reason guided by the example and teachings of Jesus Christ,” the Heritage 2a courses are Theology courses that deepen one’s understanding of the history and meaning of Christianity or the Catholic faith.

Heritage 2b: Western Intellectual Traditions

Heritage 2b courses focus on the history of secular ideas and events that have shaped western culture and its impact on the contemporary world.

Heritage 3 – Where Ought We To Be Going? Integration and Response

Heritage 3 courses serve as the capstone experience in the General Education Program. As such, each Heritage 3 course encourages students to engage their imagination and creativity in considering potential courses of action for solving problems identified within the course, and to combine the knowledge and skills developed in the first three Heritage Series courses with the disciplinary expertise they bring from their majors and minors. Towards this end each Heritage 3 course includes an integrative project.

Diversity Applications

This element of the Core program focuses on how categories of differences are formed, how differences are experienced, and how differences are given meaning through social institutions. A student will take at least one Diversity Course as part of the General Education Program. Categories include age, race, gender, social class, sexual orientations, ethnicity, relations, and ability/disability, etc. Experience focuses on exclusion, inclusion, and privilege. For example, how exclusion shapes individual and collective consciousness, how inclusion begins with valuing the experiences of those excluded and critiquing individual/societal assumptions about all groups, and how statuses provide under-privilege (disadvantage) or over-privilege (advantage). Meaning ascribed to differences comes from the functions of social institutions that construct and interpret what differences means. For example, the ideologies that are reinforced through stereotypes, discrimination, prejudice and language found in the social institutions of family, government, schools, religion, work, etc. (The above is adapted from: Rosenstein, K.E. & Travis, T.M. [2000]. The meaning of Difference (2nd ed.). NY: McGraw-Hill.)

Service Learning Applications

Service Learning is defined by the American Association of Higher Education as a method under which students learn and develop through thoughtfully organized service that:

- Is conducted in and meets the needs of a community
- Is coordinated with an institution of higher education and with the community
- Helps foster civic responsibility
- Is integrated into and enhances the academic curriculum of the students enrolled
- Includes structured time for students to reflect on the service experience

A service learning course will involve students partnering with a community-based organization or group. The students will provide service to meet a need identified by the community. In this setting, "community organization or group" means a non-profit agency, educational institution, group of people with a common identity, or for-profit agency when the primary purpose is providing a significant public service. The service learning experience will help bring classroom material and discussion to life by giving students a real environment in which to apply course concepts.

Each semester, 15-20 Service Learning courses are offered. For a current list, please visit http://www.walsh.edu/for-students. (http://www.walsh.edu/for-students.html)
Digital Media Applications

In addition to writing and speaking, today's students need to be able to communicate by creating and disseminating messages through digital platforms and channels. These modes of communication are now key components of students' personal and professional lives. The Digital Media (DM) application in the General Education program (and majors) will help foster the skills necessary to use digital communication effectively.

When students enroll in a DM-designated course, they will be required to complete a project involving a significant digital media component. This project will entail learning new technical skills and, more importantly, learning how to use the digital media tools needed to innovate, create, and disseminate information and content as a part of the course. This project will not be in addition to course content requirements, but rather part of the course curriculum that requires transforming content into digital platforms, including websites, videos, interactive presentations, social media-based methods, and/or additional digital-media options. Walsh University resources will be available to students and faculty to support the DM courses.

### Tier I Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 101</td>
<td>T1:DV:History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 200</td>
<td>T1:Special Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 210</td>
<td>T1:Gbl Learning Arts &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 220</td>
<td>T1:DV:Arts of Asia, Afr, &amp; Isl</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 230</td>
<td>T1:DV:NativeAm/Af Am/Women Art</td>
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<tr>
<td>ARHI 240</td>
<td>T1:Greek and Roman Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 250</td>
<td>T1:Medieval Art</td>
<td>3</td>
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<tr>
<td>ARHI 260</td>
<td>T1:Renaissance Art</td>
<td>3</td>
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<tr>
<td>ARHI 265</td>
<td>T1:Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 270</td>
<td>T1:Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 280</td>
<td>T1:American Art &amp; Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 290</td>
<td>T1:History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 102</td>
<td>T1:Visual Order</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>T1:Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 200-8</td>
<td>T1:Graphic Novels as Art&amp;Liter</td>
<td>3</td>
</tr>
<tr>
<td>ART 220</td>
<td>T1:Special Topics in StudioArt</td>
<td>3</td>
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<tr>
<td>BIO 101</td>
<td>T1:Principles of Biology I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>T1:Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>T1:Gen Org/Biochem I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1:Global Microeconomics</td>
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<tr>
<td>ECON 205</td>
<td>T1:DV:Intro to Economics</td>
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<tr>
<td>ECON 210</td>
<td>T1:Personal Finance</td>
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<tr>
<td>ENG 200-1</td>
<td>T1:Studies in Short Fiction</td>
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</tr>
<tr>
<td>ENG 200-2</td>
<td>T1:DV:Cre Eq:Iss of Gen/Rac</td>
<td>3</td>
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<tr>
<td>ENG 200-3</td>
<td>T1:DV:Body in Pain/La Ill/Suff</td>
<td>3</td>
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<tr>
<td>ENG 200-4</td>
<td>T1:Money and Success</td>
<td>3</td>
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<tr>
<td>ENG 200-5</td>
<td>T1:Intro to Drama</td>
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</tr>
<tr>
<td>ENG 200-6</td>
<td>T1:DV:On Food</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-8</td>
<td>T1:Graphic Novels as Art&amp;Liter</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-9</td>
<td>T1:DV:Women in Literature</td>
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<tr>
<td>ENG 201</td>
<td>T1:Lit of British Isles I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>T1:Lit of British Isles II</td>
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<td>ENG 203</td>
<td>T1:World Literature I</td>
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<tr>
<td>ENG 204</td>
<td>T1:World Literature II</td>
<td>3</td>
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<tr>
<td>ENG 205</td>
<td>T1:United States Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 206</td>
<td>T1:United States Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 207</td>
<td>T1:DV:Literat &amp; Gender Theory</td>
<td>3</td>
</tr>
<tr>
<td>GFA 103</td>
<td>T1:DV:American Government</td>
<td>3</td>
</tr>
<tr>
<td>GFA 209</td>
<td>T1:DV:World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>T1:World Civil to 1500</td>
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</tr>
<tr>
<td>HIST 102</td>
<td>T1:World Civil 1500 to Pres</td>
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<tr>
<td>HIST 103</td>
<td>T1:Hist of the U.S. to 1877</td>
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<tr>
<td>HIST 104</td>
<td>T1:Hist of U.S. since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 225</td>
<td>T1:DV:African-American History</td>
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</tr>
<tr>
<td>HON 104</td>
<td>T1:Hon:History of Christianity</td>
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</tr>
<tr>
<td>HON 105</td>
<td>T1:Hon: The History of Science</td>
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</tr>
<tr>
<td>HON 203</td>
<td>T1:Hon: Literature</td>
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</tr>
<tr>
<td>MUS 102</td>
<td>T1:Class Music in ModernWorld</td>
<td>3</td>
</tr>
<tr>
<td>MUS 103</td>
<td>T1:Class Voice</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>T1:DV:Ameri Musical Theater</td>
<td>3</td>
</tr>
<tr>
<td>MUS 203</td>
<td>T1:DV:History of Blues &amp; Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 205</td>
<td>T1:Fund of Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 210</td>
<td>T1:History of Rock Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 211</td>
<td>T1: Music and The Movies</td>
<td>3</td>
</tr>
<tr>
<td>MUS 212</td>
<td>T1:History of Dance &amp; Music</td>
<td>3</td>
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<tr>
<td>MUS 322</td>
<td>T1:Music Education</td>
<td>3</td>
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<tr>
<td>NS 101</td>
<td>T1:DV:Sci/Contemp Hlth Iss</td>
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<tr>
<td>NS 103</td>
<td>T1:Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>NS 104</td>
<td>T1:Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>NS 105</td>
<td>T1:Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>NS 111</td>
<td>T1:DM:Plants,Foods,Med &amp; Texti</td>
<td>3</td>
</tr>
<tr>
<td>NS 112</td>
<td>T1:Science for ECE</td>
<td>3</td>
</tr>
<tr>
<td>NS 114</td>
<td>T1:Intro to Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>NS 119</td>
<td>T1:Microbes &amp; Society</td>
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</tr>
<tr>
<td>NS 210</td>
<td>T1:Astronomy/Planetary Sci</td>
<td>3</td>
</tr>
<tr>
<td>NS 215</td>
<td>T1:Forensic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

The science courses listed above (BIO 101, CHEM 101 & CHEM 109) count as Tier I courses, but students should only take these if they have significant science and math preparation from high school. Otherwise, non-science majors should take courses designated as NS (listed above) to fulfill their three-credit hour science requirement for the core curriculum.

Nursing, science, and undecided majors who change their majors can substitute a non-Tier I science course to fulfill the Tier I science requirement, only if they have completed and passed this course.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>PHIL 100</td>
<td>T1:Introduction to Philosophy</td>
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</tr>
<tr>
<td>PHIL 103</td>
<td>T1:Intro to Art of Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>T1:FromSocr-Spiel:PhilThrFilm</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>T1:DV:Phil of Human Nature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 251</td>
<td>T1: Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>T1:Psychology of Violence</td>
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</table>
### Tier II Courses

#### Heritage I: 21st Century Challenges

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUS 360</td>
<td>H1:DV: Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315-1</td>
<td>H1:ST:21st Cent:Chal Conte Fi</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315-3</td>
<td>H1:DV:American West in Literat</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31512</td>
<td>H1:Beauty/Desi: Pur Aeth Ideal</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31513</td>
<td>H1:Green Myth/Stu in Lit Ec</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31516</td>
<td>H1:Classical Mythology in Lit</td>
<td>3</td>
</tr>
<tr>
<td>EXS 263</td>
<td>H1:DV: Personal/Com Health</td>
<td>3</td>
</tr>
<tr>
<td>GFA 241</td>
<td>H1: Urban Politics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1:DV: World Politics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 299</td>
<td>H1:DV: Genocide in Modern Times</td>
<td>3</td>
</tr>
<tr>
<td>GFA 323</td>
<td>H1:DV: Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>GFA 355</td>
<td>H1: American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>GFA 409</td>
<td>H1: Intern/Polit Econ</td>
<td>3</td>
</tr>
<tr>
<td>HIST 240</td>
<td>H1: US in the Long 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 313</td>
<td>H1: Rise/Fall of Nazi Germany</td>
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</tr>
<tr>
<td>HIST 318</td>
<td>H1: DV: Indust Revol in World</td>
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<tr>
<td>HIST 335</td>
<td>H1: U.S. in the 20th Century</td>
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<tr>
<td>HON 205</td>
<td>H1: HON: Great Ideas of Humanity</td>
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<tr>
<td>JS 290</td>
<td>H1: DV: Hate Groups/Violence</td>
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<tr>
<td>NURS 220PL</td>
<td>H1: Theo Found for Nursing Prac</td>
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<tr>
<td>PEAC 201</td>
<td>H1: Intro to Peace Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>H1: DV: Phil of Human Sexuality</td>
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<tr>
<td>PHIL 275</td>
<td>H1: Environmental Philosophy</td>
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</tr>
<tr>
<td>PHIL 290</td>
<td>DV: H1: Special Topics</td>
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<td>PSYC 307</td>
<td>DV: H1: Cross-Cultural Psych</td>
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</tr>
<tr>
<td>PSYC 309</td>
<td>H1: Crit Iss in Child/Adol Deve</td>
<td>3</td>
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<tr>
<td>PSYC 310</td>
<td>H1: DV: Gender</td>
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<tr>
<td>PSYC 340</td>
<td>DV: H1: Addictions</td>
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<td>SOC 207</td>
<td>H1: Population</td>
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</tr>
<tr>
<td>SOC 303</td>
<td>H1: DV: Marriage, Family &amp; Intimac</td>
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<tr>
<td>SOC 304</td>
<td>H1: DV: Urban Sociology</td>
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<tr>
<td>SOC 311</td>
<td>DV: H1: Medical Sociology</td>
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<td>SOC 312</td>
<td>H1: Victimology</td>
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<tr>
<td>SOC 314</td>
<td>H1: DV: Sociology of Aging</td>
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<tr>
<td>THEO 207</td>
<td>H1: DV: African-Ameri Religion</td>
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<tr>
<td>THEO 289</td>
<td>H1: DV: Hate Groups and Violence</td>
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#### Heritage II: Liberal Arts Traditions

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<tr>
<td>ARHI 315</td>
<td>H2b: Global Contemporary Art</td>
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<tr>
<td>ECON 301</td>
<td>H2b: Global Econ Perspect</td>
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</tr>
<tr>
<td>ENG 314</td>
<td>H2b: The Literary Essay</td>
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</tr>
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<td>ENG 315-6</td>
<td>H2b: Solitudes</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31510</td>
<td>H2b: Utopian &amp; Dystopian Lit</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31514</td>
<td>H2b: Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 316</td>
<td>H2b: Autobiographica Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 318</td>
<td>H2b: The Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENG 324</td>
<td>H2b: African/American Litera</td>
<td>3</td>
</tr>
<tr>
<td>ENG 335</td>
<td>H2b: Travel Writing</td>
<td>3</td>
</tr>
<tr>
<td>GFA 213</td>
<td>H2b: Comparative Politics</td>
<td>3</td>
</tr>
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<td>GFA 303</td>
<td>H2b: American Political Thought</td>
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</tr>
<tr>
<td>GFA 305</td>
<td>H2b: West Europe/European Union</td>
<td>3</td>
</tr>
<tr>
<td>GFA 403</td>
<td>H2b: Constitutional Law</td>
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<tr>
<td>HIST 204</td>
<td>H2b: Diplo Hist U.S. since 1877</td>
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<tr>
<td>HIST 208</td>
<td>H2b: The Fren Revolut and Napo</td>
<td>3</td>
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<tr>
<td>HIST 224</td>
<td>H2b: Military History of the US</td>
<td>3</td>
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<td>HIST 250</td>
<td>H2b: American Catholic History</td>
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<td>H2b: Hist of the Ancient World</td>
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<td>H2b: Hist of Medieval Europe</td>
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<td>HIST 310</td>
<td>H2b: Hist of Early Mode Europe</td>
<td>3</td>
</tr>
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<td>HIST 311</td>
<td>H2b: History of Modern Europe</td>
<td>3</td>
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<td>HIST 323</td>
<td>H2b: Modern Britain</td>
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<tr>
<td>HIST 334</td>
<td>H2b: Constitutional Hist of US</td>
<td>3</td>
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<tr>
<td>HIST 408</td>
<td>H2b: Sports &amp; Soc in US Hist</td>
<td>3</td>
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<tr>
<td>HIST 413</td>
<td>H2b: Europ Intellec Hist</td>
<td>3</td>
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<td>HIST 435</td>
<td>H2b: The Papacy</td>
<td>3</td>
</tr>
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<td>GFA 403</td>
<td>H2b: Constitutional Law</td>
<td>3</td>
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<tr>
<td>JS 103</td>
<td>H2b: Jwsh Read of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>HON 300</td>
<td>H2b: Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MUS 201</td>
<td>H2b: Hist of Great Choral Works</td>
<td>3</td>
</tr>
<tr>
<td>NURS 356</td>
<td>H2b: Palliative Care:End LifeCare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 358</td>
<td>H2b: Comple &amp; Altern Therapies</td>
<td>3</td>
</tr>
<tr>
<td>NURS 390</td>
<td>H2b: Issues for Global Hlthcare</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>H2b: DV: Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>H2b: DV: Political Philosophy</td>
<td>3</td>
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</table>
Heritage 3: The Responses to the Challenges

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARHI 402</td>
<td>H3: Senior Cap Paper/Art Hist</td>
<td>3</td>
</tr>
<tr>
<td>BSC 440</td>
<td>DV: H3: Applied Behav Sci Intern</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>H3: Integrative Global Expe III</td>
<td>3</td>
</tr>
<tr>
<td>COM 305</td>
<td>H3: Intercultura Communication</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 468</td>
<td>H3: Student Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 323</td>
<td>H3: The Modern Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>H3: Professional Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 385</td>
<td>H3: Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>GFA 375</td>
<td>H3: Politics and Film</td>
<td>3</td>
</tr>
<tr>
<td>GFA 401</td>
<td>H3: DV: Povty &amp; Prspty in Dev Wd</td>
<td>3</td>
</tr>
<tr>
<td>GFA 405</td>
<td>H3: DV: CivilRight&amp;Libert</td>
<td>3</td>
</tr>
<tr>
<td>GFA 415</td>
<td>H3: International Law</td>
<td>3</td>
</tr>
<tr>
<td>HIST 428</td>
<td>H3: History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>H3: Sem Hist of War &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>HIST 438</td>
<td>H3: Sem Case Stds in Genocide</td>
<td>3</td>
</tr>
<tr>
<td>HIST 440</td>
<td>H3: Sem US Race/Class/Gender</td>
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<tr>
<td>HON 301</td>
<td>H3: Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>JS 211</td>
<td>H3: DV: EarlyJud:FoundChristi</td>
<td>3</td>
</tr>
<tr>
<td>JS 315</td>
<td>H3: Rep Brok Wrld:Jew Valu Heal</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 301</td>
<td>H3: Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>H3: Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 408</td>
<td>H3: Sem: Selected Topics in Phil</td>
<td>3</td>
</tr>
<tr>
<td>THEO 302</td>
<td>H3: Liturgy/Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 460</td>
<td>H3: Senior Research Project</td>
<td>3</td>
</tr>
<tr>
<td>THEO 310</td>
<td>H3: Contem Christian Spiritu</td>
<td>3</td>
</tr>
<tr>
<td>THEO 320</td>
<td>H3: Repair a BrokenWorld</td>
<td>3</td>
</tr>
<tr>
<td>THEO 409</td>
<td>H3: Sem: Selected Theologians</td>
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</table>

Diversity Courses (DV)

**Tier I - DV**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARHI 101</td>
<td>T1: DV: History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 220</td>
<td>T1: DV: Arts of Asia, Afr, &amp; Isl</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 230</td>
<td>T1: DV: NativeAm/Af Am/Women Art</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>T1: DV: Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>DV: Except &amp; MultiCult GlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-2</td>
<td>T1: DV: Cre Eq: Iss of Gen/Rac</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-3</td>
<td>T1: DV: Body in Pain: La II/Suff</td>
<td>3</td>
</tr>
<tr>
<td>ENG 207</td>
<td>T1: DV: Literat &amp; Gender Theory</td>
<td>3</td>
</tr>
<tr>
<td>GFA 103</td>
<td>T1: DV: American Government</td>
<td>3</td>
</tr>
<tr>
<td>GFA 209</td>
<td>T1: DV: World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GFA 299</td>
<td>H1: DV: Genocide in Modern Times</td>
<td>3</td>
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<tr>
<td>GFA 401</td>
<td>H3: DV: Povty &amp; Prspty in Dev Wd</td>
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<tr>
<td>HIST 101</td>
<td>T1: DV: World Civil to 1500</td>
<td>3</td>
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<tr>
<td>HIST 102</td>
<td>T1: DV: World Civil 1500 to Pres</td>
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<tr>
<td>HIST 103</td>
<td>T1: DV: Hist of the U.S. to 1877</td>
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<tr>
<td>HIST 104</td>
<td>T1: DV: Hist of U.S. since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 225</td>
<td>T1: DV: African-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 227</td>
<td>DV: T1: Glob Pers in Gender Hist</td>
<td>3</td>
</tr>
<tr>
<td>HIST 339</td>
<td>DV: History of Modern Asia</td>
<td>3</td>
</tr>
<tr>
<td>MUS 202</td>
<td>T1: DV: Ameri Musical Theater</td>
<td>3</td>
</tr>
<tr>
<td>MUS 203</td>
<td>T1: DV: History of Blues &amp; Jazz</td>
<td>3</td>
</tr>
<tr>
<td>NS 101</td>
<td>T1: DV: Sci/Contemp Hlth Iss</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>T1: DV: Phil of Human Nature</td>
<td>3</td>
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<tr>
<td>PHIL 203</td>
<td>T1: DV: Moral Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 290</td>
<td>DV: H1: Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>DV: T1: Human Devel Across Lifes</td>
<td>3</td>
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<tr>
<td>PSYC 230</td>
<td>T1: DV: Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 205</td>
<td>T1: DV: Social/Cult Divers</td>
<td>3</td>
</tr>
<tr>
<td>SOC 206</td>
<td>DV: T1: Cross Cult Iss Gender</td>
<td>3</td>
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<tr>
<td>SPAN 322</td>
<td>DV: Latin American Film</td>
<td>3</td>
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<tr>
<td>THEO 289</td>
<td>H1: DV: Hate Groups and Violence</td>
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**Tier II (Heritage) - DV**

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<tr>
<td>ECON 301</td>
<td>H2b: DV: Global Econ Perspect</td>
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</tr>
<tr>
<td>ENG 315-2</td>
<td>DV: T1: Amer Ind Lit/Env Jus</td>
<td>3</td>
</tr>
<tr>
<td>EXS 263</td>
<td>H1: DV: Personal/Com Health</td>
<td>3</td>
</tr>
<tr>
<td>GFA 213</td>
<td>H2b: DV: Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 299</td>
<td>H1: DV: Genocide in Modern Times</td>
<td>3</td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1: DV: World Politics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 323</td>
<td>H1: DV: Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>GFA 405</td>
<td>H3: DV: CivilRight&amp;Libert</td>
<td>3</td>
</tr>
<tr>
<td>HIST 318</td>
<td>H1: DV: Indust Revol in World</td>
<td>3</td>
</tr>
<tr>
<td>JS 211</td>
<td>H3: DV: EarlyJud:FoundChristi</td>
<td>3</td>
</tr>
<tr>
<td>JS 290</td>
<td>H1: DV: Hate Groups/Violence</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>H1: DV: Phil of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>H2b: DV: Philosophy of Art</td>
<td>3</td>
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<tr>
<td>PHIL 312</td>
<td>H2b: DV: Political Philosophy</td>
<td>3</td>
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<tr>
<td>PSYC 307</td>
<td>DV: H1: Cross-Cultural Psych</td>
<td>3</td>
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<tr>
<td>PSYC 310</td>
<td>H1: DV: Gender</td>
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<td>PSYC 340</td>
<td>DV: H1: Addictions</td>
<td>3</td>
</tr>
<tr>
<td>SOC 202</td>
<td>H2b: DV: Cultural Anthropo</td>
<td>3</td>
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<tr>
<td>SOC 301</td>
<td>H2b: DV: Women and the CrJu Syst</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303</td>
<td>H1: DV: Marriage, Family/Intimac</td>
<td>3</td>
</tr>
<tr>
<td>SOC 304</td>
<td>H1: DV: Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>H2b: DV: Death, Dying and Bereav</td>
<td>3</td>
</tr>
<tr>
<td>SOC 311</td>
<td>DV: H1: Medical Sociology</td>
<td>3</td>
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</table>
SOC 314  H1:DV:Sociology of Aging  3
SOC 490-1  H2b:DV:ST:Uganda Experience  3
THEO 205  H2a:DV:Church in the Mod Wrld  3
THEO 207  H1:DV:African-Ameri Religion  3

Other Diversity Courses
The following diversity courses do not fulfill Tier I or Tier II (Heritage) requirements.

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<tr>
<td>BSC 301</td>
<td>DV:Social Psychology</td>
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<td>BSC 360</td>
<td>DV:Counsel/Interview Proc</td>
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<tr>
<td>BSC 430</td>
<td>DV:Applied Behav Science Sem</td>
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<tr>
<td>BSC 526</td>
<td>UG:DV:Group Process</td>
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<tr>
<td>BSC 560</td>
<td>DV: Intro Counsel/Counsel Prof</td>
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<tr>
<td>BIO 402</td>
<td>DV: Genetics</td>
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</tr>
<tr>
<td>BUS 309</td>
<td>DV: Multicultur Consumer Beh</td>
<td>3</td>
</tr>
<tr>
<td>BUS 318</td>
<td>DV: Hum Res Found in Global Org</td>
<td>3</td>
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<tr>
<td>CHEM 390</td>
<td>DV: Chemistry Internship</td>
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<tr>
<td>COM 290</td>
<td>DV: Rac,Gen,Po in Mass Med</td>
<td>3</td>
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<tr>
<td>FREN 321</td>
<td>DV: French Civilizat/Culture</td>
<td>3</td>
</tr>
<tr>
<td>GFA 207</td>
<td>DV: Campaigns &amp; Elections</td>
<td>3</td>
</tr>
<tr>
<td>HIST 225</td>
<td>T1:DV:African-American History</td>
<td>3</td>
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<tr>
<td>HIST 227</td>
<td>DV:T1:Glob Pers in Gender Hist</td>
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<tr>
<td>HIST 336</td>
<td>DV: Govt &amp; Pol in Mod Latin Am</td>
<td>3</td>
</tr>
<tr>
<td>HIST 337</td>
<td>DV: History of Mod Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIST 338</td>
<td>DV: History of Modern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HUM 220</td>
<td>DV: Found Interdiscip Study</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>DV: Math in the World</td>
<td>3</td>
</tr>
<tr>
<td>MATH 130</td>
<td>DV: Math and the Environme</td>
<td>3</td>
</tr>
<tr>
<td>NURS 230PL</td>
<td>DV:Hlth Asses/Prom for Nur Prc</td>
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</tr>
<tr>
<td>NURS 330PL</td>
<td>DV:Nurs w/Acutely III Adults I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 335PL</td>
<td>DV:Nurs w/ Acute III Adults II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 340PL</td>
<td>DV:Nursing with Families I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 420PL</td>
<td>DV:Population Focused Nursing</td>
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<tr>
<td>PE 110</td>
<td>DV:Lifestyle Health/Fitness</td>
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<tr>
<td>PSYC 401</td>
<td>DV: Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 426</td>
<td>DV: Group Process</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>DV: Latin American Civ/Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 406</td>
<td>DV: Def of Gender in Hisp Cult</td>
<td>3</td>
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<tr>
<td>SPAN 408</td>
<td>DV: Adv Read/Conv in Hisp Cult</td>
<td>3</td>
</tr>
<tr>
<td>THEO 105</td>
<td>DV: Comparative Religions</td>
<td>3</td>
</tr>
</tbody>
</table>
 COURSE DESCRIPTIONS

General Education (GE)

GE 100 First Year Institute  1 sem. hour
Focusing on first year traditional-age students, this course emphasizes the academic and social passage into a college environment with particular emphasis upon areas of diversity, information literacy, technology, critical thinking and healthy relationships. Instructors will direct small groups through a series of interactive reading, information gathering, and writing activities. This is a required course for Graduation.

GE 110 Bldg Coll Literacy/Stud Skills  3 sem. hours
Survey that introduces freshman students in the Structured Education Program to selected study, testing, and time management skills necessary for successful completion of both core and elective college classes. Two hours per week of in-class coursework are offered through lecture and group-work activities, with special emphasis placed on preparation for reading-intensive courses. The remaining weekly hour is fulfilled through required tutoring in English and Mathematics. Offered every fall; by placement only.

GE 112 On Course for College  3 sem. hours
This placement-only course is required as part of Walsh University's Academic Achievement Program for freshman students with conditional status admittance. The class will introduce students to selected study, testing, communications, and time management skills necessary for successful completion of core and elective college courses. This class will follow the course program for GE 100 requirements. Required ten hours of tutoring and five one-hour counseling sessions. Offered every semester.

GE 115 Study Skills on Course  3 sem. hours
This placement-only course is required as part of Walsh University's Academic Achievement Program for students with academic probation status. The class will assist students in processing how they study, take tests, communicate and network, and manage their time. They will be required to keep a planner, construct an Academic Action Plan, and problem-solve areas that are keeping them from achieving their goals. They will also explore their major and career choices. Ten hours of tutoring and five one-hour counseling sessions are required of freshmen and sophomores on academic probation. Recommended for juniors and seniors. Offered every semester.
The Gary and Linda Byers School of Nursing

Dr. Judy Kreye, Interim Dean

Mission

The mission of the Walsh University Gary and Linda Byers School of Nursing is to provide excellence in nursing education grounded in 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.

Goals and Outcomes

The goal of the Walsh University Baccalaureate of Science in Nursing (BSN) in nursing curricula is to prepare a graduate who is responsible and accountable for the application of critical thinking, communication principles, science and liberal arts knowledge, and therapeutic nursing interventions with diverse clients in an evolving health care system. The graduate is able to function in the role of caregiver, manager and coordinator of care, and leader. The four-year pre-licensure curriculum prepares the graduate to become licensed as a registered nurse. The curriculum for the registered nurse meets the adult-learner needs of the student who acquired fundamental nursing education in a diploma or associate degree program. The graduate of the BSN Program is accountable and responsible for competent nursing practice and has the foundation for life-long learning.

Baccalaureate of Science Degree in Nursing Program; Characteristics of the Graduate

Upon completion of the Baccalaureate of Science in Nursing Program the graduate is able to:

1. Integrate critical thinking principles in the application of the nursing process.
2. Apply knowledge, skills, and information management in the delivery of therapeutic nursing interventions with diverse clients in an evolving health care environment.
3. Utilize communication skills at all levels of interaction within diverse health care environments.
4. Synthesize knowledge of science and liberal arts within the practice of nursing.
5. Demonstrate accountability and responsibility for population health, research, evidence-based practice and leadership in nursing.
6. Display a commitment to professionalism and the ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.

Philosophy

We, the Nursing faculty of Walsh University, affirm the philosophy and mission of this institution with its Judeo-Christian traditions. We believe that the Gary and Linda Byers School of Nursing is an integral part of Walsh University and that the liberal arts education orientation of the University enhances nursing education.

We believe the nurse is an open, complex system who is in constant interaction with an ever-changing environment. The goal of the nurse is to engage the client in a therapeutic relationship. Guided by the methodology of nursing process, the nurse assists the client in promoting, maintaining, restoring, and reorganizing health or supporting death with dignity. Accountability and responsibility, critical thinking, communication, science and liberal arts knowledge, and therapeutic nursing interventions form the foundation of nursing practice.

We believe the primary focus of the nurse is the client. The client may be an individual, family, or community. We view the client as a unique, complex, open system, with biological, psychosocial, cultural, and spiritual subsystems. We believe the client possesses the freedom and responsibility to think, to choose, and to act.

We view the client as constantly interacting with an ever-changing environment throughout the life span to achieve homeostasis. We believe that the environment includes both the internal and external milieu and that homeostasis is the complex, dynamic process of adaptation to maintain health. Alteration of health or illness occurs when homeostasis is disrupted. We believe the client exists on a continuum of health from conception to death.

We believe that the process of education provides an environment that stimulates the learner to think critically, communicate effectively, and act compassionately, responsibly, and maturely as a contributing member of the profession and society. We believe that nursing education belongs in an institution of higher learning where students are integrated into academic life and have the opportunity to participate in campus activities. Education in an institution of higher learning provides general and professional experiences that facilitate an understanding and respect of people, cultures, and environments. Nursing education provides the basis for life-long learning.

Learning involves the acquisition of knowledge, skills, interests, and values resulting in changes in behavior. The faculty espouses the following principles of learning:

1. Learning is influenced by past experiences, values, and skills;
2. The student is responsible for learning and assuming an active role in the process;
3. A climate of trust and mutual respect enhances learning;
4. Learning develops critical thinking processes;
5. Learning is facilitated by activities that promote application of concepts and provide the learner with opportunities for success; and
6. Learning is a life-long process.

The faculty believes that the graduate has an academic background in the sciences and liberal arts. The graduate is able to incorporate values into nursing practice and is accountable to the client, the profession, and other health care professionals and to self. The graduate has a foundation for continuing education and higher education. The graduate is able to apply the nursing process while giving care to diverse clients in health care settings. The Baccalaureate degree graduate applies knowledge from the sciences and liberal arts to the practice of nursing. Further, the Baccalaureate graduate assumes current and evolving nursing roles in community health, research, and leadership to promote the practice of nursing and the advancement of health care.

- Nursing B.S.N. (Pre-Licensure Requirements) (p. 56)
- Nursing B.S.N. Accelerated Option (p. 56)
- Nursing R.N.-B.S.N. Option for the Registered Nurse (p. 57)
- Nursing R.N.-M.S.N. for the Registered Nurse (p. 58)
Nursing B.S.N. (Pre-licensure Requirements)

Admission Requirements

Students interested in majoring in nursing are admitted to Walsh University as pre-nursing students. Pre-nursing students are considered for admission into the Baccalaureate of Science in Nursing (BSN) Program after completion of the pre-requisite courses listed below. Admission to the BSN Program is based on the cumulative grade point average for the following pre-requisite courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHEM 109</td>
<td>T1: Gen Org/Biochem I</td>
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<td>CHEM 109L</td>
<td>Gen Org/Biochem I/Lab</td>
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<tr>
<td>CHEM 110</td>
<td>Gen Org/Biochem II</td>
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</tr>
<tr>
<td>CHEM 110L</td>
<td>Gen Org/Biochem II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy/Physiology II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS 220PL</td>
<td>H1: Theo Found for Nursing Prac</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must attain a cumulative grade point average of 2.75 or higher in these courses. In addition, a grade of C- or lower in any of the above listed courses will not be accepted. Science courses must have been completed within the last seven years.

Direct Admit

Students who are invited to the Honors Competition and/or enrolled in the Honors Program will be directly admitted into the nursing major upon admission to Walsh University.

Required

- General Education Requirements (p. 48)
- Internship

Recommended

- A Global Learning (GL) experience (p. 9)

Nursing Pre-Licensure Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 110</td>
<td>Gen Org/Biochem II &amp; 110L</td>
<td>4</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>H3: Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>DV:T1: Human Devel Across Lifes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 220PL</td>
<td>H1: Theo Found for Nursing Prac</td>
<td>3</td>
</tr>
</tbody>
</table>

Nursing B.S.N. Accelerated Option

The Accelerated BSN Option allows qualified individuals, who hold a baccalaureate degree in a discipline other than nursing, to complete the BSN program in 15 months of full-time study. Students must fulfill all general education requirements as well as all requirements of the nursing major. All students will be eligible for the reduced core. The program begins each year in May.

Admission to the Accelerated BSN Program is based on the cumulative grade point average for the following prerequisite courses (or approved equivalents):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 109</td>
<td>T1: Gen Org/Biochem I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 109L</td>
<td>Gen Org/Biochem I/Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Gen Org/Biochem II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 110L</td>
<td>Gen Org/Biochem II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy/Physiology II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Microbiology</td>
<td>3</td>
</tr>
</tbody>
</table>
Students must attain a cumulative grade point average of 2.75 or higher in these prerequisite courses. In addition, a grade of C- or lower in any of the above listed courses will not be accepted. Students must also have an overall grade point average of 2.75 or higher in their baccalaureate program and complete an interview with the Gary and Linda Byers School of Nursing Admissions Committee. Science courses must have been completed within the past seven years.

**Required**
- General Education Requirements (p. 48)
- Internship

**Recommended**
- A Global Learning (GL) experience (p. 9)

### Nursing Accelerated Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 290</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NS 207</td>
<td>Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Philosophy (3 sem. hrs.)**

- PHIL 304 H3: Bioethics 3

**Nursing (54 sem. hrs.)**

- NURS 220AC H1: Theo Found for Nursing Prac 3
- NURS 230AC Hlth Assess/Prom for Nurs Prac 4
- NURS 240AC DM: Clinical Pharm/Nurs Mgt 3
- NURS 310AC Found of Nurs w/Older Adult 5
- NURS 320AC DV: Nurs to Promote Mental Hlth 4
- NURS 330AC DV: Nurs w/ Acutely Ill Adults 4
- NURS 335AC DV: Nurs w/ Acute Ill Adults II 4
- NURS 340AC DV: Nursing with Families I 4
- NURS 410AC Nursing Research 3
- NURS 420AC DV: Population Focused Nursing 4
- NURS 425AC Nursing of Families II 4
- NURS 430AC Nursing Leadership 5
- NURS 440AC Nurs w/ Critically Ill Adults 5
- NURS 450AC Nursing Capstone 2

### Nursing R.N.-B.S.N. Option for the Registered Nurse

The RN-BSN option allows qualified registered nurses to complete the Bachelors of Science in Nursing Program. The program is designed for the registered nurse with an associate degree or diploma in nursing who wishes to earn a BSN degree.

### Admission Requirements

- Graduate of an accredited registered nurse program, Diploma or Associate Degree

- An unencumbered registered nurse (RN) license in Ohio
- Anatomy and Physiology I and II
- Microbiology
- Chemistry
- English Composition
- Social Science Electives
- Or by special permission of the Dean of the Gary and Linda Byers School of Nursing

### Graduation Requirements

A minimum of 125 semester hours is required for graduation. Students must fulfill all general education requirements and requirements for the nursing major.

All RN-BSN applicants will be considered for the reduced core of the general education requirements of the university. Qualifying for the reduced core requires a minimum of 60 college credits. For all admitted nurses, 25 semester credits of nursing escrow credit are awarded after successfully completing the 300 level nursing courses. The lower division nursing credits, awarded by the direct or escrow methods will be counted toward the 60 transfer credits needed to qualify for the reduced core of the general education requirements. In addition, all other courses taken at another university or college will be considered for transfer credit. Decisions on granting transfer credit are made by the registrar.

### Required
- General Education Requirements (p. 48)
- Internship

### Recommended
- A Global Learning (GL) experience (p. 9)

### Nursing RN-BSN Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 300</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 400</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry (3 sem. hrs.)**

- CHEM 200 Aspects of Clinical Chemistry 3

**Mathematics (3 sem. hrs.)**

- MATH 221 Statistics (prequisite is MATH 104) 3

**Nursing (29 sem. hrs.)**

- NURS 300RN Theor Conc for Nurs Practice 3
- NURS 301RN Hlth Assess/Prom Nurs Practice 4
- NURS 302RN Crit Think in Clin Decisions 5
- NURS 340RN Nursing with Families 3
- NURS 410RN Nursing Research (prerequisite MATH 221) 3
- NURS 420RN DV: Population Focused Nursing 4
- NURS 430RN Nursing Leadership 5
- NURS 450RN Nursing Capstone 2

(Credit for work experience (maximum of two nursing courses) is an option for the registered nurse by using the professional portfolio process. Students must develop a written agreement with nursing faculty member then complete Humanities 200 in order to do a portfolio.)
NURS 300RN must be the first nursing course taken and NURS 450RN must be taken in the last semester before graduation.

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

The RN-MSN option allows qualified registered nurses to complete the Bachelors of Science in Nursing Program by substituting selected Masters of Science in Nursing (MSN) courses for upper division BSN 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.

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

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

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

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

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

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

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

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

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

Academic Advising
Upon admission to the master’s program, the student is assigned to a graduate faculty member who will work with the student to develop a curriculum plan. Students are encouraged to meet with their advisors prior to registration each semester to confirm their program plan.
Required
- General Education Requirements (p. 48)
- Internship

Recommended
- A Global Learning (GL) experience (p. 9)

Nursing RN-MSN Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (3-4 sem. hrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 610</td>
<td>Advanced Pathophysiology ¹</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (3 sem. hrs.) above CHEM 109 or its equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 200</td>
<td>Aspects of Clinical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (3 sem. hrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics (prerequisite is MATH 104 or its equivalent) ²</td>
<td>3</td>
</tr>
<tr>
<td>Nursing (29 upper division sem. hrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 300RN</td>
<td>Theor Conc for Nurs Practice ³</td>
<td>3</td>
</tr>
<tr>
<td>NURS 302RN</td>
<td>Crit Think in Clin Decisions</td>
<td>5</td>
</tr>
<tr>
<td>NURS 340RN</td>
<td>Nursing with Families</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420RN</td>
<td>DV:Population Focused Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 430RN</td>
<td>Nursing Leadership</td>
<td>5</td>
</tr>
<tr>
<td>NURS 450RN</td>
<td>Nursing Capstone ⁴</td>
<td>2</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Adv Health Assessment ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Research Meth/Evid Based Pract ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Nursing (NURS)

NURS 220AC  H1:Theo Found for Nursing Prac  3 sem. hrs.
The main focus of this course is introduction to concepts and principles foundational of nursing practice. Critical thinking in combination with the nursing process is introduced as the systematic methodology for planning care with clients as they adapt to internal and external stressors. Therapeutic nursing interventions are explored as a means to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are presented as critical elements in the nurse-client relationship. Theoretical and empirical knowledge from nursing, sciences, and liberal arts that guide nursing practice including growth and development, teaching-learning, general systems theory, and selected nursing theories are discussed. Accountability and responsibility for incorporation of evidence-based nursing practice is addressed. Leadership skills fundamental to the professional nursing role are highlighted. Informatics is introduced as a means of communication and a source of information. Ethical and legal issues that influence the evolution of the profession and scope of nursing practice are presented. This course explores challenges of the 21st century including cultural, spiritual, and self-development aspects discussed in Gaudium Et Spes. Offered every summer semester.

NURS 220PL  H1:Theo Found for Nursing Prac  3 sem. hrs.
The main focus of this course is introduction to concepts and principles foundational of nursing practice. Critical thinking in combination with the nursing process is introduced as the systematic methodology for planning care with clients as they adapt to internal and external stressors. Therapeutic nursing interventions are explored as a means to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are presented as critical elements in the nurse-client relationship. Theoretical and empirical knowledge from nursing, sciences, and liberal arts that guide nursing practice including growth and development, teaching-learning, general systems theory, and selected nursing theories are discussed. Accountability and responsibility for incorporation of evidence-based nursing practice is addressed. Leadership skills fundamental to the professional nursing role are highlighted. Informatics is introduced as a means of communication and a source of information. Ethical and legal issues that influence the evolution of the profession and scope of nursing practice are presented. This course explores challenges of the 21st century including cultural, spiritual, and self-development aspects discussed in Gaudium Et Spes. Offered every spring and summer semester.

NURS 230AC  Hlth Assess/Prom for Nur Prac  4 sem. hrs.
The major focus of this course is the physiological, developmental, psychosocial, cultural, and spiritual nursing assessment of the adult client. Critical thinking in combination with the nursing process is utilized to identify nursing diagnoses for the adult client as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the adult client are planned to promote and maintain health utilizing various clinical assessment tools: health history, physical examination, and health promotion. Therapeutic communication skills are incorporated to gather assessment data. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for effective collection and analysis of client information. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the adult client is introduced. Leadership skills such as collaboration and health promotion are explored. Informatics is used as a source of information concerning health assessment and as a medium for documentation. Ethical and legal issues related to assessment of the adult client are investigated. Offered every fall semester.

NURS 230L  Hlth Assess for Nurs Pract/Lab  0 sem. hrs.
Health Assessment for Nursing Practice laboratory.

NURS 230PL  DV:Hlth Asses/Prom for Nur Prc  4 sem. hrs.
The major focus of this course is the physiological, developmental, psychosocial, cultural, and spiritual nursing assessment of the adult client. Critical thinking in combination with the nursing process is utilized to identify nursing diagnoses for the adult client as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the adult client are planned to promote and maintain health utilizing various clinical assessment tools: health history, physical examination, and health promotion. Therapeutic communication skills are incorporated to gather assessment data. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for effective collection and analysis of client information. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the adult client is introduced. Leadership skills such as collaboration and health promotion are explored. Informatics is used as a source of information concerning health assessment and as a medium for documentation. Ethical and legal issues related to assessment of the adult client are investigated. Offered every fall semester.

Prerequisites: Admission into the Nursing Major.
NURS 240AC DM: Clinical Pharm/Nurs Mgt  3 sem. hrs.
The major focus of this course is the mechanism of drug action and implications on the physiological, developmental, psychosocial, cultural, and spiritual aspects of clients. Critical thinking in clinical pharmacology is encouraged through a case study approach of clients adapting to internal and external stressors. Therapeutic nursing interventions are formulated utilizing the nursing process as a decision making model. Therapeutic communication skills with clients, families, and health care team members to formulate teaching plans are emphasized. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the student with the fundamental clinical application of pharmacology. Accountability and responsibility for applying evidence-based nursing practice to support pharmacologic management is emphasized. Leadership skills including integrity, delegation, health promotion, and safe practice fundamental to the professional nursing role in clinical drug therapy are studied. Informatics is investigated as a source of information, documentation, and application to drug therapy. Ethical and legal issues related to clinical application of drug therapy. Ethical and legal issues related to clinical application of drug therapy are explored. Major drug classifications for both prescription and non-prescription drugs are introduced using a systems framework. This course includes the study of mathematics as it relates to the calculation of drug dosages. Offered fall semester.
Prerequisite: Admission into the Nursing Major.

NURS 240PL DM: Clinical Pharm/Nurs Mgt  3 sem. hrs.
The major focus of this course is the mechanism of drug action and implications on the physiological, developmental, psychosocial, cultural, and spiritual aspects of clients. Critical thinking in clinical pharmacology is encouraged through a case study approach of clients adapting to internal and external stressors. Therapeutic nursing interventions are formulated utilizing the nursing process as a decision making model. Therapeutic communication skills with clients, families, and health care team members to formulate teaching plans are emphasized. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the student with the fundamental clinical application of pharmacology. Accountability and responsibility for applying evidence-based nursing practice to support pharmacologic management is emphasized. Leadership skills including integrity, delegation, health promotion, and safe practice fundamental to the professional nursing role in clinical drug therapy are studied. Informatics is investigated as a source of information, documentation, and application to drug therapy. Ethical and legal issues related to clinical application of drug therapy. Ethical and legal issues related to clinical application of drug therapy are explored. Major drug classifications for both prescription and non-prescription drugs are introduced using a systems framework. This course includes the study of mathematics as it relates to the calculation of drug dosages. Offered fall semester.
Prerequisite: Admission into the Nursing Major.

NURS 250 Intro to Forensic Nursing  3 sem. hrs.
In this introductory course, students will be directed in their exploration of forensic nursing care, the role of the nurse in evidence collection and enrichment of their own understanding of the special needs of victim patients.
Prerequisites: None.

NURS 300RN Theor Conc for Nurs Practice  3 sem. hrs.
The major focus of this course is the theoretical foundation of the discipline of nursing. Critical thinking in combination with the nursing process is utilized to reflect on providing effective care with clients as they adapt to internal and external stressors. Therapeutic nursing interventions with clients in diverse settings are identified to promote, maintain, restore, and recognize health, or to support death with dignity. Therapeutic communication skills are emphasized in an interdisciplinary approach to nursing care. Theoretical and empirical knowledge form nursing, science, and liberal arts provide the basis for the delivery of nursing care. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care is promoted. Leadership skills necessary to promote health in a variety of settings are discussed. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered twice a year. First course RN option.

NURS 301RN Hlth Assess/Prom Nurs Practice  4 sem. hrs.
The major focus of this course is health assessment and health promotion strategies with an emphasis on physiological, developmental, psychosocial, cultural, and spiritual responses of adults. Critical thinking in combination with the nursing process is utilized to develop health promotion strategies with adults as they adapt to internal and external stressors. Therapeutic nursing interventions are initiated to promote, maintain, restore, and recognize health or support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care. Theoretical and empirical knowledge from nursing, science, and liberal arts provide the basis for delivery of nursing care with adults. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care with adults is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with adults. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with adults integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered twice a year.
Prerequisite: NURS 300 RN.

NURS 302RN Crit Think in Clin Decisions  5 sem. hrs.
The major focus of this course is to explore the critical thinking process and facilitate self-reflection in the use of the process. Critical thinking in combination with the nursing process is utilized to strengthen clinical decision making with clients as they adapt to internal and external stressors. Therapeutic nursing interventions are examined to promote, maintain, restore, and recognize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care. Theoretical and empirical knowledge from nursing, science, and liberal arts provide the basis for critical thinking essential to the delivery of nursing care. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care is cultivated. Leadership skills are developed and utilized in the implementation of quality improvement strategies. Informatics is emphasized as a source of nursing information and a means of communication among health care professionals. Ethical decision making integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered twice a year.
Prerequisite: NURS 300 RN.
NURS 310AC  Found of Nurs w/Older Adult  5 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the adult client with emphasis on the older adult. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the older adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the older adult and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are demonstrated in an interdisciplinary approach to nursing care of the older adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts, including gerontological theories, provide the basis for the practice of nursing with the older adult and their family. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the older adult and their family is promoted. Leadership skills such as delegation, collaboration, and health promotion in health care environments are recognized. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the older adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every spring semester. Prerequisite or corequisite: BIO 290. Prerequisites: all 200-level AC Nursing courses.

NURS 310L  Foundations of Nursing:Lab  0 sem. hrs.

NURS 320AC  DV:Nurs to Promote Mental Hlth  4 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of clients of all ages at varying points on the mental health continuum. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with mental health clients and their families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on mental health clients and their families in diverse settings are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication techniques, skills, and therapeutic use of self are incorporated in an interdisciplinary approach to nursing care with individual mental health clients, groups, and families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with mental health clients and their families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for individual mental health clients, groups, and their families is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with mental health clients and their families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered fall and spring semesters. Prerequisite: PSYC 210, NURS 310AC, BIO 206, BIO 290.

NURS 320L  Nursing Mental Health: Lab  0 sem. hrs.

NURS 320PL  DV:Nurs to Promo Mental Hlth  4 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of clients of all ages at varying points on the mental health continuum. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with mental health clients and their families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on mental health clients and their families in diverse settings are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication techniques, skills, and therapeutic use of self are incorporated in an interdisciplinary approach to nursing care with individual mental health clients, groups, and families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with mental health clients and their families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for individual mental health clients, groups, and their families is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with mental health clients and their families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered fall and spring semesters. Prerequisite: PSYC 210, NURS 310AC, BIO 206, BIO 290.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of adults to acute illnesses related to endocrine, respiratory, gastrointestinal, integumentary, and musculoskeletal alterations. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the acutely ill adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the acutely ill and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of the acutely ill adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with the acutely ill adult and their family. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the acutely ill adult and their family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with mental health clients and their families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the acutely ill adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.

Prerequisite: PSYCH 210, NURS 310AC, NS 207, BIO 206, BIO 290.
NURS 340AC  DV:Nursing with Families I  4 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the childbearing family system with emphasis on specific men and women’s health issues and the needs of newborn infants. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with childbearing families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on childbearing families are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of childbearing families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with childbearing families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the childbearing family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with childbearing families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.
Prerequisites: PSYCH 210, NURS 310AC, NS 207, BIO 206, BIO 290.

NURS 340L  Nurs with Families: Lab  0 sem. hrs.

NURS 340PL  DV:Nursing with Families I  4 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the childbearing family system with emphasis on specific men and women’s health issues and the needs of newborn infants. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with childbearing families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on childbearing families are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of childbearing families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with childbearing families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the childbearing family is promoted. Leadership skills are developed and utilized in the implementation of health promotion strategies with the acutely ill adult and their family. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with childbearing families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester.
Prerequisites: PSYCH 210, NURS 310PL, NS 207, BIO 206, BIO 290.

NURS 340RN  Nursing with Families  3 sem. hrs.
The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the family system. Critical thinking in combination with the nursing process is utilized to develop health promotion strategies with families as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on families are initiated to promote, maintain, restore, and recognize health, or to support death with dignity. Therapeutic communication skills are incorporated in an interdisciplinary approach to nursing care of families. Accountability and responsibility for incorporating evidence-based nursing practice in the delivery of nursing care for the family is cultivated. Leadership skills are developed and utilized in the implementation of health promotion strategies with families. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Prerequisite: 300RN. Offered twice a year.

NURS 350  Spirituality and Health  1-3 sem. hrs.
The focus of this course is to explore the relationships among spirituality, religious beliefs and the practices that promote, restore, and reorganize health, or support death with dignity. Utilizing the skills of communication and critical thinking, and applying science and liberal art knowledge, students will explore the spiritual dimensions of a client with a healthcare concern. The student will demonstrate accountability and responsibility for the development of appropriate therapeutic interventions to address spiritual needs. Offered spring semester.
Prerequisite: ENG 102 or equivalent.

NURS 351  Med Term for Healthcare Prof  2 sem. hrs.
This course focuses on the interpretation and application of medical terminology in the healthcare setting. Offered every fall and spring semester.
Prerequisite: none.

NURS 356  H2b:PalliativeCare:EndLifeCare  3 sem. hrs.
This course uses knowledge from science and liberal arts to help the student explore traditional as well as current concepts and human responses related to dying, death and end of life care. Using critical thinking and communication skills, the student assists the individual and communities to resolve issues surrounding the quality of end of life care. The student will explore his/her own feelings about loss and dying as well as the feelings of the dying person and other caregivers. The course will provide a forum of support for those working with dying persons and their families as well as provide opportunity to investigate community support organizations. Issues related to the ethical, legal, humanistic, societal, family and personal dimensions of palliative care will be examined. Specific sections of the Gaudium et Spes will be explored and discussed in relation to course topics. Offered every fall and spring semester.
Prerequisite: none.
NURS 358 H2b:Complement & Altern Therapies  3 sem. hrs.
The purpose of this course is to explore complementary and alternative therapies and the implications for holistic healthcare for a diverse population, in diverse healthcare settings. Students will examine both conventional and alternative medicine in relation to the basic assumptions of origin of disease, the meaning of health, the curative process and health promotion. The basic concepts guiding alternative therapies will be discussed including balance, spirituality, energy and breath. Students will utilize critical thinking skills in order to apply knowledge obtained in providing evidence-based, clinically competent care to diverse clients in diverse health care settings. Specific sections of the Gaudium et Spea will be explored and discussed in relation to course topics. Offered every fall and spring semester. Prerequisite: Junior level standing.

This course will explore the principles and goals of global health including an introduction to health systems, the burden of disease, and ways to improve global health. In addition, nursing and healthcare and the concept of caring from transcultural, multicultural and global world views will be explored. The impact of globalization on nursing and healthcare will be discussed. Inherent in this study will be discussion of factors impacting healthcare including governmental, financial, environmental, nutritional, educational, spiritual and cultural aspects. Gaudium et Spea will be addressed as it relates to multiple aspects of this course and diverse cultures; inherent in this discussion are issues of human rights. Offered fall and spring semesters. Prerequisite: none.

NURS 391 Global Hlth Practicum  1 sem. hr.
This course is a practicum to follow NURS 390, Issues in Global Healthcare. Students will explore the delivery of healthcare in a select global community. Factors impacting healthcare in that community including governmental, financial, spiritual and cultural aspects will be discussed. Students will travel to the community and directly observe the delivery of healthcare and analyze the healthcare issues impacting that culture. Offered fall, spring, and summer semesters. Prerequisites: NURS 390 or permission from the School.

NURS 410AC Nursing Research  3 sem. hrs.
The major focus of this course is an introduction to the research process applied to the practice of nursing. Critical thinking is utilized to evaluate published research for application to nursing practice with clients adapting to internal or external stressors. Therapeutic nursing intervention development through research will be explored in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills related to the written expression of research ideas are fostered. The role of research in the development of theoretical and empirical knowledge from sciences and liberal arts is examined. Accountability and responsibility of the professional nurse as a consumer of research is emphasized. Leadership principles of collaboration and delegation are explored as they relate to applying evidence-based nursing research in clinical practice. Informatics is emphasized as a source of information and a means to communicate research findings. Ethical and legal issues of informed consent, beneficence, and confidentiality in research are evaluated. Offered spring semester. Prerequisites: All 300AC level Nursing courses, MATH 221. Corequisites: MATH 221.

NURS 410PL Nursing Research  3 sem. hrs.
The major focus of this course is an introduction to the research process applied to the practice of nursing. Critical thinking is utilized to evaluate published research for application to nursing practice with clients adapting to internal or external stressors. Therapeutic nursing intervention development through research will be explored in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills related to the written expression of research ideas are fostered. The role of research in the development of theoretical and empirical knowledge from sciences and liberal arts is examined. Accountability and responsibility of the professional nurse as a consumer of research is emphasized. Leadership principles of collaboration and delegation are explored as they relate to applying evidence-based nursing research in clinical practice. Informatics is emphasized as a source of information and a means to communicate research findings. Ethical and legal issues of informed consent, nonmaleficence, and confidentiality in research are evaluated. Offered twice a year. Prerequisites: All 300PL level Nursing courses, MATH 221.

Corequisites: MATH 221.
NURS 420AC DV: Population Focused Nursing  4 sem. hrs.
The primary focus of this course is the application of the nursing process with at-risk populations currently underserved in the community. Critical thinking skills and research through the nursing process are employed to appraise the health status of populations adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity with at-risk populations are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of at-risk populations. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for promoting the health of populations including: cultural values, socioeconomic conditions, and political factors. Accountability and responsibility for incorporation of evidence-based nursing practice supports principles of health promotion, risk reduction, and disease prevention with populations. Leadership principles of collaboration and delegation specific to the community environment are integrated into the management of population focused nursing care. Informatics is emphasized as a means to assess and evaluate care for populations. Ethical decision making with populations integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Offered summer semester.
Prerequisites: All 300AC level courses, NURS 410 AC.

NURS 420L Population Focused Nursing Lab  0 sem. hrs.

NURS 420PL DV: Population Focused Nursing  4 sem. hrs.
The primary focus of this course is the application of the nursing process with at-risk populations currently underserved in the community. Critical thinking skills and research through the nursing process are employed to appraise the health status of populations adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity with at-risk populations are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of at-risk populations. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for promoting the health of populations including: cultural values, socioeconomic conditions, and political factors. Accountability and responsibility for incorporation of evidence-based nursing practice supports principles of health promotion, risk reduction, and disease prevention with populations. Leadership principles of collaboration and delegation specific to the community environment are integrated into the management of population focused nursing care. Informatics is emphasized as a means to assess and evaluate care for populations. Ethical decision making with populations integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Offered every fall and spring semester.
Prerequisites: All 300PL level courses, NURS 410 PL.
Corequisites: NURS 410PL.

NURS 420RN DV: Population Focused Nursing  4 sem. hrs.
The primary focus of this course is the application of the nursing process with at-risk populations currently underserved in the community. Critical thinking skills and research through the nursing process are employed to appraise the health status of populations adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and recognize health, or to support death with dignity with at-risk populations are analyzed in an interprofessional and intraprofessional approach to nursing care of at-risk populations. Theoretical and empirical knowledge from nursing, science, and liberal arts provide the basis for promoting the health of populations including: cultural values, socioeconomic conditions, and political factors. Accountability and responsibility for incorporation of evidence-based nursing practice supports principles of health promotion, risk reduction, and disease prevention with populations. Leadership principles of collaboration and delegation specific to the community environment are integrated into the management of population focused nursing care. Informatics is emphasized as a means to assess and evaluate care of populations. Ethical decision making with populations integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered twice a year.
Prerequisites: All NURS 300RN level courses.

NURS 425AC Nursing of Families II  4 sem. hrs.
This course focuses on health promotion, illness prevention, positive lifestyle choices, and delivery of care for families and children at various stages of growth and development in the acute care and community setting. Critical thinking and research through the nursing process are utilized in meeting the needs of the child and family system as they adapt to internal and external stressors that influence child health. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing family centered atraumatic care. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with families and children at various stages of development. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making with children and families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Offered summer semester.
Prerequisites: All 300AC level courses, NURS 410AC.
NURS 425L  SL:Nursing w/ Families II:Lab  0 sem. hrs.

NURS 425PL  SL:Nursing with Families II  4 sem. hrs.
This course focuses on health promotion, illness prevention, positive lifestyle choices, and delivery of care for families and children at various stages of growth and development in the acute care and community setting. Critical thinking and research through the nursing process are utilized in meeting the needs of the child and family system as they adapt to internal and external stressors that influence child health. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing family centered atraumatic care. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with families and children at various stages of development. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the basis for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making with children and families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing care reform. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making with children and families integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. A service learning experience is provided through a health promotion project in the community. Offered every fall and spring semester. Prerequisite or corequisite: NURS 410PL.
Prerequisites: All 300PL level courses.

NURS 430AC  Nursing Leadership  5 sem. hrs.
The primary focus of this course is development of the leadership role through application of the nursing process with a group of clients in acute care settings. Critical thinking and research through the nursing process are utilized to guide clinical judgment and clinical reasoning in meeting the needs of a group of clients as they adapt to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing care as a nurse leader. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with a group of clients in a constantly changing environment of health care delivery and health care reform. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making in the leadership role integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester. Prerequisites: All 300PL level nursing courses, NURS 410.
Corequisites: NURS 410.

NURS 430L  Nursing Leadership:Lab  0 sem. hrs.

NURS 430PL  Nursing Leadership  5 sem. hrs.
The primary focus of this course is development of the leadership role through application of the nursing process with a group of clients in acute care settings. Critical thinking and research through the nursing process are utilized to guide clinical judgment and clinical reasoning in meeting the needs of a group of clients as they adapt to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or to support death with dignity are evaluated while providing care as a nurse leader. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care with a group of clients in a constantly changing environment of health care delivery and health care reform. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with children and families. Accountability and responsibility for integrating evidence-based nursing practice in the nursing care with children and families is emphasized. Leadership principles of collaboration and delegation specific to family centered care are practiced in the clinical and community settings. Informatics is emphasized as a means of communication among health care professionals. Ethical decision making in the leadership role integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Offered every fall and spring semester. Prerequisites: All 300PL level nursing courses, NURS 410. Offered summer semester.
NURS 440AC Nurs w/ Critically Ill Adults  5 sem. hrs.
The primary focus of this course is application of the nursing process with critically ill adults; the effect of complex pathophysiological processes on critically ill adults with multisystem health concerns is examined. Critical thinking and research through the nursing process are emphasized to manage complex, multi-system health issues of critically ill adults adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, reorganize, or support death with dignity with critically ill adults are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of critically ill adults and their families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with critically ill adults. Accountability and responsibility for integrating evidence-based nursing practice with critically ill adults is emphasized. Leadership principles of collaboration and delegation specific to the critical care environment are integrated. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making and end-of-life issues unique to critical care integrate values and principles fundamental to the discipline of nursing and are conducted within legal mandates of professional nursing. Offered summer semester. Prerequisites: All 300 AC level nursing courses, NURS 410.

NURS 440L Nurs w/Critical Ill Adults:Lab  0 sem. hrs.
NURS 440PL Nurs w/ Critically Ill Adults  5 sem. hrs.
The primary focus of this course is application of the nursing process with critically ill adults; the effect of complex pathophysiological processes on critically ill adults with multisystem health concerns is examined. Critical thinking and research through the nursing process are emphasized to manage complex, multi-system health issues of critically ill adults adapting to internal and external stressors. Therapeutic nursing interventions to promote, maintain, restore, reorganize, or support death with dignity with critically ill adults are evaluated. Therapeutic communication skills are analyzed in an interprofessional and intraprofessional approach to nursing care of critically ill adults and their families. Theoretical and empirical knowledge from nursing, sciences, and liberal arts provide the foundation for the delivery of nursing care with critically ill adults. Accountability and responsibility for incorporating evidence-based nursing practice within individuals, families, and populations is emphasized. Leadership principles of collaboration and autonomy in professional nursing are encouraged. Informatics is emphasized as a source of information and a means to communicate aspects of professional nursing practice. Ethical, legal, and political issues pertinent to nursing in a dynamic health care environment are evaluated. Professional licensure procedure and preparation for the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN) are addressed. Offered summer semester. Prerequisites: Taken the semester of graduation.

NURS 450AC Nursing Capstone  2 sem. hrs.
This course focuses on utilizing the Byers School of Nursing curriculum model to guide graduating seniors’ self-analysis of their development in the professional nursing role. The integration of critical thinking skills and research in the application of the nursing process is discussed. The delivery of therapeutic nursing intervention with diverse clients in an evolving health care environment is explored. Utilization of therapeutic communication skills at all levels of interaction within diverse health care environments is appraised. The integration of theoretical and empirical knowledge from nursing, sciences, and liberal arts in the delivery of nursing care is emphasized. Accountability and responsibility for incorporation evidence-based nursing practice within individuals, families, and populations is emphasized. Leadership principles of collaboration and autonomy in professional nursing are encouraged. Informatics is emphasized as a source of information and a means to communicate aspects of professional nursing practice. Ethical, legal, and political issues pertinent to nursing in a dynamic health care environment are evaluated. Professional licensure procedure and preparation for the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN) are addressed. Offered fall and spring semester. Prerequisites: Taken the semester of graduation.

Co-requisites: NURS 410.
NURS 450RN  Nursing Capstone    2 sem. hrs.
This course focuses on utilizing the Byers School of Nursing curriculum model to guide graduating seniors’ self-analysis of their development in the professional nursing role. The integration of critical thinking skills and research in the application of the nursing process is discussed. The delivery of therapeutic nursing intervention with diverse clients in an evolving health care environment is explored. Utilization of therapeutic communication skills at all levels of interaction within diverse health care environments is appraised. The integration of theoretical and empirical knowledge from nursing, sciences, and liberal arts in the delivery of nursing care is emphasized. Accountability and responsibility for incorporation evidence-based nursing practice within individuals, families, and populations is emphasized. Leadership principles of collaboration and autonomy in professional nursing are encouraged. Informatics is emphasized as a source of information and a means to communicate aspects of professional nursing practice. Ethical, legal, and political issues pertinent to nursing in a dynamic health care environment are evaluated. Professional licensure procedure and preparation for the National Council of Licensure Examination for the Registered Nurse (NCLEX-RN) are addressed. Offered spring semester.
Prerequisites: Taken the semester of graduation.
The DeVille School of Business
Dr. Rajshekhar G. Javalgi, Dean

Mission

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

We accomplish our mission through:

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

Vision

The DeVille School of Business will be the preferred resource for business knowledge transfer – expanding its global citizenship, partnerships and service to others.

Core Values

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

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

Service
Advance a culture of leadership in service to others.

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

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

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

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

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

Expected Outcomes

• Instilled with the charism of the Brothers of Christian Instruction – the DeVille School of Business Community will be oriented toward serving our global community through sustainable ethical leadership.
• The DeVille School of Business Faculty will produce impactful and relevant intellectual contributions primarily focused on teaching and practice.
• The DeVille School of Business will be a distinguished and preferred resource for the business and professional communities.
• The DeVille School of Business will be recognized for the currency, relevancy, flexibility and innovation of its program offerings; teaching strategies; and responsiveness to business and community needs.

Student Learning Outcomes

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

ACADEMIC STANDING POLICY AND PROCEDURE

Good Standing, Progression, Probation, Dismissal POLICY

To graduate from Walsh University with a BBA in Business, a DeVille School of Business (DSoB) student must meet the following requirements:

1. Achieve a cumulative GPA of 2.50 or higher in BCP I coursework
2. Achieve a cumulative GPA of 2.75 or higher in BCP II coursework
3. Achieve a cumulative GPA of 3.00 or higher in major coursework

A student who maintains the minimum established GPA in each of the above is in “Good Academic Standing” in the DSoB. A DSoB student is responsible for monitoring his/her GPA requirements and academic progress and is responsible for taking corrective action when needed.

PROBATION

The DSoB will place on academic probation a student whose GPA falls below any of the above GPA requirements. A probationary student will remain on academic probation until the student’s GPA meets or exceeds the required GPA. If the student does not achieve the required GPA at the end of the first semester of probation, the DSoB will place the student on continued probation. A student on continued probation who does not achieve the required GPA at the end of the second semester of probation will be dismissed from the DSoB.
A probationary student is required to meet with his/her academic advisor to develop a "Success Plan" to return the student to good academic standing.

Notification of Probation: The DSoB will notify the student and the student’s academic advisor(s) of the student's status (probation and/or continued probation) by email to their respective Walsh University email accounts and by letter mailed to the student's permanent address maintained on file in the Office of the Registrar.

DISMISSAL
The DSoB will dismiss a student whose academic progress reveals that he/she is not able to achieve requirement 2 and/or 3 above based on remaining coursework. Notification of dismissal will occur at the point in the student's progression when the student's GPA performance documented on the student’s transcript reveals that GPA remediation is not mathematically possible within the student's remaining relevant coursework. Upon dismissal from the DSoB, the DSoB will administratively withdraw the student from all DSoB coursework in which the student may be enrolled that supports a BA in a business major.

Notification of Dismissal: The DSoB will notify the student and the student’s academic advisor(s) of the student’s dismissal via email to his/her respective Walsh University email accounts and by letter mailed to the student’s permanent address maintained on file in the Office of the Registrar.

Dismissal from the DSoB is not dismissal from the University. The DSoB will advise a student dismissed from the DSoB of alternative courses of study and resources available at the University to assist in decision-making. The “Notice of Dismissal” will include language directing the student to confer with his/her academic advisor and or the Dean for Academic Services to explore alternative options for completing a degree program at Walsh University.

Repeating courses
A DSoB student may repeat a course one time. The highest grade is used in the calculation of BCP I, BCP II and major GPA requirements. Per University policy credit for a course is awarded once, the best grade used in the calculation of the University GPA, and the original and repeated grade will appear on the student's transcript.

APPEALS
A student may appeal the probation decision or dismissal decision to the DSoB Undergraduate Academic Standing Committee comprised of the Dean of the DSoB, the Coordinator of Advancement and Assessment (CAA), the Academic Administrator for the Degree Completion Program, and one full-time faculty member. The Undergraduate Academic Standing Committee will communicate its decision to the student and the student’s academic advisor(s) by email to their respective Walsh University email accounts and by letter to the student’s permanent address maintained on file in the Office of the Registrar. The decision of the DSoB Undergraduate Academic Standing Committee is final in the DSoB. The student retains the right to appeal the decision to the Dean of Academic Services per the appeal process detailed in the Walsh University Undergraduate Catalog.

Business/S.P.S Business Course Enrollment
The DeVille School of Business permits main campus business majors to enroll in a maximum of two business division courses (BUS or ECON) in the (School for Professional Studies) Program if 1) the student meets the admittance criteria of the School for Professional Studies Program, or 2) the student not meeting the School for Professional Studies admittance criteria requires a course for graduation at the end of the current semester and that course is not available in the business division's main campus offering for that semester. Students will pay the applicable main campus tuition per credit hour for credit hours in excess of the maximum. If a main campus business major student is within the last 32 semester hours prior to graduation, they are not eligible to be admitted to the SPS delivery system program. The student must gain permission (per above criteria) from the Dean of the School of Business.

Center for Business Collaboration (CBC)
The Center for Business Collaboration at Walsh University provides students with experiential learning opportunities through projects with local, regional and international businesses and organizations.

Specifically, the CBC:

• Supports the Walsh University mission of outreach and service to others and builds upon the University's tradition of excellence, integrity and service to foster in the CBC partners capacity building, sustainability, and effective decision making.
• Provides collaborative partners (organizations and businesses) with students educated to serve the collaboration partners and clients through a micro/macro consultative model that fosters creativity, innovation, entrepreneurship and organizational transformation.
• Enriches The DeVille School of Business curriculum by providing students with "Real World" experiences for students to demonstrate learning.

4+1 Program (Bachelor's Degree & MBA) for Non-Business Major Undergrad Students
The DeVille School of Business 4+1 Program is open to any qualified Walsh University undergraduate student who wishes to expand his or her current business knowledge and/supplement one’s current non-business undergraduate degree with an Masters of Business Administration (MBA) degree. The 4+1 Program is also available to Walsh University undergraduate business majors with a cumulative GPA between 3.0 and 3.49. Students interested in pursuing the 4+1 Program option must apply in the first semester in which he/she attains junior class (60 credit hours) level status. Transfer students will also be eligible for the 4+1 Program, so long as they will have completed a minimum of sixty-four (64) undergraduate credits at Walsh toward their undergraduate degree.

Application
A student seeking admission to the program must:

• Complete and submit an MBA application form in the first semester of the junior year (or upon earning 60 undergraduate credit hours) with a transcript verifying a GPA to date of 3.0 or higher.
• Submit a current resume.
• Submit two letters of reference from university faculty, one of which must be from within the student’s major.
• Complete an in-person interview with the MBA Director.
• Complete an internship in the student’s major, along with submission of an evaluation from the intern’s supervisor.

**Admission**

For admission consideration into the 4+1 Program, an undergraduate student applicant must have achieved a cumulative undergraduate GPA of 3.00. Following the admission review and through the remainder of undergraduate studies, the student must maintain – as a minimum – a cumulative undergraduate GPA of 3.00. Failure to maintain the 3.00 cumulative GPA may disqualify the student from admission into the MBA Program. An admitted student will begin MBA Pathway coursework during the senior year (or upon earning 90 credit hours).

**Required MBA Pathway Courses**

A student admitted to the 4+1 program will be required to complete the MBA Pathway courses. The MBA Pathway courses may be completed in the summer semester between the junior and senior year or during the senior year of study. The MBA Pathway courses consists of 2 three-hour courses. To advance to MBA coursework, the student must earn a “B or higher” in both courses. Upon successful completion of the MBA Pathway courses AND earning the Bachelor’s degree, the student will matriculate into the MBA Program.

Following graduation with a Bachelor’s degree and matriculation into the MBA Program, the student will need to successfully complete the required 36 credit hours in the MBA Program indicated under the “Degree Requirements” section of the current Walsh University Graduate Catalog.

**Undergraduate & Graduate Policies**

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

**BBA/MBA PROGRAM (Bachelor’s Degree & MBA) for Business Majors**

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

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

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

**Application**

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

- Completion of an MBA application form (separate from the Walsh University admission application form).
- Submission of all high school and university (if applicable) transcripts.
- Submission of two letters of reference:

  - For the high senior applying to the BBA/MBA Program, one letter from the student’s high school college counselor (or appropriate school representative) and one letter from the student’s high school teacher (business teacher preferred).
  - For the transfer student applying to the BBA/MBA Program, one letter from the student’s high school college counselor or teacher (business teach preferred) and one letter from a university faculty member from the undergraduate institution.
  - Completion of an in-person interview with the MBA Director.

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

**Admission Decision**

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

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

**Undergraduate & Graduate Policies**

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

**MBA Courses Requirements for BBA/MBA Program Business Majors**

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

**Accounting Majors**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 521</td>
<td>Sustainable Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 526</td>
<td>App Organ Research &amp; Analy</td>
<td>3</td>
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</table>

**Finance Majors**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 521</td>
<td>Sustainable Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 526</td>
<td>App Organ Research &amp; Analy</td>
<td>3</td>
</tr>
</tbody>
</table>
The MBA courses taken during the student's senior year will be included in the student's normal undergraduate tuition fee structure. After completing the Bachelor's degree, the student is eligible to receive the Walsh University 25% tuition discount on all future coursework completed at the University.

MBA Pathway Courses

An undergraduate business major requiring additional elective credits may elect to take, with the counsel and support of his/her academic advisor, the MBA Pathway courses. Registration in these courses is limited, requiring the review and approval of the Director of the MBA Program. Completion of the MBA Pathway courses is no guarantee of admission into the MBA Program.

Associates Degree Major

Requirements-The DeVille School of Business

The Associate of Arts Degree (A.A.)

Candidates for an associate's degree concentrate on a major field, dispensing with the general studies required in the more extensive bachelor's degree programs. The A.A. degree candidate is expected to earn a minimum of 60 semester hours of credit. Transfer students in the A.A. degree program must earn at least 30 semester hours at Walsh, including 15 within the declared major.

- Accounting (A.A.) (p. 73)
- Management (A.A.) (p. 73)
- Marketing (A.A.) (p. 74)

Accounting (A.A.)

Required

- Business Core (30 sem. hrs)
- Accounting Major Requirements (AA) (18 sem. hrs.)

Associate of Arts (30 Sem. Hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112</td>
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<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal,Social,Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env</td>
<td>3</td>
</tr>
<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Read/Writing Connections</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>T1:DV:Intro to Economics (Competency in Computer Applications demonstrated through a competency exam.)</td>
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Total Hours 30

Management Major (A.A.)

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<thead>
<tr>
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<tbody>
<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 372</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>3</td>
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<tr>
<td>BUS 424</td>
<td>Federal Tax II, Corp &amp; Partner</td>
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</tr>
<tr>
<td>BUS 434</td>
<td>Auditing</td>
<td>3</td>
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</tbody>
</table>

Total Hours 18
# Marketing (A.A.)

## Required
- Business Core (30 sem. hrs.)
- Marketing Major (A.A.) Requirements (18 sem. hrs.)

## Associate of Arts (30 Sem. Hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
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<td>BUS 125</td>
<td>Introduction to Business</td>
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<td>BUS 231</td>
<td>Legal,Social,Global Environ</td>
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<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
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<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
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<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
<td>3</td>
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<td>ENG 102</td>
<td>Read/Writing Connections</td>
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<tr>
<td>ECON 205</td>
<td>T1:DV: Intro to Economics (Competency in Computer Applications demonstrated through a competency exam.)</td>
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Total Hours 30

## Marketing Major (A.A.)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BUS 308</td>
<td>Global Integrated Mktg Commun</td>
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</tr>
<tr>
<td>BUS 309</td>
<td>DV: Multicultur Consumer Behav</td>
<td>3</td>
</tr>
<tr>
<td>BUS 416</td>
<td>Marketing Strategy &amp; Mgmt</td>
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<tr>
<td>BUS 430</td>
<td>Social Media</td>
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### Electives
Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUS 385</td>
<td>DV: Business Internship</td>
<td>1-12</td>
</tr>
<tr>
<td>BUS 441</td>
<td>Product Develop &amp; Innovation</td>
<td></td>
</tr>
<tr>
<td>BUS 442</td>
<td>Branding and Brand Mgmt</td>
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</tr>
</tbody>
</table>

Total Hours 19-30

### Bachelor’s Degree Major Requirements - The DeVille School of Business

#### Bachelor of Business Administration (B.B.A.) Degree

Candidates for a Bachelor of Business Administration Degree in Business are admitted to The DeVille School of Business (DSoB) upon admission to Walsh University. To advance to Business Core Program II (BCP II) and major coursework, students must declare a major field of study and successfully complete Business Core Program I (BCP I) and the additional requirements specified below.

#### Requirements for Advancement to BCP II and Commencement of Major Coursework

- Successful completion of all BCP I coursework with a minimum GPA of 2.50
- MATH 155 with a grade of "C" or better
- Competency in computer applications evidenced through test-out
- Oral Communication Skills evidenced by a score of 60% or greater on the DSoB Oral Communication Rubric
- Written Communication Skills evidenced by a score of 60% or greater on the DSoB Written Communication Rubric
- Completed "Advancement to BCP II Application" with appropriate documentation

### Graduation from the University with a BBA in Business requires

- Successful completion of DSoB program requirements*
- GPA in DSoB BCP I coursework of 2.50 or higher
- GPA in DSoB BCP II coursework of 2.75 or higher
- GPA in major coursework of 3.0 or higher
- Overall cumulative GPA of 2.0 or higher
- GPA Calculation for Students Transferring to Walsh University from another Institution: The DeVille School of Business uses the grade earned and documented on the credit awarding institution's transcript for equivalent business BCP I, BCP II, and major coursework when calculating a transfer student’s GPA for advancement and graduation requirements. The grades earned are not included in the student's cumulative grade point index. Only the credit hours are accepted and recorded on the academic record for each transferred course as "TR."
- The DeVille School of Business will develop an individualized "Success Plan" for a transfer student who meets Walsh University's admission criteria but does not meet, or presents a challenge to meet, the respective DSoB GPA graduation requirements evaluated using earned course grades on incoming equivalent transfer credit.

- Accounting (B.B.A.) (p. 74)
- Finance (B.B.A.) (p. 75)
- Management (B.B.A.) (p. 76)
- Marketing (B.B.A.) (p. 76)
- CPA Readiness Program (p. 77)
- 3 + 3 Program, Legal Studies Major (p. 78)
- 4+1 Program (Bachelor’s Degree & MBA for All Majors) (p. 79)
- The DeVille School of Business Cross-Disciplinary Certificate (p. 80)

### Accounting (B.B.A.)

#### Recommended

- A Global Learning (GL) experience (p. 11)

#### Required

- General Education Requirements (p. 48)
- Internship
- BCPI + BCPII (51 sem. hrs.)
- Accounting Major Requirements (25 sem. hrs.)
Business Core Program I (BCPI)
An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 001, BUS 002, BUS 003 and BUS 004.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
<td>0</td>
</tr>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 002</td>
<td>Refining Career Focus</td>
<td>0</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal,Social,Global Environ</td>
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<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
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</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1:Global Microeconomics</td>
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</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
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<tr>
<td>MATH 155</td>
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Business Core Program II (BCP II)

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<tbody>
<tr>
<td>BUS 003</td>
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<td>BUS 360</td>
<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env</td>
<td>3</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
<td>3</td>
</tr>
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<td>BUS 004</td>
<td>Negotiating Decision-Making</td>
<td>0</td>
</tr>
<tr>
<td>BUS 400</td>
<td>CBC Experience</td>
<td>3</td>
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<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>H3:Integrative Global Expe III</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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Accounting Major Requirements (B.B.A.)

<table>
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<th>Code</th>
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<tbody>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>BUS 371</td>
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<tr>
<td>BUS 372</td>
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<td>BUS 373</td>
<td>Managerial Accounting</td>
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<tr>
<td>BUS 385-A</td>
<td>DV:Internship: Accounting ¹</td>
<td>1</td>
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<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>3</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Federal Tax II, Corp &amp; Partner</td>
<td>3</td>
</tr>
<tr>
<td>BUS 434</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470</td>
<td>Advanced Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 471</td>
<td>Advanced Accounting II</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Recommended Electives</strong></td>
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<tr>
<td>BUS 435</td>
<td>Advanced Auditing</td>
<td></td>
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<tr>
<td>BUS 425</td>
<td>Accounting Software Systems</td>
<td></td>
</tr>
<tr>
<td>BUS 345</td>
<td>Fraud Examination</td>
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<tr>
<td>BUS 350</td>
<td>Intermediate Excel for Finance</td>
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<tr>
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</table>

¹ An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 385-A.

Finance (B.B.A.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship
- BCPI + BCP II (53 sem. hrs.)
- Finance Major Requirements (24 sem. hrs.)

Business Core Program I (BCPI)
An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 001, BUS 002, BUS 003 and BUS 004.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
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<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
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<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 002</td>
<td>Refining Career Focus</td>
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<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal,Social,Global Environ</td>
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<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
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<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
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<tr>
<td>ECON 203</td>
<td>T1:Global Microeconomics</td>
<td>3</td>
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<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
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Business Core Program II (BCP II)

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<tbody>
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<td>BUS 003</td>
<td>Network, Interview &amp; Comm</td>
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<td>H1:DV:Mgmt in a Global Environ</td>
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<td>BUS 362</td>
<td>Global Information Systems</td>
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<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
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<td>BUS 004</td>
<td>Negotiating Decision-Making</td>
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<td>BUS 400</td>
<td>CBC Experience</td>
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<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
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</tr>
<tr>
<td>BUS 465</td>
<td>H3:Integrative Global Expe III</td>
<td>3</td>
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<td></td>
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Finance Major Requirements (B.A.)

<table>
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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<td>ECON 312</td>
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<tr>
<td>BUS 350</td>
<td>Intermediate Excel for Finance</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 351  Global Finance 3
BUS 385-F  Internship: Finance 1 3
BUS 451  Seminar in Investments 3
BUS 452  Corp Fin Mgmt in Glob Envir II 3
BUS 453  Valuation 3

Electives
Select one of the following: 3
BUS 456  Mergers & Acquisitions
BUS 457  Advanced Portfolio Mgmt

Total Hours 24

1 An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies may elect to replace the BUS 385-F three credit hour requirement with the second three credit hour designated finance elective course (BUS 456 or BUS 457) to fulfill the 24 required credit hours in the major.

Management (B.B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship
• BCPI + BCPII (51 sem. hrs.)
• Management Major Requirements (19 sem. hrs.)

Business Core Program I (BCPI)
An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 001, BUS 002, BUS 003 AND BUS 004.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
<td>0</td>
</tr>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 002</td>
<td>Refining Career Focus</td>
<td>0</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal, Social, Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1: Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
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</table>

Business Core Program II (BCP II)

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>BUS 003</td>
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<tr>
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<td>H1: DV Mgmt in a Global Environ</td>
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</tr>
<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 004</td>
<td>Negotiating Decision-Making</td>
<td>0</td>
</tr>
<tr>
<td>BUS 400</td>
<td>CBC Experience</td>
<td>3</td>
</tr>
<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>H3: Integrative Global Expe III</td>
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<tr>
<td>Total Hours</td>
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</table>

Management Major Requirements (B.A.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 318</td>
<td>DV Hum Res Found in Global Org</td>
<td>3</td>
</tr>
<tr>
<td>BUS 361</td>
<td>Project Mgmt/Global Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 382</td>
<td>Creativity &amp; Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>BUS 385</td>
<td>DV Business Internship</td>
<td>1</td>
</tr>
<tr>
<td>BUS 417</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 419</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 448</td>
<td>Sustain Ach thro Organ Chg/Dev</td>
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</tbody>
</table>

1 An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 385.

Marketing (B.B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship
• BCPI + BCPII (51 sem. hrs.)
• Marketing Major Requirements (19 sem. hrs.)

Business Core Program I (BCPI)
An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 001, BUS 002, BUS 003 AND BUS 004.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
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<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
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<td>BUS 113</td>
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<td>BUS 125</td>
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<tr>
<td>BUS 002</td>
<td>Refining Career Focus</td>
<td>0</td>
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<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Legal, Social, Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
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</tr>
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<td>BUS 233</td>
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</tr>
<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
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</tr>
<tr>
<td>Total Hours</td>
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<td></td>
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</table>
### Business Core Program II (BCP II)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 003</td>
<td>Network, Interview &amp; Comm</td>
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</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
<td>3</td>
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<tr>
<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
<td>3</td>
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<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
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</tr>
<tr>
<td>BUS 465</td>
<td>H3:Integrative Global Expe III</td>
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Total Hours 21

### Marketing Major Requirements (B.A.)

<table>
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<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 308</td>
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</tr>
<tr>
<td>BUS 309</td>
<td>DV:Multicultur Consumer Behav</td>
<td>3</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BUS 385</td>
<td>DV:Business Internship 1</td>
<td>1</td>
</tr>
<tr>
<td>BUS 416</td>
<td>Marketing Strategy &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Social Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select one of the following:

- BUS 441 | Product Develop & Innovation                  | 3     |
- BUS 442 | Branding and Brand Mgmt                       | 3     |

Total Hours 19

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the School for Professional Studies is exempt from BUS 385.

### CPA Readiness Program

The State of Ohio Accountancy Board requires candidates sitting for the Certified Public Accountant examination to document successful completion of 150 academic credit hours at either the undergraduate or undergraduate/graduate level. Students with an accounting major from Walsh University will complete 125 credit hours for graduation. The CPA readiness program addresses the 25 credit hour gap between Walsh accounting major requirements and the Ohio Accountancy Board requirement of 150 hours.

The DeVille School of Business developed several options. The additional hours could be applied towards a second major or minor. Also, several accounting electives are offered. A few suggestions are listed below.

The accounting major opting for the CPA Readiness Program would proceed through the accounting curriculum consistent with an accounting major without CPA aspirations. However upon graduation with the additional elective course work, an accounting major who follows the CPA Readiness Program would meet the Ohio Accountancy Board credit hour requirements to sit for the CPA exam.

### Accounting Major Requirements

#### Business Core Program I (BCPI)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
<td>0</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
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<tr>
<td>BUS 002</td>
<td>Refining Career Focus</td>
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<td>BUS 231</td>
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<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
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</tr>
<tr>
<td>ECON 203</td>
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<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
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</table>

Total Hours 30

#### Business Core Program II (BCP II)

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<thead>
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<th>Code</th>
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<tbody>
<tr>
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<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 361</td>
<td>Project Mgmt/Global Systems</td>
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<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>3</td>
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<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
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<tr>
<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 004</td>
<td>Negotiating Decision-Making</td>
<td>0</td>
</tr>
<tr>
<td>BUS 400</td>
<td>CBC Experience</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>H3:Integrative Global Expe III</td>
<td>3</td>
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</tbody>
</table>

Total Hours 21

#### Accounting Major Requirements (B.A.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 371</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 372</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 385-A</td>
<td>DV:Internship: Accounting 1</td>
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<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>3</td>
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<tr>
<td>BUS 424</td>
<td>Federal Tax II, Corp &amp; Partner</td>
<td>3</td>
</tr>
<tr>
<td>BUS 434</td>
<td>Auditing</td>
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<tr>
<td>BUS 470</td>
<td>Advanced Accounting I</td>
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</tr>
<tr>
<td>BUS 471</td>
<td>Advanced Accounting II</td>
<td>3</td>
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</tbody>
</table>

Recommended Electives

- BUS 345 | Fraud Examination                             | 3     |
Possible Second Major Choices and Requirements

### Accounting Major / Management Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUS 318</td>
<td>DV:Hum Res Found in Global Org</td>
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<tr>
<td>BUS 361</td>
<td>Project Mgmt/Global Systems</td>
<td>3</td>
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<tr>
<td>BUS 382</td>
<td>Creativity &amp; Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>BUS 385</td>
<td>DV:Business Internship</td>
<td>1-12</td>
</tr>
<tr>
<td>BUS 417</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 419</td>
<td>Supply Chain Management</td>
<td>3</td>
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<tr>
<td>BUS 448</td>
<td>Sustain Ach thro Organ Chg/Dev</td>
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</table>

Total Hours: 19-30

### Accounting Major / Marketing Major

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>BUS 308</td>
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</tr>
<tr>
<td>BUS 309</td>
<td>DV:Multicultur Consumer Behav</td>
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<td>Marketing Research</td>
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<td>BUS 416</td>
<td>Marketing Strategy &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Social Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select one of the following:

- BUS 385 DV:Business Internship
- BUS 441 Product Develop & Innovation
- BUS 442 Branding and Brand Mgmt

Total Hours: 22-33

### Accounting Major / Communication Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>COM 210</td>
<td>Mass Communication and Society</td>
<td>3</td>
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<tr>
<td>COM 211</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
<td>3</td>
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<tr>
<td>COM Electives</td>
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Total Hours: 18

### Accounting Major/ Forensic Studies Minor

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<tbody>
<tr>
<td>NS 114</td>
<td>T1:Intro to Forensic Science</td>
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<tr>
<td>PSYC 200</td>
<td>T1:Psychology of Violence</td>
<td>3</td>
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<tr>
<td>SOC 305</td>
<td>Criminology</td>
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</tr>
<tr>
<td>Electives</td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td>BUS 345</td>
<td>Fraud Examination</td>
<td></td>
</tr>
<tr>
<td>ENG 200-1</td>
<td>T1:Studies in Short Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 318</td>
<td>H2b:The Novel</td>
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</tr>
<tr>
<td>NURS 250</td>
<td>Intro to Forensic Nursing</td>
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</tr>
<tr>
<td>NS 215</td>
<td>T1:Forensic Chemistry</td>
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</tr>
<tr>
<td>PSYC 350-1</td>
<td>ST:Forensic Psychology</td>
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</tr>
<tr>
<td>SOC 312</td>
<td>H1:Victimology</td>
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</tr>
</tbody>
</table>

Total Hours: 24

Legal Studies Program (3+3, B.B.A.-Legal Studies/J.D.)

#### 3+3 Program (Bachelor’s Degree & Juris Doctorate) for Business Majors

The DeVille School of Business (DSoB) 3+3 Program is open to any qualified Walsh University undergraduate student who wishes to expand his or her current business knowledge with a juris doctorate (JD) degree from The University of Akron School of Law. Students will complete the first three years of undergraduate study at Walsh University. The student’s fourth, fifth, and sixth years of study will be at The University of Akron School of Law.

**Admission**

A high school student, matriculated DSoB undergraduate business major, student transferring into the DSoB at Walsh University from another Walsh University undergraduate program, or any student wishing to apply to the 3+3 Program must satisfy the following:

* Minimum 3.50 cumulative high school GPA performance; and
* Minimum ACT score of 25 or an SAT score of 1150.

During the student’s third year of study at Walsh University, the student will apply for admission to The University of Akron School Law. Students will be assured of admission to law school if they satisfy the following:

* Minimum 3.40 cumulative undergraduate GPA performance;
* Responses to the Character and Fitness questions on The University of Akron School of Law’s application that are satisfactory to the law school’s Admissions Committee; and

* Minimum LSAT score of 150.

A student enrolled in the 3+3 Program will complete a minimum of 97 earned credit hours during the student’s three years of undergraduate study at Walsh University. The student will then earn the minimum 28 remaining credit hours to complete the bachelor’s degree during the student’s first year of law school at The University of Akron School of Law. Upon successful completion of all graduation requirements, the student’s Bachelor’s Degree in Legal Studies will be awarded following the student’s fourth year of study (first year at The University of Akron) and the student’s JD will be awarded following the student’s sixth year of study (third year at The University of Akron).

**Undergraduate Policies**

While an undergraduate student, all University and undergraduate policies apply to the student. This includes the student’s first three years of study at Walsh University. Walsh University will accept transfer credit from the University of Akron for the student’s first year of law school and will award the Bachelor’s Degree in Legal Studies following the student’s fourth year of study (first year at The University of Akron) upon successful completion of all graduation requirements.

**3+3 Program**

**Legal Studies Major - Bachelor of Business Administration**

Student must have completed a minimum of 97 credit hours upon completion of third year at Walsh in order to graduate with Bachelor of Business Administration Degree upon completion of first year of Law School.

**Requirements:**

- Business Core Program (BCP) Requirements
- BCP I (24 semester credit hrs.)
- BCP II (15 semester credit hrs.)
- Legal Studies Major - Internship (3 semester credit hrs.)
- University of Akron School of Law Transfer Credit (28 semester credit hrs.)

**BCP I Requirements (24 semester credit hrs.)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001</td>
<td>Discovering Career Direction</td>
<td>0</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
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<td>BUS 002</td>
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<td>MATH 155</td>
<td>Elementary Functions I</td>
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</tbody>
</table>

**BCP II Requirements (15 semester credit hrs.)**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 03</td>
<td>Network, Interview &amp; Comm</td>
<td>0</td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV:mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 362</td>
<td>Global Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>H3:Integrative Global Expe III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Legal Studies Major (42 semester credit hrs.)**

(Includes 28 semester transfer credit hrs. from Univ. of Akron)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 385-L</td>
<td>Internship</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**4+1 Program (Bachelor’s Degree & MBA for All Majors)**

The DeVille School of Business 4+1 Program is open to any qualified Walsh University non-business major undergraduate student who wishes to expand his or her current business knowledge and/or supplement one’s current non-business undergraduate degree with an Masters of Business Administration (MBA) degree. The 4+1 Program is also available to Walsh University Undergraduate business majors with a cumulative GPA between 3.0 and 3.49. Students interested in pursuing the 4+1 Program option must apply in the first semester in which he/she attains junior class (60 credit hours) level status. Transfer students will also be eligible for the 4+1 Program, so long as they have completed a minimum of sixty-four (64) undergraduate credits at Walsh toward their undergraduate degree.

**Application**

A student seeking admission to the program must:

- Complete and submit an MBA application form in the first semester of the junior year (or upon earning 60 undergraduate credit hours) with a transcript verifying a GPA to date of 3.0 or higher.
- Submit a current resume.
- Submit two letters of reference from university faculty, one of which must be from within the student’s major.
- Complete an in-person interview with the MBA Director.
- Complete an internship in the student’s major, along with submission of an evaluation from the intern’s supervisor.
- Transfer students will also be eligible for the 4+1 Program, so long as the student will complete a minimum of sixty-four (64) undergraduate credits at Walsh.

**Admission**

For admission consideration into the 4+1 Program, an undergraduate student applicant must have achieved a cumulative undergraduate GPA of 3.00. Following the admission review and through the remainder of undergraduate studies, the student must maintain – as a minimum – a cumulative undergraduate GPA of 3.00. Failure to maintain the 3.00 cumulative GPA may disqualify the student from admission into the MBA Program. An admitted student will begin MBA Pathway coursework during their senior year (or upon earning 90 credit hours).
Required MBA PATHWAY Courses
A student admitted to the 4+1 program will be required to complete the MBA Pathway courses. The MBA Pathway courses may be completed in the summer semester between the junior and senior year or during the senior year of study. The MBA Pathway courses consists of 2 three-credit hour courses. To advance to MBA coursework, the student must earn a “B” or higher in both courses. Upon successful completion of the MBA Pathway courses AND earning the Bachelor’s degree, the student will matriculate into the MBA Program.

Following graduation with a Bachelor’s degree and matriculation into the MBA Program, the student will need to successfully complete the required 36 credit hours in the MBA Program indicated under the “Degree Requirements” section of the current Walsh University Graduate Catalog.

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

The DeVille School of Business Certificate Requirements
The DeVille School of Business offers six interdisciplinary certificates open to all undergraduate students. An interdisciplinary certificate offers the student an opportunity to develop a skill or explore a topic from multiple perspectives, enhancing the student’s credentials and marketability. An earned certificate appears on the student’s transcript.

Applied Ethics in Leadership
Certificate of Applied Ethics in Business
(all majors eligible) 15 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 390</td>
<td>Business Ethics Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
<td>3</td>
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</table>

Select 2 of the following: (6 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Environmental Ethics &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>THEO 203</td>
<td>H2a:Christian Moral Life</td>
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Small Business Management
Certificate of Small Business Management
(Non-Business Majors eligible) 12 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 381</td>
<td>Intro to Entrepren/Sm Bus Mgmt</td>
<td>3</td>
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</table>

Sports Management
Certificate of Sports Management
(all majors eligible) 15 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 385-S</td>
<td>Internship: Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 310</td>
<td>Economics of Sports in America</td>
<td>3</td>
</tr>
<tr>
<td>EXS 264</td>
<td>Org/Admin of Ex Sci &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>HIST 408</td>
<td>H2b: Sports &amp; Soc in US Hist</td>
<td>3</td>
</tr>
</tbody>
</table>

Strategic Leadership
Certificate of Strategic Leadership
(all majors eligible) 15 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 240</td>
<td>Leadership Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Industrial/Organizatio Psyc</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 426</td>
<td>DV:Group Process</td>
<td>3</td>
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</table>

Women in Leadership
Certificate of Women in Leadership
(all majors eligible) 16 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 240</td>
<td>Leadership Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS 418</td>
<td>Team Global Mgmt &amp; Leader Sem</td>
<td>3</td>
</tr>
<tr>
<td>COM 290</td>
<td>DV:Rac,Gen,Pol in Mass Med</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-2</td>
<td>T1:DV:Cre Eq:Iss of Gen/Rac</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>H1:DV:Gender</td>
<td>3</td>
</tr>
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</table>

Consumer Behavior
Certificate Consumer Behavior
(all majors eligible) 15 Total Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 309</td>
<td>DV:Multicultur Consumer Behav</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200-4</td>
<td>T1:Money and Success</td>
<td>3</td>
</tr>
<tr>
<td>SOC 205</td>
<td>T1:DV:Social/Cult Divers</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

The DeVille School of Business Minor Requirements
Core business courses are not required for minors.
Computer competency required.

Accounting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
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</tr>
<tr>
<td>BUS 372</td>
<td>Intermediate Accounting II</td>
<td>3</td>
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<tr>
<td>BUS 373</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Federal Tax I, Individual</td>
<td>3</td>
</tr>
<tr>
<td>BUS 434</td>
<td>Auditing</td>
<td>3</td>
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<tr>
<td></td>
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**Business**

*Open to Non-Business Majors Only*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
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<tr>
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</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>T1:DV: Intro to Economics</td>
<td>3</td>
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<td></td>
<td><strong>Total Hours</strong></td>
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**Economics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECON 203</td>
<td>T1: Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
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</tr>
<tr>
<td>ECON 301</td>
<td>H2b:DV: Global Econ Perspect</td>
<td>3</td>
</tr>
<tr>
<td>ECON 312</td>
<td>Money, Banking/Monetary Pol</td>
<td>3</td>
</tr>
<tr>
<td>ECON 320</td>
<td>International Trade/Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 322</td>
<td>Public Finance</td>
<td>3</td>
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<td></td>
<td><strong>Total Hours</strong></td>
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**Entrepreneurship**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>T1:DV: Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>T1: Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 381</td>
<td>Intro to Entrepren/Sm Bus Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>BUS 382</td>
<td>Creativity &amp; Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>BUS 483</td>
<td>Strategic Entrepreneurial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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**Marketing**

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Global Integrated Mktg Commun</td>
<td>3</td>
</tr>
<tr>
<td>BUS 309</td>
<td>DV: Multicultur Consumer Behav</td>
<td>3</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Social Media</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1: Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 205</td>
<td>T1:DV: Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>BUS 385</td>
<td>DV: Business Internship</td>
<td></td>
</tr>
<tr>
<td>BUS 441</td>
<td>Product Develop &amp; Innovation</td>
<td></td>
</tr>
<tr>
<td>BUS 442</td>
<td>Branding and Brand Mgmt</td>
<td></td>
</tr>
<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td></td>
</tr>
<tr>
<td>COM 360</td>
<td>Intro Advert/Public Relations</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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**Management**

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 318</td>
<td>DV: Hum Res Found in Global Org</td>
<td>3</td>
</tr>
<tr>
<td>BUS 319</td>
<td>Managerial Negot in Global Env</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV:Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 361</td>
<td>Project Mgmt/Global Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>T1:DV: Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
BUS 001 Discovering Career Direction  0 sem. hrs.
This experience introduces students to the Career Development process. Students will assess skills and interests, understand professional behavior and construct a professional resume to begin their career path. Intended for first-year students. (S/U) Offered spring semesters.

BUS 002 Refining Career Focus  0 sem. hrs.
In this experience students will enhance their career participation by refining their professional resume and cover letter writing skills and solidifying areas of interest. Students will create a focused plan to obtain an internship and can participate in the DSoB Professional Mentoring Program. Intended for second year students. (S/U) Offered fall and spring semesters.
Prerequisite: BUS 001.

BUS 003 Network, Interview & Comm  0 sem. hrs.
Students will experience presenting themselves professionally while interviewing and networking and engage with the early phases of job searching. Activities include attending job/career fairs, participating in mock interviews and DSoB Professional Mentoring Program events while seeking/securing an internship. Intended for third-year students. (S/U) Offered fall and spring semesters
Prerequisite: BUS 002.

BUS 004 Negotiating Decision-Making  0 sem. hrs.
Students will develop negotiation skills and synthesize the skills they have learned in the career development experience to find a full time job or attend graduate school. Activities will include researching and articulating a reasonable expected salary range, negotiation exercises, interview role playing and continued attendance at job fairs. Intended for fourth-year students. (S/U) Offered fall and spring semesters
Prerequisite: BUS 003.

BUS 106 Electronic Spreadsheet Applic  2 sem. hrs.
This course introduces students to the development, use and application of an electronic spreadsheet in business analysis and decision-making. The course emphasizes hands-on experience with applying the electronic spreadsheet. Offered fall and spring semesters.
Prerequisite: Placement Test out required for all DSoB Majors.

BUS 110 Integrated Bus Experience I  3 sem. hrs.
This course introduces students to the global aspects of management and marketing, in both the classroom and experiential learning environments. The relationship between management and marketing is addressed, focusing on how both disciplines are part of a larger system that is responsible for the sustainability of an organization. Offered fall and spring semesters.

BUS 111 Integrative Bus Experience 2  3 sem. hrs.
This course introduces students to the global aspects of accounting and finance, in both the classroom and experiential learning environments. The relationship between accounting and finance will be addressed, focusing on how both disciplines are part of a larger system that is responsible for the sustainability of an organization. Offered fall and spring semesters.

BUS 112 Bus Ethics in Global Environ  3 sem. hrs.
This course addresses the general principles and standards of ethics and Judeo-Christian values applied to businesses and not-for-profit organizations in a global environment. Case study analyses are used to develop critical thinking skills and personal reflections on challenging issues. Offered fall and spring semesters.

BUS 113 Comm in Multicultural Environ  3 sem. hrs.
This course teaches students effective communication skills in the multicultural business environment, focusing on verbal, written and electronic communications. This course emphasizes development of a resume, elevator pitch, interview skills, presentation skills, with a global perspective.
Prerequisite: ENG 102 or placement.

BUS 125 Introduction to Business  3 sem. hrs.
A survey course that introduces the student to the business enterprise (profit and not-for-profit), the role of the business enterprise in society, and the functional areas of business including accounting, finance, marketing and management. Students will explore opportunities in business. Upon completion, the student will have an introduction to business concepts that provide the foundational knowledge for further study in business disciplines. Offered every fall and spring semesters.
Prerequisites: none.

BUS 230 Financ/Managerial Accounting  3 sem. hrs.
This course builds on financial accounting concepts, providing emphasis on cash, accounts receivable, inventories, and fixed assets. The class also introduces the student to managerial accounting. Offered fall and spring semesters.
Prerequisite: BUS 125.

BUS 231 Legal,Social,Global Environ  3 sem. hrs.
This course is an introduction to the impact of external forces around the world of businesses. Specifically, the course covers key aspects of business law, such as negotiations, contracts, the uniform commercial code and similar regulations around the world; the structure of legal entities within global businesses; the impact of government regulation such as labor and antitrust laws; and the effect of other external forces including non-governmental organizations such as consumer and environmental organizations. Offered fall and spring semesters.
Prerequisite: BUS 112, ENG 102.

BUS 232 Information Analysis  3 sem. hrs.
This course introduces and applies the statistical methods and analytical skills needed to address real-world business and economic decision making. Emphasis is placed on how to obtain data, interpret data, and use computer applications to supplement data analysis and reporting. Offered fall and spring semesters.
Prerequisite: MATH 155, Excel Competency.
BUS 233  Mktg in a Global Environment  3 sem. hrs.
This course introduces students to the field of marketing in the global business environment. Students learn how to apply marketing theory and develop marketing strategies in both domestic and international business situations. Replaces BUS 216. Offered fall and spring semesters. Prerequisite: BUS 125.

BUS 240  Leadership Practicum  1-3 sem. hrs.
Informed by leadership theory, the student will participate in a variety of hands-on exercises and experiences to develop a greater understanding of their personal leadership style. The student can choose to lead in an established program of the DSoB or the University or design an experience with approval by the instructor. The student is required to sign a learning contract to plan and document progress. Experiences are supervised by DSoB faculty or professional staff members. Satisfactory (S)/Unsatisfactory (U). Offered as needed. Prerequisite: Sophomore status and by permission.

BUS 241  Collegiate Leadership Comp Lab  3 sem. hrs.
Informed by leadership, team building and creative problem solving theories, students will participate in a variety of experiential learning activities to build their skills in each of these areas. Students must apply for permission to take this course with a letter of reference from at least one faculty member. Students in this course are eligible for selection to the Walsh University Collegiate Leadership Competition (CLC) team. Satisfactory (S)/Unsatisfactory (U). Offered spring semester. With permission only.

BUS 308  Global Integrated Mktg Commun  3 sem. hrs.
This course builds upon the students' understanding of marketing and communication concepts. Emphasis is placed on analysis and integration of communication tools and promotion mix techniques for business to business and business to consumer applications, all within a global business environment. Prerequisite: BUS 233 or BCPII Status; BUS 233 for minor and AA. Offered fall and spring semesters.

BUS 309  DV: Multicultur Consumer Behav  3 sem. hrs.
This course introduces students to the psychological, sociological demographic, and economic influences, which affect buying behavior, both domestically and globally. Students learn why and how to apply consumer behavior theories and concepts, while integrating them with the larger contexts of marketing and other business disciplines in order to develop successful marketing strategies. Offered fall semester. Prerequisite: BUS 233 or BCPII Status, BUS 233 for minor and AA.

BUS 311  Marketing Research  3 sem. hrs.
This course introduces the students to the major areas of quantitative and qualitative market research, including focus groups, survey development, experimental and field research design, practice and problem definition, questionnaire design and collection, data analysis, interpretation and presentation of survey findings. Offered spring semester. Prerequisite: BCP II Status, BUS 309 for major, minor and AA.

BUS 315  Investments  3 sem. hrs.
The topics of this course include nature, mechanism and risks of investments; analysis of securities with emphasis on those of corporations, formulation of investment policies for individuals, institutions, and trust funds. Offered fall and spring semesters. Prerequisite: BUS 363.

BUS 316  DV: Marketing Communications  3 sem. hrs.
This course introduces the student to communication tools used in the marketing environment. An integrated approach, coordinating promotion and other marketing efforts, used to ensure the maximum informational and persuasive impact on customers will be examined in qualitative and quantitative ways. The promotional mix will also be examined with regard to effectiveness and efficiency in delivering marketing messages. Prerequisite: BUS 216.

BUS 318  DV: Hum Res Found in Global Org  3 sem. hrs.
This course deals with the study of the principles, practices, and problems of human resource management. This course's emphasis is on planning, organizing and controlling the organization's human participants with the goal of realizing human potential. Traditional tools of HR management are supplemented with contemporary ideas. Human resource issues concerned with the formal structure design and informal culture are examined with attention to motivation, development, performance and appraisal, communication, decision making and conflict resolution. Cases of actual practice are discussed and a project is required. (Formerly BUS 403). Offered fall semester. Prerequisite: BCPII Status, BUS 125 for minor and AA.

BUS 319  Managerial Negot in Global Env  3 sem. hrs.
This class explores the process and dynamics of the numerous negotiations and conflict resolution efforts occurring continuously within organizations. It reviews the major concepts and theories of the psychology of bargaining and negotiations and handling of group conflicts. This course utilizes cases and simulation exercises. Offered spring semester. Prerequisite: BCPII Status and BUS 318; BUS 318 for minor and AA.

BUS 337  eCommerce in Global Environ  3 sem. hrs.
This course focuses on the global ecommerce environment, integrating the marketing and management skills necessary to maximize the impact of ecommerce in the business setting. Topics include ecommerce market mechanisms, emerging trends, models, implementation strategies, benefits, limitations and risks of ecommerce. Offered spring semester, odd years. Prerequisite: For major, BCPII Status; for minor or AA, BUS 233.

BUS 345  Fraud Examination  3 sem. hrs.
This course focuses on the study of occupational fraud and abuse including strategies used to prevent, detect, investigate, and resolve fraudulent conduct in organizations.

BUS 350  Intermediate Excel for Finance  3 sem. hrs.
This course provides students with further training in Excel to help prepare them for a career in finance. Topics for the course include building financial models that cover ratio analysis, bond pricing, and stock valuation; advanced features such as the Excel IF and LOOKUP functions; how to create and record your own Macros; linking and managing sheet information; building professional charts and pivot tables; linking to Word and PowerPoint; using data validation; sorting and filtering; calculating loan payments and various investment calculations; including but not limited to calculating depreciation, future value, ROI, and other Excel functions to aid in financial modeling. Offered fall semester. Prerequisite: BCP II Status.
BUS 351 Global Finance  3 sem. hrs.
This course provides students with a focus on financial management in the global economy including international financial instruments, markets, and institutions. Students will analyze financial management challenges facing multinational organizations such as: financing foreign investment, financial control of foreign operations, evolving international payment systems, country-risk analysis, and the impact of interest rate and inflation fluctuation on an international scale. Offered spring semester.
Prerequisite: BCP II status and BUS 363.

BUS 360 H1:DV:Mgmt in a Global Environ  3 sem. hrs.
This course is a study of the principles of organizational behavior at the individual, group, and organizational level within a multicultural context. Students will apply theory using an experiential approach from multiple perspectives to broaden work behavior and decision making capabilities. Topics included in the class are management across cultures, change management, motivation, team building, and leadership. Offered fall and spring semesters.
Prerequisite: BCPII Status, BUS 125 for minor and AA.

BUS 361 Project Mgmt/GLOBAL Systems  3 sem. hrs.
This course is designed to introduce the basic principles and technology-based solutions that support the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project within a global business environment. Offered fall and spring semesters.
Prerequisite: BCPII Status, BUS 125 for minor and AA.

BUS 362 Global Information Systems  3 sem. hrs.
This course presents the management of information technology resources in the context of global business organizations addressing strategic, technological, and organizational issues to support the effective integration of information systems. Offered fall and spring semesters.
Prerequisite: BCPII Status.

BUS 363 Corp Fin Mgmt in Global Env I  3 sem. hrs.
This course provides students with a focus on the concepts, techniques, practices, and analysis of corporate financial management in the dynamic global environment. Topics for the course include financial analysis; financial markets, institutions and instruments; cash flow and financial planning; investment banking; time value of money; risk and return; bond and stock valuation; and capital budgeting. Offered every fall and spring semester.
Prerequisite: BCPII Status, BUS 125 for minor.

BUS 364 Business Research & Analytics  3 sem. hrs.
This course focuses on the steps of the business research process including further application of statistical methods learned in BUS 232. Emphasis is placed on developing and testing hypotheses statements using statistical software tools, including quantitative and qualitative problem solving techniques. The data analytics concepts of forecasting, data mining, and spreadsheet modeling are introduced to further emphasize the importance of research in today's business environment. Offered fall and spring semesters.
Prerequisite: BCPII Status.

BUS 371 Intermediate Accounting I  3 sem. hrs.
This course is a study of advanced theory and problems in financial accounting. The balance sheet, income statement, and statement of cash flows will be studied. Additional topics include financial disclosures, revenue recognition, cash, and accounts receivable. Offered fall semester.
Prerequisite: BCPII Status with a grade of C or better in BUS 230.

BUS 372 Intermediate Accounting II  3 sem. hrs.
This course is a continuation of BUS 371, Intermediate Accounting I. It is the study of advanced theory and problems in financial accounting. Specific topics covered include inventory, long-term assets, investments, short term liabilities, bonds, and leases. Offered spring semester.
Prerequisite: BCPII Status with a grade of C or better in BUS 371.

BUS 373 Managerial Accounting  3 sem. hrs.
This course includes the study of costing systems-jobs, process, and activity-based; breakeven points; inventory costing systems absorption and variable costing; master budgets; standard costs and variance analysis; and relevant costs and decision-making. Offered fall and spring semesters.
Prerequisite: BCPII Status with a grade of C or better in BUS 230.

BUS 381 Intro to Entrepren/Sm Bus Mgmt  3 sem. hrs.
This introductory course provides students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in our global economy. Students also address the unique problems faced by small businesses, including addressing the major challenges for smaller companies, and emphasizing significant differences between large and small enterprises. Offered fall semester.
Prerequisite: BUS 125, BUS 113, and ECON 205 or ECON 203.

BUS 382 Creativity & Design Thinking  3 sem. hrs.
Students develop innovative solutions to a wide range of problems that arise in the process of pursuing solutions to organizational challenges. Attention is devoted to the need for creative approaches to opportunity identification and business concept formulation when developing new products, services, and processes. In this course students examine the creative process, the design thinking process and the management of these processes. An emphasis is placed on critical issues involved in managing creativity and design thinking effectively, including leadership, creativity initiatives, and organizational response to change. Offered fall semester.

BUS 385 DV:Business Internship  1-12 sem. hrs.
A business internship is a supervised work experience which permits the student to link theory with current business practices. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Student interns receive practical learning experience outside the academic setting by becoming involved in day-to-day operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through national organizations and various internship abroad programs. Offered every semester.
Prerequisites: BCPII Status, Junior status and permission of internship coordinator.
BUS 385-A  DV: Internship: Accounting  1-12 sem. hrs.
An internship in accounting is a supervised work experience in an accounting environment which permits the student to link theory with current business practices. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Student interns receive practical learning experience outside the academic setting by becoming involved in the day-to-day operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through national organizations and various internship abroad programs. Offered every semester.
Prerequisites: BCP II Status, declared Accounting major, junior status and permission of the Internship Coordinator.

BUS 385-F Internship: Finance  1-12 sem. hrs.
An internship in finance is a supervised work experience in a financial environment which permits the student to link theory with current business practices. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Student interns receive practical learning experience outside the academic setting by becoming involved in the day-to-day operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through national organizations and various internship abroad programs. Offered every semester.
Prerequisites: BCP II Status, declared finance major, Junior status and permission of internship coordinator.

BUS 385-L Internship  3-12 sem. hrs.
An internship in legal studies is a supervised work experience in a legal environment which permits the student to link theory with current legal practices. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Student interns receive practical learning experience outside the academic setting by becoming involved in the day-to-day operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through national organizations and various internship abroad programs. Offered every semester.
Prerequisites: BCP II Status, declared Legal Studies major, Junior status and permission of the Internship Coordinator.

BUS 385-S Internship: Sports Management  3 sem. hrs.
An internship in sports management is a supervised work experience in the sports or sports related industry which permits the student to link theory with current business practices. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Student interns receive practical learning experience outside the academic setting by becoming involved in the day-to-day operations of a business. An on-the-job supervisor and a faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through national organizations and various internship abroad programs. Offered as needed.
Prerequisites: BCP II Status, junior status and permission of the Internship Coordinator.

BUS 390 Business Ethics Practicum  3 sem. hrs.
This practicum course serves to bridge the gap between the study of ethics in the business classroom and the application of ethics in real-world, global business problems. Students will complete relevant business ethics coursework, have the unique opportunity to shadow business professionals and study ethics in action and work on projects that require ethical decision making. Offered as needed.
Prerequisite: Junior status.

BUS 400 CBC Experience  3 sem. hrs.
This course prepares students for and provides students with real world experiences delivered in experiential learning frameworks. In part 1 (approximately one-third of the course), through in-class application of experiential learning exercises, the students prepare for real world collaboration with industry professionals. In part 2 (the remainder of the course), students participate in a real world experience where they will apply theories to practice under the guidance of industry professionals and faculty. Offered fall and spring semesters.
Prerequisites: BUS 360, BUS 361, BUS 362, BUS 363, BUS 364, and senior status.

BUS 416 Marketing Strategy & Mgmt  3 sem. hrs.
This is an integrative capstone course in marketing that emphasizes strategic marketing decision-making as it relates to firms selling to consumers, business organizations, government agencies, and non-profit institutions. Topics for the course include an application of marketing research, marketing communications, pricing, distribution, and ethics, within retail, service, and business-to-business environments. Offered spring semester.
Prerequisites: BUS 311 and senior status or BCPII Status and BUS 308, BUS 309, BUS 311.

BUS 417 Operations Management  3 sem. hrs.
This course is an overview of the managerial process by which goods and services are supplied, produced, and distributed by organizations. The emphasis is on decision making models used in management of production, service, and logistics systems. Offered spring semester.
Prerequisite: BCPII Status.

BUS 418 Team Global Mgmt & Leader Sem  3 sem. hrs.
This course is a senior seminar designed to examine and evaluate leadership theories, personal leadership capabilities through assessments, team processes, global aspects of leadership, and emerging leadership trends. Students apply leadership skills through completion of a team service project, and work to develop a personal leadership brand. Offered spring semester.
Prerequisite: BUS 319 or BCPII Status and BUS 360; BUS 360 for minor; BUS 318 for AA.

BUS 419 Supply Chain Management  3 sem. hrs.
Supply Chain Management is the ability to understand and execute the necessary functions to source, plan, purchase, and move products to and from the business to ensure the successful delivery of a product to the customer. The outcome of a successful and efficient supply chain improves the overall performance and value of these functions to provide a competitive advantage to the business. Supply chains are often global in design and must be sustainable to ensure the longevity of the business. Ethics and negotiation strategies will be integrated into the course through experiential activities. Offered fall semester.
Prerequisite: BCP II.
BUS 423  Federal Tax I, Individual  3 sem. hrs.
This course is the study of federal tax law as it applies to the individual. Topics include gross income and exclusions, deductions, losses, itemized deductions, credits, and property transactions. Offered fall semester. Prerequisite: BCP II Status and a grade of C or better in BUS 372.

BUS 424  Federal Tax II, Corp & Partner  3 sem. hrs.
This course is the study of federal tax law as it applies to corporations, partnerships and S corporations. Topics include tax research, corporate formations, nonliquidating and liquidating distributions, partnership formation, compliance issues. Offered spring semester. Prerequisite: BUS 423 with a C or better.

BUS 425  Accounting Software Systems  3 sem. hrs.
Accounting Software Systems is an elective course for accounting majors that introduces students to QuickBooks and other software used in accounting. Students have the opportunity to sit for the Quickbooks Certified User Exam as part of this class. Offered spring semester. Prerequisite: BUS 230.

BUS 426  Sales Management  3 sem. hrs.
This course examines the role of sales management and personal selling as they relate to the discipline of marketing. Factors examined in this course include the importance of proper management in a sales environment, examination of consumer and business markets, and steps involved in the selling process. By applying sales theory concepts, students develop a sales plan for the product/service and utilize selling techniques to increase sales for an organization. Offered as needed. Prerequisites: BUS 311 or BCP II Status and BUS 308.

BUS 430  Social Media  3 sem. hrs.
This course introduces students at the undergraduate level 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. Offered spring semester. Prerequisites: For major, BCP II Status; for minor or AA, BUS 233.

BUS 434  Auditing  3 sem. hrs.
The purpose of this course is to integrate auditing concepts, professional standards and rules of conduct into practical aspects in a logical manner to assist students in understanding audit decisions and evidence accumulation. Offered fall semester. Prerequisites: BCP II Status and BUS 372 with a grade of C or better.

BUS 435  Advanced Auditing  3 sem. hrs.
This course links auditing concepts with practical experience to prepare students interested in public accounting and CPA Certification. The course focuses on the role of an independent auditor and audit methodology using Generally Accepted Auditing Standards (GAAS). Offered spring semester. Prerequisite: BCP II Status and BUS 434 with a grade of C or better.

BUS 441  Product Develop & Innovation  3 sem. hrs.
This course introduces students to the strategies, processes, and methods used by companies to develop new products in competitive domestic and global markets. Techniques and processes for managing product development are addressed through the stages of idea generation to product introduction. Although the course focuses primarily on physical products, the development and innovation of service is also addressed. Offered fall semester, even years. Prerequisite: BCP II Status and BUS 309.

BUS 442  Branding and Brand Mgmt  3 sem. hrs.
This course introduces students to the concepts and strategies important to creating and managing strong brands, a key factor in generating customer loyalty and ultimately strong organizational performance. Students will explore how branding applies across the key points of advertising, public relations, social media, corporate responsibility, employee interaction and new product development. Offered fall semester, odd years. Prerequisite: BCP II Status and BUS 309.

BUS 448  Sustain Ach thro Organ Chg/Dev  3 sem. hrs.
This course provides students with an advanced perspective on the effective planning and implementation of sustainable change and organizational development efforts in organizations. Students will critically evaluate ideas, insights, strategies and methods from a systems-oriented perspective on sustainability by understanding the relationships among social, environmental, and economic issues relating to business. Offered fall semester. Prerequisites: BCP II Status and BUS 360; BUS 318 for AA.

BUS 451  Seminar in Investments  3 sem. hrs.
The topics of this course include the nature, mechanism, and risks of investments; stock markets; analysis of securities with an emphasis on those of corporations; formulation of investment policies for individuals, institutions, and trust funds; portfolio theory; pension fund management; risk management; option valuation; and future contracts. Offered fall semester. Prerequisite: BCP II Status and BUS 363.

BUS 452  Corp Fin Mgmt in Glob Envir II  3 sem. hrs.
This course is a continuation of BUS 363: Corporate Financial Management in a Global Environment I. Topics for the course include advanced time value of money; advanced bond and stock valuation; advanced capital budgeting; cost of capital; capital structure and leverage; working capital management; dividend policy; investment banking; IPOs; financing; leasing; bankruptcy; and an introduction to external growth through mergers and acquisitions. Offered fall semester. Prerequisite: BUS 350 and BUS 363.

BUS 453  Valuation  3 sem. hrs.
This course provides students with a comprehensive overview of advanced financial analytics and how to effectively value business units. Students will learn how to integrate Excel into the analysis and solution stages of financial problems. Topics for the course include spreadsheet financial modeling; corporate valuation; relative valuation; private firm valuation; project analysis using discounted cash flow; terminal value; cost of capital; forecasting; enterprise valuation; real options; and strategic options. Recommended: BUS 451. Offered spring semester. Prerequisite: BUS 363, 350, and BUS 452.

BUS 455  DV: Global Marketing  3 sem. hrs.
This course examines global marketing through an in-depth study of the global marketing environment with a focus on the design and implementation of global marketing strategies and programs. Offered as an option in support of the CCSA Program or a Walsh University sponsored global learning experience. Enrollment is on a "by permission" basis. Prerequisite: BUS 233.
BUS 456 Mergers & Acquisitions  3 sem. hrs.
This case study course explores the valuation techniques and the influence of governance structure on enterprise value. This course introduces students to mergers and acquisitions as a means of enterprise value creation and outlines the various legal, tax, and accounting frameworks for mergers and acquisitions, providing an overview of valuation methodologies as a foundation for further education and experience. Offered fall semester.
Prerequisite: BUS 363 and BUS 350.

BUS 457 Advanced Portfolio Mgmt  3 sem. hrs.
This course provides students with practical experience in portfolio construction, management, and evaluation. Students will learn how diversification and asset allocations impacts returns and risk for investors; explore the theories and concepts of professional money management; identify investment objectives; evaluate information for security selection; and evaluate fund performance. Offered spring semester.
Prerequisite: BUS 363, BUS 350, BUS 451, and BUS 452.

BUS 465 H3: Integrative Global Expe III  3 sem. hrs.
In this capstone course of the business curriculum, students integrate core business areas of economics, accounting, finance, management, and marketing through use of business case analysis and simulations. The concepts of strategic planning and strategic management in a dynamic global business environment provide the platform for integration. The primary purpose of this course is to develop and refine systematic, integrative, analytical, conceptual, and communication skills. These skills build upon decision making techniques and tools of prior school work. The course is designed as meeting the university requirements for an "H3" course. Offered fall and spring semesters.
Prerequisites: BCPII and BUS 360, 361, 362, 364.

BUS 470 Advanced Accounting I  3 sem. hrs.
This course is a study of advanced financial accounting issues. The course emphasizes information on business combinations and consolidated financial statements as well as accounting for partnerships. Offered fall semester.
Prerequisites: BCPII Status and BUS 372 with a grade of C or better.

BUS 471 Advanced Accounting II  3 sem. hrs.
This course is a continuation of BUS 470, Advanced Accounting I. This course emphasizes advanced topics in accounting including accounting for not-for-profits; government accounting; pensions and postretirement benefits, shareholders' equity, derivatives, international standards, and translation of foreign currency financial statements. Offered spring semester.
Prerequisite: BUS 470 with a grade of C or better.

BUS 483 Strategic Entrepreneurial Mgmt  3 sem. hrs.
The purpose of this course is to provide students with experiential opportunities related to strategic entrepreneurship. In this course, through creating their own new venture, students will explore the interfaces between entrepreneurs and stakeholders. This will include (but not be limited to) strategic decisions related to finance, management and marketing, especially in the context of students’ own new ventures they will create during the course. The goal of this course is to develop and/or enhance in each student a mastery of the skills and competencies that facilitate opportunity recognition, innovation, and creation in the face of a dynamic and uncertain marketplace. Most importantly, this course is about creating something novel that is your own - the summative project in this course will involve each student starting his or her own new venture. Offered spring semester.
Prerequisites: BUS 381 and BUS 382.

BUS 492 Independent Study  1-3 sem. hrs.
In this capstone course of the business curriculum, students integrate core business areas of economics, accounting, finance, management, and marketing through use of business case analysis and simulations. The concepts of strategic planning and strategic management provide the platform for integration. Offered as needed.
Prerequisites: Permission of the Dean of the DeVille School of Business.

BUS 493 Special Topics in Business  1-3 sem. hrs.
This course deals with the in-depth study of special topics in business. Offered spring semester.
Prerequisites: Junior status and permission from the DeVille School of Business Dean.

BUS 511 Concepts in Quant & Econ Princ  3 sem. hrs.
This course covers two major themes of quantitative and economic principles that have required applications in key MBA courses. The first half of the course will focus on practical mathematical and statistical concepts that support critical analysis and business decision-making. Topics include modeling for optimization, basic descriptive statistics and probability distributions. The second half of the course supports general knowledge and understanding of the economic problems and economic decision-making for business. The material covers micro- and macro-economic principles, supply and demand elasticity, profit maximization, and markets. All concepts are supported by the use of modern spreadsheet analysis tools.

BUS 511UG Concepts in Quant & Econ Princ  3 sem. hrs.
This course covers two major themes of quantitative and economic principles that have required applications in key MBA courses. The first half of the course will focus on practical mathematical and statistical concepts that support critical analysis and business decision-making. Topics include modeling for optimization, basic descriptive statistics and probability distributions. The second half of the course supports general knowledge and understanding of the economic problems and economic decision-making for business. The material covers micro- and macro-economic principles, supply and demand elasticity, profit maximization, and markets. All concepts are supported by the use of modern spreadsheet analysis tools.

BUS 512 Concepts in Acctg & Fin Princ  3 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 of MBA program. Topics include, but are not limited to, financial statements and analysis, Cash Flow, Cost, Capital Budget, and Time Value Money concepts by applying the scientific calculator.
**BUS 512UG Concepts in Acctg & Fin Princ 3 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 of MBA program. Topics include, but are not limited to, financial statements and analysis, Cash Flow, Cost, Capital Budget, and Time Value Money concepts by applying the scientific calculator.

**BUS 521 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. Taken by permission only for approved senior-level BA/MBA students. Offered fall and spring semesters.

**BUS 522 Organ Behavior & Communication 3 sem. hrs.**
In this course, students examine essential management, organizational behavior and communication theories. Topics include: motivation, conflict management and resolution, groups and teams, and communication. This course is designed to explore how these elements impact the practical application of behavioral science theories with respect to solving complex management problems in a diverse, global environment. Taken by permission only for approved senior-level BA/MBA students. Offered fall and spring semesters.

**BUS 524 Marketing 3 sem. hrs.**
This course explore the applications of marketing theories and concepts used throughout various types of organizations including manufacturing, service, non-profit, and government entities. Topics include marketing strategy and planning, market segmentation, consumer behavior, branding, product and service development, and international marketing. Taken by permission only for approved senior-level BA/MBA students. Offered fall and summer semesters.

**BUS 526 App Organ Research & Analy 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. Taken by permission only for senior-level BA/MBA students. Offered spring and summer semesters.

**Economics (ECON)**

**ECON 203 T1:Global Microeconomics 3 sem. hrs.**
This course introduces the concepts and principles of the microeconomic theory including individual and social choices, supply and demand, types of market structures, cost analysis, and the allocation of resources in both global and domestic economic settings. Offered fall and spring semesters.

**ECON 204 Global Macroeconomics 3 sem. hrs.**
This course introduces the concepts and principles of macroeconomic theory including economic growth and development, distribution of wealth, unemployment, inflation, and monetary and fiscal policy with emphasis on the global economic environment. Offered fall and spring semesters.

**ECON 205 T1:DV:Intro to Economics 3 sem. hrs.**
Introduction to concepts of micro- and macroeconomics. The course introduces student to those principles essential to an understanding of fundamental economic problems and the alternative policies society may use to contend with these problems. The overall emphasis is on developing the student’s ability to reason accurately and objectively about economic matters and to arouse a lasting interest in economics. Offered fall and spring semesters.

**ECON 210 T1:Personal Finance 3 sem. hrs.**
This course introduces students to the process of developing sound spending, financing and investing skills to make proper financial decisions encountered in everyday life and build financial security and wealth. Topics in basic financial planning, personal financing, insurance and risk, measures to avoid identity theft, basic assets, taxes, credit, investments, retirement and estate planning. Available to Non-Business majors only. Offered fall semester.

**ECON 301 H2b:DV:Global Econ Perspect 3 sem. hrs.**
This course deals with the comparative economic systems and their theories: Western Europe, Eastern Europe, Russia and other continents, and the United States. Offered fall semester of odd numbered years. Prerequisite: ECON 204 or ECON 205.

**ECON 310 Economics of Sports in America 3 sem. hrs.**
This course applies economic theory and analysis to American professional sports franchises, leagues, and other affiliated institutions. Topics include labor relations and antitrust issues, market structure of professional sports, public financing of sports venues, player relations, draft systems, player contracts and compensation, free agency, league expansion and analytics. Offered TBD as needed.

**ECON 312 Money, Banking/Monetary Pol 3 sem. hrs.**
This course studies the nature of money and monetary systems, monetary theory, and its function and relationship between money, prices, and level of income; recent monetary developments in the United States; nature of banking and credit; and the structure and operations of commercial banks and the Federal Reserve System. Offered spring semester. Prerequisite: ECON 202, ECON 204 or 205.

**ECON 320 International Trade/Finance 3 sem. hrs.**
This course deals with the principles, problems and policies of international economic relations with an emphasis on the United States. The course also covers the international aspects of trade and finance. Offered fall semester of even years. Prerequisite: ECON 204, ECON 205 or BCPPII Status.

**ECON 322 Public Finance 3 sem. hrs.**
This course deals with the financial analysis of the private and public sectors of the economy. Emphasis of the course is on a thorough understanding of fiscal institutions with careful analysis of economic issues underlying the budget policy. Offered spring semester of odd years. Prerequisites: ECON 202, ECON 204 or ECON 205.
School of Arts and Sciences
Dr. Michael Dunphy, Dean
At the heart of Walsh University’s liberal arts education is the School of Arts and Sciences, home to the Humanities, Language and Letters, Mathematics and Sciences, Philosophy and Theology divisions, together offering more than 24 majors. The school also houses the University’s General Education and Honors programs.

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

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

Division of Fine and Performing Arts
Dr. Britt Cooper, Chair
- Art History (B.A.) (p. 89)
- Museum Studies (B.A.) (p. 89)
- Music (B.A.) (p. 90)

Art History (B.A.)
Recommended
- A Double-Major in one of the following disciplines: Accounting (p. 74), Marketing (p. 76), Management (p. 76), Chemistry (p. 131), English-Writing (p. 113), History (p. 97), Museum Studies (p. 89), Philosophy (p. 99), Theology (p. 100), or any Foreign Language.
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship
- A total of 36 to 37 sem. hrs. from Lists A, B, C and D
- Minimum grade of B- in 101/102 sequence of the same Foreign Language as required for Core. Notes: If an incoming freshman has taken a placement test or is using AP credit for the language requirements, no additional language courses are required. For transfer students coming in with more than 60 credits and thus on a Reduced Core, he/she will need to take the language sequence, unless they specifically have two consecutive courses in the same foreign language from his/her previous school that are accepted by our transfer counselors.
- A Minor in Art, Accounting, Marketing, Management, Chemistry, English-Writing, History, Museum Studies, Philosophy, Theology, or a Foreign Language

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARHI 101</td>
<td>T1:DV:History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI 301</td>
<td>Art History Internship</td>
<td>3</td>
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<tr>
<td>or MS 301</td>
<td>SL:Museum Studies Internship I</td>
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<tr>
<td>ARHI 401</td>
<td>Senior Seminar in Art History</td>
<td>3</td>
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<tr>
<td>ARHI 402</td>
<td>H3:Senior Cap Paper/Art Hist</td>
<td>3</td>
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List B: Required Diversity Course
Select one of the following:
- ARHI 220 T1:DV:Arts of Asia, Afr, & Isl
- ARHI 230 T1:DV:NativeAm/Af Am/Women Art

List C: Studio Art Elective
Select one of the following:
- ART 102 T1:Visual Order
- ART 103 T1:Drawing I
- ART 220 T1:Special Topics in StudioArt
- GD/COM 295 Graphic Design

List D: Content Electives
Select six of the following: 18
- ARHI 200 T1: Spcl Topics in Art History
- ARHI 210 T1:Gbl Learning Arts & Culture
- ARHI 240 T1:Greek and Roman Art
- ARHI 250 T1: Medieval Art
- ARHI 260 T1: Renaissance Art
- ARHI 265 T1: Baroque Art
- ARHI 270 T1: Modern Art
- ARHI 280 T1: American Art & Architecture
- ARHI 290 T1: History of Photography
- ARHI 315 H2b:Gbl Contemporary Art
- PHIL 303 H2b:DV:Philosophy of Art

Total Hours 36

Museum Studies (B.A.)
Recommended
- A Double-Major in one of the following disciplines: Art History (p. 89), Biology (p. 129), Business (p. 74), Chemistry (p. 131), History (p. 97), Theology (p. 100).
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- A total of 36 sem. hrs. in Museum Studies from Lists A, B, C and D below
- A Minor in one of the following disciplines: Art (p. 190), Art History (p. 89), Biology (p. 190), Business (p. 80), Chemistry (p. 131), History (p. 97), or Theology. (p. 100) (This requirement is waived for transfer students on a reduced core).
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>List A – Required Core Museum Studies Courses and Internships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS 101</td>
<td>Introduction to Museum Studies</td>
<td>3</td>
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<tr>
<td>MS 201</td>
<td>Public History Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MS 301</td>
<td>SLMuseum Studies Internship I</td>
<td>3</td>
</tr>
<tr>
<td>MS 302</td>
<td>SLMuseum Studies Internship II</td>
<td>3</td>
</tr>
<tr>
<td>MS 401</td>
<td>Seminar in Museology</td>
<td>3</td>
</tr>
<tr>
<td>MS 402</td>
<td>Senior Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>List B: Required Core Content Courses</td>
<td></td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>ARHI 101</td>
<td>T1DV:History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHI Elective 200 level or higher</td>
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</tr>
<tr>
<td>BIO 101</td>
<td>T1:Principles of Biology I</td>
<td>3</td>
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<tr>
<td>or BIO 102</td>
<td>Principles of Biology II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>T1DV:World Civil to 1500</td>
<td>3</td>
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<tr>
<td>or HIST 102</td>
<td>T1DV:World Civil 1500 to Pres</td>
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<tr>
<td>HIST 103</td>
<td>T1DV:Hist of the U.S. to 1877</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 104</td>
<td>T1DV:Hist of U.S. since 1877</td>
<td>3</td>
</tr>
<tr>
<td>SOC 202</td>
<td>H2bDV: Cultural Anthropo</td>
<td>3</td>
</tr>
<tr>
<td>List C: Required Museum Professionalism</td>
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<tr>
<td>Select nine semester hours from the following:</td>
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<tr>
<td>COM 360</td>
<td>Intro Advert/Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MS 225</td>
<td>Intro to Archives/Records Mgt</td>
<td>3</td>
</tr>
<tr>
<td>MS 320</td>
<td>Museums of Rome (In Rome)</td>
<td>3</td>
</tr>
<tr>
<td>MS 325</td>
<td>Exhibition Design</td>
<td>3</td>
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<tr>
<td>MS 330</td>
<td>Museum Education</td>
<td>3</td>
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<tr>
<td>MS 390</td>
<td>Museum Admin &amp; Leadership</td>
<td>3</td>
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<tr>
<td>MS 415</td>
<td>Senior Internship</td>
<td>3</td>
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<tr>
<td>MS 475</td>
<td>Rest,Cons,PrestIntPresStCtr (variable 1-9)</td>
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<tr>
<td>List D: Additional Professional Development Course</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>H3:Professional Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Music (B.A.)**

**Concentrations available in Performance, Sacred Music, or Modern Musical Culture**

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship
- A total of 47 sem. hrs. from Lists A, B, C and D

**Major Requires 47 sem. hrs.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>List A – Required Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 161</td>
<td>Music Theory I</td>
<td>3</td>
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<tr>
<td>Code</td>
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<td>Hours</td>
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<tr>
<td>MUS 320</td>
<td>Perform/Pedagogy Internship (Required)</td>
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<tr>
<td>MUS 330</td>
<td>Special Topics in Music Theory</td>
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### Sacred Music

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THEO 302</td>
<td>H3: Liturgy/Sacraments</td>
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<tr>
<td>MUS 201</td>
<td>H2b: Hist of Great Choral Works</td>
<td></td>
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<tr>
<td>MUS 310</td>
<td>Diction for Singers</td>
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<tr>
<td>MUS 311</td>
<td>Vocal Pedagogy</td>
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<tr>
<td>MUS 312</td>
<td>Conducting</td>
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<tr>
<td>MUS 313</td>
<td>Heritage of Sacred Music (Required)</td>
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<tr>
<td>MUS 315</td>
<td>Intro to Music Technology</td>
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<tr>
<td>MUS 321</td>
<td>Sacred Music Internship (Required)</td>
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<tr>
<td>MUS 330</td>
<td>Special Topics in Music Theory</td>
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</tbody>
</table>

Select three of the following: 9

### Modern Musical Culture

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>H2b: Hist of Great Choral Works</td>
<td></td>
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<tr>
<td>MUS 202</td>
<td>T1: DV: Ameri Musical Theater</td>
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<tr>
<td>MUS 203</td>
<td>T1: DV: History of Blues &amp; Jazz</td>
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<tr>
<td>MUS 210</td>
<td>T1: History of Rock Music</td>
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<tr>
<td>MUS 211</td>
<td>T1: Music and The Movies</td>
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<tr>
<td>MUS 212</td>
<td>T1: History of Dance &amp; Music</td>
<td></td>
</tr>
<tr>
<td>MUS 325</td>
<td>Musicology Internship (Required)</td>
<td></td>
</tr>
</tbody>
</table>

Select four of the following: 10
COURSE DESCRIPTIONS

Art (ART)

ART 102 T1: Visual Order 3 sem. hrs.
T1: Fundamentals of design explored through individual projects done in cut paper, ink and acrylic paint. Concepts covered include compositional balance, focal point, simplification of form, abstraction and use of color. Projects are flexible enough to adapt to individual skills. Offered every fall and spring. Requires additional purchase of art supplies.

ART 103 T1: Drawing I 3 sem. hrs.
T1: Fundamentals of drawing explored through various drawing media and techniques from quick sketches to polished drawings. Concepts covered include compositional layout, proportions, value balance, perspective and use of color. Coursework adaptable to accommodate individual skill levels. Requires additional purchase of art supplies. Offered every fall and spring.

ART 200-8 T1: Graphic Novels as Art & Literature 3 sem. hrs.
T1: This course focuses on reading, writing about, and creating comics and graphic novels. We will examine the medium's storytelling potential, its unique visual grammar and the cultural, aesthetic and theoretical contexts of the genre and individual works. This course can be taken to satisfy a T1 requirement in either English Literature or Art/Music. Cross listed as ENG 200-8. Prerequisites: ENG 102 or HON 103.

ART 201 Painting I 3 sem. hrs.
Fundamentals of painting explored with acrylic paint on canvas. Emphasis on learning a variety of painting techniques and developing successful figure/ground relationships. Students will learn to apply basic color concepts in order to augment the expressive qualities of their work. Requires additional purchase of art supplies. Prerequisites: ART 102 and ART 103.

ART 202 T1: Painting II 3 sem. hrs.
Continuation of Painting I. Requires additional purchase of art supplies. Prerequisites: ART 102, 103 and 201.

ART 203 Printmaking 3 sem. hrs.
Basic study of printmaking experiences in various techniques of printing applied to present-day methods. Requires additional purchase of art supplies. Prerequisites: ART 102, 103 and 201.

ART 205 Drawing II 3 sem. hrs.
Expansion on topics covered in Drawing I with introductions to new media, conceptualized projects and individual artistic expression. More intensive development of shading techniques in both pencil and colored pencil. Portraiture, landscapes and special projects explored. Requires additional purchase of art supplies. Prerequisite: ART 103.

ART 220 T1: Special Topics in Studio Art 3 sem. hrs.
Intensive practical instruction in a specific area of applied art. Possible courses include digital art, ceramics, sculpture, watercolor painting, and photography. Some topics may have prerequisites.

ART 220-1 Special Topics in Art 3 sem. hrs.
Intensive practical instructions in a specific area of applied art. Some topics may have prerequisites.

ART 220-3 T1: Watercolors 3 sem. hrs.
Introduction of the history and techniques of paintings in watercolors. Students will use elements of basic drawing, design, composition and color theory to create a portfolio of original paintings centered around a variety of themes. Students will develop a sketchbook, use assorted materials for texture and effect, and learn about types of paint, papers, brushes and mats. Requires additional purchase of art supplies. Offered every fall and spring.

ART 301 T1: Crafts 3 sem. hrs.
Experiences in designing and working with a variety of craft media including fabric, wood, metal and clay. Requires additional purchase of art supplies. Next offering TBA. Prerequisite: ART 102 and 103.

ART 324 T1: Art Education 1 sem. hr.
Study of child development through understanding of visual creative expression and mental growth. Art experiences as related to child’s level of development and individual expression. Prerequisite: ART 102.

Art History (ARHI)

ARHI 101 T1: DV: History of Art 3 sem. hrs.
This introductory course provides an overview of world art and architecture with a focus on major monuments. Works of art will be approached in terms of their subject matter, style, function and meanings. Offered fall and spring.

ARHI 200 T1: Spec Topics in Art History 3 sem. hrs.
Specific topics addressed in this course may vary. Each topic will be grounded in the analysis and criticism of works of art and architecture of a specified period or theme. Offered periodically on rotation.

ARHI 210 T1: Global Learning Arts & Culture 3 sem. hrs.
Specific topics addressed in this course may vary. Each course topic will be grounded in the analysis and criticism of works of art and architecture viewed and visited on Global Learning Programs. By permission of Global Learning and The Division of Fine and Performing Arts. Offered periodically according to the Global Learning Schedule.

ARHI 220 T1: DV: Arts of Asia, Afr, & Isl 3 sem. hrs.
This course provides an introduction to the art and architecture of three areas of global diversity: Asia, Africa, and Islam. Each area will be represented by artifacts from antiquity to the present and include both sacred and secular sites. Tenets of faith, historical contexts, and other cultural traditions that shaped the works of art will be explored. Offered in the spring of odd-numbered years.

ARHI 230 T1: DV: Native Am/Af Am/Women Art 3 sem. hrs.
This course approaches the art and architecture of three areas of cultural diversity. Each area will be represented by sites and works of art from historical periods to the present and include both sacred and secular works. Historical contexts, socio-cultural traditions, and gender roles as they affected the development of style and forms will be explored. Offered in the spring of even-numbered years.

ARHI 240 T1: Greek and Roman Art 3 sem. hrs.
This course approaches the art and architecture of the Greco-Roman world from the Cycladic culture of approximately 22,000 BCE until the decline of the Roman Empire in the fifth century. Both sacred and secular works will be presented within the contexts of historical events, archaeological evidence of daily life, cultural changes, and religious or political beliefs. Offered periodically on rotation.
ARHI 250 T1: Medieval Art  3 sem. hrs.
This course examines the art and architecture of the Middle Ages in Europe from approximately the fifth to the fifteenth centuries. Historical context, elements of style and techniques, as well as the faith traditions that shaped the works of art, will be explored through examples in stained glass, manuscripts, sculpture, textiles, painting and architecture. Offered periodically on rotation.

ARHI 260 T1: Renaissance Art  3 sem. hrs.
This course approaches art and architecture of the late 14th through the mid-16th centuries in Europe, both in Italy and North of the Alps. Painting, sculpture and architecture will be explored through lenses of humanism, theology, history, patronage, a revived interest in classical antiquity, stylistic development, and medium and technique. Offered periodically on rotation.

ARHI 265 T1: Baroque Art  3 sem. hrs.
This course presents the art and architecture of the late 16th through the early 18th centuries, both North and South of the Alps. Works of Vermeer, Rembrandt, Bernini and Caravaggio, among others, will be highlighted. Offered periodically on rotation.

ARHI 270 T1: Modern Art  3 sem. hrs.
This course examines the art and architecture of the mid-19th century through World War II in Europe and the Americas. Major themes and theories of art will be presented through principal movements, such as Impressionism, Cubism, and Abstract Expressionism. Offered periodically on rotation.

ARHI 280 T1: American Art & Architecture  3 sem. hrs.
This course presents the art and architecture of the United States from the Colonial period to the present day. Domestic houses, places of worship, and commercial buildings will be analyzed in terms of their materials and construction techniques, the relationship of buildings to urban design and the rise of cities, revival styles (Classical Revival, Gothic Revival), as well as distinctly American forms such as the skyscraper. Offered periodically on rotation.

ARHI 290 T1: History of Photography  3 sem. hrs.
The advent of photography in the 19th century revolutionized the making of images as well as ways of viewing in general. This course will address the history, concepts, and techniques of photography, as well as address its effect on other visual arts traditions such as painting and digital media. Offered periodically on rotation.

ARHI 301 Art History Internship  3 sem. hrs.
This internship allows students a hands-on experience in a gallery, art museum, auction house, or private collection in the research, sale, handling, or display of works of art. Prerequisites: Junior standing; ARHI 101 and at least two ARHI courses at the 200-level; Permission of the Division of Fine and Performing Arts.

ARHI 315 H2b: Global Contemporary Art  3 sem. hrs.
This course allows students to explore contemporary painting, photography, fashion design, architecture, sculpture, installations, and digital media by visiting museums, galleries, and public spaces while on Walsh Global Learning programs. Students will consider the media used; major themes, concepts, and subject matter of the works; the role of the viewer; and the global market for contemporary art. Prerequisites: ARHI 101 and permission of Global Learning and the Division of Fine and Performing Arts.

ARHI 401 Senior Seminar in Art History  3 sem. hrs.
The focus of this independent study is the bibliographic research and methodology in preparation for the Senior Capstone Paper in the student's area of interest. Taken in the Fall of the student's senior year. Prerequisites: Senior standing and permission of the Division of Fine and Performing Arts.

ARHI 402 H3: Senior Cap Paper/Art Hist  3 sem. hrs.
Students write, revise, and present their senior capstone research papers in Art History. Taken in the Spring of the student's senior year. Prerequisites: Senior standing and permission of the Division of Fine and Performing Arts.

**Museum Studies (MS)**

MS 101 Introduction to Museum Studies  3 sem. hrs.
The course provides an introduction to the history, purpose, and mission of museums. Students examine the relationship of the object to the visitor to create the museum experience. The course presents the basics of administration, leadership, collections care, curatorial work, education, and marketing. Offered every fall semester.

MS 201 Public History Practicum  3 sem. hrs.
Students participate in a hands-on learning experience at either the Hoover Historical Center (History track students) or the Birk Center for the Arts (Arts track students). Students learn the basics of objects care, cataloguing, exhibition design, tour techniques, daily operations, public relations, and special events coordination. Offered every fall and spring. Prerequisite: MS 101.

MS 225 Intro to Archives/Records Mgt  3 sem. hrs.
Introduction to the theory and practice of preserving and cataloguing archival materials and artifacts. Students receive both classroom and hands-on instruction. Offered periodically on rotation.

MS 301 SL: Museum Studies Internship I  3 sem. hrs.
Students are placed as an intern at an area art, history, or science museum; library; or other non-profit organization that manages cultural material. Offered every semester. Prerequisites: MS 101, a minimum grade of B- in MS 201, junior standing, and permission of the Division of Fine and Performing Arts.

MS 302 SL: Museum Studies Internship II  3 sem. hrs.
Continuation of MS 301 internship. Offered every semester. Prerequisites: MS 301, Junior standing, and permission of the Division of Fine and Performing Arts.

MS 320 Museums of Rome (In Rome)  3 sem. hrs.
This course approaches the history, culture, and arts of Rome through site visits to museums, churches, public spaces and monuments, and archaeological parks. Offered periodically on the Rome Experience. Prerequisites: Permission of the Division of Fine and Performing Arts.

MS 325 Exhibition Design  3 sem. hrs.
Focuses on designing and installing exhibitions in the Birk Center for the Arts. Offered most fall and spring semesters. Prerequisites: MS 101 and 201.
MUS 330  Museum Education  3 sem. hrs.
This course examines the theory and practice of bridging museum collections with visitors through effective interpretation and programming. Topics include docent training, accessibility, programming for schools and teachers, in-gallery experiences, web-based educational resources, and off-site outreach programs. Offered periodically on rotation.
Prerequisites: MS 101 and MS 201.

MUS 390  Museum Admin & Leadership  3 sem. hrs.
This course approaches museum management in a holistic manner with a focus on leadership. The various roles of museum administrators, and the skills needed for success in these roles, are highlighted. Topics include management of fiscal resources; care of facilities, historic structures, and grounds; personnel and human resources; public relations within both the museum community and the community at-large; and relationships with boards and trustees. Offered periodically on rotation.
Prerequisites: MS 101 and 201.

MUS 401  Seminar in Museology  3 sem. hrs.
Provides in-depth focus on the history and theory of museum practice, as well as contemporary issues in the museum profession, including professional issues and the public role and responsibilities associated with ethical and responsible museum management. Offered every fall semester.
Prerequisites: Senior standing and MS 101.

MUS 402  Senior Capstone Project  3 sem. hrs.
Combines elements from internship with knowledge from 401 to create a professional project that contributes to the operations of selected area museum by applying theoretical knowledge to a practical problem. Offered every spring semester.
Prerequisites: Senior standing and completion of all other MS courses.

MUS 415  Senior Internship  3-6 sem. hrs.
Provides students additional opportunities for internships.
Prerequisites: Permission of the Division of Fine and Performing Arts.

MS 475  Rest,Cons,Pres(IntPresStCtr)  1-9 sem. hrs.
Hands-on, intensive professional workshops offered at the International Preservation Studies Center in Illinois.
Prerequisites: MS 301, MS 302, rising senior status and permission of the Division of Fine and Performing Arts.

Music (MUS)

MUS 050  Walsh University Chorale  1 sem. hr.
The Chorale is a performing ensemble (open to all) which studies, rehearses, and presents sacred and secular music from major musical periods. Performances traditionally include a Christmas Program and a major Spring Concert. Additionally, the choir enhances various academic and religious ceremonies and traditions which occur throughout the academic year. *Students may receive a credit hour per semester, regardless of the number of semesters during which they participate in the Chorale. Students also may register to take choir for no credit without charge. Does not fulfill core curriculum music requirement. Offered every semester.

MUS 055  Voice  1 sem. hr.
The study and application of technique, pedagogy, and literature for singing. Daily practice is expected. Various performing opportunities are available to practice concepts learned in a public setting. Does not fulfill core curriculum music requirement.

MUS 055-1  Voice for Minors  1 sem. hr.
Same as MUS 055 except intended for students wishing to pursue a minor in music.
Prerequisite: Permission of department.

MUS 055-2  Voice for Majors  1 sem. hr.
Same as MUS 055 except intended for students wishing to pursue a major in music.
Prerequisite: Permission of department.

MUS 060  Band  1 sem. hr.
The instrumental music ensemble (open to all) rehearses and performs in concerts and events throughout the semester. *Students may receive a credit hour per semester regardless of the number of semesters that they participate in the instrumental music ensemble. Students also may register to take Instrumental Music for no credit without charge. Does not fulfill core curriculum music requirement.

MUS 061  Piano  1 sem. hr.
Applied private music instruction in piano. Does not fulfill core curriculum music requirement.

MUS 061-1  Piano for Minors  1 sem. hr.
Same as MUS 061 except intended for students wishing to pursue a minor in music. Does not fulfill core curriculum music requirement.
Prerequisite: Permission of department.

MUS 061-2  Piano Lessons for Majors  1 sem. hr.
Same as MUS 061 except intended for students wishing to pursue a minor in music.
Prerequisites: Permission of department.

MUS 062  Guitar  1 sem. hr.
Applied private music instruction in guitar. Does not fulfill core curriculum music requirement.

MUS 062-2  Guitar for Majors  1 sem. hr.
Applied private music instruction in guitar. Does not fulfill core curriculum music requirement. Intended for students wishing to pursue a major in Music.
Prerequisites: Permission of the Department.

MUS 063  Violin  1 sem. hr.
Applied private music instruction in violin. Does not fulfill core curriculum music requirement.

MUS 063-2  Violin for Majors  1 sem. hr.
Applied private music instruction in violin. Does not fulfill core curriculum music requirement. Intended for students wishing to pursue a major in Music.
Prerequisites: Permission of Department.

MUS 064  Organ  1 sem. hr.
Applied private music instruction in organ. Does not fulfill core curriculum music requirement.

MUS 064-2  Organ for Majors  1 sem. hr.
Applied private music instruction in organ. Does not fulfill core curriculum music requirement. Intended for students wishing to pursue a major in Music.
Prerequisites: Permission of Department.

MUS 067  Flute  1 sem. hr.
Applied private music instruction in flute. Does not fulfill core curriculum music requirement.
MUS 068 Piano Lab  1 sem. hr.
Same as MUS 061 except intended for students wishing to pursue a minor in music. An introduction to the keyboard and training in basic keyboard technique, with emphasis on major scales, repertoire, and simple harmonization. Does not fulfill core curriculum music requirement. Prerequisites: Permission of department.

MUS 071 Recital Lab  0 sem. hrs.
A forum for student performances and recital/concert attendance. Emphasis on exposing the student to a variety of musical styles and genres within the classical and jazz traditions.

MUS 102 T1:Classl Music in Modern World  3 sem. hrs.
This course is an introduction to the history, characteristics and components of traditional fine-art music of the European tradition. Through lecture and listening, students will learn to aurally recognize the different features in each period of music. Ultimately, students will be able to apply that knowledge by actively listening to music of their choice and recognizing the musical elements studied. Students will also examine how and why this ancient music manifests itself meaningfully in our modern culture. Offered every semester.

MUS 103 T1:Class Voice  3 sem. hrs.
Voice class is a course designed to improve each student’s individual singing voice. During the course, students will learn the fundamentals of healthy voice production in topics including: muscles and alignment, breathing, phonation, voice quality and resonance, articulation and expression, and maintaining a healthy voice.

MUS 161 Music Theory I  3 sem. hrs.
A study of the diatonic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on cadences, melodic form, non-harmonic tones, and diatonic triads.

MUS 161L Musicianship Lab I  1 sem. hr.
The study of the diatonic harmony of the Common Practice Period through aural analysis and recognition and the development of sight-singing skills. Emphasis on cadences, melodic form, non-harmonic tones and diatonic triads.
Corequisite: MUS 161.

MUS 162 Music Theory II  3 sem. hrs.
A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, chro-matic harmony, elementary modulation and secondary dominants of primary chords.

MUS 162L Musicianship Lab II  1 sem. hr.
A continued study of the diatonic harmony of the Common Practice Period through aural analysis and recognition and the development of sight-singing skills. Introduction to elementary forms, chromatic harmony, elementary modulation and secondary dominants of primary chords.
Corequisite: MUS 162.

MUS 201 H2b:Hist of Great Choral Works  3 sem. hrs.
A survey of great choral masterpieces down through the centuries.

MUS 202 T1:DV:Ameri Musical Theater  3 sem. hrs.
Focuses on the nature and historical development of American musical theater and its attendant interdisciplinary implications.

MUS 203 T1:DV:History of Blues & Jazz  3 sem. hrs.
Focuses on the nature and historical development of Blues and Jazz.

MUS 205 T1:Fund of Music Theory  3 sem. hrs.
An introduction to the basic elements of music theory including music reading, elementary harmony and rhythm. Next offered: TBA

MUS 208 Western Music History I  3 sem. hrs.
A study of the development and history of Western Music from ca. 450-1750 from the perspective of social, cultural, political, and philosophical contexts, emphasizing the development of listening, score reading, stylistic analysis, critical thinking, and communication skills.

MUS 209 Western Music History II  3 sem. hrs.
A study of the development and history of Western Music from ca. 1750-present from the perspective of social, cultural, political, and philosophical contexts, emphasizing the development of listening, score reading, stylistic analysis, critical thinking, and communication skills.

MUS 210 T1:History of Rock Music  3 sem. hrs.
An examination of the history and evolution of rock music focusing on social, cultural, and musical aspects of the development of the genre.

MUS 211 T1: Music and The Movies  3 sem. hrs.
This course surveys key film composers and their scores, from the late nineteenth century through today, with a focus on American movies and culture. Students will develop a working knowledge of music and film terminology to foster intelligent and creative discussion on how the use of movie music has evolved over time.

MUS 212 T1:History of Dance & Music  3 sem. hrs.
The course looks at dance and its relationship to music involving dance viewing, literature and critique. It deals with the aesthetic, social, and cultural aspects of dance. Emphasis is on the development of ballet choreography and the emergence of modern dance in Europe and America, taking both social and ethnic dance forms into account.

MUS 261 Music Theory III  3 sem. hrs.
A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, chromatic harmony, elementary modulation and secondary dominants of primary chords. Prerequisite: MUS 162.

MUS 261L Musicianship Lab III  1 sem. hr.

MUS 262 Music Theory IV  3 sem. hrs.
A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on chromatic harmony and musical practices of the late Nineteenth and Twentieth Centuries. Prerequisite: MUS 261.

MUS 262L Musicianship Lab IV  1 sem. hr.

MUS 310 Diction for Singers  3 sem. hrs.
An introduction to lyric diction through the study of the International Phonetic Alphabet (IPA) as applied to English, Italian, German and French. Instructional methods include correctly communicating phonetic sounds through writing, speaking and singing.

MUS 311 Vocal Pedagogy  3 sem. hrs.
A study of the structure and function of the singing voice. Topics explored include basic anatomy of the larynx and respiratory system, breath support, phonation, resonance, and voice registration.

MUS 312 Conducting  3 sem. hrs.
Training in score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques in order to create accurate and musically expressive performances with various types of performing groups and in classroom situations. Laboratory experiences provide opportunities to apply rehearsal techniques and procedures.
MUS 313 Heritage of Sacred Music 3 sem. hrs.
A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, chromatic harmony, elementary modulation and secondary dominants of primary chords.

MUS 314 Piano Pedagogy 3 sem. hrs.
A survey of the methods and materials related to individual and group instruction in a principal performing medium. Emphasis on solo piano instruction.

MUS 315 Intro to Music Technology 3 sem. hrs.
An introductory study into the uses of music notation software (Finale) and music recording software (Pro Tools, Logic Pro).

MUS 320 Perform/Pedagogy Internship 3 sem. hrs.
Professional experience in performance or the teaching of applied music.

MUS 321 Sacred Music Internship 3 sem. hrs.
Professional experience at a parish, church, or other sacred institution.

MUS 322 T1:Music Education 3 sem. hrs.
Principles and procedures for teaching music in the elementary school. Course includes basic elements of music theory to provide sufficient background for teaching music in the classroom; study of the child voice and its care; rote songs; materials for rhythmic expression and listening; teaching skills and methods which classroom teacher must have to work effectively.

MUS 325 Musicology Internship 3 sem. hrs.
Professional experience at an arts museum, newspaper, or academic institution where musicology is studied.

MUS 330 Special Topics in Music Theory 3 sem. hrs.
A guided study of theoretical techniques through independent research and analysis projects or in-depth study in a classroom setting. In consultation with the theory faculty, students will choose their own topics for study. May be repeated for credit.

MUS 340 Recital for Minors 2 sem. hrs.
Preparation and performance of a half-hour recital of music studied during private instruction on principle instrument. Serves as a capstone experience for the minor in Music with a focus on performance. Prerequisites: permission of the instructor or Chair.

MUS 401 Recital/Capstone Project 2 sem. hrs.
Summative project for the Music major, either a performance recital or thesis project in musicology.

Liberal Arts Major (A.A.)
Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

Liberal Arts Major (A.A.)
Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

Division of Humanities
Dr. Bradley Beach, Chair
• Government and Foreign Affairs (B.A.) (p. 97)
• History (B.A.) (p. 97)
• Interdisciplinary Studies (B.A. or B.S.) (p. 96)
• International Relations Major (B.A.) (p. 98)
• Legal Studies Program (3+3, B.A. - Legal Studies/J.D) (p. 98)
• Liberal Arts Major (A.A.) (p. 96)
• Philosophy (B.A.) (p. 99)
• Supplementary Major in Philosophy (B.A.) (p. 99)
• Supplementary Major in Theology (B.A.) (p. 100)
• Theology (B.A.) (p. 100)
• Theology (B.A./M.A.) (p. 101)

Division of Humanities
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• Supplementary Major in Philosophy (B.A.) (p. 99)
• Supplementary Major in Theology (B.A.) (p. 100)
• Theology (B.A.) (p. 100)
• Theology (B.A./M.A.) (p. 101)
Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>Interdisciplinary Studies Requirements</td>
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<tr>
<td></td>
<td>Disciplinary Studies – 3 clusters from 3 disciplines, 12 semester hours each</td>
<td></td>
</tr>
<tr>
<td>Discipline/Area of Study A</td>
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<td></td>
</tr>
<tr>
<td>Discipline/Area of Study B</td>
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<tr>
<td>Discipline/Area of Study C</td>
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<td>Humanities</td>
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<td>HUM 401</td>
<td>Integrative Project - Gen Stud</td>
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<tr>
<td>Total Hours</td>
<td></td>
<td>39</td>
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</table>

At least one course in each disciplinary study area must be 300 level or above. Transfer students must take at least one course in each disciplinary study area at Walsh University.

Government and Foreign Affairs (B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government and Foreign Affairs Requirements</td>
<td></td>
</tr>
<tr>
<td>GFA 103</td>
<td>T1:DV:American Government</td>
<td>3</td>
</tr>
<tr>
<td>GFA 214</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>GFA 215</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1:DV:World Politics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 303</td>
<td>H2b:American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>GFA 430</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>GFA Electives</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>GFA Capstone</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

For a course to be counted as a capstone, it must be taken in the student’s final semester of the senior year. Students can choose from one of the following courses:
- GFA 401: H3:DV:Povery & Prspty in Dev Wd
- GFA 403: H2b:Constitutional Law
- GFA 405: H3:DV:CivilRight&Libert
- GFA 409: H1:InternPoliti Econ
- GFA 411: Leadership
- GFA 415: H3:International Law
- GFA 423: Special Topics

When taken outside of the senior year, these courses count as GFA electives.

Total Hours: 36

History (B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship
• A total of 37-39 sem. hrs. in Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>History Requirements</td>
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<tr>
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<td>Students must take at least three of the four 100 level courses</td>
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<tr>
<td>HIST 101</td>
<td>T1:DV:World Civil to 1500</td>
<td></td>
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<tr>
<td>HIST 102</td>
<td>T1:DV:World Civil 1500 to Pres</td>
<td></td>
</tr>
<tr>
<td>HIST 103</td>
<td>T1:DV:Hist of the U.S. to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>T1:DV:Hist of U.S. since 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 210</td>
<td>Intro to Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIST 385</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>HIST 400</td>
<td>Senior Seminar Capstone (must complete HIST 201)</td>
<td>3</td>
</tr>
</tbody>
</table>

History Electives
Category A 200 Level Electives: Students must take at least two courses from this category
- HIST 204: H2b:Diplom Hist U.S. since 1877
- HIST 205: American Colonial History
- HIST 208: H2b:The Fren Revolut and Napo
- HIST 220: History of Ohio
- HIST 223: H2b:Cultrl Encounter Glob Wld
- HIST 224: H2b:Military History of the US
- HIST 225: T1:DV:African-American History
- HIST 227: DV:T1:Glob Pers in Gender Hist
- HIST 240: H1:US in the Long 19th Century
- HIST 250: H2b:American Catholic History
- HIST 290: Special Topics

Category B 300 Level Electives: Students must take at least two courses from this category. Student must have completed at least one 200 level course
- HIST 308: H2b:Hist of the Ancient World
- HIST 309: H2b:Hist of Medieval Europe
- HIST 310: H2b:Hist of Early Mode Europe
- HIST 311: H2b: History of Modern Europe
- HIST 313: H1:Rise/Fall of Nazi Germany
- HIST 318: H1:DV:Indust Revol in World
- HIST 323: H2b: Modern Britain
- HIST 325: Civil War & Reconstruction
- HIST 328: Gilded & Progressive Age Ameri
- HIST 335: H1:U.S. in the 20th Century
### International Relations Major (B.A.)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA 209</td>
<td>T1: DV: World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GFA 214</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>GFA 215</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1: Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>T1: DV: World Civil 1500 to Pres</td>
<td>3</td>
</tr>
<tr>
<td>GFA 430</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Learning Experience ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

**Economics**
- ECON 301 | H2b: DV: Global Econ Perspect or ECON 320 | International Trade/Finance | 3 |

**Government and Foreign Affairs**
Select three of the following: 9
- GFA 213 | H2b: DV: Comparative Politics
- GFA 301 | H1: DV: World Politics
- GFA 401 | H3: DV: Poverty & Prspty in Dev Wd
- GFA 409 | H1: InternPoliti Econ
- GFA 415 | H3: International Law

### History
Select three of the following: 9
- HIST 311 | H2b: History of Modern Europe
- HIST 336 | DV: Govt & Pol in Mod Latin Am
- HIST 337 | DV: History of Mod Middle East
- HIST 338 | DV: History of Modern Africa
- HIST 410 | DV: Aspects East Asian Civil

### Foreign Language
Select nine hours at the 202 level and above in a spoken foreign language 9

**Total Hours** 37-39

¹ A Global Experience is defined as an experience unique to a student designed in collaboration with a faculty mentor and could include but is not limited to a study abroad program, a Washington or other internship with an international organization or an embassy or another experience that exposes the student to some aspect of international relations and is international in perspective. The Director of Global Learning must approve the Global Learning Experience.

### Legal Studies (3+3, B.A.-Legal Studies/J.D.)

**Admission**
Any student wishing to apply to the 3+3 Program must satisfy the following:
- Minimum 3.50 cumulative high school GPA performance; and
- Minimum ACT score of 25 or an SAT score of 1150.

During the student’s third year of study at Walsh University, the student will apply for admission to The University of Akron School Law. Students will be assured of admission to law school if they satisfy the following:
- Minimum 3.40 cumulative undergraduate GPA performance;
- Responses to the Character and Fitness questions on The University of Akron School of Law’s application that are satisfactory to the law school’s Admissions Committee; and
- Minimum LSAT score of 150.

A student enrolled in the 3+3 Program will complete a minimum of 97 earned credit hours during the student’s three years of undergraduate study at Walsh University. The student will then earn the minimum 28 remaining credit hours to complete the bachelor’s degree during the student’s first year of law school at The University of Akron School of Law. Upon successful completion of all graduation requirements, the student’s Bachelor’s Degree in Legal Studies will be awarded following the student’s fourth year of study (first year at The University of Akron) and the student’s JD will be awarded following the student’s sixth year of study (third year at The University of Akron).

**Undergraduate Policies**
While an undergraduate student, all University and undergraduate policies apply to the student. This includes the student’s first three years of study at Walsh University. Walsh University will accept transfer credit from the University of Akron for the student’s first year of law school and will award the Bachelor’s Degree in Legal Studies following the student’s
fourth year of study (first year at the University of Akron) upon successful completion of all graduation requirements.

Recommended
- A Global Learning (GL) Experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

Student must have completed a minimum of 96 credit hours for the 3+2 program or 97 credit hours for the 3+3 program upon completion of third year at Walsh in order to graduate with Bachelor of Arts Degree upon completion of first year of Law school.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A: Required Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
<td>24</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
<td></td>
</tr>
<tr>
<td>GFA 245</td>
<td>The Law and the Legal System</td>
<td></td>
</tr>
<tr>
<td>GFA 403</td>
<td>H2b:Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>GFA 405</td>
<td>H3:DV:CivilRight&amp;Libert</td>
<td></td>
</tr>
<tr>
<td>GFA 415</td>
<td>H3:International Law</td>
<td></td>
</tr>
<tr>
<td>GFA 430</td>
<td>Internship I</td>
<td></td>
</tr>
<tr>
<td>PHIL 251</td>
<td>T1: Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>Area B: Elective Courses (Select four Elective Courses)</td>
<td>12</td>
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</tr>
<tr>
<td>ENG 340</td>
<td>H3:Professional Writing II</td>
<td></td>
</tr>
<tr>
<td>GFA 205</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1:DV:World Politics</td>
<td></td>
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<tr>
<td>PHIL 230</td>
<td>Environmental Ethics &amp; Policy</td>
<td></td>
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<tr>
<td>GFA 323</td>
<td>H1:DV:Public Policy</td>
<td></td>
</tr>
<tr>
<td>HIST 225</td>
<td>T1:DV:African-American History</td>
<td></td>
</tr>
<tr>
<td>HIST 323</td>
<td>H2B: Modern Britain</td>
<td></td>
</tr>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 312</td>
<td>H2b:DV:Political Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

Legal Studies Major
- The University of Akron School of Law Transfer Credit 28
- The University of Dayton School of Law Transfer Credit 29
- The Catholic University of America Columbus School of Law Transfer Credit 28

*Students must take all courses in Area A (24 hrs) and 4 courses from Area B (12 hours). Students may only double-count up to 15 credit hours from their general, major, or minor education requirements. Some courses may fulfill other general education, core, or program requirements. Consult your advisor for additional guidance.

*IMPORTANT NOTE: 28 credit hours will be transferred from the University of Akron School of Law or Catholic University of America Columbus School of Law upon completion of the fourth year of the 3+3 program. The B.A. will be awarded by Walsh University.

*IMPORTANT NOTE: 29 credit hours will be transferred from the University of Dayton School of Law upon completion of the fourth year of the 3+2 program. The B.A. will be awarded by Walsh University.

Philosophy (B.A.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship
- A total of 36 sem. hrs. in major

Required Courses (22 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 100</td>
<td>T1:Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>FromSocr-Spiel:PhilThroFilm</td>
<td></td>
</tr>
<tr>
<td>PHIL 202</td>
<td>T1:DV:Phil of Human Nature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 251</td>
<td>T1: Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 405</td>
<td>H2b:Philosophy Symposium</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 406</td>
<td>Internship Adv Clin Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 410</td>
<td>Capstone Seminar</td>
<td>3</td>
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</table>

Total Hours 21

Concentrations (15 sem. hrs.)
Students must take 12 semester hours in one concentration and 3 semester hours in the other.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHIL 255</td>
<td>H1:DV:Phil of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 275</td>
<td>H1:Environmental Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>H3:Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>H2b:Philosophy of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 407</td>
<td>H2b:ST in Applied Ethics</td>
<td>3</td>
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</table>

B. Great Ideas

<table>
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<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 301</td>
<td>Philosophy of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>H2b:DV:Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 308</td>
<td>H1:Great Transformations</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>H2b:DV:Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 315</td>
<td>H2b:Ancient/MedievalPhilosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 316</td>
<td>H2b:Renaiss &amp; Mod Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 317</td>
<td>H2b:Contemporary Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 408</td>
<td>H3:Sem:Selected Topics in Phil</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 409</td>
<td>Sem: Selected Philosophers</td>
<td>3</td>
</tr>
</tbody>
</table>

Supplementary Major in Philosophy (B.A.)

The Supplementary Major in Philosophy focuses on the fundamental questions about reality, morality, and human existence. The diversity and balance of preparation provided by this Supplementary Major in Philosophy complements and extends a student's primary major within a Liberal Arts and Sciences education. The Supplementary major has a required core of 12 semester hours and an additional 15 hours either
in the Applied Ethics Track or Great Ideas Track. [Note: A supplementary major is not intended as a qualifying major for an undergraduate degree, but is offered in combination with a student's primary major. Successful completion of the Supplementary Major requirements will be noted on the student's academic transcript, though not on his or her diploma.]

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship
- The Supplementary Major in Philosophy requires students to take the following 27 semester hours in Philosophy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 202</td>
<td>T1:DV:Phil of Human Nature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>T1:DV:Moral Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 251</td>
<td>T1: Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 405</td>
<td>H2b:Philosophy Symposium</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentrations A) Applied Ethics or B) Great Ideas**

**Concentration A: Applied Ethics Track**
- PHIL 255 H1:DV:Phil of Human Sexuality
- or PHIL 271H1:Environmental Philosophy
- PHIL 304 H3:Bioethics
- PHIL 350 H2b:Philosophy of Medicine
- PHIL 406 Internship Adv Clin Bioethics
- PHIL Elective at 300 or 400 level

**Concentration B: Great Ideas Track**
- PHIL 301 Philosophy of Knowledge
- or PHIL 303:Metaphysics
- PHIL 303 H2b:DV:Philosophy of Art
- PHIL 315 H2b:Ancient/MedievalPhilosophy
- PHIL 316 H2b:Renaiss & Mod Philosophy
- PHIL 317 H2b:Contemporary Philosophy
- PHIL Elective at 300 or 400 level

Total Hours 27

1 Students must take 12 hours in one concentration and 3 hours in the other.

**Supplementary Major in Theology (B.A.)**

The Supplementary Major in Theology focuses on the fundamental questions about reality and human existence. The diversity and balance of preparation provided by this Supplementary Major in Theology complements and extends a student’s primary major within a Liberal Arts and Sciences education. For example, a student who is majoring in Education, Nursing, Philosophy, etc., but who also would like to major in Theology, would find this Supplementary Major in Theology attractive. [Note: A supplementary major is not intended as a qualifying major for an undergraduate degree, but is offered in combination with a student’s primary major. Successful completion of the Supplementary Major requirements will be noted on the student's academic transcript, though not on his or her diploma.]

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship
- The Supplementary Major in Theology requires students to take the following 27 semester hours in Theology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 200</td>
<td>H2a:Christian Theology to 1500</td>
<td>3</td>
</tr>
<tr>
<td>THEO 201</td>
<td>H2a:Christian Theo/1500 to Pre</td>
<td>3</td>
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<td>THEO 202</td>
<td>H2a:Christology</td>
<td>3</td>
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<tr>
<td>THEO 203</td>
<td>H2a:Christian Moral Life</td>
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<td>THEO 205</td>
<td>H2a:DV:Church in the Mod Wrld</td>
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<tr>
<td>THEO 215</td>
<td>H2a:Old Testament Scriptures</td>
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<tr>
<td>THEO 302</td>
<td>H3:Liturgy/Sacraments</td>
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<tr>
<td>THEO 309</td>
<td>H2a:SL:Princ of Justice/Peace</td>
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Total Hours 27

All Theology majors must have completed THEO 106 as a prerequisite Tier 1 Course.

**Theology (B.A.)**

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship
- A total of 37 sem. hrs. in major

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<td>THEO 200</td>
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<td>H2a:SL:Princ of Justice/Peace</td>
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<td>THEO 406</td>
<td>Theology Internship</td>
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Internship options available - see description

THEO 408 Seminar: Topics in Theology 3
or THEO 409 H3:Sem:Selected Theologians
Walsh University

Theology Electives (6 sem. hrs.) 6
Total Hours 37-42

All Theology majors must have completed THEO 106 as a prerequisite Tier 1 Course

Theology B.A./M.A. Program

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

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

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

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<td>THEO 406</td>
<td>Theology Internship</td>
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Theology Internship options (see course description)

Choose 1 of the following:

THEO 408 Seminar: Topics in Theology 3
or THEO 409 H3:Sem:Selected Theologians 3
THEO 579 Christology and the Trinity 3
THEO 580 Catholic Moral Life 3
THEO 581 Ecclesiology 3

Total Hours 36

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

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<td>THEO 670</td>
<td>Catholic Tradition</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>
<td>3</td>
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<tr>
<td>THEO 690</td>
<td>Spiritual Formation</td>
<td>3</td>
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<tr>
<td>THEO 691</td>
<td>Liturgy and Sacraments</td>
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Terminal Track

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

THEO 676 Lay Ecclesial Leadership
THEO 684 CPE: Eccl Leader/Pastoral Care
BSC 560 DV:Intro Counsel/Counsel Prof
CHD 612 Lifespan Development
CHD 626 Group Process

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

THEO 631 Catechesis
THEO 676 Lay Ecclesial Leadership
EDF 601 Psychology of Learning
EDT 600 Creat Approach Individ Instruc
NURS 632 Teach Strateg in Nursing Educ

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

THEO 651 Parish Administration
THEO 676 Lay Ecclesial Leadership
MBA 683 Not-For-Profit Accounting
MBA 744 Services Marketing
THEO 651 Parish Administration

THEO 701 Integration Project (Culminating assignment for students pursuing a terminal degree = concentration) 3

Non-Terminal Track

Elective Courses 6

THEO 600 Spec Topics in Ecclesial Lead
THEO 610 Spec Topics in Moral Theology
THEO 620 Spec Topics in App Pract Theo
THEO 630 Special Topics in Scripture
THEO 640 Special Topics in Theology
THEO 702 Integration Thesis (for students pursuing a non-terminal degree) 6

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.
Prospective students must complete the following protocol:

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

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

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

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

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

- Complete 60 semester hours, including transfer credits, with a minimum 3.3 GPA.
- Complete THEO 200, 201, 215, 216, and 302 OR 309
- Complete an application form and submit with writing sample to Chair, Humanities Division.
- Participate in an interview with the Undergraduate Program Coordinator and Graduate Program Director.

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

Govt & Foreign Affairs (GFA)

Foundations of American government; the Constitution, political parties, federal system, legislative, executive and judicial branches, including the election process, interest groups and the media. Offered every fall and spring semester.

GFA 205 State and Local Government 3 sem. hrs.
Analysis of the relationship of state and local governments to the federal government. Responsibilities and roles provided by these governments, the growth of state and local government in the modern age. Next offered Spring 2021 and Spring 2023.

GFA 207 DV: Campaigns & Elections 3 sem. hrs.
An in-depth look at our electoral system and the methods used by trained political operatives to elect candidates. Examines candidate selection, campaign strategy, planning and fundraising. Includes discussion of fieldwork, media operations, political polling, the role of interest groups and ethical implications of the current electoral system. Next offered Fall 2018, Fall 2020, Fall 2021.

GFA 209 T1:DV: World Regional Geography 3 sem. hrs.
This course introduces students to the major regions of the world. Special emphasis is given to the political, economic, and environmental conditions of the regions as well as the social, cultural and demographic characteristics that are in part a product of those conditions. Some themes running throughout the course include globalization, environmental change, and diversity. Offered every fall and spring semester.

GFA 213 H2b:DV: Comparative Politics 3 sem. hrs.
Introduction to the comparative study of politics, policy, and economies of selected regions, with attention given to political structure, function, parties, and political culture. Offered every spring semester.

GFA 214 Introduction to Research 3 sem. hrs.
This course introduces students to the nature of political inquiry including basic theories, methods, and approaches used in government and foreign affairs. To be taken the first semester of the sophomore year. This is a prerequisite for GFA 215. Offered every fall semester.

GFA 215 Research Methods 3 sem. hrs.
Classroom and lab introduction to methodology of quantitative political research from hypothesis formation, operationalization and measurement, data collection and coding to analysis and interpretation, with attention to theory of scientific inquiry and approaches to political research. Offered every spring semester. Prerequisite: GFA 214.

GFA 215L Scope & Methods: Lab 0 sem. hrs.

GFA 241 H1: Urban Politics 3 sem. hrs.
Analyzes the power relationships that exist within the urban environment. After discussion of the historical, social and political development of the city with the United States, the course makes use of an extensive simulation of a city council concerning multiple issues faced by a mid-sized, midwestern city. Students will gain first-hand knowledge of urban politics through role-playing and political interaction. Next offered Spring 2020, Spring 2023.

GFA 245 The Law and the Legal System 3 sem. hrs.
This course is an introduction to the politics of law. We will examine what roles the legal bar and the judiciary play in the U.S. political system. Topics to be discussed include the structure of the judicial branch of government at the state and federal levels, the legal education, the legal community, civil and criminal litigation, and the policymaking role of appellate courts. The course is designed as an introductory survey course and as preparation for the 400-level law and politics courses. This course can serve as a capstone course for GFA majors. Offered every fall semester.

GFA 299 H1:DV: Genocide in Modern Times 3 sem. hrs.
The last two centuries have seen mass violence, including genocide, mass murder, and other atrocities on a scale unprecedented in human history. In this course we examine the definition of genocide, the psychology of genocide, and consider theoretical approaches that seek to explain these atrocities. We also examine individual cases of genocide and attempts to prevent genocide. Next offered Fall 2019 and Fall 2021.

GFA 301 H1:DV: World Politics 3 sem. hrs.
Study of basic aspects of international politics, evolution of the modern state system, national power, and the role of international organizations. International conflict and its management by political and legal means, as well as contemporary international issues, are studied. Offered fall semester.

GFA 303 H2b: American Political Thought 3 sem. hrs.
This course begins with a survey of political thought concerning the role of the state and/or government and the individual's role in that state from Plato to Hobbes. Significant attention is then given to the formation of the American view of authority and the role of the individual. Emphasis is placed on Locke's Second Treatise of Government as well as American writings such as Common Sense, the Federalist Papers, the Articles of Confederation, the Declaration of Independence, the Constitution and the Bill of Rights. Next offered Fall 2018, Fall 2020, Spring 2022.

GFA 305 H2b: West Europe/European Union 3 sem. hrs.
This course is designed to familiarize students with the societies, political institutions and public policies of post-WWII Western Europe. Primary emphasis will be the "big four" (Britain, Germany, France, and Italy), but may also include a look at smaller countries. Attention will be given to the integration phenomenon and the role of the European Union. Focus will be placed on comprehension of the historical uniqueness of this development that has resulted in the EU and now provides a potential model for economic and social policy within regional and global integration frameworks. Next offered Fall 2018, Fall 2020, Fall 2022.

GFA 309 Politics of Asia 3 sem. hrs.
This course offers a survey of comparative politics of Asia. Focus will be placed on the economic growth in Asia that has brought tens of millions out of poverty and brought wealth to the region's nations. Asia is fast becoming a key driver of the global economy. Increased economic power is transferable into political and military power. Attention will be given to China's growing power, changes to the current balance of power and the United States' role in the region. Next offered Spring 2019, Spring 2021, Spring 2023.

GFA 311 DV: Govt/Politics in Latin Amer 3 sem. hrs.
This course offers an introduction to Latin America by exploring the history, cultures, and contemporary issues facing this multifaceted region as a whole, as well as individual countries. Part of the course will focus on U.S. Latin America relations and interactions - both as states and as people. This course includes colonization, race, class, and gender as inequalities that are important dimensions for understanding social life and communities. Next offered Spring 2020, Spring 2022.
This course examines the complex relationship between the United States and Mexico - neighbors that are closely integrated and yet separated. We will look at this relationship at the U.S. - Mexican border region and consider how this integration and separation impacts our political relationship as we address immigration policy and the militarization of the border; our economic relationship (especially NAFTA); and social and cultural cohesion and fragmentation. The course includes a trip to Laredo, TX and Nuevo Laredo, Mexico.

In-depth analysis of selected domestic policy issues handled by the American national government: social security, tax reform, military spending, federal education programs, agricultural policy, environmental policy, energy proposals, and transportation programs. Problematic settings, goals and alternative solutions are examined. Next offered Spring 2019, Spring 2022.

Organization, control and functioning of the foreign policy of the United States; the impact of internal and external forces on the formulation and implementation of foreign policy; analysis of problems confronting the United States in foreign affairs. Next offered Fall 2018, Fall 2020, Fall 2022.

This course looks at film to explain both the way in which films influence political ideas, beliefs, and behaviors and also our political beliefs and ideas as they influence our perception and understanding of film. Offered every fall semester.

Structure and behavior of American national and state legislative systems; recruitment, election and behavior of legislators; the impact of constituencies, parties, interest groups, and other factors on the legislative policy-making process; theories of representation; and legislative reform. Next offered Spring 2021.

Institutions, personalities, and political processes centered in the Presidency; implications of the shifting balance of powers between the Presidency and the other federal branches, analysis of media and public expectations in the light of effective leadership and public accountability. Next offered Fall 2018, Fall 2020, Fall 2022.

Provides students with the review of materials in preparation for the exit exam, cutting across all areas of the curriculum including theory, history and application issues. First semester senior year. Offered every Fall semester.

This course examines the process of development - defined as social, economic, and political modernization - in the developing world. It provides an introduction to some of the problems of developing states. Reasons for and obstacles to development are discussed as are policies used to address these problems. This course can serve as a capstone course for GFA majors. Next offered Spring 2019, Spring 2021, Spring 2023.

An examination of the Supreme Court as an institution, with special emphasis on landmark cases in the areas of judicial review, equal protection and criminal law. The course makes use of the "case method" for understanding the role of the Supreme Court in the American political system as well as some of the controversies surrounding the Court's power to declare laws unconstitutional. This course can serve as a capstone course for GFA majors. Next offered Fall 2019, Fall 2021.

A survey of the important cases in the basic freedoms guaranteed by the First Amendment to the Constitution. The course makes use of the "case method" for understanding the development of law in the areas of freedom of speech, press and religion, obscenity and censorship. Next offered Spring 2020, Spring 2022.

This course will analyze the political and economic implications of international economic relations and the theories underpinning topics such as trade, aid, foreign investment, monetary relations, and technology transfers. Theoretical orientations include liberal economic theory, dependency and world systems theory. Next offered Fall 2019, Fall 2021.

Using a case-based approach, Public Administration attempts to discover what we can expect of our varied government servants and the complex organizations within which they work. The course will examine organizational theory, intergovernmental relations, personnel systems, employee motivation, as well as public-choice economics, budgets, and administrative reforms. The primary goal of the course is to provide each student with real-world skills that are essential for success in the field of public administration. Next offered Spring 2019, Spring 2021, Spring 2023.

Analysis of the development and general characteristics, functions, procedures and problems of international governmental organizations. Specifically, the role of the United Nations and regional organizations as political institutions in a changing system will be examined.

Nature and principles of international law, with special emphasis on changing concepts and conflicting claims in the evolution of rule for the international community. Includes principles and procedures for international disputes. This course can serve as a capstone course for GFA and IR majors. Next offered Spring 2020, Spring 2022.

Intensive examination of selected, single topics in government and politics.

Intensive examination of selected, single topics in government and politics.

Directed readings, tutorials, directed and independent research, etc. With permission of Division Chair and Vice President for Academic Affairs. Offered every semester.

Directed readings, tutorials, directed and independent research, etc. With permission of Division Chair and Vice President for Academic Affairs. Offered every semester.
Global Learning (GL)

GL 125 Foundations of Global Learning  3 sem. hrs.
This course will focus on enhancing the learning of your global experience in Rome, Italy. This course will foster opportunities for students to better understand and reflect on the learning that takes place with a study abroad program. During the semester, we will access tools to assist in identifying cultural patterns, differences, similarities and values. While in Italy, students are asked to analyze their experience and personal growth, which will depend on your engagement in learning before, during and after your time in Rome, Italy. This course is not meant to deal with logistics or practical issues about studying in Rome (i.e. packing, money, etc.). We are happy to answer questions regarding practical issues to studying in Rome during orientations and pre-departure meetings.

GL 200 Blouin Colloquium  0 sem. hrs.
The Blouin Colloquium is a required 1-hr/week integrative sessions required for members of the Blouin Global Scholars. The colloquium reinforces connections between curriculum and the Blouin Global Scholars cohort theme. Offered as a S/U. Students must be Blouin Global Scholars to enroll.

GL 350 Rome Experience  3-6 sem. hrs.
The Rome Experience invites students to become part of a global learning community. This is not a “course” – it is a program and an experience. There are no “teachers” and “students” but rather a community of learners who live, study, and work together to try to address some the problems of the modern world, using Rome as the case study, classroom, and laboratory. Students will be expected to become full members of this community, lending thoughts and ideas to the topics addressed, while also reflecting on their own place in the “community of mankind.” Students have the option of completed up to two portfolios for Heritage Series credit. Course only offered to participants in the Walsh University Rome Experience.

This course will examine the issues, problems and successes of Africa in the 21st century. Key themes will include economic, social and political realities by reviewing historical contexts. The course will review colonialism, healthcare, pop culture, education, food and famine, war and reconciliation and contemporary politics. The course will examine local and global influences and the role they play in modern Africa.

Gender Studies (GS)

GS 207 T1:DV: Liter & Gender Theory  3 sem. hrs.
(See ENG 207.) This course serves as the foundation of the Gender Studies minor and addresses questions such as: What is gender/gender theory? How do various theories of gender help us understand literature? How has the development of gender identity in men and women been expressed in texts? Student will be introduced to perspectives on gender from history, psychology, sociology, and literary studies that enrich our reading of texts and that demonstrate how the construction and representation of gender in society has developed. Fulfills Tier I and Diversity requirement. Offered every spring semester.

History (HIST)

HIST 101 T1:DV: World Civil to 1500  3 sem. hrs.
Survey of the origins of global civilizations through ancient and medieval times until the beginnings of the modern age. Offered every fall semester.

HIST 102 T1:DV: World Civil 1500 to Pres  3 sem. hrs.
Survey of the political, economic, religious, social and intellectual forces which have shaped early modern and modern people. Offered every spring semester.

HIST 103 T1:DV: Hist of U.S. to 1877  3 sem. hrs.
Survey of colonial and middle periods in the development of the United States of America to 1877. Offered every fall semester.

HIST 104 T1:DV: Hist of U.S. since 1877  3 sem. hrs.
Survey of the political, economic, religious, social, and intellectual history of the United States of America from 1877 to the present. Offered every spring semester.

HIST 204 H2b: Diplo Hist U.S. since 1877  3 sem. hrs.
Survey of the origins, development, and leading ideas of American foreign policy from 1877 to the present. Next offered TBA.

HIST 205 American Colonial History  3 sem. hrs.
Study of the growth of political and economic institutions, social forms and ideals, cultural patterns, and diplomatic policies from 1607-1815. Next offered TBA.

HIST 208 H2b: The Fren Revolut and Napo  3 sem. hrs.
The causes, course and interpretations of the French Revolution and Napoleonic Wars, and the creation of “modernity” in France and England, including the modern Western political ideologies of liberalism, conservatism, and socialism. Next offered TBA.

HIST 210 Intro to Research and Writing  3 sem. hrs.
Required for all History majors. This course will focus on the skills necessary to the practice of history methods, including the analysis and interpretation of both primary and secondary sources, historiography, research skills, and writing. Offered every spring semester.
HIST 220 History of Ohio 3 sem. hrs.
Surveys the history of the state of Ohio from the settlements of indigenous peoples to the present day. Special focus is placed on the political, social, and military history of the state. Next offered Fall 2018 and Fall 2020.

HIST 223 H2b:Cultrl Encounter Glob Wild 3 sem. hrs.
This course will focus upon Islam and the "West", particularly looking at themes ranging from geopolitics to terrorism to migration. The goal of the course is to establish a better understanding of Islam and provide students an opportunity to find common and mutual understanding.

HIST 224 H2b:Military History of the US 3 sem. hrs.
A survey of both the military experiences and issues in United States history. The course will explore the major wars and battles as well as the impact of war on the economy, technological developments, politics, diplomatic relations, society, and other factors that have influenced the military aspects of American history from the American Revolution to the late 20th century. Next offered TBA.

A survey of African-American History, concentrating upon the black experience in the United States. Black America from African and West Indian origins to the present. Offered every fall semester.

HIST 227 DV:T1:Glob Pers in Gender Hist 3 sem. hrs.
An introduction of the history of gender, gender roles, and the power relations across the world and over time, with a focus on how gender has structured social, religious, economic, and political relationships. Next offered TBA.

This course will provide a survey of the key political, military, and social issues that shaped the United States from the American Revolution to the late 18th century through the early years of the 20th century. Next offered Spring 2020 and Spring 2022.

HIST 250 H2b:American Catholic History 3 sem. hrs.
This course surveys the history of Catholics in America from the first Spanish and French missions, through the migrations of Catholics from diverse backgrounds, the coming-of-age of the American Catholic community, to the participation in and response to The Second Vatican Council by American Catholics. Next offered Spring 2020.

HIST 290 Special Topics 3 sem. hrs.
Intensive examination of selected, single topics in History. This course is offered as a means of providing unique topics in history, depending upon the interests or needs of students.

HIST 290-1 BLSJ:T1:ST:Policy Through Hist 3 sem. hrs.
Once considered dead, America's cities have experienced rebound. The rejuvenation has been uneven, however, and cities still face many of the challenges that have plagued them for decades, including concentrated poverty and glaring inequality, a lack of affordable, adequate housing, racial segregation, and environmental sustainability. This class examines what citizens can do to address the problems cities face. It's a course in history, policy analysis, and social justice.

HIST 308 H2b:Hist of the Ancient World 3 sem. hrs.
Religious, economic, philosophical, and political features of the ancient world from earliest times to the fall of Rome. Next offered TBA.

HIST 309 H2b:Hist of Medieval Europe 3 sem. hrs.
Emergence and development of western European civilization out of Christian, Greco-Roman, and Germanic institutions and ideas. Next offered TBA.

HIST 310 H2b:Hist of Early Mode Europe 3 sem. hrs.
A survey of European history from the Renaissance to the French Revolution, emphasizing the transformation from "medieval" to "modern" in European political, social, religious, cultural and intellectual life. Next offered TBA.

HIST 311 H2b: History of Modern Europe 3 sem. hrs.
Systematic analysis of the origin and development of main trends, factors, and problems in the history of modern Europe: liberalism, conservatism, nationalism, Industrial Revolution, imperial rivalries, emerging nationalism, rise of communism, era of world wars, and problems of the contemporary world. Next offered Fall 2019 and Fall 2021.

HIST 313 H1:Rise/Fall of Nazi Germany 3 sem. hrs.
A study of the origins, course, and collapse of the Third Reich including the politics of genocide. Next offered TBA.

HIST 318 H1:DV:Indust Revol in World 3 sem. hrs.
Examines the Industrial Revolution from a global perspective with special emphasis on the social, environmental and public health impact of industrialization. The course covers the effects of the Industrial Revolution from its eighteenth-century origins to the modern day. Next offered Spring 2021.

HIST 323 H2b: Modern Britain 3 sem. hrs.
Topics and themes in the making of modern Britain, from 1500-present, including the development of Parliament, the monarchy, British society and culture, religion, and the origins of the British Empire. Next offered TBA.

HIST 325 Civil War & Reconstruction 3 sem. hrs.
Examines the causes, course, and consequences of the U.S. Civil War from a political, military, social, economic, and cultural perspective. Next offered TBA.

HIST 328 Gilded & Progressive Age Ameri 3 sem. hrs.
Examines American history from the Civil War into the 20th century, including issues of industrialization and labor, the creation of an urban society, and changing views of society. Next offered Spring 2022.

HIST 334 H2b:Constitutional Hist of US 3 sem. hrs.
A survey of the Constitutional history of the United States from the background of the Colonial Era to the late 20th century. Next offered TBA.

HIST 335 H1:U.S. in the 20th Century 3 sem. hrs.
Study of the political, social, and economic development of the United States since 1898 and America's rise to world power. Next offered Fall 2019 and Fall 2021.

HIST 336 DV: Gov't & Pol in Mod Latin Am 3 sem. hrs.
This course offers an introduction to Latin America by exploring the history, cultures, and contemporary issues facing this multifaceted region as a whole, as well as individual countries. Part of the course will focus on U.S. Latin America relations and interactions - both as states and as people. This course includes colonization, race, class, and gender as inequalities that are important dimensions for understanding social life and communities. Next offered Spring 2020 and Spring 2022.

HIST 337 DV: History of Mod Middle East 3 sem. hrs.
Historical introduction to the problems of the Middle East, emphasizing importance of these areas for an understanding of the modern world's problems. Next offered Fall 2018, Fall 2020 and Spring 2021.
HIST 338 DV: History of Modern Africa 3 sem. hrs.
Examines modern African history from European colonization through post-colonization and independence. This course focuses particularly on African politics, the impact of ethnic violence, and economics. Next offered Spring 2021.

HIST 339 DV: History of Modern Asia 3 sem. hrs.
Topics and themes emerging from the political, philosophical, religious, artistic, and literary heritage of East Asia or South Asia, emphasizing the importance of the civilizations in these regions for an understanding of the modern world's problems. Next offered Spring 2020 and Spring 2022.

HIST 350 H2b: American Catholic History 3 sem. hrs.
This course surveys the history of Catholics in America from the first Spanish and French missions, through the migrations of Catholics from diverse backgrounds, the coming-of-age of the American Catholic community, to the participation in and response to The Second Vatican Council by American Catholics.

HIST 380 Special Topics 3 sem. hrs.
An in-depth examination of a unique topic in History. This course is designed to meet the specific needs of students in History, based upon student interest and demand.

HIST 385 Internship 1-3 sem. hrs.
Professional experience using the skills developed in the history major. Prerequisite requirements: student must have completed at least 12 hours of course work in History, have a 2.75 GPA in the major, and have an overall GPA of 2.5. Offered every semester.

HIST 400 Senior Seminar Capstone 3 sem. hrs.
The nature of historical judgment and interpretation, the roles of evidence, approach and presupposition. Designed to give majors experience in the analysis of historical problems through a reading and research program. The culmination of the course is a research paper in which students utilize many of the primary and secondary sources that productive scholars use in preparing their own papers, articles and books for presentation to the broader academic community. Required of history majors. Offered every fall semester. Prerequisite: HIST 210.

HIST 403 H2b: Constitutional Law 3 sem. hrs.
An examination of the Supreme Court as an institution, with special emphasis on landmark cases in the areas of judicial review, equal protection and criminal law. The course makes use of the "case method" for understanding the role of the Supreme Court in the American political system as well as some of the controversies surrounding the Court's power to declare laws unconstitutional. Cross-listed as GFA 403. Next offered Fall 2019 and Fall 2021.

This course examines American sport and society from the modern era to the present. This is a 400-level class; therefore, this final project will be a primary-source driven research paper on an American sport history topic of the student's choice. Next offered Spring 2020 and Spring 2022.

HIST 410 DV: Aspects East Asian Civil 3 sem. hrs.
Next offered TBA.

HIST 413 H2b: Europ Intellect Hist 3 sem. hrs.
Study of the main ideas which have shaped the mind of the modern person and an analysis of the relation of these ideas to the process of historical development. Next offered TBA.

HIST 425 Readings in History 1-3 sem. hrs.
Special topics and reading in history. Offered by arrangement with permission of Division Chair and the Dean.

HIST 428 H3: History of Medicine 3 sem. hrs.
This reading intensive course will examine the development of modern Western medicine through a survey of its intellectual traditions and technological roots, as well as a critical analysis of its impact on the modern world. Next offered TBA.

HIST 430 H3: Sem Hist of War & Society 3 sem. hrs.
This reading intensive course will cover the social, political, cultural, and economic dimensions of war, focusing not on battles but on the relationship between war and social change, the impact that the home front can have on military actions, and the interaction between cultures that war creates. Next offered TBA.

HIST 435 H2b: The Papacy 3 sem. hrs.
This course is a seminar in the history of the Papacy. Topics may include the development of papal institutions, church-state relations, contributions to development of Catholic doctrine, the Papacy as an agent of historical change, the Papacy and ecumenism, and Church reactions to and engagement with modernity. Next offered TBA.

HIST 438 H3: Sem Case Stds in Genocide 3 sem. hrs.
This reading intensive course will explore the topic of genocide as a theme in world history by looking at one or more historical examples from various eras and geographic locations. Next offered TBA.

HIST 440 H3: Sem US Race/Class/Gender 3 sem. hrs.
This reading intensive course will explore a specific historical topic or theme that interrogates how race or ethnicity, class, and gender have shaped and affected society in the United States. Next offered TBA.

### Humanities (HUM)

HUM 200 Experiential Learning Assess 1 sem. hr.
This course is designed to help students assess their experiential learning background. Theories of adult learning and learning styles will be explored and applied to personal and work settings. Students will prepare an autobiographical Personal Learning Theme and an Experiential Learning Portfolio demonstrating their knowledge, skills, and experiences. Designed especially for non-traditional students. Offered by arrangement. Requires authorization from student's academic advisor.

HUM 201 Humanities Research & Writing 1 sem. hr.
Provides students in the Humanities and other disciplines foundations for conducting independent research using library resources, including use of reference materials, locating sources, and using electronic databases. Offered every spring.

HUM 220 DV: Found Interdiscip Study 3 sem. hrs.
This course examines current topics from several different disciplinary perspectives, with the goal of showing how these perspectives inform and enhance one another. Drawing on materials from the humanities, the social sciences, and the physical sciences, the course explores issues relating to self and society, the American way, and the global community. The interdisciplinary approach will then be continued as students take courses in a thematic cluster. Offered every semester.

HUM 230 Special Topics 1 sem. hr.
A course offered by students for students with varying topics. The topics are chosen by the student teacher and designed to have personal application.
HUM 400 Interdisciplinary Seminar 3 sem. hrs.
Examines an idea from the various points of view of different disciplines to give a student a broad understanding of a particular topic through lectures, discussions, and individual research. Emphasis on interrelation of ideas and integration of knowledge. Prerequisite: Junior or senior status with a minimum 2.5 GPA.

HUM 401 Integrative Project - Gen Stud 2-3 sem. hrs.
Examines an idea from the various points of view of different disciplines to give a student a broad understanding of a particular topic through lectures, discussions, and individual research. Emphasis on interrelation of ideas and integration of knowledge. Next offering TBA. Prerequisite: Junior and senior status with a minimum 2.5 GPA.

Jewish Studies (JS)

JS 103 H2b:Jwsh Read of the Bible 3 sem. hrs.
This course studies selected Old Testament texts from a Jewish point of view. By gaining an awareness of Jewish traditions of biblical interpretation, exemplified by Midrash (Religious Literature) and Talmud (Bible Commentary), students will deepen their appreciation for Catholic biblical hermeneutics. Prerequisite: THEO 106.

This course studies the beliefs, observances, practices, rituals, and texts of Judaism during its formative period to 135 AD. In addition to exploring the Jewish roots of Christianity, students will discover the continuity between early Judaism and contemporary Jewish life by visiting a synagogue. Cross-listed with THEO 210. Prerequisite, THEO 106. Offered every other academic year.

JS 212 T1:CL:DV:To Fr the Gas Chamber 3 sem. hrs.
A study of Jewish culture in Europe leading up to the "Shoah" or Holocaust when over six million Jews were sent to death camps and executed by the Nazis. The aftermath of the Holocaust and the establishment of the state of Israel will also be studied.

JS 290 H1:DV:Hate Groups/Violence 3 sem. hrs.
This course explores the background, culture, and beliefs of individuals and movements that advocate hate. Students will study the psychological, philosophical, and religious origins of hate. They will also critically apply these interdisciplinary perspectives to anti-Semitism, pogroms, the Holocaust, KKK, racism, and neofascism. This course includes a field trip to the U.S. Holocaust Museum in Washington, D.C., the costs for which are underwritten by the Edan Ruth Wilkof Foundation. Cross-listed with THEO 289. Offered every other year. Prerequisite: THEO 106.

JS 301 H1:DV:Holocaust Studies 3 sem. hrs.
An interdisciplinary investigation of the Holocaust. Selected topics include, but are not limited to, sociocultural, technological, psychological, philosophical, and theological issues. Students will also study the Holocaust’s consequences and humanitarian efforts to seek justice.

JS 313 Rise/Fall of Nazi Germany 3 sem. hrs.
(See History 313) A study of the origins, course, and collapse of the Third Reich including the politics of genocide.

This course investigates the social justice values of the biblical prophets, the Jewish mystical concept of Tikkun Olam (Repairing the World), and movements such as Zionism and Reform Judaism as responses to the brokenness of the world and as rationales for religiously motivated action. Students will deepen their understanding of theological anthropology. They will also apply these values to today’s world and identify their own rationale for repairing the world. Cross-listed with THEO 320. Offered every other year. Prerequisite: THEO 106.

JS 317 H2a:Rome&Jer:AClashofCultures 3 sem. hrs.
This course explores the history, architecture, conflict and development of Roman and Jewish culture and religion during the first centuries BC and AD as a backdrop to the faith of Jesus. In addition to developing competency in critical thinking and dialogue, students will compare the two great civilizations and consider parallels between them and our contemporary culture. Cross-listed with THEO 317. Prerequisite, THEO 106. Offered every other year.

Peace Studies (PEAC)

PEAC 201 H1:Intro to Peace Studies 3 sem. hrs.
This is a general introduction to peace studies. It provides a survey of key issues in the study of war, violence, peace ideas and actions including nonviolence as a philosophy and as a technique of action and social change. It looks at how aggression and violence begins - e.g., between individuals groups and societies, within and between nations. It also introduces key concepts in peace studies (positive and negative peace, structural and direct violence and conflict). Offered every fall semester.

PEAC 301 H3:Conflict Resolution 3 sem. hrs.
This course examines the resolution of conflicts in theory and in practice, ranging from interpersonal to broader social and global conflicts. Students are introduced to the various models in conflict resolution and their correlative mechanisms for conflict resolution such as negotiation, mediation, and nonviolent resistance. Offered every spring semester.

Philosophy (PHIL)

PHIL 100 T1:Introduction to Philosophy 3 sem. hrs.
By examining Socrates, Plato and other representative philosophers, this course introduces students to selected philosophical problems, historical issues, and philosophical positions. Offered every semester.

PHIL 103 T1:Intro to Art of Thinking 3 sem. hrs.
This course introduces students to the theoretical knowledge and practical skills needed to identify, evaluate and compose persuasive deductive and inductive arguments in natural language.

PHIL 110 T1:FromSocr-Spiel:PhilThroFilm 3 sem. hrs.
Course examines the major fields of Philosophy through texts and contemporary films. Offered every semester.

PHIL 202 T1:DV:Phil of Human Nature 3 sem. hrs.
Since human nature may be understood and explained in a variety of ways, students in this course will examine the meaning and uniqueness of human nature, its various explanations, distinctive features and main controversies. Offered every semester.
PHIL 203 T1:DV:Moral Philosophy  3 sem. hrs.
This course focuses on the meaning of human happiness and the ethical norms necessary for attaining it. Discussions include the ethical virtues and the meanings of such concepts as good/evil and right/wrong. Selected moral problems and ethical theories are also explored. Offered every semester.

PHIL 230 Environmental Ethics & Policy  3 sem. hrs.
The principle aim of this course is to develop the analytical tools necessary to understand the ethical issues that arise in the context of public policy decisions regarding environmental protection.

PHIL 251 T1: Symbolic Logic  3 sem. hrs.
This course will give an account of the relation of logical consequence by employing the systems of sentential logic as well as first-order predicate logic. Students will learn how to represent the logical forms in English arguments, and develop a semantics as well as a system of natural deduction in order to determine the validity of arguments given such formal representations. This approach will familiarize the student with proof-theoretic concepts and techniques, providing a means for analyzing and evaluating natural language arguments.

PHIL 255 H1:DV:Phil of Human Sexuality  3 sem. hrs.
This course considers human sexuality from a philosophical perspective using both Ancient and Contemporary texts for conceptual and normative analysis of topics such as sex and love.

PHIL 275 H1:Environmental Philosophy  3 sem. hrs.
This course introduces the interdisciplinary approach to environmental studies. It examines the metaphysical, ethical, political, social, aesthetic and scientific dimensions of current and historical environmental issues at the local and global scale. It is a required course for the interdisciplinary minor in environmental studies.

PHIL 290 DV:H1:Special Topics  3 sem. hrs.
A course focusing on special topics in philosophy and designed to address specific curricula needs and/or faculty/student interests. Offered on demand

PHIL 301 Philosophy of Knowledge  3 sem. hrs.
After examining the nature of knowledge and the conditions that make knowledge possible, students will study the various theoretical accounts of what constitutes genuine knowing. Also examined are the problems of meaning and truth, the role of intuition and affective experience and the influences of society, art and language. Next offered Fall 2020.

PHIL 302 Metaphysics  3 sem. hrs.
This course provides students an opportunity to study the nature, origin and structures of reality as determined through various Ancient, Modern and/or Contemporary philosophers. The nature of God, causality, essence and existence, truth and being are explored within a historical context. Next offered Spring 2019.

PHIL 303 H2b:DV:Philosophy of Art  3 sem. hrs.
Through the writings of various philosophers and by responding to a number of works of art, this course examines the notions of beauty, form, aesthetic experience, the creative process and the nature of art. Next offered Fall 2019.

PHIL 304 H3:Bioethics  3 sem. hrs.
Interdisciplinary study of what science can do and what science ought to do. Exponential advances in medical-scientific knowledge and technology present many questions and problems that must be considered from the viewpoint of philosophical ethics. Problems such as forgoing medical treatment, surrogate decision-making, euthanasia, confidentiality and human experimentation are considered. Offered every semester.

PHIL 305 Philosophy of God  3 sem. hrs.
A study of the various philosophical traditions concerning the proofs of God's existence, the nature of Divinity, and the human/cosmic relationship to the Divine. Offered on demand.

PHIL 308 H1:Great Transformations  3 sem. hrs.
Next offered TBA.

PHIL 312 H2b:DV:Political Philosophy  3 sem. hrs.
A study of major philosophical positions concerning society's nature and purpose. Classical, Christian, Renaissance, Modern and Contemporary political and social philosophies are studied. Selected problems include the methods and norms of social organization, the relationship between the individual and society, law and rights, the goals and purposes of government, and the nature and role of a just state. Next offered Fall 2018 and Fall 2020.

PHIL 315 H2b:Ancient/Medieval Philosophy  3 sem. hrs.
General survey of the major thinkers and issues of the ancient and Hellenistic periods. Next offered Fall 2019.

PHIL 316 H2b:Renaiss & Mod Philosophy  3 sem. hrs.
General survey of the major thinkers and issues of the Renaissance and Modern periods. Next offered Spring 2020.

PHIL 317 H2b:Contemporary Philosophy  3 sem. hrs.
General survey of the major thinkers and issues of the contemporary periods. Next offered Spring 2019.

PHIL 350 H2b:Philosophy of Medicine  3 sem. hrs.
This course focuses on the epistemological study of health and disease and the evolution of the medical model. Discussions will concentrate on identifying and defining key biophilosophical concepts including: the nature of illness, the goals and limitations of medical research, and the social and moral issues that arise at the intersection of science and philosophy. Offered every semester.

PHIL 405 H2b:Philosophy Symposium  3 sem. hrs.
The Symposium course is taught in conjunction biannually with the Philosophy/Theology Symposium. Students will participate in the “Great Questions” dialogue as part of the Symposium. Offered every spring.

PHIL 406 Internship Adv Clin Bioethics  3 sem. hrs.
Designed to be a supervised internship that provides an immersion experience where students can observe the clinical issues that arise in the clinical setting, primarily within critical care. Students may be exposed to the following types of topics: advance directives, hospice, surrogate decision making, Do Not Resuscitate orders, medical futility, artificial nutrition and hydration, forgoing medical treatment. Two hours per week are spent on site at Aultman Hospital and one hour per week is didactic on campus. It is offered on demand by arrangement with permission from both a Walsh instructor and the Philosophy and Theology Division Chair, as well as the supervisor of the off-campus site. Prerequisite: PHIL 304 Bioethics.

PHIL 407 H2b:ST in Applied Ethics  3-6 sem. hrs.
Examines specific topics in the field of applied ethics. Offered on demand.

PHIL 408 H3:Sem:Selected Topics in Phil  3 sem. hrs.
Intensive examination of a philosophical problem selected from any of the systematic areas. The seminars major concentration is individual investigation and discussion of the results of that research. This course may be taken twice in a four-year period since the topic is different each time. Offered on demand.

PHIL 409 Sem: Selected Philosophers  3 sem. hrs.
Examines specific topics in Philosophy. Offered on demand.
PHIL 410 Capstone Seminar  3 sem. hrs.
Designed to give majors experience in philosophical analysis through a reading and research program. The culmination of the course is a research paper in which students utilize many of the primary and secondary sources in the philosophical canon. Required of Philosophy majors. Offered every Spring semester.

PHIL 490 Readings/Research in Phil  3 sem. hrs.
Directed readings and discussion of specific philosophical texts or topics. Available as needed.
Prerequisites: Permission of the Division Chair and the Vice President for Academic Affairs is required.

Theology (THEO)

THEO 105 DV:Comparative Religions  3 sem. hrs.
This course studies the history, practices, and teachings of Christianity and other major religions of the world (e.g., Islam, Hinduism, Buddhism). This is currently offered as an online course.
Prerequisite: THEO 106.

THEO 106 T1:Script & the Catholic Trad  3 sem. hrs.
This course explores Sacred Scripture and Church Tradition as the dual sources of revelation for the Christian faith. Students will acquire a fundamental understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching. They will also apply critical thinking skills to theological inquiry. This course is the mandatory Tier 1 requirement for all students at Walsh University and is offered every semester.

THEO 200 H2a:Christian Theology to 1500  3 sem. hrs.
This course examines the development of Christian thought from the time of the New Testament to the Protestant Reformation. Students will reinforce their critical thinking skills, reflect upon the work of the Holy Spirit in the history of the Catholic Church, and deepen their awareness of the Church’s continual pursuit of truth through faith and reason. Offered in sequence with THEO 201.
Prerequisite: THEO 106.

THEO 201 H2a:Christian Theo/1500 to Pre  3 sem. hrs.
This course examines the development of Christian thought from the time of the Protestant Reformation to the present-day. Students will reinforce their critical thinking skills, reflect upon the work of the Holy Spirit in the history of the Catholic Church, and deepen their awareness of the Church’s continual pursuit of truth through faith and reason. Offered every two years in sequence with THEO 200.
Prerequisites: THEO 106 and 200.

THEO 202 H2a:Christology  3 sem. hrs.
This course studies the person, being and activity of Jesus of Nazareth in depth through an examination of biblical testimonies, early Church Councils, and contemporary theological methods. Students will reinforce their understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching. They will also critically address the question of Jesus’ contemporary relevance. Offered as needed.
Prerequisites: THEO 106.

THEO 203 H2a:Christian Moral Life  3 sem. hrs.
This course examines traditional notions of conscience, responsibility, authority, freedom and value in light of the Gospel. In addition to reinforcing their understanding of Catholic biblical hermeneutics, theological anthropology, and Church teaching, students will critically discuss contemporary moral issues. Offered as needed.
Prerequisites: THEO 106.

THEO 205 H2a:DV:Church in the Mod Wrld  3 sem. hrs.
This course studies the nature, mission, and structures of the Church in the context of contemporary society. Students will deepen their understanding of the practical implications of the Catholic Church’s dogmatic and pastoral constitutions, which declare its responsibility to be a “sacrament of salvation” whose ministry transforms individuals and society. By considering specific examples of the Church’s efforts to liberate and humanize, students will also gain greater appreciation for Christianity’s global diversity and the Catholic Church’s commitment to ecumenical unity and interfaith dialogue.
Prerequisite: THEO 106.

The tradition of African thought is at least as old as Plato (spent 13 years in Egypt) and Augustine of Libya. The course will consider this tradition up to and including African-American thought: Ida B. Wells-Barnett, Angela Davis, Frederick Douglass, W.E.B. Dobois, M.L. King, Jr. and other.

THEO 212 The Synoptic Gospels  3 sem. hrs.
This course studies Matthew, Mark, and Luke’s gospels. Students will acquire competence in distinguishing the common narrative elements of these gospels from each evangelist’s unique theological vision. Students will also deepen their understanding of Catholic biblical hermeneutics. Offered as needed.
Prerequisite: THEO 106.

THEO 213 Johannine Writings  3 sem. hrs.
This course studies those New Testament texts which Church tradition ascribes to the authorship of John the son of Zebedee (the Fourth Gospel, the Letters of John, and the Book of Revelation). Students will acquire competence in identifying and critically analyzing the distinctive theological ideas of these writings. They will also deepen their understanding of Catholic biblical hermeneutics. Offered as needed.
Prerequisites: THEO 106.

This course explores the literature and theology of the Old Testament: the Pentateuch, the Histories, the Poetical/Wisdom books, and the Prophets, including the Deutero-canonical literature unique to the Catholic Bible. Students will learn about modern scholarly theories concerning the formation of these texts. They will also deepen their knowledge of Catholic biblical hermeneutics and of the Church’s dogmatic constitution on divine revelation. Offered Fall term.
Prerequisite: THEO 106.

This course explores the literature and theology of the New Testament: the Gospels and Acts, the Epistles, and the Apocalypse of the formation of these texts. They will also deepen their knowledge of Catholic biblical hermeneutics and of the Church’s dogmatic constitution on divine revelation. Offered Spring term.
Prerequisite: THEO 106.
THEO 271 H2a:Cathol Belief in Practice  3 sem. hrs.
This course surveys the theological concepts and spiritual practices that most distinguish Catholics within the diverse expressions of Christianity. Topics include the Mass, the sacraments, sexual ethics, social ethics, types of prayer, and pilgrimage and forms of popular piety.
Students will deepen their knowledge of Church teaching. They will also reflect upon the work of the Holy Spirit in the Church and deepen their awareness of the Church’s continual pursuit of truth through faith and reason. Offered as needed.
Prerequisites: THEO 106.

THEO 289 H1:DV:Hate Groups and Violence  3 sem. hrs.
This course explores the background, culture, and beliefs of individuals and movements that advocate hate. Students will study the psychological, philosophical, and religious origins of hate. They will also critically apply these interdisciplinary perspectives to anti-semitism, pogroms, the Holocaust, KKK, racism, and neofascism. This course includes a field trip to the U.S. Holocaust Museum in Washington, D.C., the costs for which are underwritten by the Ed and Ruth Wilkof Foundation. Offered as needed.
Prerequisites: THEO 106.

THEO 302 H3:Liturgy/Sacraments  3 sem. hrs.
This class studies Christian liturgy and sacraments as signs and instruments of divine grace in the life of the Church. By reflecting on these sources of Christian life, students will develop a summative understanding of Catholic theology. Offered Fall term.
Prerequisites: THEO 106.

THEO 303 H2a:Theological Themes in Lit  3 sem. hrs.
This course employs literary works from a variety of traditions to identify the theological themes and values they address such as faith, prayer, good vs. evil and moral dilemmas. Students will examine these works to deepen their awareness of the importance of sound theological anthropology, critical thinking and how the Holy Spirit intersects with and challenges the lives of all. Offered as needed.
Prerequisites: THEO 106.

THEO 308-1 H2a:DM:DV:Rel&Multiculturalism  3 sem. hrs.
This course explores the intersection of religion and culture both past and present. It provides a unique, hybrid environment that combines a live classroom with online learning and digital media projects. The culminating activity of this course will be an extended, eight-week collaboration with students of Oranim University in Israel. Through this shared “virtual classroom” you will learn from one another and together explore multicultural dimensions of Northeast Ohio and the Galilee.

THEO 309 H2a:SL:Princ of Justice/Peace  3 sem. hrs.
This course considers justice and peace as core principles of the Gospel. By applying Catholic social teaching to the contemporary world, students will develop a summative understanding of theological anthropology and the work of the Holy Spirit in the life of the Church. Offered as needed.
Prerequisites: THEO 106.

THEO 310 H3:Contem Christian Spiritu  3 sem. hrs.
This course considers the demands of authentic Christian discipleship, the different vocations within which it is lived (married or single, lay or consecrated), and the major spiritualities that have emerged in response to those vocations. Students will integrate the biblical, theological, and historical sources of Christian faith in order to develop a spiritual exercise appropriate to their own life. Offered Spring term.
Prerequisite: THEO 106.

THEO 317 H2a:RometoJer:AClashofCultures  3 sem. hrs.
This course explores the history, architecture, conflict and development of Roman and Jewish culture and religion during the first centuries BC and AD as a backdrop to the faith of Jesus. In addition to developing competency in critical thinking and dialogue, students will compare the two great civilizations and consider parallels between them and our contemporary culture. Cross-listed with JS 317. Offered as needed.
Prerequisite: THEO 106.

THEO 320 H3:Repair a BrokenWorld  3 sem. hrs.
This course investigates the social justice values of the biblical prophets, the Jewish mystical concept of Tikkun Olam (Repairing the World), and movements such as Zionism and Reform Judaism as responses to the brokenness of the world and as rationales for religiously motivated action. Students will deepen their understanding of theological anthropology. They will also apply these values to today’s world and identify their own rationale for repairing the world. Cross-listed with JS 315. Offered as needed.
Prerequisite: THEO 106.

THEO 403 Evangelization and Catechesis  3 sem. hrs.
This course studies the history of the Catholic catechesis from the early models of initiation to contemporary RCIA processes. Students will acquire deeper insight into the challenges and opportunities for religious education in the Twenty-First Century. Offered as needed.
Prerequisites: THEO 106.

THEO 406 Theology Internship  1-6 sem. hrs.
The internship experience is mandatory for all Theology majors. The aim of the internship is to integrate theological theory and pastoral practice. It is a custom-designed internship with a wide variety of possible ministry venues. The internship is determined and arranged with the student’s advisor. Offered every semester.
Prerequisite: THEO 106.

THEO 408 Seminar: Topics in Theology  3 sem. hrs.
This course examines essential topics in theological studies, for example, the mystery of suffering, the development of doctrine, theological method, and Mariology. The chosen topic varies according to student and faculty interest. Offered as needed.
Prerequisite: THEO 106.

THEO 409 H3:Sem:Selected Theologians  3 sem. hrs.
This course is devoted to exploring the work of a designated theologian from the Judeo-Christian tradition. It is exegetical in nature and investigates primary themes within the theologian’s literary oeuvre. The specific theologian is determined according to student and faculty interest. Offered as needed.
Prerequisite: THEO 106.

Division of Literature, Language and Communication

Dr. Amanda Gradisek, Chair

- Communication (B.A.) (p. 112)
- Communication - Digital Media (B.A.) (p. 112)
- Corporate Communication (B.A.) (p. 112)
- English (B.A.) (p. 113)
- Graphic Design (B.A.) (p. 113)
- Professional Writing (B.A.) (p. 114)
Communication (B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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<thead>
<tr>
<th>Code</th>
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<tr>
<td>COM 210</td>
<td>Mass Communication and Society</td>
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<tr>
<td>COM/ENG 211</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>COM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
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<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
<td>3</td>
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<td>COM 320</td>
<td>Research Methods in Mass Comm</td>
<td>3</td>
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<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
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<tr>
<td>COM 420</td>
<td>Mass Comm Issues/Eths</td>
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<tr>
<td>COM Elective (Upper-level Communication writing course)</td>
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Required Internship
- COM 430 Media Internship  
- COM Electives 12

Total Hours 36

Note: Communication majors and minors also may choose from the following courses to satisfy Communication Department elective semester hour requirements:

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<td>Introduction Creative Writing</td>
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<td>ENG 240</td>
<td>Professional Writing I</td>
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<td>ENG 320</td>
<td>Advanced Creative Writing</td>
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<td>ENG 323</td>
<td>H3: The Modern Rhetoric</td>
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<td>ENG 335</td>
<td>H2b: Travel Writing</td>
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<td>ENG 340</td>
<td>H3: Professional Writing II</td>
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<td>ENG 342</td>
<td>Grant Writing</td>
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<td>ENG 385</td>
<td>H3: Literature and Film</td>
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<td>ENG 420</td>
<td>Creative Writing: Pub/Perform</td>
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<td>ENG 440</td>
<td>Adv Studies in Composition</td>
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<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
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<td>BUS 233</td>
<td>Mkgt in a Global Environment</td>
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<td>Graphic Design</td>
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Communication - Digital Media (B.A.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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<td>COM 175</td>
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<tr>
<td>COM 210</td>
<td>Mass Communication and Society</td>
<td>3</td>
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<tr>
<td>COM/ENG 211</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
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<tr>
<td>COM 235</td>
<td>Creative Digi Prac Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Research Methods in Mass Comm</td>
<td>3</td>
</tr>
<tr>
<td>COM 370</td>
<td>Mass Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 420</td>
<td>Mass Comm Issues/Eths</td>
<td>3</td>
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<tr>
<td>COM Elective (upper level writing course)</td>
<td>3</td>
<td></td>
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<tr>
<td>COM 400-5</td>
<td>Writing for Social Media</td>
<td>3</td>
</tr>
<tr>
<td>or COM 400-9</td>
<td>Writing for Digital Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship Choice (must be taken for at least one credit)
- COM 430 Media Internship 1-6
- COM 432 Digital Media Internship 1-6

Communication Electives (choose for a total of 6 credit hours)
- COM 316 Digital Storytelling  
- COM 326 Time Based Media  
- COM 345 Video Content Production  
- CS 251 Web Publishing  

Can also include up to 3 credits of COM 432. The internship requirement can be satisfied with internships in other majors or fields, but other internships do not count as Digital Media Electives.

Total Hours 37-42

Corporate Communication (B.A.)

Students must demonstrate Competency in computer applications (Power Point and Spreadsheet).

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUS 110</td>
<td>Integrated Bus Experience I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mkgt in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1.DV.Mgmt in a Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 112</td>
<td>Bus Ethics in Global Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Global Integrated Mkgt Commun</td>
<td>3</td>
</tr>
</tbody>
</table>

Communication
COM/ENG 211  Speech  3  
COM 212  Interpersonal Communication  3  
COM 250  Writing for Mass Media  3  
COM 330  Desktop Publishing  3  
COM 360  Intro Advert/Public Relations  3  
COM 370  Mass Media Law and Ethics  3  
COM 430  Media Internship  1-6  
COM 460  Adv Advertising/Public Relations  3  
COM 370  Writing for Mass Media  3  
COM 360  Intro Advert/Public Relations  3  
COM 211  Speech  3  
COM 212  Interpersonal Communication  3  
COM 250  Writing for Mass Media  3  
COM 330  Desktop Publishing  3  
COM 360  Intro Advert/Public Relations  3  
COM 370  Mass Media Law and Ethics  3  
COM 430  Media Internship  1-6  
COM 460  Adv Advertising/Public Relations  3  
COM 330  Desktop Publishing  3  
COM 360  Intro Advert/Public Relations  3  
COM 370  Mass Media Law and Ethics  3  
COM 430  Media Internship  1-6  
COM 460  Adv Advertising/Public Relations  3  
ECON 205  T1:DV: Intro to Economics  1  
Total Hours  43-48  

1  ECON 205 satisfies core curriculum requirements.

English (B.A.)
Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship
- A total of 39 sem. hrs. in Major, does not include ENG 101-ENG 102

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG</td>
<td>Intro to Literary Interp/Criti</td>
<td>3</td>
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</table>

Historical Experience
Select three of the following:  9
- ENG 201  T1: Lit of British Isles I
- ENG 202  T1: Lit of British Isles II
- ENG 203  T1: World Literature I
- ENG 204  T1: World Literature II
- ENG 205  T1: United States Literature I
- ENG 206  T1: United States Literature II

Introductory Writing Experience
ENG 220  Introduction Creative Writing
or ENG 240  Professional Writing I

Advanced Writing Experience
Select one of the following:  3
- ENG 320  Advanced Creative Writing
- ENG 321  Composing Process
- ENG 323  H3: The Modern Rhetoric
- ENG 335  H2b: Travel Writing
- ENG 340  H3: Professional Writing II
- ENG 342  Grant Writing
- COM 355  Broadcast Writing/Journalism
- COM 365  Writing for Advertising and PR
- COM 401  Magazine Article Writing
- COM 404  Sports Writing
- COM 400-7  Screenwriting

Electives
Select five courses, only one of which may be 200-level  15
ENG 480  English Internship  6  

Capstone Experience
Select two of the following, one of which must be literature  6
- ENG 401  Seminar in American Authors
- ENG 402  Sem: Authors of British Isles
- ENG 403  Sem: Comparative or Contemp Lit
- ENG 420  Creative Writing: Pub/Perform
- ENG 440  Adv Studies in Composition

Total Hours  40-42

1  ENG 335 (Travel Writing) can be taken by arrangement for any majors traveling abroad.
2  COM 250 is a prerequisite for these courses
3  ENG 220 or COM 250 are prerequisites
4  Students with an interest in Comparative Literature may substitute any French or Spanish literature courses in this area. Students are highly encouraged to do a global studies experience before they graduate.
5  COM 250 and COM 360 are prerequisites
6  Other internship courses can be accepted. Internship experience equivalents are decided at the recommendation of the Division Chair and at the discretion of the Dean of the School of Arts and Sciences.

Graphic Design (B.A.)
Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship
- Major requires 39 semester hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARHI</td>
<td>T1:DV: History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ART</td>
<td>T1: Visual Order</td>
<td>3</td>
</tr>
<tr>
<td>COM</td>
<td>Digital Creativity Applications</td>
<td>3</td>
</tr>
<tr>
<td>COM</td>
<td>DM: Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>GD/COM</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GD/COM</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>GD</td>
<td>Graphic Design III</td>
<td>3</td>
</tr>
</tbody>
</table>

Once all the above coursework is completed and before proceeding with an internship or the Portfolio/Capstone course, students must participate in a faculty review, have 2.5 GPA, and meet standards consistent with the graphic design profession.

Core 1 Requirements
- ARHI 101  T1: DV: History of Art
- ART 102  T1: Visual Order
- COM 175  Digital Creativity Applications
- COM 285  DM: Visual Communication
- GD/COM 295  Graphic Design
- GD/COM 296  Graphic Design II
- GD 397  Graphic Design III

Core 2 Requirements
- GD 398  Graphic Design IV
- GD 430  Graphic Design Internship I
- GD 431  Graphic Design Internship II
- GD 440  Graphic Design Port/Capstone

Electives
Select two of the following:  6
ARHI 200  T1: Spcl Topics in Art History
ART 103  T1: Drawing I
ART 220  T1: Special Topics in StudioArt (Series)
COM 292  Digital Photojournalism
COM 330  Desktop Publishing
COM 402  Advanced Desktop Publishing
CS 251  Web Publishing
GD 385  Special Topics in Graphic Desi

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>39</td>
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</tbody>
</table>

**Professional Writing (B.A.)**

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Professional Writing Core Courses</strong></td>
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<tr>
<td>ENG 240</td>
<td>Professional Writing I</td>
<td></td>
</tr>
<tr>
<td>ENG 340</td>
<td>H3: Professional Writing II</td>
<td></td>
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<tr>
<td></td>
<td><strong>Writing in Context</strong></td>
<td>6</td>
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<tr>
<td></td>
<td>Select two of the following:</td>
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<tr>
<td>ENG 200-1</td>
<td>T1: Studies in Short Fiction</td>
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<tr>
<td>ENG 200-2</td>
<td>T1: DV: Cre Eq: Iss of Gen/Rac</td>
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<tr>
<td>ENG 200-3</td>
<td>T1: DV: Body in Pain-La Ill/Suff</td>
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<tr>
<td>ENG 200-4</td>
<td>T1: Money and Success</td>
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<td>ENG 200-5</td>
<td>T1: Intro to Drama</td>
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<td>ENG 200-6</td>
<td>T1: DV: On Food</td>
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<tr>
<td>ENG 200-8</td>
<td>T1: Graphic Novels as Art&amp;Liter</td>
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<tr>
<td>ENG 200-9</td>
<td>T1: DV: Women in Literature</td>
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<tr>
<td>ENG 220</td>
<td>Introduction Creative Writing</td>
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<tr>
<td>COM 235</td>
<td>Creative Digi Prac Production</td>
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<td></td>
<td><strong>Advanced Writing Experience</strong></td>
<td>9</td>
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<tr>
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<td>Select three of the following:</td>
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<tr>
<td>ENG 314</td>
<td>H2b: The Literary Essay</td>
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<tr>
<td>ENG 320</td>
<td>Advanced Creative Writing</td>
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<tr>
<td>ENG 335</td>
<td>H2b: Travel Writing</td>
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<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
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<tr>
<td>ENG 343</td>
<td>Intro to Research Methodology</td>
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<td>ENG 344</td>
<td>Intro to Technical Writing</td>
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<tr>
<td>COM 316</td>
<td>Digital Storytelling</td>
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<td>COM 325</td>
<td>Digital Content Management</td>
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<td>COM 326</td>
<td>Time Based Media</td>
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<td>COM 400-5</td>
<td>Writing for Social Media</td>
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<tr>
<td>COM 412</td>
<td>Web and Social Media Analytics</td>
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<td></td>
<td><strong>Culture Specialty</strong></td>
<td>6</td>
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<tr>
<td></td>
<td>Select either A. Digital or B. Global Culture specialties:</td>
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<tr>
<td></td>
<td><strong>A.) Digital Culture Specialty</strong></td>
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<tr>
<td>ENG 376</td>
<td>Intro to Cont Dev in Org Train</td>
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<td>ENG 377</td>
<td>Lit Culture in Transmedia Age</td>
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<td></td>
<td><strong>B.) Global Culture Specialty</strong></td>
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<tr>
<td>ENG 375</td>
<td>Understanding Translation</td>
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<tr>
<td>ENG 31515</td>
<td>Spec Top for International Stu</td>
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**Elective Hours**
Select two courses at the 300-level: 6

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 420</td>
<td>Creative Writing: Pub/Perform</td>
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<tr>
<td>ENG 440</td>
<td>Adv Studies in Composition</td>
<td></td>
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<tr>
<td>ENG 490</td>
<td>Independent Study</td>
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</tbody>
</table>

|        | **Total Hours**                                 | 30    |

1. Students may also take literary and film classes in French, Spanish and other world languages with permission of the instructor and Division Chair.

2. Students with a specialty in Global Culture are highly encouraged to take a course abroad by the second term of their junior year. Students with a specialty in Digital Culture interested in study abroad should also target taking that course in the second term of their junior year. Students can substitute another course for ENG 31515 depending upon the course taught in the semester they study abroad.

3. Other Internship courses can be accepted. Internship experience equivalents are decided at the recommendation of the Division Chair and at the discretion of the Dean of the School of Arts and Sciences.

Note: ENG 200-2, ENG 200-3, ENG 200-6 and ENG 200-9 are diversity courses.
COURSE DESCRIPTIONS

American Sign Language (ASL)

ASL 101 American Sign Language I 3 sem. hrs.
American Sign Language (ASL) I is an introduction into the language and culture used by deaf people in the United States and parts of Canada. Students will be introduced to signed vocabulary as well as the unique grammar and sentence structure associated with ASL. Students will explore topics that involve family, manners, holidays, idioms, cochlear implant, and everyday phrases. Great emphasis will be given to the culture and values of the Deaf Community. Partially fulfills second language requirement.

ASL 201 American Sign Language III 3 sem. hrs.
Continuation of ASL 102 with an emphasis of greater exploration of American Sign Language Sentence Structure using a bilingual-bicultural approach. Offered every Fall.
Prerequisites: ASL 101.

ASL 202 American Sign Language IV 3 sem. hrs.
Continuation of ASL 102 with an emphasis of greater exploration of American Sign Language Sentence Structure using a bilingual-bicultural approach. Offered every Spring.
Prerequisites: ASL 201.

Communication (COM)

COM 110 Broadcast Practicum 1,2 sem. hrs.
Performance of assigned activities for on-air position with student radio station under faculty supervision. Recommended for first and second-year students. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and internship (COM 430) credits combined will count toward graduation. Offered every fall and spring.

COM 115 Broadcast Staff Practicum 3 sem. hrs.
Performance of staff position duties with student radio station under faculty supervision. Communication and Corporate Communication majors only. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and internship (COM 430) credits combined will count toward graduation. Offered every fall and spring.

COM 120 Newspaper Practicum 1,2 sem. hrs.
Performance of staff-assigned writing, editing, design, or distribution duties for student newspaper under faculty supervision. Recommended for first and second-year students. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and internship (COM 430) credits combined will count toward graduation. Offered every fall and spring.

COM 125 Newspaper Staff Practicum 3 sem. hrs.
Performance of staff position duties with student newspaper under faculty supervision. Communication and Corporate Communication majors only. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and internship (COM 430) credits combined will count toward graduation. Offered every fall and spring.

COM 130 Video Practicum 1-3 sem. hrs.
Performance of campus filming and production duties as assigned under faculty supervision. NOTE: Students work at least two hours per week for each semester hour of academic credit. No more than 8 hours of practicum and 9 hours of internship (COM 430) and practicum credits combined will count toward graduation. Offered every fall and spring.
Prerequisite: COM 345.

COM 175 Digital CreativityApplications 3 sem. hrs.
An introductory course focused on the design and digital media industry standard software, Adobe Creative Cloud, with an emphasis on Adobe Illustrator, Adobe Photoshop, Adobe InDesign. Studio workflow, file management, and production-ready file set-up are also covered. No previous experience necessary. Required for all Graphic Design majors and minors.

COM 210 Mass Communication and Society 3 sem. hrs.
Survey study of history, organization, mechanics, and theory of the mass media. Various media are examined to understand their influence on society and individuals. Required for Communication majors and minors. Offered fall and spring semesters.

COM 211 Speech 3 sem. hrs.
Study of the principles of effective public speaking with emphasis on speech construction, audience analysis, and organization. Includes practice in extemporaneous speaking. Required for Communication majors and minors. Offered fall and spring semesters.

COM 212 Interpersonal Communication 3 sem. hrs.
Overview of the communication process in context of interpersonal communication. Emphasis on verbal and nonverbal messages and development of self-awareness, perception, and listening and responding skills. Required for Communication majors. Offered fall and spring semesters.

COM 225 Oral Interpretation 3 sem. hrs.
Logical and aesthetic meaning in drama, prose, and poetry for oral performance. In-depth work on pronunciation, articulation, emphasis, phrasing, expression, and delivery. Designed to develop basic proficiency in the physical and vocal skills necessary for the meaningful reading of literature. Next offering TBA.

COM 235 Creative Digi Prac Production 3 sem. hrs.
Introduces digital production as a tool for artistic expression. Topics include digital imaging for print and screen, raster and vector graphics, video, animation and interactivity. Emphasis is on the application of acquired skills in the completion of creative projects.

COM 250 Writing for Mass Media 3 sem. hrs.
Fundamentals of reporting and writing for mass media. Emphasis on journalistic writing skills and techniques, interviewing and information gathering, and information organization and presentation. Offered fall and spring semesters.
This course develops a visual and verbal vocabulary by examining relationships between form and content and word and image. It includes analysis of production and consumption of visual information, exploration of the role of images in the communication process and their application to journalism, broadcasting, public relations, advertising and digital media. Offered every fall semester.

COM 290 DV: Rac, Gen, Po in Mass Med 3 sem. hrs.
Examines the role of the mass media in maintaining, reflecting and shaping fundamental aspects of culture.

COM 291 Sports Broadcasting 3 sem. hrs.
Beginning level hands-on course covers fundamental aspects of sports broadcasting. Taught by professional sports broadcasters.

COM 292 Digital Photojournalism 3 sem. hrs.
A lecture/lab course dealing with fundamental aspects of modern photojournalism including digital photography, basic computer application and photo shooting experimentation.

COM 295 Graphic Design 3 sem. hrs.
Study of letter and design layout; application of letter forms in layout and illustration. Cross-listed as GD 295. Offered every fall.

COM 296 Graphic Design II 3 sem. hrs.
Studio course that examines the formal organization of 2D design with an emphasis on the letter form. History, theory and application of typography are explored through lectures, exercises and projects. Cross listed as GD 296. Offered every spring. Prerequisite: GD 295 or COM 295.

COM 305 H3: Intercultura Communication 3 sem. hrs.
Gaudium et Spes calls for a dialogue among the diverse cultures of the world. The purpose of this course is to develop the necessary skills to build and maintain positive communication and relationships across cultures. Students will focus on similarities and differences in communication styles and behaviors. Perceptions, language usage, nonverbal style, thinking modes, and values all will be explored to see how they influence both face-to-face and mediated communication across different cultures.

COM 311 Professional Presentations 3 sem. hrs.
Introduces PowerPoint as an application that allows students a variety of options for designing, building, printing and delivering professional presentations. Prerequisite: COM 211.

COM 315 DV: Group Process 3 sem. hrs.
Principles of communication as they function in decision-making and problem-solving groups. Emphasis on roles, norms, leadership, methods of group discussion, and problem solving.

COM 316 Digital Storytelling 3 sem. hrs.
This course explores the interactivity and narrative of digital media through the creation of audio and video projects. We will examine digital media as a tool for seeing, exploring, expressing and social critique. Potential topics include sequences and transitions, rhythm and repetition, interactivity and the role of the observer. Focus is on the application of learning in creating digital narratives.

COM 320 Research Methods in Mass Comm 3 sem. hrs.
An introduction to the significant questions about the processes of mass communication and the strategies that can be used to answer such questions. Includes a variety of both qualitative and quantitative research methods. Offered every fall semester. Prerequisite: Junior status or COM 210, 211, 212.

COM 325 Digital Content Management 3 sem. hrs.
Next offered TBA.

COM 326 Time Based Media 3 sem. hrs.
This course introduces the methods used to produce sophisticated time based media, including motion graphics, composited elements, text and object-based 2D animation, and narrative-driven methodologies. Focus is on the production of time based media projects and the application of creative, critical and innovative thinking to solve digital production problems.

COM 330 Desktop Publishing 3 sem. hrs.
Theory and practical application of visual elements of layout and design, using computer application for text, graphics, headlines, and other elements of the printed page. Offered fall and spring semesters.

COM 340 Radio Production 3 sem. hrs.
Theory and practice in radio production. Topics considered include editing, station management, commercials, public service announcements, and various program formats.

COM 345 Video Content Production 3 sem. hrs.
Theory and practice in television and radio production. Topics considered include camera operation, editing and production of commercials, public service announcements, production of video content for online distribution, and various program formats.

COM 350 Adv Jour Writ/Edit Print Media 3 sem. hrs.
Concepts, theories and practices of various forms of investigative and public affairs reporting with emphasis on developing in-depth news gathering and writing skills. Course also covers fundamentals of editing: copy editing, headlining and layout. Offered every fall and spring. Prerequisite: COM 250, Spectator Staff position.

COM 355 Broadcast Writing/Journalism 3 sem. hrs.
Theory and practice in writing for broadcast media. First half of course focuses on creative broadcast writing (advertising, television comedy and drama scripting) and its formats. Second half of course emphasizes broadcast journalism. Prerequisite: COM 250.

COM 360 Intro Advert/Public Relations 3 sem. hrs.
History, concepts, and theories of how business and industry use and interact with various media to disseminate messages and establish images. Offered every fall semester. Prerequisite: COM 210 for COM majors/minors.

COM 365 Writing for Advertising and PR 3 sem. hrs.
Creative writing think-tank and lab for practice in developing advertising/public relations campaigns and their specific elements. Focus on market research, ad writing, special event planning, media crises and client presentation. Prerequisites: COM 250, COM 360 or permission of instructor.

COM 370 Mass Media Law and Ethics 3 sem. hrs.
Introduction to legal and ethical issues associated with mass media, including freedom of expression, libel, privacy, access to information, protection of news sources, free press-fair trial, copyright, and government regulation of broadcasting. Required for communication majors. Prerequisite: COM 210 for COM majors/minors.

COM 385 Film as Communication 3 sem. hrs.
History of film with special emphasis on production principles of filmmaking and developing principles of film interpretation. Prerequisite: Junior status recommended.
COM 400-2 Magazine Article Writing 3 sem. hrs.
Writing course focusing on the development of individual student magazine articles. Familiarizes students with a range of publication options, subjects, formats, and writing styles in the modern magazine industry.
Prerequisite: COM 250.

COM 400-3 Computer Assisted Reporting 3 sem. hrs.
Writing course focused on using computers to explore the range of sources and information-gathering methods that foster variety, depth, scope and context in modern journalistic writing.
Prerequisite: COM 250.

COM 400-4 Sports Writing 3 sem. hrs.
Writing course focusing on the development of individual student articles. Familiarizes students with a range of publication options, subjects, formats, and writing styles in the modern sports journalism industry.
Prerequisite: COM 250.

COM 400-5 Writing for Social Media 3 sem. hrs.
Writing course focusing on the use of social media for varied purposes including personal expression, marketing communication, and journalism.
Prerequisite: COM 250.

COM 400-7 Screenwriting 3 sem. hrs.
Writing course focusing on the development, format, and structure of film screenplays.
Prerequisite: COM 250 or ENG 220.

COM 400-9 Writing for Digital Media 3 sem. hrs.
This course is focused on writing for digital platforms. In developing Web and other projects, students will consider issues such as language, collaboration, interactivity, audience, and information architecture.
Prerequisite: COM 250.

COM 401 Magazine Article Writing 3 sem. hrs.
Writing course focusing on the development of individual student magazine articles. Familiarizes students with a range of publication options, subjects, formats, and writing styles in the modern magazine industry.
Prerequisite: COM 250.

COM 402 Advanced Desktop Publishing 3 sem. hrs.
Advanced, hands-on course explores theory and practical application of layout and design using computer application of text, graphics and other elements of the printed page.
Prerequisite: COM 330.

COM 403 Computer Assisted Reporting 3 sem. hrs.
Writing course focused on using computers to explore the range of sources and information-gathering methods that foster variety, depth, scope and context in modern journalistic writing.
Prerequisite: COM 250.

COM 404 Sports Writing 3 sem. hrs.
Writing course focusing on the development of individual student articles. Familiarizes students with a range of publication options, subjects, formats, and writing styles in the modern sports journalism industry.
Prerequisite: COM 250.

COM 407 Screenwriting (W) 3 sem. hrs.
Writing course focusing on the development, format, and structure of film screenplays.
Prerequisite: COM 250 or ENG 220.

COM 408 Adv Digital Photojournalism 3 sem. hrs.
A lecture/lab course dealing with intermediate and advanced aspects of modern photojournalism including digital photography, computer photography applications and preparation for publication and exhibition.
Prerequisite: COM 292.

COM 410 Spec Topics in Communication 3 sem. hrs.
Advanced application of Communication skills to specific issue or project. Next offered TBA.

COM 412 Web and Social Media Analytics 3 sem. hrs.
Next offered TBA.

Social, legal, professional and ethical issues related to mass media’s influence on individuals and society. Capstone course required for Communication majors. Senior status required. Offered every spring semester.

COM 430 Media Internship 1-6 sem. hrs.
Experience with area newspapers, radio or television stations, advertising or public relations firms, or other media-related or affiliated businesses and organizations. Upper level Communication majors and minors and Corporate Communication majors only. Students work at least three hours per week for each semester hour of academic credit. No more than a total of 8 hours for COM 100-level and 430-level coursework will count toward graduation. By arrangement with communication department internship supervisor. Open only to Communication majors and minors and Corporate Communication majors. Offered every semester.

COM 432 Digital Media Internship 1-6 sem. hrs.
Professional experience working with a corporation or non-profit organization in managing and creating digital media. Students work at least three hours per week for each semester hour of academic credit. No more than a total of 9 hours for COM 100-level and 432-level coursework will count toward graduation. By arrangement with Communication department internship supervisor. Open only to Digital Media track students. Offered every semester.

COM 445 Adv TV/Video Production 3 sem. hrs.
Workshop format for the writing, production, and editing of advanced individual video project. Projects may range in scope from artistic to mainstream/consumer orientation. This course is geared for the development of a professional portfolio.
Prerequisite: COM 345.

COM 460 Adv Advertising/Public Relat 3 sem. hrs.
Workshop format. Development and presentation of advertising/public relations campaigns for client organizations. Application of communication theory and research technique to analysis of advertising/public relations problems in organization and cultural environments. Offered every spring semester.
Prerequisite: COM 360.
**COM 475 Sr Capstone Exper Corp Communi** 3 sem. hrs.
This course requires students to integrate the skills and knowledge garnered in previous coursework in corporate communication. It is an experiential course that focuses on the strategies and practices of communication and media management in organizations. Students work in teams to analyze the strengths and weaknesses of particular organizations and campaigns. Students will gain practical experience as well as further their understanding of the theoretical and underpinnings of corporate communication. Senior status required. Offered every spring semester.

**COM 490 Independent Study** 1-3 sem. hrs.
Directed readings, discussions, and research of specific topics in communication. By arrangement with the instructor and with permission of the Division Chair and Dean of Instruction. Offered every semester.

**English (ENG)**

**ENG 100 Writing Workshop** 3 sem. hrs.
Intensive work in writing paragraphs and short essays to remedy basic errors in grammar, usage, and syntax. Students should expect to spend 8 to 10 hours per semester in The Writing Center for individualized study and tutorial assistance. Computer lab used to develop writing skills. Does not fulfill core requirement in English. By placement test only.

**ENG 101 Exploration of Self** 3 sem. hrs.
A study of the writing process with the personal essay as its goal. Students compose informal and autobiographical essays after studying model works representing various cultures and writings. Does not fulfill core requirement in English. By placement test, upon completion of ENG 100, or as an elective.

**ENG 102 Read/Writing Connections** 3 sem. hrs.
An introduction to research emphasizing those skills essential to production of the formal research paper. Students learn the principles of argumentation and close textual analysis, including the ability to summarize, paraphrase, annotate, document, and critically interpret sources. Students also study the nature of academic argument and oral presentation. Students take an assessment test at the end of the course. Those scoring under 3 on the test must immediately take an upper level writing course designated by the department as part of their English core requirement. Fulfills core requirement. Prerequisite for all subsequent English courses.

**ENG 111-1 Explor of Self in Community** 3 sem. hrs.
This course is the first of a two-semester introduction to writing centered upon a study of cultural pluralism in the U.S. This first semester focuses on improving grammar, style, and written expression in personal narratives, along with increasing reading comprehension. The second semester's course, ENG 111-2, will continue the emphasis upon reading comprehension but introduces various modes of academic writing. Required tutoring weekly in writing and reading. Equivalent to ENG 100 and ENG 101. Does not fulfill core proficiency in writing. By placement test only. Students who successfully complete this sequence should follow it with ENG 102.

**ENG 111-2 Explor of Self in Community** 3 sem. hrs.
This course is the second of a two-semester introduction to writing centered upon a study of cultural pluralism in the U.S. The first semester's course (ENG 111-1) focused on improving grammar, style, and written expression in personal narratives, along with increasing reading comprehension. This second semester's course continues the emphasis upon reading comprehension but introduces various modes of academic writing. Required tutoring weekly in writing and reading. Equivalent to ENG 100 and ENG 101. Does not fulfill core proficiency in writing. Students who successfully complete this sequence should follow it with ENG 102.

**ENG 119 Drama Practicum** 1 sem. hr.
Performance of assigned activities for the Genesius Players production under faculty or director supervision. NOTE: Students work the equivalent of at least two hours per week for each semester hour of academic credit. No more than 8 semester hours of practicum credits will count toward graduation.

**ENG 200-1 T1:Studies in Short Fiction** 3 sem. hrs.
This course engages students in a study of the specialized formal structures and literary devices of the short story. The course may focus on specific genres of short fiction, historical periods, or authors, but the overall goal is to allow students to practice their ability to read and think critically, evaluate, texts, and demonstrate their understanding through class discussions, presentations, and writing. Thematic focus may change each semester. (See special descriptions in schedule.) Fulfills Tier 1 requirement. Offered every semester, with detective story focus in alternating spring semesters for students in Forensic Studies. Prerequisite: ENG 102 or HON 103.

**ENG 200-2 T1:DV:Cre Eqtis of Gen/Rac** 3 sem. hrs.
Students will study why race and gender remain paramount issues in American culture, a culture that has historically defined itself, at least theoretically as moored in the ideals of equality. We will study works by both male and female authors, and works written by authors of various racial, social, and cultural backgrounds in order to investigate the modes of oppression and the contrast between American rhetoric and the realities of race and gender that exist in much of American life.

**ENG 200-3 T1:DV:Body in Pain:La Ill/Suff** 3 sem. hrs.
Reading representations of disease against expressions of pain, this class studies the language of illness and suffering as it manifests itself in aesthetic, historical, medical, and philosophical discourse. Prerequisite: ENG 102 or HON 103.

**ENG 200-4 T1:Money and Success** 3 sem. hrs.
Changing attitudes toward the role of money and success in American society are examined through selected literature. Tests are studied within the historical and cultural contexts in which they were written. Prerequisite: ENG 102 or HON 103.

**ENG 200-5 T1:Intro to Drama** 3 sem. hrs.
Drama stages the challenges that face us as individuals, families and societies. It enables us to step into the roles of others and explore the issues, both personal and political, that face humanity. In this course, we will read many examples of this genre from many different countries and time periods, taking a cultural and historical perspective. Prerequisite: ENG 102 or HON 103.
ENG 203 T1: World Literature I 3 sem. hrs.
A study of literary works which provide insight into the social development and artistic achievement of the ancient world, the Middle Ages, and the Renaissance. Fulfills Tier I requirement.
Prerequisite: ENG 102 or HON 103.

ENG 204 T1: World Literature II 3 sem. hrs.
A study of representative literary works of the 18th, 19th, and 20th centuries which demonstrate the major social and artistic movements which have influenced western culture.
Prerequisite: ENG 102 or HON 103.

ENG 205 T1: United States Literature I 3 sem. hrs.
Using a number of critical approaches, this course examines literary works from the colonial period through the Civil War that represent the pluralistic composition of the nation and illustrate significant literary, intellectual and social developments.
Prerequisite: ENG 102 or HON 103.

ENG 206 T1: United States Literature II 3 sem. hrs.
Using a number of critical approaches, this course examines literary works from the Civil War to the present that represent the pluralistic composition of the nation and illustrate significant literary, intellectual and social developments. Fulfills Tier I requirement.
Prerequisite: ENG 102 or HON 103.

ENG 211 Speech 3 sem. hrs.
Study of the principles of effective speaking with emphasis on speech construction, audience analysis, and organization. Practice in extemporaneous speaking. Required for Communication majors and minors, Corporate Communication majors and Education majors.

ENG 220 Introduction Creative Writing 3 sem. hrs.
Practice in writing fiction, poetry, and autobiography, and/or drama. This course will also stress ways in which the practice of writing can enhance skills of reading and interpreting literary works through analysis of contemporary and classical examples of each genre. Writing workshop format for discussion of student drafts. ENG 220 required for English and AYA Language Arts majors.
Prerequisite: ENG 102 or HON 103.

ENG 230 Literacy, Form and Function 3 sem. hrs.
This course is an introduction to the study of language from a theoretical and applied perspective. As a prescriptive study, students will focus on the actual constructs of Standard English in order to improve their own reading and writing skills. As a descriptive study, students will focus on other nonstandard forms of English and how language functions in society. Education students will understand how to teach language skills to students from different social communities and gain insight into how language is used in specific situations. Students in other fields, particularly Sociology or Psychology, will understand how language functions as a symbolic system in human communities.

Prerequisite: ENG 102 or HON 103.

ENG 240 Professional Writing I 3 sem. hrs.
An introduction to writing in the workplace, this course will emphasize traditional aspects such as job application materials, memo formats, proposals, and discourse analysis. These traditional materials are developed in electronic media as students develop their own web pages in order to immerse themselves in the world of professional writing today. Students develop their web presence using HTML and image processing software. They also become familiar with PowerPoint and the fine art of writing presentations.
Prerequisites: ENG 102 or HON 103.
ENG 299 Intro to Literary Interp/Criti  3 sem. hrs.
A gateway course required for English majors, this course engages students in close critical reading and analysis of poetry, fiction, non-fiction, and drama, with attention to the ways texts achieve meaning. With an overall attention to nuances of genre, students will attend to a variety of literary devices such as figurative language, imagery, diction, formal structure, characterization, and setting. The course also will ask students to employ in oral presentations and a writing project at least one or two modes of contemporary critical theory. Ideally taken before English majors or literature minors begin their 300-level elective experiences. Open only to English majors and literature minors or with permission from instructor or division chair. Prerequisites: ENG 102 or HON 103.

ENG 314 H2b: The Literary Essay  3 sem. hrs.
The course examines the various ways that writers use the genre of the essay as an instrument of social and political change. The focus of the course will vary semester-by-semester, ranging from the satirical works of Horace and Juvenal to the more contemporary modes of essay writing in the 21st century. Students will demonstrate comprehension of this genre through knowledge of historical perspective, critical analysis, and writing. Prerequisite: ENG 102 or HON 103.

ENG 315 DV: Special Topics in Literature  3 sem. hrs.
Special Topics in Literature. Next offered TBA.

ENG 315-1 H1: ST: 21st Cent: Chal Conte Fi  3 sem. hrs.
What can a best seller tell us about what it means to be human in today's world? What about the Catholic Church? In this class, we will read a variety of contemporary literature in the context of current problems identified in Vatican II's Gaudium et Spes. We will focus on political, personal, environmental, and feminist issues as we examine the challenges of the 21st century through the eyes of the Catholic Church with the contemporary reader. Prerequisites: ENG 102 or HON 103.

ENG 315-2 DV: H1: Amer Indi Lit/Env Jus  3 sem. hrs.
This course examines how the place of nature in contemporary American Indian literature challenges the dominant views of nature that shape polarized discussions in America today on almost every environmental issue. The course will examine how solutions to environmental problems currently facing many Indian tribes are not to be found in either Romantic or Enlightenment views of nature, and how American Indian philosophy offers alternative ways to think about the relationship between society and nature. The course will use literature, philosophy, history and the principles of postmodern social theory to examine these issues. Fulfills Diversity requirement. ENG 102 or HON 103 competency required.

ENG 315-3 H1: DV: American West in Literat  3 sem. hrs.
Using the lives of George Armstrong Custer and the Lakota warrior Crazy Horse as its starting point, this course examines, through the fiction, poetry, and autobiography of American Indian writers, the origins of and the continuing conflicts between Euro-American and American Indian cultures. The course explores the themes and motifs that have preoccupied American Indian authors since the late 19th century. Prerequisite: ENG 102 or HON 103.

ENG 315-5 The Poetics of Space  3 sem. hrs.
This class acknowledges the tremendous impact of spatial structures on our lives, from very concrete practice to abstract theory. More importantly, it will investigate those spaces that have attracted the imagination and those the imagination has created for itself. This course is built with the intention that space becomes a question and ceases to be self-evident, if, indeed, living means to pass from one space to another. Prerequisites: ENG 102 or HON 103.

ENG 315-6 H2b: Solitudes  3 sem. hrs.
This course explores the literary expression of the theme of solitude. The literary works selected may vary from semester to semester. The traditions addressed in this course are those literary traditions which involve an attention to both the transcendent and existential qualities of solitude: expressions of the uniqueness, integrity, and dignity of the individual, along with expressions of loneliness, alienation, despair, angst. The experience of solitude, expressed in literary language, involves both writer and reader, and students, in writing to the Catholic tradition, the course will also engage with relevant passages from Gaudium et Spes. Prerequisites: ENG 102 or HON 103.

ENG 315-7 Studies in the Sublime  3 sem. hrs.
This course concerns the iridescent aesthetic category of the sublime, a concept that can boast a philosophical tradition going back to antiquity. Still, a consensus as to what exactly it involves has yet to be reached. Focusing on architecture, fiction, painting, sculpture, and treatise, this course reconstructs theories about the expressions of the sublime moment from the 18th to the 20th centuries. ENG 102 or HON 103 competencies required.

ENG 315-8 H2b: Reflec Baroq: Fr Emer to Ret  3 sem. hrs.
This class approaches the cultural period of the Baroque from the question of the readability of signs that emerged during the late 16th and 17th centuries. We can attempt semiotic analyses of Baroque works because we have critical concepts available that outright call for this engagement, while we interpret Baroque arts, encounter concepts of contemporary critical theory, and discuss these in relation to each other. ENG 102 or HON 103 competency required.

ENG 31510 H2b: Utopian & Dystopian Lit  3 sem. hrs.
The purpose of this course is to explore, using representative passages from British, American, Russian and Native American authors, what social, political, technological, and economic conditions must exist to create the best possible society, or what in human nature will preclude society from ever reaching what the human mind can imagine. Each of the works examined will raise significant issues about hat must be considered in imagining a more perfect world, or in considering why such a dream is impossible. Fulfills heritage IIb requirement. Prerequisite: ENG 102 or HON 103.

ENG 31511 H3: Cult Poetics of Rock/Roll  3 sem. hrs.
Over the past fifty years Rock and Roll has emerged from an adolescent craze into a major cultural force in American (and World) culture. Rock and Roll has become a complex interdisciplinary, multimedia field in itself - involving elements of music, poetry, multicultural social commentary, performance art, fashion, recording technology, film and video technology, and marketing demographics. This course will pursue a serious interdisciplinary analysis, seeking to account for the social impact of rock and roll by examining the several cultural "languages" which coalesce to create this highly complex media form. ENG 102 or HON 103 competency required.
ENG 31512 HIF:Beauty/Desi:Pur Aesth Ideal  3 sem. hrs.
Are ideals of beauty "universal"? From the nineteenth century to the present, literature and the arts have challenged tradition conceptions of beauty, at times challenging the very value of the "Beautiful" itself. Engaging with the literature, the arts, and contemporary popular culture, this course will explore these challenges. How significant, today, is the concept of beauty in our understanding of art, culture, religion-of ourselves and our world in general? What kinds of beauty (or anti-beauty) do we desire today? Why? How is this reflected in our cultural productions and what does this say about us? Fulfills heritage I requirement. Prerequisite: ENG 102 or HON 103.

ENG 31513 HIF:Green Myth:Stu in Lit Ec  3 sem. hrs.
Class discussions and individual projects will question ways in which literary conceptions of nature relate to contemporary attitudes toward nature and ecology. With an interdisciplinary eye toward current ecological discourse including deep ecology, social ecology, feminist ecology, and writings by contemporary scientists, this course explores multiple interpretations of the natural environment as reflected in myth and literature from several historical periods. Note: This course is offered as part of the Environmental minor, the Environmental Core-Cluster and as a Tier 2 Heritage I (challenges) course in the current gen Ed Curriculum. As such we will also explore ways literary ecology and myth correspond to Catholic viewpoints expressed in Gaudium et Spes. Fulfills Heritage I requirement. Prerequisite: ENG 102 or HON 103.

ENG 31514 H2b:Romanticism  3 sem. hrs.
The Romantic Period offers a body of creative works unparalleled in the expressive energy and philosophical ambition. Emerging from the philosophical challenges of Enlightenment humanism, the political upheavals of democratic revolutions in America and Europe, the social-economic realignments of the burgeoning industrial revolution, this literature continues to be significant to our understanding of self, nature and society. Prerequisite: ENG 102 or HON 103.

ENG 31515 Spec Top for International Stu  3 sem. hrs.
Studies in special topics in literature or language that arise from an international experience. Students may create their own study in conjunction with an overseas instructor or enroll in a course through an international studies program.

ENG 31516 H1:Classical Mythology in Lit  3 sem. hrs.
This course focuses on literature in translation with an emphasis in Greco-Roman myths. The goals is to study the oral evolution of classical myth and think about the ways in which these myths are presented in current written literature. We will examine mythic narrative variants, explore the multiformity of myths, and discuss dominant themes, such as conflict and violence. No formal study of language or literature is required.

ENG 316 H2b:Autobiographica Literature  3 sem. hrs.
Traditionally speaking, an autobiography presents the truthful account of the author's life. This course explores the ways in which men and women have had to meet the challenges of that tradition given the personal, political, social, and religious constraints under which they historically lived. Perceptions of gender will be discussed and linked to both course readings and to the tradition presented in Gaudium et Spes. Prerequisite: ENG 102 or HON 103.

ENG 318 H2b:The Novel  3 sem. hrs.
This course engages students in a study of the formal structures and literary devices of the novel. In light of Gaudium et Spes, it will also attend to the ways in which the novel is particularly suited to the exploration of significant questions concerning human nature. The focus of the course may vary from semester to semester (treating specific genres of the novel, historical contexts, or authors), but the overall goal is to allow students to demonstrate their understanding of the form through class discussions, presentations, and writing. Thematic focus may change. (See special descriptions in schedule.) Prerequisites: ENG 102 or HON 103.

ENG 320 Advanced Creative Writing  3 sem. hrs.
Sustained writing based on individual student interest in the genres of fiction, poetry, autobiography, and/or drama. Writing workshop format for discussion of student drafts. Emphasis on creation of longer works and intensive revisions. Fulfills core requirement. Prerequisite: ENG 220 or with instructor's permission.

ENG 321 Composing Process  3 sem. hrs.
Principles and practice of various composition theories and classroom practices related to concerns of writing across the curriculum. Emphasizes computer skills in the teaching of composition, as well as tutoring and interpersonal skills. Required for Writing Center tutors, for AYA Language Arts majors, and MCE majors with a language arts concentration. Prerequisite: ENG 102 or HON 103 competency required.

ENG 322 H3:The Modern Rhetoric  3 sem. hrs.
This course explores current rhetorical theory and application. Topics include current computer issues and applications, the nature of the rhetorical voice in the computer setting, and questions of authorships. Course explores rhetoric in the workplace. Prerequisite: ENG 102 or HON 103 competency required.

ENG 324 H2b:African/American Litera  3 sem. hrs.
Through contemporary Black voices, this course explores how church, school, arts, and entertainment traditionally have empowered African Americans in their quest for self-determination. Prerequisite: ENG 102 or HON 103 competency required.

ENG 325 English Language  3 sem. hrs.
The history and structure of the English language with examination of the development of the language from its Indo-European roots to the present, as well as the principles of strucutural linguistics and transformational grammar. Required for English and AYA Language Arts majors. Fulfills core requirement. ENG 102 or HON 103 competency required.

ENG 330 AYA:Literature  3 sem. hrs.
Stresses the reading of adolescent literature and various modes and methods of teaching children to respond to literary texts. Required for AYA Language Arts majors, AYA Social Studies, and MCE majors with language arts concentration. Restricted to English, MCE and AYA Language Arts or Social Studies Majors by permission of instructor. Prerequisite: ENG 102 or HON 103 competency required.

ENG 331 Children's Literature  3 sem. hrs.
Stresses the reading of children's literature and various interdisciplinary modes and methods of teaching children to respond to literary texts. Required for ECE, ECIS, and INMO majors. Restricted to English and Education majors or with permission of instructor. Prerequisite: ENG 102 or HON 103.
ENG 335  H2b:Travel Writing  3 sem. hrs.
This course introduces students to the genre of travel writing with its rewards and difficulties. Students will write within the genre with at least one experience-gathering mission, traveling out of state in order to have a collective adventure about which to write.
Prerequisite: ENG 102 or HON 103.

ENG 340  H3:Professional Writing II  3 sem. hrs.
The second course in the Professional Writing sequence, this course focuses on understanding the intricacies of professional writing as a problem-solving medium. Students will delve further into discourse analysis in the workplace and work with reports, summaries, and other forms of professional communication, in order to begin the process of becoming professionally literate. Working with community partners provides students with an audience outside of the classroom. Fulfills H3 requirement ENG 102 or HON 103 competency required.

ENG 341  Business Writing  3 sem. hrs.
(Formerly ENG219) Course designed to prepare students to write effectively for the business world. Close attention given to purpose, audience, and tone. Students practice writing in direct and indirect organizational patterns needed for routine messages, sensitive messages, short and long business reports, proposals, business plans, persuasion and sales, job applications, and resumes. Effective job interviewing and oral business presentations are also covered in detail. Fulfills core requirement. ENG 102 or HON 103 competency required.

ENG 342  Grant Writing  3 sem. hrs.
This course is designed to introduce students to the grant writing process, from idea to implementation, and give them opportunities to apply techniques discussed in class. Students will focus on the elements of winning grant proposals and making persuasive cases for support. Students also will study grant-writing theory and reflect upon the process of writing or this genre. This is an interactive, hands-on learning experience that will culminate in the student's production of grant proposals.
Prerequisite: ENG 102 or HON 103.

ENG 343  Intro to Research Methodology  3 sem. hrs.
Students will examine the production, organization, and use of print and electronic information in the world today and develop the fundamental skills to recognize the need for information, retrieve it effectively, and analyze it using critical thinking skills. Students will develop an awareness of legal and ethical issues surrounding the use of information and research. They will apply these research skills to their academic, professional, and personal lives and learn techniques to maintain skills once they leave the academic arena.
Prerequisite: ENG 102 or HON 103.

ENG 344  Intro to Technical Writing  3 sem. hrs.
The course focuses on helping students develop the specialized writing skills, information-gathering techniques, and application literacy needed for technical communicators. Students learn to adapt to a variety of audiences in organizing and structuring technical documents such as policies, procedures, product descriptors, definitions, and user manuals, in print and online. Course also covers web-based document design and quality assurance testing.

ENG 375  Understanding Translation  3 sem. hrs.
This course, taught in English, will help students understand the demands of translating documents. Translation culture, the multiple layers of translation activities, and the differences between interpreting and translating will be featured. This course will be taught in English, but students with second and third language proficiencies from all languages are encouraged to attend.

ENG 376  Intro to Cont Dev in Org Train  3 sem. hrs.
Organizations spend lots of time and money training employees. Increasingly these organizations desire the ability to standardize this training, realizing cost savings in both personnel and time. This course will help students understand how organizations create and maintain training modules, with a focus on content management and standardization and application literacy. Instructional design will also be introduced.

ENG 377  Lit Culture in Transmedia Age  3 sem. hrs.
The elements of literature have not changed. What has changed, though, are the media in which stories are told. As experts in literary culture, students in this course will examine how narratives jump from platform to platform. We will look at the effects of this type of transmedia storytelling on all aspects of the literary process, utilizing both popular and literary culture to draw conclusions as we add our own voices to this conversation.

ENG 380  Film Appreciation  3 sem. hrs.
This course is geared to enhance students' understanding, appreciation, and enjoyment of movies. Like a course in literature or music appreciation, "Film Appreciation" aims to familiarize students with the basic language of film, including its history as an art form, as well as the complex combination of techniques and technologies that make the art form powerful.

ENG 385  H3:Literature and Film  3 sem. hrs.
This course examines the similarities and differences in how literary works and film narratives construct meaning. The course will include extensive discussions of the challenges film makers respond to when translating written works into the audio and visual language of film. In written projects and presentations students will incorporate critical readings and research (which can include literary criticism and interpretation, film theory and interpretation, narrative theory, etc.) into paper and presentation assignments. These assignments (which may, in part, include their original narratives translated into screenplays) will ask students to critique differences in literary works and film versions and to articulate, demonstrate and critically defend ways they would translate the literary work into a film-adaption of their own. As this is an H3 Heritage course attention will also be given to ways literature and film respond to challenges presented in Gaudium et Spes.
Prerequisite: ENG 102 or HON 103.

ENG 401  Seminar in American Authors  3 sem. hrs.
An in-depth examination of the major body of work of selected American authors. Subject matter will vary from year to year.
Prerequisite: ENG 102 or HON 103.

ENG 402  Sem:Authors of British Isle  3 sem. hrs.
An in-depth examination of the major body of work of selected authors from England, Ireland, Scotland and/or Wales. Subject matter will vary from year to year.
Prerequisite: ENG 102 or HON 103.
ENG 403  Sem:Comparative or Contine Lit  3 sem. hrs.
Using representative texts from a number of different countries and/or cultures, this course examines how literature both reflects and shapes the attitudes and values of various populations.
Prerequisite: ENG 102 or HON 103.

ENG 420  Creative Writing:Pub/Perform  3 sem. hrs.
While focusing on larger self-generated projects, students may choose to work in any of the following genres: fiction, poetry, autobiography, creative non-fiction, and/or drama. Instructor will meet with students independently as well as in groups for intensive writing workshop sessions focused on discussion of student drafts. Students will actively explore publication and performance opportunities. Students may also explore opportunities for graduate study in creative writing and/or writing as a vocation. The course will require at least one public reading/performance. Prequisites: ENG 220, ENG 320, or with permission of both Division Chair and instructor.

ENG 440  Adv Studies in Composition  3 sem. hrs.
Through an interdisciplinary approach to writing and rhetoric, students will explore the wide range of conversations that mark our culture. Focusing on ways that rhetoric works within their own disciplines, they will complete projects that will initiate them into writing for their own professions. Recommended for senior students. Recommended: ENG 323.
Prerequisite: ENG 102 or HON 103.

ENG 480  English Internship  1-5 sem. hrs.
Supervised work experience which permits students to use their language skills in an authentic setting outside the academic classroom by becoming involved in a business or non-profit organization’s day-to-day operations. An on-the-job supervisor and a faculty member monitor and assess intern performance. Students work at least three hours per week for each semester hour of academic credit.
Prerequisite: Junior status and advanced writing competency.

ENG 490  Independent Study  3,4 sem. hrs.
Directed studies of specific topics in English language, literature or writing. Created with instructor and with permission of the Division Chair and Vice President for Academic Affairs.

French (FREN)

FREN 101  Elementary French I  3 sem. hrs.
Essentials of French enabling the student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 101 students should have a 101 placement or should not have studied French previously.

FREN 102  Elementary French II  3 sem. hrs.
Essentials of French enabling the student to achieve basic proficiency in the language. Emphasis on structure, vocabulary, and sociolinguistic elements in relation to function. For entrance into 102 students should have a 102 placement or have successfully completed 101.

FREN 103  DV:French Thro Children's Lit  3 sem. hrs.
This course, designed primarily for students in elementary and middle-level education seeking to satisfy a foreign language requirement, approaches the language through the study of selected French literature for children. Language concepts and activities in listening, speaking, and writing evolve from and are embedded in the literature read. Thus this course seeks to increase students’ functional abilities in the French language and to deepen their knowledge of and appreciation for children's literature of a different culture. Can substitute for FREN 102 for education majors with FREN 102 placement or successful completion of FREN 101.

FREN 201  Intermediate French I  3 sem. hrs.
Thorough review of structure and syntax: study and analysis of graded literary material. Oral practice. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had no more than three years of French at the high school level. Prerequisite: FREN 102 or placement.

FREN 202  Intermediate French II  3 sem. hrs.
Thorough review of structure and syntax: study and analysis of graded literary material. Oral practice. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had no more than three years of French at the high school level. Prerequisite: FREN 201 or placement.

FREN 301  Advanced French I  3 sem. hrs.
Study of the more advanced elements of phonology, morphology, syntax, and composition. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years or more of French at the high school level. Prerequisite: FREN 202 or placement.

FREN 302  Advanced French II  3 sem. hrs.
Study of the more advanced elements of phonology, morphology, syntax, and composition. This course can be used to satisfy the foreign language requirement of the core curriculum only by students who have had four years or more of French at the high school level. Prerequisite: FREN 202 or placement.

FREN 303  Survey of French Literature I  3 sem. hrs.
Introduction to the major currents and leading literary figures in French literature beginning with the feudal epics and ending with the 17th century Moralists. (Conducted in French).

FREN 304  Survey of French Literature II  3 sem. hrs.
Introduction to the literary movements in French literature from the 18th century philosophical ideas to present-day Existentialism through selected readings. (Conducted in French).

FREN 305  French for Business  3 sem. hrs.
This course is designed for students seeking to acquire a knowledge of French for use in a practical business context. Emphasis is placed on skill building in business writing, job seeking and interviewing, participating in business conversations/transactions, and some central concepts of marketing.
Prerequisite: FREN 202 or placement.
Spanish (SPAN)

FREN 101 Elementary Spanish I  3 sem. hrs.
Essentials of Spanish enabling the student to achieve basic proficiency in the language. Emphasis on structure and vocabulary as well as on cultural elements of the Spanish-speaking world.
Prerequisites: For entrance into 101 students should have a 101 placement or should not have studied Spanish previously.

FREN 102 Elementary Spanish II  3 sem. hrs.
Essentials of Spanish enabling the student to achieve basic proficiency in the language. Emphasis on structure and vocabulary as well as on cultural elements of the Spanish-speaking world.
Prerequisites: For entrance into 102 students should have a 102 placement or have successfully completed SPAN 101.

SPAN 201 Intermediate Spanish I  3 sem. hrs.
A thorough review of the language with emphasis on structure and syntax; special attention to oral proficiency skills. Specialized sections available with a Health Care emphasis.
Prerequisite: For entrance into 201, students should have a 201 placement or should have successfully completed SPAN 102.

SPAN 201-2 Intermediate Spanish I for Hlth Care  3 sem. hrs.
A thorough review of the language with special attention to oral proficiency skills in the use of medical Spanish. Provides foundation of knowledge and experience for communication with a monolingual Hispanic patient. The focus is two-fold: the medical interview and community health.
Prerequisites: SPAN 102-2.

SPAN 202 Intermediate Spanish II  3 sem. hrs.
A thorough review of the language with emphasis on structure and syntax; special attention to oral proficiency skills. Specialized sections available with a Health Care emphasis.
Prerequisite: For entrance into 202, students should have a 202 placement or should have successfully completed SPAN 201.
SPAN 202-2 Inter Spanish II for Hlth Care  3 sem. hrs.
A thorough review of the language with special attention to oral proficiency skills in the use of medical Spanish. Provides foundation of knowledge and experience for communication with a monolingual Hispanic patient. The focus is two-fold; the medical interview and community health.
Prerequisites: For entrance into 202, students should have successfully completed SPAN 201-2.

SPAN 300 Spanish for Business  3 sem. hrs.
An introduction to key business vocabulary and Latin American cultural concepts that play a major role in international relations and trading. This course will focus on reading, conversation and writing in Spanish.
Prerequisite: SPAN 202 or placement.

SPAN 301 Advanced Spanish I  3 sem. hrs.
Review and study of the more advanced grammatical elements of the Spanish language emphasizing conversation, reading, and writing. These courses can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests.
Prerequisite: SPAN 202 or placement.

SPAN 301-2 Adv Spanish I for Hlth Care  3 sem. hrs.
This course emphasizes oral communication, grammatical mastery, medical terminology, and cross-cultural awareness. It provides essential points of grammar and vocabulary for students whose health care professions require a working knowledge of Spanish. The course includes structural review and realistic, practical dialogues dealing with situations that medical personnel encounter in the course of their work. It uses a variety of reading materials as a starting point of conversation related to clinical settings and oral presentations in class.

SPAN 302 Advanced Spanish II  3 sem. hrs.
Review and study of the more advanced grammatical elements of the Spanish language emphasizing conversation, reading, and writing. These courses can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests.
Prerequisite: SPAN 202 or placement.

SPAN 303 Survey of Spanish Lit I  3 sem. hrs.
Study of selected literary works of Spain from the Jarchas to Calderon de la Barca. (Conducted in Spanish)

SPAN 304 Survey of Spanish Lit II  3 sem. hrs.
Study of selected literary works of Spain from the 18th century to modern times. (Conducted in Spanish)

SPAN 305 Survey of Span/Amer Lit I  3 sem. hrs.
Study of selected literary works of Spanish America from colonial times to the 19th century. (Conducted in Spanish).

SPAN 306 Survey of Span/Amer Lit II  3 sem. hrs.
Study of selected literary works of Spanish America from Modernismo to the present. (Conducted in Spanish)

SPAN 307 Conversational Spanish  3 sem. hrs.
Intended for students who wish to develop a working and practical knowledge of nonliterary Spanish - its nuances of expression, meaning and style - through practice of everyday patterns of conversation. This course can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or the college level equivalent. Final placement will be based on high school grades and university placement tests.
Prerequisite: SPAN 202 or placement.

SPAN 307-2 Conver Spanish for Hlth Care  3,4 sem. hrs.
This course is designed to help English-speaking students better serve the growing population of Spanish-speaking patients. The student will learn advanced vocabulary, be exposed to real-life situations in a medical setting (in class and out of class), and develop cultural insights. Cultural differences, customs, and various dialects are discussed to increase student awareness of the Spanish-speaking environments germane to the medical fields. May include global learning through a one-week rotation in the Dominican Republic and/or local city, or out-of-state experience.
Prerequisites: SPAN 202-2 or placement.

SPAN 308 Readings in Spanish  3 sem. hrs.
Directed readings and discussions of selected literary texts. This course can be used to satisfy the foreign language requirement of the core curriculum by students who have had four years or more of Spanish at the high school level or college level equivalent. Final placement will be based on high school grades and university placement tests.

SPAN 308-2 Readings in Spanish for Hlth Care  3 sem. hrs.
The course objective is to study, through the use of fiction and non-fiction texts written or translated into Spanish, the way physical pain, illness and suffering have been made into narrative, poetry, pathoautobiography (autobiography of illness), film, music and visual art. We will study the perspectives of patients, nurses, doctors, caregivers, family members, writers, artists, philosophers and theologians in regard to physical pain and suffering. In addition, the student will develop the ability to read, think, converse, and write critically about literary works from diverse points of view and cultures; analyze different examples of "illness narratives"; and engage in effective verbal written discourse about literature and other art and media forms. The student will learn appropriate skills of effective research, reading, writing, oral communication, individual and collaborative reflective practice, and implementations of technologies for higher-order learning and mature understanding of the diverse types of texts.
Prerequisites: SPAN 301-2 or placement.

SPAN 309 Latin American Short Stories  3 sem. hrs.
This course is a survey of literary writing in Spanish America and Brazil. The format is the short story (cuento) which encompasses works from colonial to contemporary times. The works reflect history, politics, economics and issues of gender and race. The course is also designed to improve other aspects of language learning such as listening, speaking, reading, and writing, and to increase the knowledge of regional colloquialisms and idioms. (Conducted in Spanish)
SPAN 310  H2b:Human Rights in Latin Amer  3 sem. hrs.
Through the study of texts of fiction and non-fiction written during the civil wars and the military dictatorship governments in Latin America, students will learn about human rights violations, as well as the efforts of citizens who defended their freedom and rights. Students will reflect on the causes and consequences of human rights violations and what their own moral responsibility is after learning about these topics.
Prerequisites: SPAN 302 or 308.

SPAN 311  H3:Hlth Care Disparity/Term  3 sem. hrs.
Through application to Latino patients of the Standards for Culturally and Linguistically Appropriate Services and the recommendations created by the Agency for Health Care Research and Quality, students will identify disparities in care, learn cultural characteristics of Latino patients, and generate solutions to these health disparities. Spanish medical terminology will be reviewed through a logical method for learning selected medical and technical terms.
Prerequisites: SPAN 202-2.

SPAN 320  DV:Spanish Civil/Culture  3 sem. hrs.
A study of the history of Spain from its origins as a country to the present day. All aspects of civilization and culture (art, music, dance, literature) will be incorporated with this historical study in order to more thoroughly understand the lives of the people of Spain. (Conducted in Spanish)

SPAN 321  DV:Latin American Civ/Culture  3 sem. hrs.
A study of the history of Latin America from pre-Colombian civilizations to the present day. All aspects of civilization and culture (art, music, dance, literature) will be incorporated into this historical study in order to more thoroughly understand the lives of the people of Latin America. In addition, some attention will be given to Spanish speaking people in the United States. (Conducted in Spanish).

SPAN 322  DV:Latin American Film  3 sem. hrs.
An introductory course on Latin American Film making that reflects upon films which capture historical and political moments that have deeply affected Latin America consciousness. The themes and ideas include the age of "discovery," colonial times, slavery, "civilizacion y barbarie," women's situations, the Cuban and the Mexican revolutions, economic conditions and immigration to the U.S.
Prerequisite: SPAN 302.

SPAN 358  COMP:Complem/Altern Therapies  1-2 sem. hrs.
Students will take this course in conjunction with NURS 358: Complementary and Alternative Therapies. The purpose of this course is to explore complementary and alternative therapies and their implications for holistic health within Hispanic culture and populations. Students will investigate health beliefs, alternative medicines, and therapies unique to the Hispanic populations in the United States and Latin America.
Prerequisites: SPAN 202-2.

SPAN 404  Contemp Span Culture & Lit  3 sem. hrs.
Study of the trends of modern peninsular Spanish literature from the Generation of '98 to the present with special emphasis on Unamuno, Azorin, Garcia Lorca, Gomez de la Serna, Jimenez, Cela, Aleixandre, and Guillen. (Conducted in Spanish).

SPAN 405  Recent Latino Writers  3 sem. hrs.
This course focuses on close reading and critical analysis of representative short stories from recent U.S. Latino writers such as Sandra Cisneros and Francisco Jimenez (Chicano literature), Gustavo Perez Firmat (Cuban-American literature), Rosario Ferrer and Esmeralda Santiago (Puerto Rican literature) and Isabel Allende (Chilean literature), among others.

SPAN 406  DV:Def of Gender in Hispa Cult  3 sem. hrs.
This course explores classical and Renaissance constructs of gender as well as recent deconstruction and resistance to those definitions in Spain and Latin America through a variety of sources including essays, medical, philosophical and religious discourses, narrative fiction, poetry and theater, films, music and painting. Topics to be addressed include essentials and constructivist notions of gender (both feminine and masculine); female and masculine body as cultural constructs; gender and honor in the Hispanic culture; motherhood and family traditions; What is machismo?; How does machismo bear on femininity?; What are practical implications of an ideological division according to activity and passivity;? positive and negative feminine icons such as La Malinche, La Virgen de La Guadalupe and Frida Kahlo in Mexican culture; gay and women's resistance and challenges to the notions of gender identity that come from the margins of dominant culture.

SPAN 407  Phonology and Phonetics  3 sem. hrs.
An in-depth study of phonology and phonetics in the Spanish language that emphasizes a higher understanding of phonemes and allophones as well as the regional variances found in the numerous dialects of the Spanish languages. The students will learn the dialectic system in their own utterances. For Spanish majors and minors, as well as native speakers, who are serious about achieving a much higher level of oral proficiency as well as aural comprehension. (Conducted in Spanish)
Prerequisite: SPAN 302.

SPAN 408  DV:Adv Read/Conv in Hisp Cult  3 sem. hrs.
Designed to provide an intensive reading and speaking practice in Spanish, the course focuses on reading selected excerpts on recent topics in Hispanic history and culture: the Indian's identity and discourse, theology of liberation, women's issues and testimonial writing, politics (violence and dictatorships), Hispanics in the U.S., the Hispanic stereotype and bilingual education, among others. Students will choose additional topics according to their general interests in Hispanic culture and issues. In order to make their selections, students will have access to LANIC (University of Texas Web Site on Latin America), OLE (Web Site on Spain), and major online newspapers from Hispanic countries.

SPAN 409  Med Spanish Trans/Interpretati  3 sem. hrs.
This course is an introduction to medical translation and interpreting (also known as healthcare translation and interpreting). The students will learn the sociolinguistic, legal, and pragmatic dimensions of translation, cross-cultural health literacy, intercultural competency, text analysis, common medical text types and basic terminology; text production in English of Spanish medical documents; strategies of research, documentation and transfer. The students will learn the rudiments of interpreting in health care environments; protocol, ethics, and credentialing in the language mediation industry; public health policy as it affects Latino populations. Course is taught primarily in English. Spanish-English, English-Spanish language combination. Note: translation refers to written texts; interpreting to speech.
Prerequisites: SPAN 311, SPAN 307-2 or SPAN 301-2.
SPAN 480  Spanish Internship  1-5 sem. hrs.
Supervised work experience which permits students to use their second language skills in an authentic setting outside the academic classroom by becoming involved in a business or non-profit organization's day-to-day operations that require use of the Spanish language. An on-the-job supervisor and a faculty member monitor and assess intern performance. Students work at least three hours per week for each semester hour of academic credit. No more than 6 hours will count for graduation.
Prerequisites: Junior status and advanced language competency.

SPAN 491  Readings in Spanish  2,3 sem. hrs.
Directed readings and discussions on literacy, linguistic, historical or cultural topics.
Prerequisites: Permission of the Division Chair and Vice President for Academic Affairs is required.

SPAN 499  Spanish Capstone Exp  3 sem. hrs.
The Capstone Experience completes the requirements for the Spanish major. The Capstone Project will demonstrate advanced language proficiency through both a scholarly paper and oral presentation. This project will be based on the student's research on Spanish language, literature, civilization, or a selected topic approved by the instructor or the Division. Restricted to senior Spanish majors.

SPAN 499-2  Span for Hlth Care Capstone Ex  3 sem. hrs.
The Capstone Experience completes the requirements for the Spanish for Health Care Major. The Capstone Project will demonstrate advanced language proficiency through both a scholarly paper and oral presentation. This project will be based on the student's research on Spanish language, literature, civilization, or social issues related to health care in and for Hispanic communities in the United States and Spanish-speaking countries, or a selected topic approved by the instructor or the Division. Restricted to senior Spanish for Health Care Majors.

Early Assurance Bio-pre-physical therapy program

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

Prior to Attending Walsh University:
• High school GPA of 3.75 or higher
• Minimum ACT score of 28 or SAT score of 1310 (critical reading and math, not including writing)
• Complete a standardized interview with faculty members of the Physical Therapy Program.
• Once at Walsh University:
  • Must be enrolled in the Biology Pre-Physical Therapy major
  • Complete pre-requisites for the program with a 3.5 GPA or higher
  • Must complete a minimum of 3 academic years of undergraduate education at Walsh University
  • Must maintain an overall GPA of 3.5 or higher during their undergraduate curriculum
  • Must achieve a Graduate Record Examination (GRE) score of 298 (total) or higher
  • Must meet the requirements of DPT admissions (with the exception of PTCAS application) as follows:
    • A letter of recommendation from an undergraduate PT advisor
    • A letter of recommendation from a licensed Physical Therapist
    • A letter of recommendation from an undergraduate faculty member familiar with the student's academic performance
  • Documentation of 30 hours of clinical observation in 2 different physical therapy settings, 1 inpatient and 1 outpatient (a minimum of 10 hours in each setting)
  • Successfully complete an interview with a member of the Physical Therapy Admissions Committee prior to matriculation into the graduate program.

Division of Mathematics and Sciences

Dr. Jacqueline Novak, Chair

• Biochemistry (B.S.) (p. 128)
• Bioengineering Program (3+2, B.S.- Biology/ M.S.-Bioengineering) (p. 135)
• Bioinformatics (B.S.) (p. 129)
• Biology (B.S.) (p. 129)
• Biology - Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician’s Assistant, and Pre-Veterinary (B.S.) (p. 130)
• Biology - Pre-Occupational Therapy (B.S.) (p. 130)
• Biology - Pre-Physical Therapy (B.S.) (p. 131)
• Chemical Engineering Program (3+2, B.S.-Chemistry/M.S.-Chemical Engineering) (p. 136)
• Early Assurance Biology (B.S.)/Pre-Physical Therapy (D.P.T.) Program (p. 127)
• Chemistry (B.S.) (p. 131)
• Chemistry - Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician’s Assistant and Pre-Veterinary (B.S.) (p. 132)
• Clinical Laboratory Science 4+1 Track (B.S.) (p. 132)
• Clinical Laboratory Science Pre-Professional 4+1 Track (B.S.) (p. 133)
• Comprehensive Science (B.S.) (p. 133)
• Computer Engineering Program (3+2, B.S-Computer Science Programming Track/M.S.-Computer Engineering) (p. 137)
• Computer Science (B.S) - Cyber Security (p. 134)
• Computer Science (B.S.) - Programming (p. 134)
• Computer Science (B.S.) - Networking (p. 134)
• Materials Engineering Program (3+2, B.S.-Chemistry/M.S.-Materials Engineering) (p. 138)
• Mathematics (B.S.) (p. 135)
B.S. in Biology Requirements
Division of Mathematics and Sciences
Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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<td>DV: T1: Human Devel Across Lifes</td>
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*Six (6) Credit Hours of Math and eight (8) Credit Hours Lab Science also fulfills core requirements.

If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they must take MATH 207 for this major. If MATH 221 is required, it must still be taken. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.

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

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

Biochemistry (B.S.)
Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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# School of Arts, Science and Education

## Walsh University

### CHEM 101
- T1: Principles of Chemistry I
- 3

### CHEM 101L
- Principles of Chemistry I: Lab
- 1

### CHEM 102
- 3

### CHEM 102L
- Principles of Chemistry II: Lab
- 1

### CHEM 201
- Organic Chemistry I
- 3

### CHEM 201L
- 1

### CHEM 202
- Organic Chemistry II
- 3

### CHEM 202L
- Organic Chemistry II: Lab
- 1

### CHEM 303
- Modern Analytical Chem
- 3

### CHEM 303L
- Modern Analytical Chem Lab
- 1

### CHEM 310
- Found of Physical Chem
- 4

### CHEM 498
- Chemistry Career Seminar
- .5

### CHEM 499
- Chemistry Career Seminar
- .5

### PHYS 101
- Principles of Physics I
- 3

### PHYS 101L
- Principles of Physics I: Lab
- 1

### PHYS 102
- Principles of Physics II
- 3

### PHYS 102L
- Principles of Physics II: Lab
- 1

### MATH 207
- Calculus I
- 5

### MATH 221
- Statistics
- 3

### Total Hours
- 69-71

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1 Math and Science requirements in major also fulfill core requirements; MATH 155 and MATH 156 are prerequisites for MATH 207.

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### Bioinformatics (B.S.)

#### Recommended
- A Global Learning (GL) experience (p. 11)

#### Required
- General Education Requirements (p. 48)
- Internship

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<td>Bioinformatics Applications</td>
<td>3</td>
</tr>
<tr>
<td>BIO/CHEM 307</td>
<td>Essential Biochemistry</td>
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</tr>
</tbody>
</table>

### Biology Electives
- A maximum of 2 credits of BIO 411/412 may be taken/no BIO 390

### Chemistry
- Principles of Chemistry I
- 3
- Principles of Chemistry I: Lab
- 1
- Principles of Chemistry II
- 3
- Principles of Chemistry II: Lab
- 1
- Organic Chemistry I
- 3
- Organic Chemistry I: Lab
- 1
- Organic Chemistry II
- 3
- Organic Chemistry II: Lab
- 1

### Mathematics
- Calculus I
- 5
- Statistics
- 3

### Computer Science
- Programming for Everyone
- 3
- Intro to Obj-Oriented Program
- 3
- Programming Structures
- 3
- Database Techniques
- 3
- Discrete Patterns I
- 3

### Total Hours
- 75-77

---

All courses required in the major must be completed with a "C-" or better in order to satisfy the major.

### Biology (B.S.)

#### Recommended
- A Global Learning (GL) experience (p. 11)

#### Required
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>T1: Principles of Biology I</td>
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<tr>
<td>BIO 101L</td>
<td>Principles of Biology I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 102</td>
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<td>BIO 102L</td>
<td>Principles of Biology II: Lab</td>
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</tr>
<tr>
<td>BIO 120</td>
<td>Intro Research Immersion</td>
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</tr>
<tr>
<td>BIO 390</td>
<td>Biology Internship</td>
<td>1-3</td>
</tr>
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</table>

### Biology Electives
- BIO Upper-Division Electives (11 hrs. at 300-level or higher).
- Only two credits max of BIO 411/412 can be used toward electives. ¹
- Senior Capstone Experience
- 3

### Chemistry
- Principles of Chemistry I
- 3
- Principles of Chemistry I: Lab
- 1
- Principles of Chemistry II
- 3
- Principles of Chemistry II: Lab
- 1
- Organic Chemistry I
- 3
- Organic Chemistry I: Lab
- 1

---

¹ Math and Science requirements in major also fulfill core requirements; MATH 155 and MATH 156 are prerequisites for MATH 207.

---

**Students must pass each course with a "C-" grade or higher for the major.**
Physics
PHYS 101 Principles of Physics I 3
PHYS 101L Principles of Physics I: Lab 1

Mathematics
Select one of the following: 5-6
MATH 155 Elementary Functions I
&MATH 156 and Elementary Functions II
MATH 207 Calculus I

Total Hours 54-57

If BIO 209 & BIO 210 are taken, one may count as an upper division elective.

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they have completed the Math requirement for this major. If MATH 221 is required, it must still be taken. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.

Recommended for some graduate programs: PHYS 102 & 102L.

During BIO 1XX Introductory Research Immersion, students will work with a biology faculty member to design an individualized plan for their biology electives. This plan must be signed off by both student and biology faculty member. Changes to the plan must be approved by the student’s biology content advisor.

Biology — Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician’s Assistant, and Pre-Veterinary (B.S.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

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<thead>
<tr>
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<td>BIO 101L</td>
<td>Principles of Biology I: Lab</td>
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<td>BIO 102</td>
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<td>BIO 206</td>
<td>Microbiology</td>
<td>3</td>
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<td>BIO 206L</td>
<td>Microbiology: Lab</td>
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<tr>
<td>BIO 209</td>
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<tr>
<td>BIO 390</td>
<td>Biology Internship</td>
<td>1-3</td>
</tr>
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</table>

Biology Electives

BIO Upper-Division Electives (300-level or higher) 2credits maximum of BIO 411/412 - BIO 390 counts 12

Chemistry
CHEM 101 T1: Principles of Chemistry I 3
CHEM 101L Principles of Chemistry I: Lab 1
CHEM 102 Principles of Chemistry II 3
CHEM 102L Principles of Chemistry II: Lab 1
CHEM 201 Organic Chemistry I 3
CHEM 201L Organic Chemistry I: Lab 1
CHEM 202 Organic Chemistry II 3
CHEM 202L Organic Chemistry II: Lab 1

Mathematics
Select one of the following: 5-6
MATH 155 Elementary Functions I
&MATH 156 and Elementary Functions II *
MATH 207 Calculus I *

Total Hours 62-65

*Math and Science requirements in major also fulfill core requirements.

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207, then they have completed the Math requirement for this major. If MATH 221 is required, it must still be taken. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.

Biology – Pre-Occupational Therapy (B.S.)

Recommended
- Global Learning Experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

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<thead>
<tr>
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<tr>
<td>BIO 206</td>
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<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
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<td>BIO 209L</td>
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<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
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</table>
BIO 210L Anatomy/Physiology II: Lab 1
BIO 390 Biology Internship 1-3

Biology Electives 10
(300-level or higher) 2 credits maximum of BIO 411/412

Additional Requirements
CHEM 101 T1: Principles of Chemistry I 3
CHEM 101L Principles of Chemistry I: Lab 1
CHEM 102 Principles of Chemistry II 3
CHEM 102L Principles of Chemistry II:Lab 1
CHEM 201 Organic Chemistry I 3
CHEM 201L Organic Chemistry I: Lab 1
CHEM 202 Organic Chemistry II 3
CHEM 202L Organic Chemistry II: Lab 1

Chemistry
CHEM 101 T1: Principles of Chemistry I 3
CHEM 101L Principles of Chemistry I: Lab 1
CHEM 102 Principles of Chemistry II 3
CHEM 102L Principles of Chemistry II:Lab 1
CHEM 201 Organic Chemistry I 3
CHEM 201L Organic Chemistry I: Lab 1
CHEM 202 Organic Chemistry II 3
CHEM 202L Organic Chemistry II: Lab 1

Physics
PHYS 101 Principles of Physics I 3
PHYS 101L Principles of Physics I: Lab 1
PHYS 102 Principles of Physics II 3
PHYS 102L Principles of Physics II: Lab 1

Psychology
PSYC 120 T1: Principles of Psychology 3
PSYC 210 DV:T1:Human Devel Across Lifes 3

Mathematics
Select one of the following: 5-6
MATH 155 Elementary Functions I
&MATH 156 and Elementary Functions II
MATH 207 Calculus I
MATH 221 Statistics 3
PSYC 120 T1: Principles of Psychology 3
PSYC 210 DV:T1:Human Devel Across Lifes 3
SOC 101 T1: Principles of Sociology 3
EXS 381 Physiology of Exercise 3

Total Hours 73-76

*Biology – Pre-Physical Therapy (B.S.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

Chemistry (B.S.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

*Math and Science requirements in major also fulfill core requirements.

All courses required in the major must be completed with a "C" or better in order to satisfy the major. If a student places into MATH 156, then they only need to complete MATH 156 to fulfill the math requirement. If a student places into MATH 207 then they have completed the math requirement for this major. If MATH 221 is required, it must still be taken. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.
Chemistry – Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician’s Assistant and Pre-Veterinary (B.S.)

Recommended

- A Global Learning (GL) experience (p. 11)

Required

- General Education Requirements (p. 48)
- Internship

<table>
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Clinical Laboratory Science 4+1 Track (B.S.)

Recommended

- Global Learning Experience (p. 11)

Required

- General Education Requirement (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
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<tr>
<td>BIO 102 Principles of Biology II</td>
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<tr>
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<tr>
<td>BIO 200 Medical Terminology</td>
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<tr>
<td>BIO 206 Microbiology</td>
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</table>
### Clinical Laboratory Science Pre-Professional 4+1 Track (B.S.)

**Recommended**
- Global Learning Experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
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<td>BIO 101</td>
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<tr>
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<tr>
<td>BIO 102</td>
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<td>3</td>
</tr>
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<td>BIO 102L</td>
<td>Principles of Biology II: Lab</td>
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</tr>
<tr>
<td>BIO 200</td>
<td>Medical Terminology</td>
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<tr>
<td>BIO 206</td>
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<tr>
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<td>Microbiology: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
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<tr>
<td>BIO/Chem Electives:</td>
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<td>12</td>
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</table>

11 BIO credit hours of 300-level or higher + internship (minimum of 1 hour); 2 credits maximum of BIO/Chem 411/412; BIO/Chem 390 counts.

**Chemistry**
- CHEM 101 | T1: Principles of Chemistry I | 3     |
- CHEM 101L | Principles of Chemistry I: Lab | 1     |
- CHEM 102 | Principles of Chemistry II      | 3     |
- CHEM 102L | Principles of Chemistry II: Lab | 1     |
- CHEM 201 | Organic Chemistry I             | 3     |
- CHEM 201L | Organic Chemistry I: Lab       | 1     |
- CHEM 202 | Organic Chemistry II            | 3     |
- CHEM 202L | Organic Chemistry II: Lab      | 1     |

**Mathematics**
- MATH 155 | Elementary Functions I           | 3     |
  or MATH 156 | Elementary Functions II       |       |
- MATH 221 | Statistics                      | 3     |
- MATH 207 | Calculus I                      | 5     |
- MATH 221 | Statistics (required)           | 3     |

**Philosophy**
- PHIL 304 | H3: Bioethics                   | 3     |

**Total Hours**  49-55

*Student also must fulfill requirements of hospital-based program. See Division Chair for program details.*
CHEM 101  T1: Principles of Chemistry I  3
CHEM 101L  Principles of Chemistry I: Lab  1
CHEM 102  Principles of Chemistry II  3
CHEM 102L  Principles of Chemistry II: Lab  1
CHEM 201  Organic Chemistry I  3
CHEM 201L  Organic Chemistry I: Lab  1
CHEM 202  Organic Chemistry II  3
CHEM 202L  Organic Chemistry II: Lab  1
CHEM Elective (300-level or higher)  4
Mathematics
MATH 207  Calculus I  5
MATH 221  Statistics  3
Physics
PHYS 101  Principles of Physics I  3
PHYS 101L  Principles of Physics I: Lab  1
PHYS 102  Principles of Physics II  3
PHYS 102L  Principles of Physics II: Lab  1
Total Hours  57-59

*Math and Science requirements in major also fulfill core requirements. Students must pass each course with a "C-" grade or higher for the major.

Students must pass each course with a "C-" grade or higher for the major.

Computer Science (B.S.) - Cyber Security

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CS 108</td>
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</tr>
<tr>
<td>CS 111</td>
<td>Intro to Obj-Oriented Program</td>
<td>3</td>
</tr>
<tr>
<td>CS 112</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>or ICT 112</td>
<td>Introduction to Networking</td>
<td></td>
</tr>
<tr>
<td>CS 114</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CS 210</td>
<td>Understanding UNIX/LINUX</td>
<td>3</td>
</tr>
<tr>
<td>or ICT 210</td>
<td>Understanding UNIX/LINUX</td>
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<tr>
<td>CS 212</td>
<td>Intro Object-Oriented Prg II</td>
<td>3</td>
</tr>
<tr>
<td>CS 221</td>
<td>Database Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CS 251</td>
<td>Web Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CS 298</td>
<td>Computer Sci Career Seminar I</td>
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<tr>
<td>or ICT 298</td>
<td>Comp Science Career Seminar I</td>
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</tr>
<tr>
<td>CS 385</td>
<td>Computer Science Internship</td>
<td>1-6</td>
</tr>
<tr>
<td>CS 387</td>
<td>Advanced Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>ICT 303</td>
<td>Wireless and Mobile Computing</td>
<td>3</td>
</tr>
<tr>
<td>ICT 410</td>
<td>Intru Detect &amp; Incid Response</td>
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<tr>
<td>ICT 411</td>
<td>Digital Forensic Analysis</td>
<td>3</td>
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<tr>
<td>ICT 412</td>
<td>Ethical Hacking &amp; Sys Defense</td>
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Computer Science: Cybersecurity Electives

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ICT 301</td>
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<tr>
<td>ICT 302</td>
<td>Telecommunication Networking</td>
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</tr>
<tr>
<td>ICT 402</td>
<td>Virtual, Cloud Comp &amp; Secur</td>
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</table>

Total Hours  48-53

Students must pass each course with a "C-" grade or higher for the major.

Computer Science (B.S.) - Programming

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CS 108</td>
<td>Found of Computer Science I</td>
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<tr>
<td>CS 109</td>
<td>Foundations of CS II</td>
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</tr>
<tr>
<td>CS 111</td>
<td>Intro to Obj-Oriented Program</td>
<td>3</td>
</tr>
<tr>
<td>CS 112</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>or ICT 112</td>
<td>Introduction to Networking</td>
<td></td>
</tr>
<tr>
<td>CS 114</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CS 210</td>
<td>Understanding UNIX/LINUX</td>
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<tr>
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<td>Database Techniques</td>
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<td>CS 251</td>
<td>Web Publishing</td>
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<td>or ICT 298</td>
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<tr>
<td>CS 385</td>
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<tr>
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<tr>
<td>ICT 411</td>
<td>Digital Forensic Analysis</td>
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<tr>
<td>ICT 412</td>
<td>Ethical Hacking &amp; Sys Defense</td>
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Total Hours  48-53

Students must pass each course with a "C-" grade or higher for the major.
Recommended

- A Global Learning (GL) experience (p. 11)

Required

- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Found of Computer Science I</td>
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<tr>
<td>CS 109</td>
<td>Foundations of CS II</td>
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<td>Intro to Obj-Oriented Program</td>
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<tr>
<td>CS 112</td>
<td>Introduction to Networking</td>
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<td>CS 114</td>
<td>Introduction to Cybersecurity</td>
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<td>CS 212</td>
<td>Intro Object-Oriented Prg II</td>
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<td>CS 220</td>
<td>Discrete Patterns for Comp Sci</td>
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<td>Database Techniques</td>
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<tr>
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Math

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<td>MATH 155</td>
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Computer Science: Programming Elective Courses

Select six credit hours from the following: 6

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CS 201</td>
<td>Visual Basic I</td>
<td></td>
</tr>
<tr>
<td>CS 314</td>
<td>Functional Programming</td>
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<td>CS 320</td>
<td>Programming in .NET</td>
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<tr>
<td>CS 335</td>
<td>LINUX/UNIX Programming</td>
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<tr>
<td>CS 405</td>
<td>Operating Systems</td>
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<tr>
<td>CS 406</td>
<td>Cybersecurity II</td>
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</table>

Total Hours 48-53

Students must pass each course with a "C-" grade or higher for the major.

Mathematics (B.S.)

Recommended

- A Global Learning (GL) experience (p. 11)

Required

- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 207</td>
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<td>MATH 208</td>
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<tr>
<td>MATH 230</td>
<td>Discrete Patterns I</td>
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<td>MATH 307</td>
<td>Calculus III</td>
<td>4</td>
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<tr>
<td>MATH 313</td>
<td>Linear Algebra I</td>
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<tr>
<td>MATH 321</td>
<td>Prob/Statistical Infer I</td>
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<td>MATH 390</td>
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<tr>
<td>MATH 405</td>
<td>Intro to Modern Analysis I</td>
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<td>MATH 421</td>
<td>Introduction Modern Algebra I</td>
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<td>MATH Electives (200-level or higher but not MATH 221 or 390)</td>
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Computer Science

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<td>CS Elective (CS 111 or higher but not CS 230)</td>
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Total Hours 44-46

Credit for courses not listed in this Catalog requires permission of the Division Chair in order to be counted toward the mathematics major. Any deviations/waivers must be in writing and signed by the Division Chair. Students must pass each course with a "C-" grade or higher for the major.

Bioengineering Program (3+2, B.S.-Biology/M.S.-Bioengineering)

Recommended

- A Global Learning (GL) Experience (p. 11)

Required

- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
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<tr>
<td>CHEM 101L</td>
<td>Principles of Chemistry I: Lab</td>
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<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 102L</td>
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</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 201L</td>
<td>Organic Chemistry I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 202L</td>
<td>Organic Chemistry II: Lab</td>
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### Mathematics Minor

<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
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<tr>
<td>MATH 307</td>
<td>Calculus III</td>
<td>4</td>
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<td>MATH 410</td>
<td>Elem Differential Equations</td>
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### Physics

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<tr>
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<tbody>
<tr>
<td>PHYS 201</td>
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<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Physics with Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Principles of Physics II: Lab</td>
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**Total Hours** 67

### Bioengineering (Year 4 at University of Dayton)

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<tr>
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<tbody>
<tr>
<td>CME 203</td>
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<td>CME 306</td>
<td>Chemical Reaction Kinetics and Engineering</td>
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<td>CME 311</td>
<td>Chemical Engineering Thermodynamics</td>
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<td>CME 324</td>
<td>Transport Phenomena I</td>
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</table>

### Chemical Engineering Program (3+2, B.S.-Chemistry/M.S.-Chemical Engineering)

#### Recommended

- A Global Learning (GL) Experience (p. 11)

#### Required

- General Education Requirements (p. 48)
- Internship

### Code Title Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHEM 101</td>
<td>T1: Principles of Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 101L</td>
<td>Principles of Chemistry I: Lab</td>
<td>1</td>
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<tr>
<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Principles of Chemistry II: Lab</td>
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<tr>
<td>CHEM 198</td>
<td>Chem Career Seminar IA</td>
<td>0.5</td>
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<tr>
<td>CHEM 199</td>
<td>Chem Careers Seminar IB</td>
<td>0.5</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 201L</td>
<td>Organic Chemistry I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 202L</td>
<td>Organic Chemistry II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 298</td>
<td>Chemistry Seminar IIA</td>
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<td>CHEM 299</td>
<td>Chemistry Seminar IIB</td>
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<td>CHEM 303</td>
<td>Modern Analytical Chem</td>
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<td>CHEM 303L</td>
<td>Modern Analytical Chem Lab</td>
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<td>CHEM 305</td>
<td>Inorganic Chemistry</td>
<td>3</td>
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<tr>
<td>CHEM 310</td>
<td>Found of Physical Chem</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 415L</td>
<td>Integrated Lab Experience I</td>
<td>2</td>
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<tr>
<td>CHEM 416L</td>
<td>Integrated Laboratory Exp II</td>
<td>2</td>
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<tr>
<td>CHEM 450</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 470</td>
<td>Nano and Fuel Chemistry</td>
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### Mathematics Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>5*fulfills core and program requirements</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 410</td>
<td>Elem Differential Equations</td>
<td>3</td>
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### Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201</td>
<td>Physics with Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
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</tr>
<tr>
<td>PHYS 202</td>
<td>Physics with Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Principles of Physics II: Lab</td>
<td>1</td>
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</tbody>
</table>

**Total for Summer, Fall and Spring of Year 4** 33

*Math and Science requirements in major also fulfill core requirements; MATH 155 and MATH 156 are prerequisites for MATH 207.

Year 4 at the University of Dayton may start with courses in summer following the Walsh junior year. The summer, fall and spring of year 4 will be at the University of Dayton. Total credits at UD, including summer, fall and spring for year 4 will be 25 credit hours of engineering courses.

The first 3 years at Walsh will include the first page of this curriculum sheet as well as the majority of the general education curriculum. It may require some summer courses to complete this major in the 3 + 2 window. Check with your advisor for details.

At the end of the spring semester in year 4, the BS in Biology from Walsh will have been earned and you will graduate from Walsh. You will then need to apply to the UD Master’s program (see advisor for details) to complete the 5th year at UD. Once accepted into the UD Master’s program, you will complete summer, fall and spring courses at UD (and thesis work if chosen) to finish an MS in Bioengineering from UD in the spring of year 5.

During year 4, the Walsh pre-engineering student will have both a Walsh and a UD advisor. Special considerations will be made to work with athletes and honors students.

The exact courses involved in this program are subject to change between 2017-2020 as we optimize this new process. All changes will benefit students enrolled.
Computer Engineering Program (3+2, B.S.-Computer Science Programming Track/M.S.-Computer Engineering)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CS 108</td>
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<tr>
<td>CS 109</td>
<td>Foundations of CS II</td>
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<tr>
<td>CS 111</td>
<td>Intro to Obj-Oriented Program</td>
<td>3</td>
</tr>
<tr>
<td>CS 112</td>
<td>Introduction to Networking</td>
<td>3</td>
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<tr>
<td>CS 212</td>
<td>Intro Object-Oriented Prg II</td>
<td>3</td>
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<tr>
<td>CS 220</td>
<td>Discrete Patterns for Comp Sci</td>
<td>3</td>
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<tr>
<td>CS 221</td>
<td>Database Techniques</td>
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<tr>
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<td>Computer Sci Career Seminar I</td>
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<td>CS 306</td>
<td>Computer Organization</td>
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<tr>
<td>CS 387</td>
<td>Advanced Cybersecurity</td>
<td>3</td>
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<tr>
<td>CS 425</td>
<td>Software Engineering I</td>
<td>3</td>
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<td>CS 426</td>
<td>Software Engineering II</td>
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<tr>
<td>CS 498</td>
<td>CS Career Seminar II</td>
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**Mathematics Minor**
- MATH 207 Calculus I (*fulfills core and program requirements) | 5
- MATH 208 Calculus II                                              | 4
- MATH 307 Calculus III                                             | 4
- MATH 313 Linear Algebra I                                         | 3
- MATH 410 Elem Differential Equations                              | 3

**Physics**
- PHYS 201 Physics with Calculus I                                  | 3
- PHYS 101L Principles of Physics I: Lab                           | 1
- PHYS 202 Physics with Calculus II                                | 3
- PHYS 102L Principles of Physics II: Lab                          | 1

**Computer Engineering (Year 4 at University of Dayton)**
- ECE 201 Circuit Analysis                                           | 3
- ECE 201L Circuit Analysis Lab                                     | 1
- ECE 215 Introduction to Digital Systems                           | 3
- ECE 215L Digital Systems Lab                                      | 1
- ECE 203 Introduction to Matlab                                    | 1
- ECE 303 Signals and Systems                                       | 3
- ECE 340 Engineering Probability and Random Process                | 3
- ECE 501 Contemporary Digital Design                               | 3
- CS 385 Computer Science Internship (summer after Walsh preferred)| 3
- ECE 532 Emedded Systems                                           | 3
- ____ CPS Core Course or Course from Concentration                 | 3
- ____ Course from Concentration                                    | 3
- ____ General Education Course Counting for Walsh                  | 3
- ____ General Education Course Counting for Walsh                  | 3

Total for Summer, Fall and Spring of Year 4: 42

*Math and Science requirements in major also fulfill core requirements; Math 155 and Math 156 are prerequisites for Math 207.

Year 4 at the University of Dayton may start with courses in summer following the Walsh junior year. The summer, fall and spring of year 4 will be at the University of Dayton. Total credits at UD, including summer, fall and spring for year 4 will be 27 credit hours of engineering courses.

The first 3 years at Walsh will include the first page of this curriculum sheet as well as the majority of the general education curriculum. It may require some summer courses to complete this major in the 3 + 2 window. Check with your advisor for details.

At the end of the spring semester in year 4, the BS in Chemistry from Walsh will have been earned and you will graduate from Walsh. You will then need to apply to the UD Master’s program (see advisor for details) to complete the 5th year at UD. Once accepted into the UD Master’s program, you will complete summer, fall and spring courses at UD to finish an MS in Chemical Engineering from UD in the spring of year 5.

During year 4, the Walsh pre-engineering student will have both a Walsh and a UD advisor. Special considerations will be made to work with athletes and honors students.

The exact courses involved in this program are subject to change between 2017-2020 as we optimize this new process. All changes will benefit students enrolled.
UD (and thesis work if chosen) to finish an MS in Computer Engineering from UD in the spring of year 5.

During year 4, the Walsh pre-engineering student will have both a Walsh and a UD advisor. Special considerations will be made to work with athletes and honors students.

The exact courses involved in this program are subject to change between 2017-2020 as we optimize this new process. All changes will benefit students enrolled.

Materials Engineering Program (3+2, B.S.-Chemistry/M.S.-Materials Engineering)

Recommended

• A Global Learning (GL) Experience (p. 11)

Required

• General Education Requirements (p. 48)
• Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 101</td>
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<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
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<tr>
<td>CHEM 102L</td>
<td>Principles of Chemistry II: Lab</td>
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<td>CHEM 199</td>
<td>Chem Careers Seminar 1B</td>
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<td>CHEM 201L</td>
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<td>CHEM 202</td>
<td>Organic Chemistry II</td>
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<td>CHEM 202L</td>
<td>Organic Chemistry II: Lab</td>
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<td>CHEM 298</td>
<td>Chemistry Seminar IIA</td>
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<td>CHEM 299</td>
<td>Chemistry Seminar IIB</td>
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<td>CHEM 305</td>
<td>Inorganic Chemistry</td>
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<td>CHEM 310</td>
<td>Found of Physical Chem</td>
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<td>CHEM 415L</td>
<td>Integrated Lab Experience I</td>
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<td>Integrated Laboratory Exp II</td>
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<td>CHEM 470</td>
<td>Nano and Fuel Chemistry</td>
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<td>MATH 207</td>
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<td>MATH 208</td>
<td>Calculus II</td>
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<tr>
<td>MATH 221</td>
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<td>MATH 307</td>
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<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
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Materials Engineering (Year 4 at University of Dayton)

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<td>EGR 202</td>
<td>Engineering Thermodynamics</td>
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<td>MAT 501</td>
<td>Principles of Materials I (graduate)</td>
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<td>MAT 502</td>
<td>Principles of Materials II (graduate)</td>
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<td>Techniques of Materials Analysis</td>
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<td>MAT 506</td>
<td>Mechanical Behavior of Materials</td>
<td>3</td>
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<td>MAT 509</td>
<td>Polymers</td>
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Electives: 6 Hours of Engineering Courses

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<tr>
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<td>General Education Course Counting for Walsh</td>
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Total for Summer, Fall and Spring of Year 4 36

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COURSE DESCRIPTIONS

Biology (BIO)

BIO 100 Intro to Anatomy/Physiology  3 sem. hrs.
The Introduction to Anatomy and Physiology course will study the shape, structure, and function of the human body and its parts. Content includes: basic anatomy and directional terminology, structure and function of body systems, fundamental concepts and principles of body organization. A grade of C- or better is required to enroll in BIO 209. The credits from this course do not count toward the requirements for science or pre-nursing/nursing majors. 3 one-hour lectures per week. Offered every fall semester.

BIO 101 Principles of Biology I  3 sem. hrs.
This course introduces the concept of scientific inquiry, the nature, history and place of science in human endeavor. It probes the makeup of living systems the lifecycles and interdependence of organisms and natural and unnatural hazards to life and development. Focuses are on cell biology, cellular structure and function, energy metabolism, photo synthesis, membrane structure and function, DNA and RNA, and proteins. Mitosis, meiosis, classical genetics and modern DNA technology; genetics and modern DNA technology are covered. 3 one-hour lectures per week. Offered every fall semester.

BIO 101L Principles of Biology I: Lab  1 sem. hr.
Students perform investigative experiments using the scientific method to explore the concepts of cells, enzymes, water relations, respiration, and photosynthesis. They explore the concepts of microevolution and macroevolution using simulations and computer models. One three-hour lab per week. Offered every fall semester.

BIO 102 Principles of Biology II  3 sem. hrs.
This course presents the history of the earth, structure and function of living things while looking at the regulation and behavior of living things and investigating scientific questions and concepts. An understanding of the unifying themes in the biological sciences and an overview of the variety of life on earth are presented. Topics include: cell biology, mechanisms of speciation and evolution, the evidence for evolution, taxonomy, viruses, prokaryotes, and a survey of the eukaryotic world, including animals, plants, fungi, algae and protozoans. Three hours of lecture per week. Offered every spring semester.

BIO 102L Principles of Biology II: Lab  1 sem. hr.
Students learn the principles of classification and identification of organisms. They will explore the diversity of prokaryotes and eukaryotes through the study of preserved and living specimens. They will use computer simulations to model ecological and evolutionary concepts. One three-hour lab per week. Offered every spring semester.

BIO 103 Intro Research Immersion  1 sem. hr.
The purpose of this course is to introduce students to the field of research and prepare them in the skills, techniques, and knowledge necessary to undertake research. Students will be exposed to multiple research projects and have a chance to identify research interests of their own.

BIO 104 Principles of Biology III  3 sem. hrs.
This course introduces the diversity of life on earth with an emphasis on the variety of life on earth are presented. Topics include: cell biology, mechanisms of speciation and evolution, the evidence for evolution, taxonomy, viruses, prokaryotes, and a survey of the eukaryotic world, including animals, plants, fungi, algae and protozoans. Three hours of lecture per week. Offered every fall semester.

BIO 104L Principles of Biology III: Lab  1 sem. hr.
Students perform investigative experiments using the scientific method to explore the concepts of cells, enzymes, water relations, respiration, and photosynthesis. They explore the concepts of microevolution and macroevolution using simulations and computer models. One three-hour lab per week. Offered every fall semester.

BIO 105 Principles of Biology IV  3 sem. hrs.
This course presents the history of the earth, structure and function of living things while looking at the regulation and behavior of living things and investigating scientific questions and concepts. An understanding of the unifying themes in the biological sciences and an overview of the variety of life on earth are presented. Topics include: cell biology, mechanisms of speciation and evolution, the evidence for evolution, taxonomy, viruses, prokaryotes, and a survey of the eukaryotic world, including animals, plants, fungi, algae and protozoans. Three hours of lecture per week. Offered every spring semester.

BIO 105L Principles of Biology IV: Lab  1 sem. hr.
Students perform investigative experiments using the scientific method to explore the concepts of cells, enzymes, water relations, respiration, and photosynthesis. They explore the concepts of microevolution and macroevolution using simulations and computer models. One three-hour lab per week. Offered every spring semester.

BIO 200 Medical Terminology  1,2 sem. hrs.
This course introduces students to an extensive list of commonly used terms in medicine. Emphasis is placed on learning the Latin and/or Greek language-based terms and their use in a wide array of technical language in medicine and science. Offered every fall and spring semester.

BIO 206 Microbiology  3 sem. hrs.
This course introduces the student to microorganisms including bacteria, fungi, protozoa, helminthes and viruses. Emphasis is placed on the structure and life processes of these microorganisms along with their role in causing human diseases and the host response to infectious diseases. Offered every fall and spring semester and usually in summer. Prerequisites: Students must have earned a C- or higher grade in either BIO 101-102 or BIO 209-210 and CHEM 101-102 or CHEM 109-110 prior to taking this course.

BIO 206L Microbiology: Lab  1 sem. hr.
Students examine the microscopic and macroscopic structure of microorganisms. Students learn basic laboratory techniques including gram staining, plate streaking, methods for quantifying microorganisms, and biochemical/immunological tests needed to identify microorganisms. The laboratory meets for two hours per week. Offered every fall and spring semester and usually in summer. Prerequisites: Students must have earned a C- or higher grade in either BIO 101-102 or BIO 209-210 and CHEM 101-102 or CHEM 109-110 prior to taking this course.

BIO 209 Anatomy/Physiology I  3 sem. hrs.
This course is the first course of a two-semester sequence in which the structure and function of the human body are studied using a systematic approach. Three hour/week lecture sessions address primarily, though not exclusively, body function (physiology) while laboratory sessions address structure (anatomy). Topics include the basic anatomical and directional terminology; fundamental principles of cell biology; histology; the integumentary, skeletal, nervous (including special senses) and endocrine systems. Unifying themes, such as homeostasis are emphasized throughout both semesters. Offered every fall, spring and summer sessions. Prerequisite: High school biology and chemistry.
BIO 209L Anatomy/Physiology I: Lab 1 sem. hr.
This course is the laboratory component of the anatomy and physiology course and is recommended to be taken concurrently with the BIO 209 lecture course. Laboratory sessions address primarily, though not exclusively, structure (anatomy), while lecture sessions address body function (physiology). It provides hands-on exploration of human anatomy and covers tissues, skeletal system, nervous system and special senses. The laboratory meets two hours per week. Offered every fall, spring, and summer sessions.

BIO 210 Anatomy/Physiology II 3 sem. hrs.
This course is the second course of a two-semester sequence in which the structure and function of the human body are studied using a systemic approach. Three hr/week lecture sessions address primarily, though not exclusively, body function (physiology) while laboratory sessions address structure (anatomy). Topics include the muscular, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems; metabolism; fluid/electrolyte /acid/base balance; development and inheritance. Unifying themes, such as homeostasis are emphasized throughout both semesters. Offered every fall, spring, and summer sessions.

Prerequisite: Successful completion of BIO 209 or by permission.

BIO 210L Anatomy/Physiology II: Lab 1 sem. hr.
This course is the laboratory component of the anatomy and physiology course and is recommended to be taken concurrently with the BIO 210 lecture course. Laboratory sessions address primarily structure (anatomy), while lecture sessions address body function (physiology). It provides hands-on exploration of human anatomy through animal dissection with human cadavers as prosections. Topics include the muscular, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Offered every fall, spring, and summer sessions.

Prerequisite: Successful completion of BIO 209L or by permission.

BIO 211 Anatomy and Physiology 3 sem. hrs.
This course is a one-semester course in which the structure and function of the human body are studied using a systemic approach. Three hr/week lecture sessions address primarily, though not exclusively, body function (physiology) while laboratory sessions address structure (anatomy). Topics include the basic anatomical and directional terminology; fundamental principles of cell biology; histology; the integumentary, skeletal, nervous (including special senses), endocrine, muscular, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems; metabolism; fluid/electrolyte acid/base balance; development and inheritance. Unifying themes, such as homeostasis are emphasized throughout. Offered every fall semester.

BIO 211L Anatomy & Physiology Lab 1 sem. hr.
This course is the laboratory component of the anatomy and physiology course and is recommended to be taken concurrently with the BIO 211 lecture course. Laboratory sessions address primarily, though not exclusively, structure (anatomy), while lecture sessions address body function (physiology). It provides hands-on exploration of human anatomy through animal dissection with human cadavers as prosections. Topics include tissues, skeletal, nervous, muscular, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems, and special senses. The laboratory meets two hours per week. Offered every fall semester.

BIO 280 Bioinformatics Seminar 1 sem. hr.
A one-credit course in which on-line genome databases will be explored. The course culminates with a project inquiring into some aspect of cell biology, drawing on bioinformatics tools made available by various databases, such as the human genome browser at NCBI, EMBL, and UCSD, the OMIM and OMIA databases, and gene expression data from EST and microarray databases. Cross-listed as CS 280. Offered every spring semester.

Prerequisites: BIO101-102.

BIO 290 Pathophysiology 3 sem. hrs.
Human physiology, as addressed through descriptions of human diseases and disorders. All major systems will be included. The normal functions of human systems and organs are made clear by study of their malfunctions. Intended for nursing majors. Offered every fall & spring semester.

Prerequisite: BIO 209-210.

BIO 301 Anat/Evol of Vertebrates 4 sem. hrs.
(Formerly Comparative Anatomy) Combined lecture and laboratory experience investigating the anatomy and phylogeny of vertebrates. The course is designed on a systems basis, including skeletal, respiratory, reproductive, etc. It also explores the development of different vertebrates and the connections between evolution and development. Three hours of lecture per week, with regular lab exercises as part of lecture time. Offered as needed.

Prerequisite: BIO 102; BIO 209-210.

BIO 302 Parasitology 3 sem. hrs.
This course offers a taxonomic-based introduction to the morphology, life-histories, and pathogenicity of common animal parasites with special emphasis on those affecting humans. The host immune response to parasitic infections and chemotherapies available to treat parasitic infections are discussed. Current journal articles are discussed. The course meets for three hours per week. Recommended: BIO 206. Offered fall semester on every even-numbered year.

Prerequisite: BIO 101-102.

BIO 302L Parasitology: Lab 1 sem. hr.
The laboratory compliments the lecture. Students study the life cycles of parasites and learn to recognize the intermediary and adult forms of parasites causing human disease. The vectors which spread the parasites are studied as well. The laboratory meets for two hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Recommended: BIO 206. Offered fall semester on every even-numbered year.

Prerequisite: BIO 101-102.

BIO 303 Pathogenic Bacteriology 3 sem. hrs.
Course emphasizes major human bacterial pathogens and details the molecular mechanisms by which virulence factors contribute to disease. The host defense mechanisms against bacterial infections are examined. The prevention and treatment of bacterial infections are examined. Current journal articles are discussed. Three hours of lecture per week. Offered spring semester on odd-numbered years.

Prerequisite: BIO 206, BIO206L.
BIO 303L Pathogenic Bacteriology: Lab  1 sem. hr.
The laboratory complements the lecture and examines case studies of bacterial infections and is offered simultaneously with BIO 304L. Techniques for handling and growing bacteria and for identifying pathogenic bacteria with emphasis on immunoassays are introduced in the lab. The laboratory meets for two hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered spring semester on odd-numbered years. Prerequisite: BIO 206, BIO 206L.

BIO 304 Immunology  3 sem. hrs.
Introductory course describing the components and mechanisms involved in immune response. Diagnostic immunology and importance of clinical immunology in medicine are included. Offered spring semester on odd-numbered years. Prerequisites: BIO 209, 210, CHEM 201, 202, or permission of instructor.

BIO 304L Immunology Lab  1 sem. hr.
The laboratory focuses on the immunoassays used in the clinical laboratory to identify pathogens and is offered simultaneously with BIO 303L. Students will learn techniques for handling and growing bacteria and for identifying pathogenic bacteria with emphasis on immunoassays in the lab. The laboratory meets for two hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Recommended: BIO 206, 206L. Offered spring semester on odd-numbered years. Prerequisite: BIO 209, 210, CHEM 201, 202.

BIO 305 Botany  4 sem. hrs.
This course begins looking at cell structure, general regulation and behavior along with the diversity and adaptations of plant organisms. Matter, energy and organizations in living plant life are also major considerations. A comprehensive understanding of plants, including anatomy and physiology, taxonomy, development and differentiation, photosynthesis, metabolism, morphology, life histories, and reproduction are followed. Four hours of lecture and lab per week. Students are expected to participate in several field trips outside of the scheduled class time. Offered every fall semester. Prerequisites: BIO 101, 102 or permission from instructor.

BIO 305L Botany: Lab  1 sem. hr.

BIO 306 Cell Biology  3 sem. hrs.
This course emphasizes the cell as the basic unit of life in both prokaryotic and eukaryotic organisms. The course looks at the chemical nature of the macromolecules found in cells, the makeup and function of cellular organelles and the flow of energy in the cell. Life processes including transport across membranes, cellular movement, cell cycling, expression and regulation of cell genomes are examined. The lecture meets for three hours per week. Offered every fall semester. Prerequisites: BIO 101, 102 and CHEM 201, 202.

BIO 306L Cell Biology: Lab  1 sem. hr.
This laboratory experience is meant to compliment the lecture. The focus of the laboratory is to analyze the macromolecules in cells by chemical and immunological assays. The laboratory meets for three hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered at the discretion of the Division. Prerequisites: BIO 101, 102 and CHEM 201, 202.

BIO 307 Essential Biochemistry  3 sem. hrs.
(See Chemistry 307). Offered every spring semester.

BIO 307L Essential Biochemistry: Lab  1 sem. hr.

BIO 309 Human Physiology  4 sem. hrs.
An upper-level course emphasizing the interactions between the complex components of physiological systems. Course reinforces foundations in physiology that are important for students in the medically related sciences. Students will develop active learning skills through problem solving and experimentation. Offered every fall semester. Prerequisites: BIO 209, 210 or permission of instructor.

BIO 314 General Ecology  3 sem. hrs.
Course provides an understanding of interrelationships of plants and animals to each other and to their physical environment, including how soil, temperature, light, water, and other environmental factors affect geographical distribution of plants and animals. Students are expected to participate in several field trips. Offered every spring semester. Prerequisite: one biology or natural science course.

BIO 315 Field Botany  4 sem. hrs.
Students become familiar with a diversity of plants in the field and with scientific methods of collecting, identifying, and cataloging plants. Also included are discussions of ecological and morphological adaptations of plants to their environment and geographic distribution of plants as it relates to geology and climatology. Course is largely field work and may include overnight stays. Offered in the summer. Prerequisite: BIO 101, 102.

BIO 320 Biochemistry I  3 sem. hrs.
This course explores the chemistry of biological compounds that include amino acids, proteins, carbohydrates, lipids, vitamins, and nucleic acids with an emphasis on their structure-function relationships. Protein structure and biosynthesis, enzymes kinetics and mechanisms, and biological membranes are covered in detail. This course is required for Biochemistry majors and most pre-pharmacy students. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as CHEM 320. Offered every fall semester on odd-numbered years. Prerequisites: CHEM 201, 202 with labs.

BIO 320L Biochemistry I: Lab  1 sem. hr.
This laboratory course is designed to introduce the students to modern biochemical experimental methods for studying the chemical and physical properties of biological molecules. Experiments will include the use of buffers, spectroscopy, enzyme assays, chromatography, electrophoresis, and immunoassays in the analysis of biological macromolecules. Isolation and purification techniques will be emphasized along with quantitative procedures. Students will be expected to keep a professional quality research notebook, read biochemical research articles and complete experimental work weekly. Cross-listed as CHEM 320L. It is highly recommended that students enroll in BIO 320/CHEM 320 simultaneously. Offered every fall semester on odd-numbered years. Prerequisites: CHEM 201, 202 with labs.
**BIO 321 Biochemistry II  3 sem. hrs.**
This course is a continuation of CHEM 320 course with an emphasis on the metabolism of carbohydrates, lipids, and proteins in physiological systems. The metabolic pathways are examined from an integrated thermodynamic and kinetic regulatory perspective. Cellular signaling, metabolic disorders, and the role of ATP and its production are fully considered. Applications of biochemistry in medicine and pharmaceuticals are also emphasized. Special discussion is placed on important biochemistry research topics during the latter part of the semester for which much material is drawn from the current biochemical literature. This course provides the linkage between the inanimate world of molecular biochemistry and the living world of biology. This course is required for Biochemistry majors and most pre-pharmacy students. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as CHEM 321. Offered every spring semester on even-numbered years.

Prerequisites: CHEM 320.

**BIO 321L Biochemistry II: Lab  1 sem. hr.**
An extension of BIO 320/CHEM 320 lab, this laboratory course is designed to continue introducing the students to modern biochemical experimental methods for studying the chemical and physical properties of biological molecules. Experiments will include the use of buffers, spectroscopy, enzyme assays, chromatography, electrophoresis, and immunoassays in the analysis of biological macromolecules. Isolation and purification techniques will be emphasized along with quantitative procedures. Students will be expected to keep a professional quality research notebook, read biochemical research articles and complete experimental work weekly. Cross-listed as CHEM 321L. It is highly recommended that students enroll in BIO 321/CHEM 321 simultaneously. Offered every spring semester on even-numbered years.

Prerequisites: BIO 320/CHEM 320 with lab.

**BIO 330 Conservation Biology  3 sem. hrs.**
Examines the protection and management of the Earth's diverse species, habitats, and ecosystems. Offered spring semester on even-numbered years.

Prerequisite: BIO 101, 102.

**BIO 335 Biogeochemistry  3 sem. hrs.**
The examination of the control and function of the Earth's global biogeochemical cycles. This course reviews the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soils, sediments, rivers, the oceans and atmosphere.

Recommended: NS 105. Offered fall semester on odd-numbered years.

Prerequisite: CHEM 101, 102 and BIO 101, 102.

**BIO 380 Pathophysiology  3 sem. hrs.**
Human physiology, as addressed through descriptions of human diseases and disorders. All major systems will be included. The normal functions of human systems and organs are made clear by study of their malfunctions. Intended for nursing majors. Prerequisite: BIO 209-210. Offered every fall semester.

**BIO 390 Biology Internship  1-3 sem. hrs.**
The Biology internship offers course credit for practical learning experiences in the fields of biology, biochemistry, environmental science (applied biology track), pre-professional school areas, bioinformatics, clinical laboratory sciences and comprehensive science. The internship can be set up with a company, organization or group so that students gain valuable applied experience in biology-related studies. Internships must provide supervised experiences in biology-related fields resulting in a written report by the student, a supervisor evaluation and a faculty assessment of learning that transpired. Internship readiness is determined by student advisor in biology-related fields. Offered every semester.

**BIO 401 Embryology  4 sem. hrs.**
Course provides an understanding of the development of tissues, organs, and systems of representative animals from fertilization through birth or hatching. Student may need additional time on his/her own in lab beyond the scheduled lab hours. Three hours of lecture and one two-hour lab per week. Offered spring semester on even-numbered years.

Prerequisite: BIO 102 or BIO 209, 210.

**BIO 401L Embryology: Lab  1 sem. hr.**

**BIO 402 DV: Genes  3 sem. hrs.**
The course examines the role of DNA as the basic molecule of heredity in viruses, prokaryotes and eukaryotes and its transmission to offspring. Topics discussed include Mendelian laws of heredity, polygenic traits, probabilities of inheritance, meiosis/mitosis, linked traits, chromosome mapping, crossing-over and population genetics involving the Hardy-Weinberg law. The structure of the gene is studied and the regulation of its expression in prokaryotes and eukaryotes is examined. The relationship between genes and disease including cancer is discussed. Recommended: BIO 306. Offered every spring semester.

Prerequisite: BIO 101, 102 or BIO 209, 210.

**BIO 402L Genetics: Lab  1 sem. hr.**
This laboratory experience is meant to compliment the lecture. The laboratory exercises examine the transmission of genetic traits in fruit flies, fungi, bacteria and humans. DNA is extracted and analyzed by electrophoresis and tools of bioinformatics. Laboratory meets for two hours per week. Recommended: BIO 306. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered every spring semester.

Prerequisite: BIO 101, 102 or BIO 209, 210.

**BIO 403 Clinical Biochemistry  3 sem. hrs.**
Clinical Biochemistry is concerned with the detection and measurement of biochemical changes in disease. This course focuses on the areas of body function required for the maintenance of health including: carbohydrates metabolism, transport and storage of lipids and lipoproteins, acid-base balance and blood gases as well as control of water and electrolytes and kidney function. Genetic control is covered with an emphasis on endocrinology including thyroid hormones. The course also includes a discussion of digestion, nutrition, and drugs, in addition to, liver function, relevant enzymology and the immune system. This course is suitable for students interested in careers in biochemistry, chemistry, biology, medicine, dentistry, pharmacy, and veterinary. Cross-listed as CHEM 403. Offered fall semester on even-numbered years.

Prerequisites: BIO 320/CHEM 320, BIO 321/CHEM 321 or BIO 307/CHEM 307.
**BIO 404** Physical Biochemistry 3 sem. hrs.
Physical Biochemistry aims at understanding biological systems and processes in terms of the underlying physical and chemical laws. The course qualitatively investigates the interactions, dynamics, and structure of biological molecules at the molecular level in terms of kinetics, thermodynamics, spatio-temporal organization. Cross-listed as CHEM 404. Three one-hour lectures per week. Offered spring semester on odd-numbered years.
Prerequisite: MATH 207.
Corequisite: MATH 207.

**BIO 405** Microanatomy 3 sem. hrs.
This course examines the structure of tissue at the light and electron microscopic level and has been updated to include recent findings in cellular, genetics and developmental biology pertaining to microanatomy. The course begins with an introduction to the structure of the cell and the organelles found within the cell as well as the extracellular matrix found around the cells. The course focuses upon the organization of cells and their extracellular matrix into tissues. Differentiation of tissues and pathology of tissue in several human diseases is examined. Offered fall semester on odd-numbered years.
Prerequisite: BIO 209, 210.

**BIO 405L** Microanatomy: Lab 1 sem. hr.
The student will study the microscopic appearance of cells and the organization of the cells with the extracellular matrix into tissue. The course meets for two hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered fall semester on odd-numbered years.
Prerequisite: BIO 209, 210.

**BIO 406** Molecular Biology 3 sem. hrs.
This course delves into the biochemistry of genes - their expression, replication, and mutation. The laboratory includes hands-on work in recombinant DNA technology. The student will be exposed to the latest developments in the laboratory investigation of genes and proteins, which are helping us unlock the secrets of the cell. Three hours of lecture and one two-hour lab per week. Recommended: BIO 402. Offered as needed.
Prerequisites: BIO 101, 102.

**BIO 406L** Molecular Biology: Lab 1 sem. hr.

**BIO 407** Molecular Pharmacology 3 sem. hrs.
This course deals with the biochemistry and physiology of drugs and their effects on living systems. As is the case with the science of pharmacology, the interactions of drugs with cellular targets are used as a means to understand normal cellular functions. We will deal with common over-the-counter medications, prescription medications, antibiotics, drugs acting on the central nervous system, drugs of abuse, and new approaches to drug therapy. Three hours of lecture per week.
Offered every spring semester.
Prerequisites: BIO 209, 210, CHEM 201, 202.

**BIO 408** Virology 3 sem. hrs.
Introductory course which emphasizes the morphology, replication, and pathogenicity of viruses which infect animals, plants and bacteria, with special emphasis on those infecting man. Recommended: BIO 306.
Offered spring semester on even-numbered years.
Prerequisites: BIO 206.

**BIO 408L** Virology: Lab 1 sem. hr.
This laboratory experience is meant to complement the lecture. Students will work with bacteriophage and animal viruses and perform growth curve experiments and titrations of virus stocks. SDS-PAGE and immunoassays will be used to monitor the expression of viral proteins. The laboratory meets for two hours per week. It is suggested that the student take the laboratory portion simultaneously with the lecture portion of the course. Offered spring semester on even-numbered years.
Prerequisites: BIO 206.

**BIO 410** Topics in Biology 3-4 sem. hrs.
These advanced biology courses are offered periodically and strategically as needed. Topics can vary across the entire spectrum of biological studies and these courses provide students diverse choices in specialized areas of advanced biology. Check with course instructors for enrollment prerequisites as courses are posted.

**BIO 410L** Topics in Biology: Lab 1 sem. hr.

**BIO 411** Independent Research 1,2 sem. hrs.
Intended for advanced students, course includes methods for searching the biological literature and using the library. A two-semester research project will be discussed and assigned. Research projects typically involve advanced experimental work and submission of a paper. Projects are assigned with intent to produce publishable data and results. Permission of Division Chair and Vice President for Academic Affairs. A Maximum of 2 credits can be applied to upper-division biology requirements for the major or the minor. Offered every semester.

**BIO 412** Independent Research 2 sem. hrs.
Intended for advanced students, course includes methods for searching the biological literature and using the library. A two-semester research project will be discussed and assigned. Research projects typically involve advanced experimental work and submission of a paper. Projects are assigned with intent to produce publishable data and results. Permission of Division Chair and Vice President for Academic Affairs. A Maximum of 2 credits can be applied to upper-division biology requirements for the major or the minor. Offered every semester.

**BIO 414** Cellular Molecular Tech 3 sem. hrs.
An upper-level techniques-based course designed to prepare students for graduate level research. In this course students will not only master and make use of various techniques commonly encountered in a Cell or Molecular biology lab, such as: Preparation of buffers/solutions, DNA, RNA and Protein extraction, agarose gel electrophoresis, use of restriction endonucleases, PCR, RT PCR and Real-TimePCR, DNA sequencing, SDS PAGE, Western Blotting, Immunocytochemistry,Tissue Culture, Ion Exchange, Immunoaffinity, Size Exclusion and DNA affinity Chromatography; they will also be reintroduced to the scientific method and use of research tools to search the primary literature. Writing and data analysis and presentation in the sciences is also emphasized as each student will write a grant-like proposal, abstract and generate a poster that will be presented on campus to the science faculty. Recommended: BIO 306 or 402. Offered every fall semester.
Prerequisite: BIO 101, 102 or 209, 210; BIO 206, CHEM 201, 202.

**BIO 415** Evolution 3 sem. hrs.
This course is the study of the causes, processes and consequences of evolution. Topics will include an examination of macroevolutionary patterns and microevolutionary processes along with an overview of the major evolutionary trends in biotic diversity. Offered spring semester of even-numbered years.
Prerequisite: BIO 101, 102 and junior or senior standing.
BIO 420 Bioinformatics Applications  3 sem. hrs.
In this course we will learn to use many of the tools of bioinformatics, including genome database, BLAST searcher, DNA analysis software, and protein structure modeling. Biology majors will complete a project which relates to one of their upper-level biology classes. CS students will complete a project involving programming or another CS activity. Cross-listed as CS 420. Offered every fall semester.
Prerequisites: for biology majors, BIO 101-102 along with one of BIO 306, BIO 403, or BIO 307/CHEM 307; for CS majors, junior or senior students who have completed at least 2 programming courses.

BIO 430 GIS/Remote Sensing  3 sem. hrs.
Fundamental concepts of Geographic Information Systems (GIS), elements of GIS, analysis of spatial information, real-world applications, map creation and analysis. Offered spring semester on odd-numbered years beginning 2017.
Prerequisite: junior standing.

BIO 435 Limnology (Aquatic Ecology)  3 sem. hrs.
The interdisciplinary study of inland waters including lakes, wetlands, ground water, and streams. Offered fall semester on even-numbered years beginning 2016.
Prerequisite: BIO 101, 102; CHEM 101, 102.

BIO 436 Senior Capstone Experience  3 sem. hrs.
The capstone experience is a multifaceted assignment that serves as a culminating academic and intellectual experience for students. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product or presentation.

Chemistry (CHEM)

CHEM 100 Introduction to Chemistry  3 sem. hrs.
This course is designed for students who have had little or no chemistry experience prior to attending Walsh. This course is mandatory for nursing-intended students who place in CHEM 100 following completion of the chemistry placement exam. This course provides the concepts and basic skill sets to help prepare students for Chem 109. Topics include the metric system; units; significant figures; factor-label calculations; density; atoms, molecules and ions; basic nomenclature of inorganic salts; balancing chemical reactions; mass-mole relationships; basic algebra; logarithms; basics of acid-base chemistry; basic chemical bonding; and an introduction to Lewis structures and VSEPR geometries. The course is taught at a pace to enable substantial repetition and skill development. The course is problem-solving intensive and all students must have a basic scientific calculator. A grade of C- or better in this course is required to enroll in CHEM 109. Offered every fall and spring semester.

CHEM 101 T1: Principles of Chemistry I  3 sem. hrs.
Principles of Chemistry I is designed to help students learn key concepts with skills in chemistry including data management; atoms, molecules and ions; chemical reactions and stoichiometry, gas behavior; thermochemistry, atomic theory & quantum mechanics, and chemical bonding. The course is taught using a combination of interactive lecture, chemical & multi-media demonstrations, group dynamics and problem solving. This course is intended for students who are chemistry or biology majors or education majors with a concentration in the sciences. Consequently, placement beyond MATH 104 is required, and a strong background in high school chemistry is very helpful. This course is offered every Fall semester. Taking the lab in conjunction with the course is highly recommended. 3 hours of lecture and one 3 hour lab per week. This course is offered every fall semester.

CHEM 101L Principles of Chemistry I: Lab  1 sem. hr.
This lab experience is designed to complement Chem 101 lecture. A strong focus is placed on proper methods for measuring data (mass, volume, length, etc...), proper use of significant figures; basic statistical methods; graphing and data presentation; laboratory safety and proper scientific report writing. Experiments include, but are not limited to, determination of densities of materials; gravimetric analysis; volumetric analysis (acid-base titrations, etc...); quantitative analysis using spectrophotometry; calorimetry and other labs as time permits. For most experiments, students work independently, but teamwork is also encouraged in certain situations. One 3-hour lab period per week. Offered every fall semester.

CHEM 102 Principles of Chemistry II  3 sem. hrs.
Principles of Chemistry II continues to build on POC I. Topics include chemical bonding, molecular geometry, solution chemistry, chemical kinetics, equilibrium, acid-base chemistry, complex ions, thermodynamic state functions, electrochemistry and nuclear chemistry. This course emphasizes the integrated nature of chemistry and provides numerous practical applications of chemistry in materials science, medicine, pharmaceuticals and food science. A working knowledge of basic algebra, logarithms, and graphing is vital. Taking the lab in conjunction with the course is highly recommended. Offered every spring semester.
Prerequisite: Successful completion of CHEM 101 with a C- or better.

CHEM 102L Principles of Chemistry II: Lab  1 sem. hr.
This lab experience is designed to compliment Chem 102 lecture. A strong focus is placed on proper methods for measuring data (mass, volume, length, etc...), proper use of significant figures, basic statistical methods, graphing and data presentation, laboratory safety and proper scientific report writing. Experiments include, but are not limited to, thin-layer chromatography of pharmaceuticaitals, colligative properties of solutions; chemical kinetics; chemical equilibrium; electrochemistry; more complex volumetric analysis; and qualitative chemical analysis. For most experiments, students work independently, but teamwork is also encouraged in certain situations. A greater emphasis is placed on exploratory and investigative science during this course. One 3-hour lab per week. Offered every spring semester.

CHEM 109 T1:Gen Org/Biochem I  3 sem. hrs.
This course is specifically designed for students intending to pursue careers in nursing and related fields. This first course focuses on inorganic chemistry or general chemistry. Topics include: measurements; significant figures; metric system; units; density; atoms, molecules and ions; basic nomenclature of inorganic salts and simple diatomic covalent molecules; balancing chemical reactions; stoichiometry (mass-mole relationships); basic gas laws; basics of thermodynamics; acid-base chemistry; basics of chemical kinetics; basics of chemical equilibrium; periodic table; basics of chemical bonding; Lewis structures and VSEPR geometries; and basic of nuclear chemistry. A working knowledge of basic math including simple algebra is needed. This course is calculation intensive. All students need a scientific calculator. Taking the lab course (Chem 109L) in conjunction with this lecture course is highly recommended. A grade of C or better is required to enroll in CHEM 110. This course does not count toward the Chemistry or Biology major. Offered during fall, spring, and in summer I session every year.
CHEM 109L Gen Org/Biochem I/Lab 1 sem. hr.
This lab experience is designed to compliment Chem 109 lecture. A strong focus is placed on proper methods for measuring data (mass, volume, length, etc...), proper use of significant figures; basic statistical methods; graphing and data presentation; laboratory safety and proper scientific report writing. Experiments include, but are not limited to, determination of densities of materials; basic gravimetric analysis; volumetric analysis (acid-base titrations, etc...); separation of mixtures; calorimetry and other labs as time permits. For most experiments, students work independently, but teamwork is also encouraged in certain situations. Offered in the fall, spring, and summer I session every year.

CHEM 110 Gen Org/Biochem II 3 sem. hrs.
This course is specifically designed for students intending to pursue careers in nursing and related fields. This course focuses on basic organic chemistry and fundamental biochemistry. Topics include Lewis structures, physical properties, basic nomenclature, and chemical reactions of the following classes of organic compounds: hydrocarbons (alkanes, alkenes, alkylnes & aromatics), alcohols, ethers, aldehydes, ketones, ester, amides, anhydrides, phosphoesters, thioesters, thioalcohols, and amines. Stereochemistry and acid-base topics are also included. The second half of the course applies the organic chemistry to biochemicals with an emphasis on health-related applications. Topics include: amino acids & proteins, enzymes, carbohydrates, lipids, nucleic acids, vitamins and coenzymes, basic metabolism. Clinical topics include, but are not limited to, diabetes, mellitus, clinical isoenzymes, lipoprotein profiles, drug therapies, ethanol metabolism, and others. This course is an organic chemical structure-intensive experience emphasizing function-structure relationships, monomer-polymer relationships and metabolic control systems and disease. Successful completion of Chem 109 is needed to enter this course. This course does not count toward a chemistry or biology major. Taking the lab course (Chem 110L) in conjunction with this lecture course is highly recommended. Normally offered during fall, spring, and summer II sessions every year.

CHEM 110L Gen Org/Biochem II: Lab 1 sem. hr.
This lab experience is designed to complement CHEM 110 lecture. Experiments are designed to introduce students to the behavior of organic molecules and with an emphasis on biomolecules. Functional group identification, the chemical properties of amino acids, proteins, carbohydrates, lipids and nucleic acids are investigated. Clinical, nutritional and medical applications are stressed. Offered in fall, spring, and in summer II session every year. One 3-hour lab period per week.

CHEM 198 Chem Career Seminar IA 0.5 sem. hrs.
A two semester (0.5 credits per semester) learning experience involving once weekly meeting to explore the careers in chemistry. This seminar is for chemistry majors. Offered every fall semester.

CHEM 199 Chem Careers Seminar 1B 0.5 sem. hrs.
A two semester (0.5 credits per semester) learning experience involving once weekly meeting to explore the careers in chemistry. This seminar is for chemistry majors. Offered every spring semester.

CHEM 200 Aspects of Clinical Chemistry 3 sem. hrs.
Fundamental concepts of organic chemistry and biochemistry are used to examine chemical basis for a variety of prevalent clinical disorders. Topics include basic organic chemistry, biorganics reactions, basic biochemistry, metabolism of ethanol, chemical basis of the evaluation of thyroid function, biochemistry of diabetes mellitus, sickle cell anemia, phenylketonuria and related enzyme defects, chemical basis for enzyme assays (CK, LDH, AST) in cardiac assessment, and other pertinent topics. Offered every spring semester.
Prerequisite: CHEM 100 or equivalent.

CHEM 200L Aspects of Clinical Chem:Lab 1 sem. hr.

CHEM 201 Organic Chemistry I 3 sem. hrs.
Fundamental concepts of molecular orbital theory, thermodynamics, kinetics, and acid-base chemistry are introduced and used to develop basis for resonance theory, nucleophile-electrophile concept, and functional group-reactivity relationships. Chemistry of alkanes, cycloalkanes, organohalides, and alcohols is investigated. Stereochemistry mechanism analysis and organic synthesis are integrated from mid-semester. First semester of two semester sequence. Offered every fall semester.
Prerequisite: Chem 101, 102, CHEM 101L, 102L, all with a grade of "C-" or better.
Co-requisite: CHEM 201L.

CHEM 201L Organic Chemistry I: Lab 1 sem. hr.
Melting point determination, distillation, recrystallization, extraction, thin layer chromatography, and fundamentals of synthesis are introduced during the lab along with introduction to IR, MS, and NMR. First semester of two semester sequence. Offered every fall semester.
Prerequisite: CHEM 101, 102, CHEM 101L, 102L, all "C-" or better.
Co-requisite: CHEM 201.

CHEM 202 Organic Chemistry II 3 sem. hrs.
Principles introduced in Organic Chemistry I are used to study chemistry of alkenes, dienes, alkylnes, aromatic compounds, aldehydes, ketones, carboxylic acids and derivatives, amines, and heterocyclics. Molecular spectroscopy (NMR, IR, UV-VIS and Raman) are integrated throughout and synthetic and mechanistic chemistry emphasized. Second semester of two semester sequence. Offered every spring semester.
Prerequisite: CHEM 201 and 201L, both with "C-" or better.
Corequisite: CHEM 202L.

CHEM 202L Organic Chemistry II: Lab 1 sem. hr.
Planning and performance of organic syntheses and verification of molecular structure using IR, MS, and NMR, and various chemical tests are presented in the lab. One four-hour lab per week. Second semester of two semester sequence. Pre-requisite: CHEM 201 and CHEM 201L, both "C-" or better. Offered every spring semester.

CHEM 203 Organic Chemistry 3 sem. hrs.
This course is a one-semester course in which fundamental concepts of molecular orbital theory, thermodynamics, kinetics, and acid-base chemistry are introduced and used to develop basis for resonance theory, nucleophile-electrophile concept, and functional group-reactivity relationships. Stereochemistry mechanism analysis and organic synthesis are integrated. Study the chemistry of alkanes, cycloalkanes, organohalides, alkenes, dienes, alkylnes, aromatic compounds, alcohols, aldehydes, ketones, carboxylic acids and derivatives, amines, and heterocyclics. Molecular spectroscopy (NMR, IR, UV-VIS and Raman) are integrated throughout and synthetic and mechanistic chemistry emphasized. Offered every fall semester.
Prerequisites: CHEM 101, CHEM 102, CHEM 101L, CHEM 102L, all with a grade of C- or better.
Corequisite: CHEM 110L.
CHEM 206 Org Chem for Env Science 4 sem. hrs.
This course will introduce fundamentals of Organic Chemistry in the context of environmental applications. Students will learn organic functional groups, naturally occurring organic molecules and synthetics with environmental implications. The majority of the course will be focused on learning about organic chemicals with environmental impact, how we detect these compounds, MSDS data and the importance of responsible management of organic chemicals in consumer products and industry. Offered every spring semester beginning spring 2017. Prerequisite: CHEM 101, 101L, 102, 102L and BIO 101, 101L, 102, 102L, and MATH 104.

CHEM 212 Essentials to Organic Chemist 3 sem. hrs.
This 3 semester hour course is available for CCP credit. The course will cover the basics of valence bond theory including hybrid orbitals and resonance, the structure and chemical behavior of aliphatic and aromatic hydrocarbons, organohalides, organoalcohols, alcohols, thiols and ethers, aldehydes and ketones, amines, carboxylic acids and derivatives and heterocyclic compounds. Stereochemistry, IR spectroscopy and NMR spectrometry basics will also be covered. Basic reaction mechanisms and molecular synthesis will be covered and applications of organic compounds in materials science, pharmaceuticals, biochemicals and fuels will be emphasized. Pre-requisite: students need to complete a basic course in general chemistry or can enter with the permission of the instructor.

CHEM 221 Essentials of Organic Chemistry 4 sem. hrs.
The one semester course will introduce students to the basics of quantum mechanics, valence bond theory and acid base theory in context of organic chemical functional groups and their chemistry. The course will cover the structure, reactions and applications of aliphatic and aromatic hydrocarbons, organohalides, organoalcohols, alcohols, thiols and ethers, aldehydes and ketones, carboxylic acids and derivatives as well as amines and heterocycles. Structural analysis methods of IR, NMR, and Mass Spec will also be introduced. This course has no lab and does not substitute for CHEM 201-202 for majors that require it. Prerequisites: CHEM 101, CHEM 101L, CHEM 102, CHEM 102L.

CHEM 298 Chemistry Seminar IIA 0.5 sem. hrs.
A two semester (0.5 credits per semester) learning experience involving a once weekly meeting to learn from professional chemists, explore internship options and discuss real-world applications of chemistry. This seminar is for chemistry majors. Offered every fall semester.

CHEM 299 Chemistry Seminar IIB 0.5 sem. hrs.
A two semester (0.5 credits per semester) learning experience involving a once weekly meeting to learn from professional chemists, explore internship options and discuss real-world applications of chemistry. This seminar is for chemistry majors. Offered every spring semester.

CHEM 301 Quantitative Analysis 3 sem. hrs.
Introduction to the use of statistics in chemistry along with the study of gravimetric and volumetric methods of analysis are presented. Principles and applications of chemical equilibria, acid-base reactions, solubility and precipitation, complexation formation, and redox reactions are covered. Pre-requisite: CHEM 101, 101L, 102, 102L, all "C-" or better. This course will no longer be offered following the 2015-2016 academic year. Co-requisite: PHYS 101, 101L, 102, 102L and CHEM 301L.

CHEM 301L Quantitative Analysis: Lab 1 sem. hr.
Statistical analyses are performed and presented. The studies of gravimetric and volumetric methods of analysis are practiced. Creating acid-base, metal, and EDTA titration curves are also practiced. This course will no longer be offered following the 2015-2016 academic year. Prerequisite: CHEM 101, 101L, 102, 102L, all "C-" or better. Co-requisite: PHYS 101, 101L, 102, 102L and CHEM 301.

CHEM 302 Instrumental Analysis 3 sem. hrs.
Theoretical and practical principles of chemical analysis involving use of electronics, atomic spectroscopy, molecular spectroscopy, and separation methods are discussed. This course will no longer be offered following the 2015-2016 academic year. Prerequisites: CHEM 101, 101L, 102, 102L, all "C-" or better. Co-requisite: PHYS 101, 101L, 102, 102L and CHEM 302L.

CHEM 302L Instrumental Analysis: Lab 1 sem. hr.
Theoretical and practical principles of chemical analysis involving use of electronics, atomic spectroscopy, molecular spectroscopy, and separation methods are practiced. This course will no longer be offered following the 2015-2016 academic year. Prerequisites: CHEM 101, 101L, 102, 102L, all "C-" or better. Co-requisite: PHYS 101, 101L, 102, 102L and CHEM 302.

CHEM 303 Modern Analytical Chem 3 sem. hrs.
This course will focus on classical and modern methods of chemical analysis. Data management, "wet" methods and instrumental methods of analysis will be explored with applications in various areas of chemistry including materials science, organic synthesis, structure characterization, and many others. Offered fall semester on odd-numbered years. Prerequisites: CHEM 101, 101L, 102, 102L, CHEM 201, 201L, 202, 202L, CHEM 206 and 206L for Environmental Chemistry Majors.

CHEM 303L Modern Analytical Chem Lab 1 sem. hr.
This lab will complement the CHEM 303 course and will involve hands on experience with gravimetric, volumetric and instrumental methods of analysis in chemical problem solving. Offered fall semester on odd-numbered years. Prerequisites: CHEM 101, 101L, 102, 102L, CHEM 201, 201L, 202, 202L, CHEM 206 and 206L for Environmental Chemistry Majors.

CHEM 305 Inorganic Chemistry 3 sem. hrs.
This course presents fundamental theories and applications of the chemistry of inorganic compounds, particularly the main-group elements. Topics include VSEPR theory, molecular symmetry and group theory, theories in chemical bonding, chemistry of the main-group elements, spectroscopic and analytical methods, coordination chemistry, crystal field theory, inorganic polymers, solid state chemistry, solution chemistry, and organometallic chemistry and green inorganic chemistry. Course also includes an oral and writing component and considerable integration of research literature. Students are expected to read, abstract, and present current topics in inorganic chemistry. Offered spring of every odd-numbered year. Prerequisite: CHEM 201-202 with a C- or better grade.
CHEM 305L Inorganic Chemistry:Lab 1 sem. hr.
This lab experience is designed to complement CHEM 305 lecture. The focus is the manipulation and synthesis of inorganic compounds. Topics include the chemistry of phosphazenes, silanes, materials chemistry, and inorganic polymers. Students will gain knowledge of anaerobic techniques for air-sensitive compounds. Offered spring of every odd-numbered year.
Prerequisite: CHEM 201-202 with a C- or better grade.

CHEM 307 Essential Biochemistry 3 sem. hrs.
This course focuses on the structure, chemistry and biological functions of some of the primary biomolecules: proteins, lipids, saccharides, nucleic acids, and vitamins & coenzymes. The course then focuses on fundamentals of enzymology, central catabolic metabolism and key features of biochemical regulation and integration. Applications of biochemistry in medicine and pharmaceuticals are also emphasized. The course is taught using a combination of interactive lecture, demonstrations and group activities. Offered every spring semester.
Prerequisites: CHEM 201-202, BIO 306 is helpful.

CHEM 307L Essential Biochemistry:Lab 1 sem. hr.

CHEM 310 Found of Physical Chem 4 sem. hrs.
This course will explore classical concepts in thermodynamics, quantum mechanics, kinetics and equilibrium.
Prerequisites: CHEM 101-102 and labs, CHEM 201-202 and labs and Calculus I and II.

CHEM 320 Biochemistry I 3 sem. hrs.
This course explores the chemistry of biological compounds that include amino acids, proteins, carbohydrates, lipids, vitamins, and nucleic acids with an emphasis on their structure-function relationships. Protein structure and biosynthesis, enzymes kinetics and mechanisms, and biological membranes are covered in detail. This course is required for Biochemistry majors and most pre-pharmacy students. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as BIO 321. Offered every spring semester on even numbered years.
Prerequisites: CHEM 201-202 with a C- or better grade.

CHEM 321L Biochemistry II:Lab 1 sem. hr.
This course is a continuation of CHEM 320 course with an emphasis on the metabolism of carbohydrates, lipids, and proteins in physiological systems. The metabolic pathways are examined from an integrated thermodynamic and kinetic regulatory perspective. Cellular signaling, metabolic disorders, and the role of ATP, and its production are fully considered. Applications of biochemistry in medicine and pharmaceuticals are also emphasized. Special discussion is placed on important biochemistry research topics during the latter part of the semester for which much material is drawn from the current biochemical literature. This course provides the linkage between the inanimate world of molecular biochemistry and the living world of biology. This course is required for Biochemistry majors and most pre-pharmacy students. All pre-professional students, biology majors and chemistry majors are welcome to enroll. Cross-listed as BIO 321. Offered every spring semester on even numbered years.
Prerequisites: CHEM 320.

CHEM 321L Biochemistry II:Lab 1 sem. hr.
An extension of BIO 320/CHEM 320 lab, this laboratory course is designed to continue introducing the students to modern biochemical experimental methods for studying the chemical and physical properties of biological molecules. Experiments will include the use of buffers, spectroscopy, enzyme assays, chromatography, electrophoresis, and immunoassays in the analysis of biological macromolecules. Isolation and purification techniques will be emphasized along with quantitative procedures. Students will be expected to keep a professional quality research notebook, read biochemical research articles and complete experimental work weekly. Cross-listed as BIO 321L. It is highly recommended that students enroll in BIO 321/CHEM 321 simultaneously. Offered every spring semester on even-numbered years.
Prerequisites: BIO 320/CHEM 320 with lab.

CHEM 390 DV:Chemistry Internship 1-3 sem. hrs.
This course offers credit for doing an internship in chemistry with our business partners. This seminar is for Chemistry majors. Offered every fall and spring semesters.

CHEM 398 Chemistry Seminar IIIA 1 sem. hr.
DV. This course offers credit for doing an internship in chemistry with our business partners. The students will choose a field and participate in an internship. This seminar is for Chemistry majors. Offered every fall and spring semesters.

CHEM 401 Physical Chemistry I 3 sem. hrs.
Study of the kinetic theory of gases and gas laws, thermodynamics, three laws of thermodynamics, heat, temperature, enthalpy, entropy, Gibbs energy and their relationships. The course focuses on Phase equilibria, thermodynamics of transition, phase diagrams, properties of mixtures, and deep emphasis on chemical equilibrium. Offered fall semester every odd-numbered year.
Prerequisites: CHEM 101-102, PHYS 101-102, MATH 207.
Corequisites: MATH 208 or MATH 307.
**CHEM 401L. Physical Chemistry I: Lab  1 sem. hr.**
The lab experience is designed to complement CHEM 401 lecture. Experiments include verification of the ideal gas law by digital and U-tube manometers, determination of enthalpy utilizing oxygen bomb calorimeter, examination of equilibrium parameters by titration, and exploring the properties of mixtures and colligative properties. The lab focuses on analyzing research articles and discussing their significant points in order to correlate theories to applications. The students also present materials that demonstrate how the operation of biological systems obeys theoretical physical laws. One four-hour session per week. Offered fall semester every odd-numbered year.
Prerequisites: CHEM 101-102, PHYS 101-102, MATH 207, Corequisites: MATH 208 or MATH 307.

**CHEM 402 Physical Chemistry II  3 sem. hrs.**
Study of quantum theories and chemical kinetics that includes rate laws, order, mechanism, and catalysis, and basics of atomic structure and molecular interactions. The course covers theories and applications on macromolecules and aggregates, molecular rotations and vibrations, electronic transition and photochemistry, and magnetic resonance. Offered spring semester every even-numbered year.
Prerequisite: Successful completion (C or better grade) of CHEM 401.

**CHEM 402L. Physical Chemistry II: Lab  1 sem. hr.**
The lab experience is designed to complement CHEM 402 lecture. Experiments include verification of Beer's law and determination of rate law using UV-Vis spectrometer, studying colloids and surface chemistry, practical and biological applications utilizing Fluorescence, Phosphorescence, Nuclear Magnetic Resonance, Electron Paramagnetic Resonance spectroscopic techniques. The lab also focuses on analyzing research articles related to Infra-red and laser techniques in order to correlate theories to applications. One four-hour lab per week. Offered spring semester every even-numbered year.
Prerequisite: Successful completion (C or better grade) of CHEM 401 lab.

**CHEM 403 Clinical Biochemistry  3 sem. hrs.**
Clinical Biochemistry is concerned with the detection and measurement of biochemical changes in disease. This course focuses on the areas of body function required for the maintenance of health including: carbohydrates metabolism, transport and storage of lipids and lipoproteins, acid-base balance and blood gases as well as control of water and electrolytes and kidney function. Genetic control is covered with an emphasis on endocrinology including thyroid hormones. The course also includes a discussion of digestion, nutrition, and drugs, in addition to, liver function, relevant enzymology and the immune system. This course is suitable for students interested in careers in biochemistry, chemistry, biology, medicine, dentistry, pharmacy, and veterinary. Cross-listed as BIO 403 Offered every fall semester on even-numbered years.
Prerequisites: BIO/CHEM 320, BIO/CHEM 321 or BIO/CHEM 307.

**CHEM 403L. Biochemistry I: Lab  1 sem. hr.**

**CHEM 404 Physical Biochemistry  3 sem. hrs.**
Physical Biochemistry aims at understanding biological systems and processes in terms of the underlying physical and chemical laws. The course quantitatively investigates the interactions, dynamics, and structure of biological molecules at the molecular level in terms of kinetics, thermodynamics, spatio-temporal organization. Cross-listed as BIO 404. Offered every spring semester on odd-numbered years.
Prerequisite: MATH 207.

Corequisite: MATH 207.

**CHEM 405 Topics in Chemistry  3,4 sem. hrs.**
These courses are not part of the Division's normal course sequence and are offered by faculty in their areas of specialization. Course topics include: Quantum Mechanics, Chromatography, Advanced Organic Chemistry, Advanced Laboratory Methods, Advanced Inorganic Chemistry, Green Chemistry, Molecular Modeling and others. Check course offerings in any given semester for these classes. Prerequisites vary and enrollment requires permission of advisor or Division Chair.

**CHEM 407 Molecular Pharmacology  3 sem. hrs.**
This course deals with the biochemistry and physiology of drugs and their effects on living systems. As is the case with the science of pharmacology, the interactions of drugs with cellular targets are used as a means to understand normal cellular functions. We will deal with common over-the-counter medications, prescription medications, antibiotics, drugs acting on the central nervous system, drugs of abuse, and new approaches to drug therapy. Three hours of lecture per week. Offered every spring semester.
Prerequisites: BIO 209, 210, CHEM 201, 202.

**CHEM 411 Introduction to Research  1,2 sem. hrs.**
Intended for advanced students, course includes methods for searching the chemical literature and using the library. A two-semester research project will be discussed and assigned. Research projects typically involve advanced experimental work and submission of a paper. Projects are assigned with intent to produce publishable data and results. Permission of Division Chair and Vice President for Academic Affairs. A maximum of 2 credits can be applied to the CHEM major or minor. Offered every semester.

**CHEM 412 Introduction to Research  1,2 sem. hrs.**
Intended for advanced students, course includes methods for searching the chemical literature and using the library. A two-semester research project will be discussed and assigned. Research projects typically involve advanced experimental work and submission of a paper. Projects are assigned with intent to produce publishable data and results. Permission of Division Chair. A maximum of 2 credits can be applied to the CHEM major or minor. Offered every semester.

**CHEM 415L. Integrated Lab Experience I  2 sem. hrs.**
The integrated laboratory experience is a project-based learning experience in which chemistry majors will choose a problem to explore. Students will design and implement a project to attempt to solve the problem posed using a suite of chemical analytical tools available. The project will be extended over three semesters and will be done in conjunction with a faculty mentor. The deliverables will be a major report, a presentation on campus and possibly a publishable artifact. Students will be encouraged to be creative to explore various analytical solutions to the problem posed and to meet with their peers regularly to discuss progress and share ideas for ongoing work.

**CHEM 416L. Integrated Laboratory Exp II  2 sem. hrs.**
This course is the extension of CHEM 415L.

**CHEM 417L. Integ Lab Experience III  2 sem. hrs.**
This course is the extension of CHEM 416L.
CHEM 440 NMR Theory & Applications  3 sem. hrs.
This course emphasizes the fundamental aspects of 1D and 2D nuclear magnetic resonance spectroscopy (NMR). The theory of pulsed Fourier transform NMR is presented using a conceptual nonmathematical approach. The course is geared toward an audience which seeks an understanding of NMR theory and an appreciation of the practical applications of NMR in chemical analysis. Students are exposed to hands-on NMR operation. Detailed instructions are provided and each student is expected to carry out his or her own NMR experiments on our Anasazi EFT-60 NMR spectrometer.

CHEM 450 Environmental Chemistry  3 sem. hrs.
This course will explore methods of chemical analysis in environmental applications related to EPA standards, environmental toxicology, product safety issues and exposure limits. Offered every spring semester.
Prerequisites: CHEM 101, 101L, 102, 102L.

CHEM 460 Materials Chemistry  3 sem. hrs.
This course will explore the chemistry and properties of materials used in a wide range of industrial and consumer applications. Topics will include polymers, hybrid materials, catalysts, metals and many others in the context of design strategies, testing and real-world use. Offered for the first time in 2016-2017.
Prerequisite: CHEM 101, 101L, 102, 102L and CHEM 201, 201L, 202, 202L.

CHEM 470 Nano and Fuel Chemistry  3 sem. hrs.
This course will explore the chemistry and properties of materials used in the fuel industry with a focus on nano-technology applications. Offered for the first time in 2016-2017.
Prerequisite: CHEM 101, 101L, 102, 102L and CHEM 201, 201L, 202, 202L.

CHEM 498 Chemistry Career Seminar  0.5 sem. hrs.
A two semester (0.5 credits per semester) capstone experience that will involve chemistry majors discussing, sharing and evaluating internship experiences as professional presentations. The focus in the course is on market readiness and job placement. This seminar is for chemistry majors. Offered every fall and spring semester starting in fall 2016.

CHEM 499 Chemistry Career Seminar  0.5 sem. hrs.
A two semester (0.5 credits per semester) capstone experience that will involve chemistry majors discussing, sharing and evaluating internship experiences as professional presentations. The focus in the course is on market readiness and job placement. This seminar is for chemistry majors. Offered every fall and spring semester starting in fall 2016.

Computer Science (CS)

CS 101 Computers  3 sem. hrs.
How we talk to computers and make them do what we want. Trends and social issues. Hands-on exercises in the laboratory. Offered every semester.
Prerequisite: none.

CS 105 Programming for Everyone  3 sem. hrs.
Applications and software. Programming with an easy general-purpose language (currently Python). Data types including strings and lists. Text-file processing. Interactive Programs. Loops, decisions, functions. No prior programming experience required. Offered every fall.
Prerequisite: Equivalent of MATH 103 (Algebra I).

CS 108 Found of Computer Science I  3 sem. hrs.
An introduction to computers, basic coding, hardware, networks and digital applications to create a framework for computer science majors to understand the areas of computing. Prerequisite: High School Mathematics.

CS 109 Foundations of CS II  3 sem. hrs.
An introduction to computers, basic coding, hardware, networks and digital applications to create a framework for computer science majors to understand the areas of computer science. Prerequisite: CS 108.

CS 111 Intro to Obj-Oriented Program  3 sem. hrs.
Introduction to programming in an object-oriented language. Early work will emphasize procedural programming techniques - introducing students to data types, input-output operations, decision statements, loops, and arrays. Students will then study construction of simple user-defined classes.
Prerequisite: MATH 103 with a grade of C or above.

CS 112 Introduction to Networking  3 sem. hrs.
Students will study the elements of a computer network including the base framework and infrastructure, concepts of operation, installation, and configuration of the hardware and operating system software. Students will acquire hands-on experience from actual setup and configuration in a network lab environment.

CS 113 Intro to Digital Applications  3 sem. hrs.
Introduction to core elements of digital applications related to software use, mobile platforms, websites, social media and entertainment will be presented. Students will learn the basic history, evolution and elements of these important personal and social tools.

CS 114 Introduction to Cybersecurity  3 sem. hrs.
This course introduces the fundamental concepts of computer and network security, cyber-attacks, and cyber-defense. Students will examine the legal aspects of cybercrime and investigate standards and best practices for mitigating circumstances.

CS 120 Introduction to Bioinformatics  3 sem. hrs.
Bioinformatics is the application of computer power to problems in Biology and medicine. This course provides an introduction to the problems addressed by the cross-disciplinary field of bioinformatics, and to some of the tools made available by this technology. Students will use bioinformatics to investigate genome organization, gene structure, and the four levels of protein structure. Students are introduced to molecular visualization tools, sequence analysis software, and on-line sequence comparison tools. A short paper is required, investigating a particular gene, its product, the structure of the product, and its function in the cell. Three one-hour lectures per week. Cross-listed as BIO 120. Offered every fall.

CS 199 Special Topics  3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. Requires permission of Director of Computer Science.
CS 201 Visual Basic I 3 sem. hrs.
Develop Graphic User Interfaces and add event-driven code to create and/or run simple applications from the Windows environment, using VISUAL BASIC. Understand and use forms, controls, properties, modules. Learn proper Windows design and design considerations. This is largely a hands-on course. Offered every fall semester.
Prerequisite: Familiarity with the use of Windows, plus CS111 or one semester of college computer programming, or permission of the instructor.

CS 203 FORTRAN 3 sem. hrs.
Prerequisite: CS 111 or permission of instructor.

CS 207 COBOL 3 sem. hrs.
Programming applied to typical and administrative data processing with hands-on exercises using production-quality version of COBOL. Offered every spring semester of odd-numbered years.
Prerequisite: CS 111 or permission of instructor.

CS 210 Understanding UNIX/LINUX 3 sem. hrs.
Introduction to the UNIX/Linux operating systems will be conducted using a laboratory environment. Students explore the components of the UNIX/Linux operating system, discuss installation and configuration elements, and examine their application in today's business economy.

CS 211 Programming Structures 3 sem. hrs.
Construction of classes and subclasses in Java. Basic data structures (including arrays, array lists, ...) and their appropriateness in programming situations. Offered every fall semester.
Prerequisite: CS 111 with grade of C or above.

CS 212 Intro Object-Oriented Prg II 3 sem. hrs.
Further work with user-defined classes as well as data structures such as array lists and linked lists, searching and sorting techniques, simple text file handling, generic methods and classes and recursion.
Prerequisite: CS 111 with grade of C or above; MATH 104 with grade of C or better.

CS 220 Discrete Patterns for Comp Sci 3 sem. hrs.
Investigation of Discrete Patterns that are especially relevant to Computer Science including Boolean logic, propositions, induction and recursion, counting techniques, discrete probability.
Prerequisite: MATH 155 with grade of C or above.

CS 221 Database Techniques 3 sem. hrs.
Types of database structures: hierarchic, network, relational. Preparation of structure (normalization, design of records). DBMS use and management, including intermediate SQL. Consideration of data integrity, reliability, security. Hands-on experience using typical DBMS software. Offered every fall semester.
Prerequisite: CS 111 or permission of instructor.

CS 230 Discrete Patterns I 3 sem. hrs.
Prerequisite: MATH 155 or equivalent with permission.

CS 231 Discrete Patterns II 3 sem. hrs.
Prerequisite: CS 230.

CS 251 Web Publishing 3 sem. hrs.
Introduction to the Internet, World Wide Web, HTML, and web page authoring. Web page construction using web authoring tools will include: frames, graphics, sound and animation. Appropriate design and copyright issues will be addressed. Offered every fall semester.

CS 280 Bioinformatics Seminar 1 sem. hr.
A one-credit course in which on-line genome databases will be explored. The course culminates with a project inquiring into some aspect of cell biology, drawing on bioinformatics tools made available by various databases, such as the human genome browsers at NCBI, EMBL, and UCSD, the OMIM and OMIA databases, and gene expression data from EST and microarray databases. Cross-listed as BIO 280. Offered every spring.
Prerequisites: BIO101, 102.

CS 298 Computer Sci Career Seminar I 1 sem. hr.
This introductory seminar focuses on helping beginning computer science students from all three majors gain valuable time with professionals in the field, through seminars presentations and at conferences meant to expose students to career options in CS.

CS 299 Special Topics 3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. Requires permission of Director of Computer Science.

CS 301 Visual BASIC II 3 sem. hrs.
More advanced concepts and methods in Visual BASIC, with concentration on Database and Client-Server Applications and related topics. Offered every spring semester of even-numbered years.
Prerequisites: CS 201 and CS 221 with grade of C or above.

CS 306 Computer Organization 3 sem. hrs.
Investigation of the computer as hierarchy of levels-digital logic; microprogramming; machine; assembly language, operating systems. Includes lab work in assembly language. Offered every spring semester of even-numbered years.
Prerequisite: CS 211 with grade of C or above.

CS 311 Programming Algorithms 3 sem. hrs.
Prerequisite: CS 211 with grade of C or above.

CS 314 Functional Programming 3 sem. hrs.
Concepts, structures, methods and applications appropriate to the Functional Paradigm (Currently Haskell). Offered every fall semester of even-numbered years.
Prerequisites: CS 111 with grade of C or above, or permission of instructor.

CS 320 Programming in .NET 3 sem. hrs.
Working with programming techniques in Windows.NET environment.
Prerequisite: CS 212 with a grade of C or above.
CS 326 Integrated Information Systems 3 sem. hrs.
(See BUS 326) Study of conceptual foundations, structures and
development of effective data-based management systems, including
analysis of appropriate hardware, software, and administrative controls.
Offered every semester.
Prerequisite: BUS 105 or CS 101 or permission of the instructor.

CS 335 LINUX/UNIX Programming 3 sem. hrs.
Study of the LINUX/UNIX programming environments.
Prerequisite: CS 212 with grade of C or above.

CS 385 Computer Science Internship 1-6 sem. hrs.
Interns receive practical learning experience outside the academic
setting. Requires permission of the Director of Computer Science and
agreement of the relevant authority on the employer's side. May not be
repeated. Offered by arrangement.

CS 387 Advanced Cybersecurity 3 sem. hrs.
This course examines advanced concepts of computer and network
security, cyber-attacks, and cyber-defense. Students will examine in
depth the fundamental concepts of cybersecurity from the introductory
course, CS 114. The course will also further investigate standards and
best practices in cybercrime.

CS 399 Special Topics 1 sem. hr.
To fill special student needs or take advantage of a visiting professor or
serve as an experimental offering of a contemplated regular course. May be
repeated as new topics are presented. Requires permission of Director
of Computer Science.

CS 402 Modular Projects 3 sem. hrs.
Students will undertake a semester-long, real-life programming project
while gaining expertise in the C language. Individual or group projects
depending on the composition of the class and the interests of the
students. Offered every fall semester of even-numbered years.
Prerequisite: CS 311 or with grade of C or above.

CS 403 Object Oriented Prog w/C++ 3 sem. hrs.
Object-oriented programming using the C++ language. Topics include
abstract data types, polymorphism and overloading. Assumes familiarity
and comfort with C programming language. Course begins with
investigation of differences between C and C++; proceeds into object-
oriented programming in C++. Includes work with the Standard Template
Library (STL). Offered every spring semester of odd-numbered years.
Prerequisite: CS 402 with grade of C or above or ability to program in C
and permission of instructor.

CS 404 Prin of Computer Languages 3 sem. hrs.
Comparative study of key programming languages in view of design
concepts and seminal implementation methods. Introduction to LISP or
similar language with lab exercises. Not currently offered.
Prerequisites: CS 306 and CS 311 with grade of C or above.

CS 405 Operating Systems 3 sem. hrs.
Investigation of the principles of a modern computer operating system.
Topics include processes, memory management, input/output, file
systems. Examples will be taken from current operating systems such as
Windows, LINUX/UNIX. Offered every spring of odd-numbered years.
Prerequisites: CS 306 and CS 402 with grade of C or above.

CS 406 Cybersecurity II 3 sem. hrs.
This course focuses on the ethical and criminal aspects of cybersecurity
and the economic impact to society. Students will investigate security
from an ethical and criminal hacking perspective. Students will examine
the forensic protocols involved with investigating security threats and
breaches as well as system defense through mechanisms such as
physical and software controls.

CS 420 Bioinformatics Applications 3 sem. hrs.
In this course we will learn to use many of the tools of bioinformatics,
including genome database, BLAST searcher, DNA analysis software,
and protein structure modeling. Biology majors will complete a project
which relates to one of their upper-level biology classes. CS students will
complete a project involving programming or another CS activity. Cross-
listed as BIO 420. Offered every fall.
Prerequisites: for biology majors, BIO 101-102 along with one of BIO 306,
BIO 403, or BIO 307/CHM 307; for CS majors, junior or senior students
who have completed at least 2 programming courses.

CS 425 Software Engineering I 3 sem. hrs.
: Programming in C++. This course builds on the materials introduced in
CS 111 and CS 212, adding work with exception handling and threads.
Students work with larger-scale programs culminating in a major modular
project – a well-organized collection of classes.
Prerequisite: CS 212 with a grade of C or better; CS 306 with a grade of C
or above.

CS 426 Software Engineering II 3 sem. hrs.
Students continue to work on interdisciplinary group programming
projects. These projects may require students to learn a new computer
language – depending upon the project's requirements/specifications.
Prerequisite: CS 425.

CS 490 Independent Study/Research 3 sem. hrs.
With permission of Director of Computer Science; by arrangement.

CS 498 CS Career Seminar II 1 sem. hr.
This capstone experiences focuses on helping advanced computer
science students from all three majors gain valuable time with
professionals in the field, through seminars presentations and at
conferences.

Environmental Science (ES)

ES 430 GIS/Remote Sensing 3 sem. hrs.
Fundamental concepts of Geographic Information Systems (GIS),
elements of GIS, analysis of spatial information, real-world applications,
map creation and analysis. Offered spring semester on odd-numbered
years beginning 2017.
Prerequisite: junior standing.

Mathematics (MATH)

MATH 100 Mathematics Review 3 sem. hrs.
Refresher course in basic mathematics with goal of providing a good
foundation for further study/use of mathematics. Topics include
operations on integers, fractions and decimals; exponents and order
of operation; ratios, proportions and percents; basic algebraic
and geometric formulas. Credit, although tabulated within the 130 hours
required for graduation, does not satisfy any part of the core curriculum
requirements. By placement only. Offered every semester.
MATH 103 Algebra I 3 sem. hrs.
Real numbers, variable expressions, solving equations and applications of equations, polynomials, factoring, algebraic fractions, graphs and linear equations, systems of linear equations, inequalities, radical expressions, quadratic equations. Prerequisite for 103: by placement or successful completion of MATH 100 with a C or better grade. Offered every semester.

MATH 104 Algebra II 3 sem. hrs.
Real numbers, variable expressions, solving equations and applications of equations, polynomials, factoring, algebraic fractions, graphs and linear equations, systems of linear equations, inequalities, radical expressions, quadratic equations. Prerequisite for 104: By placement or successful completion of MATH 103 with a C or better. Offered every semester.

MATH 107 Mathematics I for Educators 3 sem. hrs.
Problem solving techniques, sets, development of and operations with the real number system, including whole numbers, fractions and decimals, number theory, algebra, probability, statistics, geometry, measurement, applications to early childhood and intervention specialist teaching, NCTM standards. Offered every semester. Prerequisite: one year of high school algebra.

MATH 108 Mathematics II for Educators 3 sem. hrs.
Problem solving techniques, sets, development of and operations with the real number system, including whole numbers, fractions and decimals, number theory, algebra, probability, statistics, geometry, measurement, applications to early childhood and intervention specialist teaching, NCTM standards. Offered every semester. Prerequisite: MATH 107, SEP students must complete both MATH 109-1 and 109-2 before taking 107.

MATH 109-1 Algebra Found/Appl I 3 sem. hrs.
A two-semester introduction to math at the collegiate level. The first semester focuses on developing foundational math skills while introducing students to basic algebra. The second semester continues the emphasis on skills development but introduces higher-level algebra concepts. Required Weekly tutoring in math in both courses. Equivalent to MATH 100 and MATH 103. Counts toward math proficiency requirement. Course available only to incoming first-year students by placement test. Students who successfully complete this sequence should follow it with MATH 104 or the 104 equivalent appropriate to their majors. Offered every year.

MATH 109-2 Algebra Found/Appl II 3 sem. hrs.
A two-semester introduction to math at the collegiate level. The first semester focuses on developing foundational math skills while introducing students to basic algebra. The second semester continues the emphasis on skills development but introduces higher-level algebra concepts. Required Weekly tutoring in math in both courses. Equivalent to MATH 100 and MATH 103. Counts toward math proficiency requirement. Course available only to incoming first-year students by placement test. Students who successfully complete this sequence should follow it with MATH 104 or the 104 equivalent appropriate to their majors. Offered every year.

MATH 110 DV: Math in the World 3 sem. hrs.
Explores a broad spectrum of mathematical topics with an emphasis on the many practical uses of mathematics in our society. This is a course in mathematical literacy, not manipulative techniques. Topics are selected from the environment, politics, polling, social ethics, choice and decision making, technology, management, statistics, size, shape and art. Offered every fall semester. Prerequisite: one year of high school algebra.

MATH 120 Ethnomathematics 3 sem. hrs.
Indigenous peoples provide examples of the concept of number, related symbols, graph theory (eg. sand paintings), kin relations, games of strategy and chance, logic of puzzles, organization of time and space, spatial configurations.. Cultures selected from South America, Africa, Russia, Australia, Native American, Inuit, Maori. Increases understanding of mathematics and of other peoples. Recommended for non-science majors. Credit in Diversity Cluster. Offered every fall semester. Prerequisite: High school algebra and geometry.

MATH 130 DV: Math and the Environment 3 sem. hrs.
Shapes and patterns in nature are examined through various media thereby heightening awareness and appreciation of our environment. A special area of environmental concern, such as air or water quality, is explored in depth through examining data using mathematical modeling and appropriate technology. Offered fall semester on odd-numbered year. Prerequisite: High school algebra and geometry.

MATH 155 Elementary Functions I 3 sem. hrs.
(Formerly MATH 105-106) Algebraic foundations, functions and graphs, polynomial functions, rational functions, exponential functions, logarithms and logarithmic functions, complex numbers, basic trigonometry, trigonometric identities, trigonometric equations, trigonometric functions, inverse trigonometric functions. Offered every semester. Prerequisite: two years of high school algebra and one year of high school geometry.

MATH 156 Elementary Functions II 3 sem. hrs.
Algebraic foundations, functions and graphs, polynomial functions, rational functions, exponential functions, logarithms and logarithmic functions, complex numbers, basic trigonometry, trigonometric identities, trigonometric equations, trigonometric functions, inverse trigonometric functions. Offered every semester. Prerequisite: MATH 155 with a grade of C or better.

MATH 160 Euclidean Geometry 3 sem. hrs.
Axiomatic and transformational geometry, originated by Euclid, modified by Descartes and others. Points, lines, angles, parallels, planes, space, triangles, polygons, circles, measurement, congruency, similarity, area, volume, coordinates, isometries, constructions. Emphasis on deductive reasoning. Use of ancient tools and modern technology. Foundation for teaching of geometry and further study of modern geometries. Offered spring semester of odd-numbered years. Prerequisite: high school algebra and geometry.

MATH 207 Calculus I 5 sem. hrs.
Limits, continuity, derivatives, anti-derivatives, integration and the fundamental theorem of calculus. Offered every semester. Prerequisite: MATH 156 with a grade of "C" or better or placement.
MATH 208 Calculus II  4 sem. hrs.
Transcendental functions, methods of integration, improper integrals, sequences and series, Taylor series, polar coordinates, parametric equations. Offered every spring semester.
Prerequisite: MATH 207 with a grade of C or better.

MATH 210 Math for MCE  3 sem. hrs.
This course covers the basic introduction to discrete mathematics and calculus. Concepts include permutations and combinations, sequences and series, graphs, set theory, limits, differentiation, and integration. Historical context will be provided for all topics. This course does not count towards a mathematics major or minor.
Prerequisite: MATH 155 or placement.

MATH 220 Finite Mathematics  3 sem. hrs.
Systems of linear equations; Matrices including basic operations and inverse of a square matrix; Systems of linear inequalities; Linear programming including the simplex method; Logic and Sets; Basic Counting Principles; Permuatations and Combinations; Elementary probability theory including equiprobable models, conditional probability and Bayes' theorem; Markov Chains including regular Markov Chains and absorbing Markov Chains.
Prerequisite: MATH 104 or equivalent.

MATH 221 Statistics  3 sem. hrs.
Elementary theory of probability and statistics, frequency distributions, binomial distributions, normal distributions, means, variances, standard deviations, sampling, confidence limits, testing of hypotheses, applications drawn from real world situations. Does not count toward the 33 hours required for a major in Mathematics. Offered every semester.
Prerequisite: MATH 104 or equivalent.

MATH 230 Discrete Patterns I  3 sem. hrs.
Prerequisite: MATH 155 or equivalent with permission.

MATH 231 Discrete Patterns II  3 sem. hrs.
Algorithms and Combinatorics. Logic, circuits, Karnaugh maps. Proofs, including quantified statements and mathematical induction. Relations, graphs, trees. Languages and finite-state machines. Offered every fall.
Prerequisite: MATH 230 with a "C" or better.

MATH 255 Complex Variables I  3 sem. hrs.
Introduction to complex numbers and their geometry, functions of one complex variable and their differentiation and the fundamental theorem of algebra.
Prerequisite: MATH 207 with a grade of C or better.

MATH 299 Financial Math  3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. With permission of department chair.

MATH 307 Calculus III  4 sem. hrs.
Vectors, analytic geometry of three-dimensional space, partial derivatives, multiple integrals, theorems of Green and Stokes. Prerequisite MATH 208 with a grade of C or better. Offered every fall semester.

MATH 313 Linear Algebra I  3 sem. hrs.
Concepts, algorithms, proofs and applications over these topics: systems of linear equations, matrices, determinants, finite-dimensional vector spaces, eigenvalues, orthogonality, quadratic forms. Related topics may be included such as complex numbers, base transformation, linear programming, and finite-state Markov chains. Offered every fall.
Prerequisite: MATH 207 and MATH 230 or permission of the instructor; MATH 313 is required for the Mathematics major and strongly recommended for the Computer Science major.

MATH 314 Linear Algebra II  3 sem. hrs.
Concepts, algorithms, proofs and applications over these topics: systems of linear equations, matrices, determinants, finite-dimensional vector spaces, eigenvalues, orthogonality, quadratic forms. Related topics may be included such as complex numbers, base transformation, linear programming, and finite-state Markov chains. MATH 313 is required for the Mathematics major and strongly recommended for the Computer Science major. Offered spring semester of odd-numbered year.
Prerequisite: Grade of "C" or better in MATH 313.

MATH 321 Prob/Statistical Infer I  3 sem. hrs.
Introduction to classical probability theory including sample spaces, events, discrete and continuous probability distributions. Prerequisite for 321: MATH 307 with a grade of C or better. Offered every spring semester.

MATH 322 Prob/Statistical Infer II  3 sem. hrs.
Introduction to classical statistics, hypothesis testing, confidence intervals and non-parametric statistics. Prerequisite for 322: MATH 321 with a grade of "C" or better. Offered fall semester of even-numbered years.

MATH 340 Theory of Interest  3 sem. hrs.
Measurement of interest, simple and compound interest, present and accumulated value, amortization, sinking funds, bonds and other securities and practical applications.
Prerequisite: for MATH 208 with a grade of "C" or better.

MATH 341 Intro to Financial Math  3 sem. hrs.
Advanced topics on bonds and other securities; yield rates, cash flow analysis; the term structure of interest rates; duration, convexity and immunization; and introduction of options and other derivatives.
Prerequisite: MATH 340 with a grade of "C" or better.

MATH 390 Internship  1-3 sem. hrs.
Interns receive practical learning experience outside the academic setting. This involves structured activities with an internship mentor and faculty mentor working with you to help you gain practical experience in applied mathematics in a corporate or organizational setting. A final report or presentation will be involved. Requires permission of the Director of Mathematics and agreement of the relevant authority on the employer’s side. May not be repeated. Offered by arrangement.

MATH 399 Special Topics  3 sem. hrs.
To fill special student needs or take advantage of a visiting professor or serve as an experimental offering of a contemplated regular course. May be repeated as new topics are presented. With permission of department chair.

MATH 402 Introduction Modern Geometry  3 sem. hrs.
Study of axiomatic and transformational geometries selected from finite geometry, Euclidean geometry, projective geometry, non-Euclidean geometries, fractal geometry, and topology. Offered fall of odd-numbered years.
Prerequisite: MATH 313 with a grade of "C" or better.
MATH 405 Intro to Modern Analysis I 3 sem. hrs.
Logic and proofs applied to continuous domains. Sets, functions and coordination. Natural numbers and induction; ordered fields and the completeness axiom and compact sets. Sequences: convergence, limit theorems, monotone and cauchy sequences, subsequences. Offered fall semester of odd-numbered years. Prerequisites: MATH 230 and MATH 307 with a grade of "C" or better.

MATH 406 Intro to Modern Analysis II 3 sem. hrs.
Limits and continuity, uniform continuity; differentiation, l'Hopital's Rule, Taylor's theorem; the Riemann integral and the Fundamental Theorem of Calculus; infinite series and convergence tests; sequences and series of functions. Offered times depend on demand. Prerequisite: MATH 405 with a grade of "C" or better.

MATH 410 Elem Differential Equations 3 sem. hrs.
Equations of first and second orders, linear equations with constant coefficients, solutions in series, numerical approximations. Offered spring semester of even-numbered years. Prerequisite: MATH 313, 307 with a grade of "C" or better.

MATH 421 Introduction Modern Algebra I 3 sem. hrs.
Theoretical, axiomatic approach to algebraic structures. Mappings, equivalence relations, groups, homomorphisms, rings, ideals. Offered fall semester of even-numbered years. Prerequisite: MATH 313 and 307 with a grade of "C" or better.

MATH 422 Introduction Modern Algebra II 3 sem. hrs.
Continuation of MATH 421. Groups, rings, ideals, fields, integral domains, polynomials, vector spaces. Offered times depend on demand. Prerequisite: MATH 421 with a grade of "C" or better.

MATH 431 App Regression&Time Series Ana 3 sem. hrs.
Applied Regression Analysis emphasizes the concepts and the analysis of data sets. It provides a review of the key concepts in simple linear regression, matrix operations, and multiple regression. Methods and criteria for selecting regression variables and geometric interpretations are discussed. Polynomial, trigonometric, analysis of variance, nonlinear, time series, logistic, random effects, and mixed effects models are also discussed. Detailed case studies and exercises based on real data sets are used to reinforce the concepts.

MATH 450 Math Seminar 1 sem. hr.
Reading of mathematical papers or monographs and presentations of subjects at baccalaureate level. Disseminating and writing of level appropriate proofs. Must be taken three times to satisfy the major requirements. Offered every semester.

MATH 490 Independent Study/Research 3 sem. hrs.
With permission of the Division Chair and Vice President for Academic Affairs. By arrangement.

Natural Sciences (NS)

NS 101 T1:DV:Sci/Contemp Hlth Iss 3 sem. hrs.
Primary emphasis on facilitating an understanding of the value of science and the use of the scientific method in problem solving, exploring the dynamics of human physiology, and evaluating health-related physiological activities. Important health issues and related contributions from the sciences are investigated. A variety of viewpoints and theories are examined in depth rather than from any one particular perspective. Trends in current research are important in both classroom discussion and course-related projects. Offered every semester.

NS 103 T1:Environmental Science 3 sem. hrs.
A course for students interested in environmental issues (greenhouse effect, waste disposal and energy management, recycling, deforestation, etc.), ecology, and applications affecting life processes on earth. In addition to an in-depth look at the synergy of the interacting life processes inextricably linked with the earth, the effects of human behavior on that synergy are explored. A variety of viewpoints, theories, and strategies are considered. Course includes a balance of research-based information, practical knowledge and applications, and opportunity to use the scientific method in course-related projects. Offered every semester.

NS 105 T1:Introduction to Geology 3 sem. hrs.
Introduction to principles and concepts of earth science, including plate tectonics, oceans, glaciers, soils, earthquakes, earth's crust, volcanic activity, and geological record of minerals and how the earth was formed. Other related topics will be presented as time permits. This is a physical science course. Offered every spring semester.

NS 109 T1:DV:Technology/Society 3 sem. hrs.
Where has technology brought us, and what will 21st century technology look like? What kind of scientific foundation is needed for this technology? This course will briefly survey the history of technology and its effects on societies past and present. Students will identify emerging technology? This course will briefly survey the history of technology and its effects on societies past and present. Students will identify emerging technologies the science needed for those technologies, and examine the effects on individuals, families, work, and society as a whole. Next offered TBA.

NS 110 Plagues Engineered by Humans 3 sem. hrs.
The past and future effects of plagues on humankind will be discussed. This course will explore the possibilities of plagues that may be unleashed knowingly and perhaps innocently. No prerequisite.

A study of plants useful to humans with emphasis on medicinal and agricultural uses. Issues covered will include the origins of domestication, the role in nature of plant products and the ways these plant products have been altered by humans through artificial selection and genetic modifications. Offered spring semester.

NS 112 T1:Science for ECE 3 sem. hrs.
This course will introduce students to select topics in life sciences, physical sciences, and Earth and space sciences which are addressed in Ohio Early Childhood Learning Standards. Each topic will be paired with inquiry activities that allow students to participate in hands-on applications. Discussions will include how to integrate this science content with other disciplines and how to design simple experiments. Offered every spring semester.
NS 113 Chemistry of Water 3 sem. hrs.
This course will explore water from chemical, physical, biological and socioeconomic perspectives. The availability of pure water is critical to human existence for many reasons, not least of which is drinking water. The early part of the course will set the stage for robust discussion about local, regional, national and global issues surrounding water as a resource. The course will involve a blended learning experience with some lecutre, in-class exercises, discussion, reflections and a digital project. This course has no prerequisites.

NS 114 T1: Intro to Forensic Science 3 sem. hrs.
This introductory course will focus on a variety of forensic sciences and their application to crime scene investigation. The course begins with an introduction to forensic science, crime scene investigation, nature of evidence, and an overview of chemistry. Patterns and impressions include fingerprints, firearms, and tool marks. The forensic biology topics include pathology, anthropology, odontology, and entomology. The forensic chemistry topics include illicit drugs, fibers and other polymers, accelerants, and explosives. Group activities serve to supplement these topics and encourage critical thinking. Offered every fall and summer online.

NS 119 T1: Microbes & Society 3 sem. hrs.
This course is an introduction to the world of microorganisms and how they impact humans of the 21st century. Topics that will be discussed include the place of microbes in ecology and the environment, the uses of microbes in biotechnology, the role of microbes in food production, and numerous other ways that microbes contribute to the quality of our lives. The course also explores bioterrorism, the problem of antibiotic resistance, and surveys microbial diseases of history and contemporary times. Some lab exercises included in the class meeting time. NOT INTENDED FOR SCIENCE OR NURSING MAJORS.

NS 175 Great Biographies of Science 3 sem. hrs.
Course description unavailable.

NS 207 Nutrition 3 sem. hrs.
Introduction to basic principles of normal nutrition. Topics include composition of food groups relative to fats, carbohydrates, proteins, vitamins, minerals, and trace elements; specific functions of these components; the four food groups and six food exchanges; some of the current controversial diets and issues in nutrition. Open to all students. Offered every semester.

NS 210 T1: Astronomy/Planetary Science 3 sem. hrs.
This course includes theories of the origin of the universe and its large-scale structure. Discussion will include the laws which govern the behavior of matter and energy throughout the universe. We will describe various objects and systems which are the subjects of astronomy. We will survey the techniques used by astronomers in their study of the cosmos. Students will learn about solar systems, the physics of planetary systems, the discovery of solar systems outside our own, and a survey of the components of our own solar system. Offered every fall semester.

NS 215 T1: Forensic Chemistry 3 sem. hrs.
This course will focus on a variety of topics in forensic chemistry and the analysis of evidence. An overview of drugs and pharmacology will be presented with an emphasis on forensic drug analysis. The chemical analysis of physical evidence includes the chemistry of combustion, arson, color, colorants, inks, paints, and polymers. The forensic analysis of paper, fibers, and polymers will also be covered in this course. Group activities serve to supplement these topics and encourage critical thinking. Open to all students. Offered every spring online.

Networking (ICT)

ICT 112 Introduction to Networking 3 sem. hrs.
Students will study the elements of a computer network including the base framework and infrastructure, concepts of operation, installation, and configuration of the hardware and operating system software. Students will acquire hands-on experience from actual setup and configuration in a network lab environment.

ICT 210 Understanding UNIX/Linux 3 sem. hrs.
Introduction to the UNIX/Linux operating systems will be conducted using a laboratory environment. Students explore the components of the UNIX/Linux operating system, discuss installation and configuration elements, and examine their application in today's business economy. Prerequisite: CS 111.

ICT 286 Introduction to Cybersecurity 3 sem. hrs.
This course examines intrusion detection methodologies and the approaches to handling intrusions. Students will examine the legal aspects of cybercrime and proper computer and network forensics procedures necessary for prosecution of criminal activity.

ICT 298 Comp Science Career Seminar I 1 sem. hr.
This introductory seminar focuses on helping beginning computer science students from all three majors gain valuable time with professionals in the field through seminars, presentations and at conferences meant to expose students to career options in CS.

ICT 301 Advanced Networking 3 sem. hrs.
This course is a continuation of Introduction to Networking. Advanced topics in evaluation, selection, and implementation of network hardware, operating systems, application software, and scalability and availability will be covered. Prerequisite: ICT 112.

ICT 302 Telecommunication Networking 3 sem. hrs.
Students will study the various technologies and applications of telecommunications. The course examines the current and future trends in telecommunications as well as understanding the management and strategy for business applications. Prerequisites: CS 108/CS 109.

ICT 303 Wireless and Mobile Computing 3 sem. hrs.
This course focuses on the use of wireless and mobile computing within the corporate network. Students will examine the configuration, administration, deployment techniques, and security aspects of implementing and maintaining wireless networks. Prerequisites: CS 108/CS 109.

ICT 386 Introduction to Cybersecurity 3 sem. hrs.
This course examines fundamental concepts of computer and network security, cyber-attacks, and cyber-defense. Students will examine the legal aspects of cybercrime and investigate standards and best practices for mitigating cybercrime. Prerequisites: CS 108/CS 109.

ICT 401 Fund of Inform & Network Security 3 sem. hrs.
This course examines fundamental concepts of information security. Students will investigate developing and implementing organization-wide security policies to protect the information assets of an organization. Prerequisites: ICT 112, ICT 210, ICT 301, ICT 302, ICT 303.
ICT 402 Virtual, Cloud Comp & Secur  3 sem. hrs.
The course investigates the impact of virtualization technology on networks and business infrastructure. Students will examine the required infrastructure, determine the proper planning, and deployment of resources required to support virtualization, cloud computing, and information storage.
Prerequisites: ICT 112, ICT 301, ICT 302, ICT 303.

ICT 403 Adv Network Administration  3 sem. hrs.
This course focuses on the skills necessary to manage networking operating systems, client-server applications, SMTP, and directory server support. Topics include common operating systems, networking protocols, architecture design, and designing specific types of networks.

ICT 404 Network Des & Mgmt (Capstone)  3 sem. hrs.
Students will study the techniques of network planning, selection and implementation. This course will focus on customer and system requirements, system constraints and performance, design of new networks, managing existing networks, system security requirements. Students will develop a detailed network design that encompasses course elements.

ICT 410 Intru Detect & Incid Response  3 sem. hrs.
This course examines intrusion detection methodologies and the approaches to handling intrusions. Students will examine the legal aspects of cybercrime and proper computer and network forensics procedures necessary for prosecution of criminal activity.
Prerequisites: CS 386, CS 108/CS 109.

ICT 411 Digital Forensic Analysis  3 sem. hrs.
This course focuses on the collection, examination, and preservation of evidence of computer crimes. Students will examine the issues, tools, and control techniques needed to successfully investigate illegal cyber activities when breaches occur.
Prerequisites: CS 386, CS 108/CS 109.

ICT 412 Ethical Hacking & Sys Defense  3 sem. hrs.
This course focuses on the fundamentals of ethical hacking and the ethics of attacking systems. A clear distinction will be presented between ethical and criminal hacking. Students will examine the elements needed to secure computer systems from criminals. The course investigates fundamentals of system defense to prevent unauthorized access through software and physical controls. In addition, this course will examine the psychological aspect of cyber crimes.
Prerequisites: CS 386, CS 108/CS 109.

ICT 498 CS Career Seminar II  1 sem. hr.
This capstone experience focuses on helping advanced computer science students from all three majors gain valuable time with professionals in the field, through seminars, presentations, and at conferences.

Physics (PHYS)

PHYS 101 Principles of Physics I  3 sem. hrs.
Study of motion, acceleration, and forces in rectangular and curvilinear coordinates. Gravitational forces, Work, energy, and momentum. Simple harmonic motion, wave motion, and sound. Heat-the kinetic theory of matter, the behavior of gases, calorimetry and change of state. Three hours of lecture and one three-hour lab per week. Offered every fall semester.
Prerequisites: MATH 155, 156.

PHYS 101L Principles of Physics I: Lab  1 sem. hr.

PHYS 102 Principles of Physics II  3 sem. hrs.
Introduction to electricity and magnetism-electrostatics, current electricity (Ohm's Law, Kirchoff's Laws, D.C. and A.C. circuits). Light-reflection, refraction, interference, polarization. Selected aspects of modern physics-relativity, quantum mechanics. Three hours of lecture and one three-hour lab per week. Offered every spring semester.
Prerequisite: PHYS 101 with grade of C- or better, MATH 155, 156.

PHYS 102L Principles of Physics II: Lab  1 sem. hr.

PHYS 201 Physics with Calculus I  3 sem. hrs.
Covers same material as Physics 101 but at a higher level of sophistication since a basic knowledge of calculus is assumed. Three hours of lecture and one three-hour lab per week.
Corequisite: Calculus I.

PHYS 201L Physics with Calculus I: Lab  1 sem. hr.

PHYS 202 Physics with Calculus II  3 sem. hrs.
Covers same material as Physics 102 but at a higher level of sophistication since a basic knowledge of calculus is assumed. Three hours of lecture and one three-hour lab per week.
Corequisite: Calculus II.

PHYS 202L Physics with Calculus II: Lab  1 sem. hr.

PHYS 301 Sem in 20th Century Physics  3 sem. hrs.
This course includes a history of the breakthroughs in physics, such as special and general relativity and the various aspects of quantum mechanics, and descriptions of these theories. Students will engage in self-designed library and Internet research on various topics in modern physics.
Prerequisite: PHYS 101-102.
School of Behavioral and Health Sciences

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

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

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

Programs of Study
The School of Behavioral and Health Sciences offers undergraduate majors in Exercise Science, Psychology Community/Clinical, Psychology pre-Occupational Therapy, Psychology pre-Physical Therapy, Psychology Research, Sociology Applied Criminology/Criminal Justice, Sociology Applied Family Studies, Sociology Legal Studies, Behavioral Sciences/Counseling and Human Development (B.A./MA) and Human Services (A.A.). The School offers graduate programs in Counseling and Human Development, a Master of Occupational Therapy and a Doctor of Physical Therapy.

- Behavioral Sciences/Counseling (B.A./M.A.) (p. 157)
- Exercise Science (B.S.) - Pre-Occupational Therapy Track (p. 160)
- Exercise Science (B.S.) - Pre-Physical Therapy Track (p. 159)
- Exercise Science (B.S.) - Professional Track (p. 160)
- Organizational Development and Leadership (B.A.) (p. 161)
- Psychology Community/Clinical (B.A.) (p. 161)
- Psychology Pre-Occupational Therapy (Pre-OT) (B.A.) (p. 162)
- Psychology Pre-Physical Therapy (Pre-PT) (B.A.) (p. 162)
- Psychology Research (B.A.) (p. 163)
- Sociology Applied Criminology & Criminal Justice (B.A.) (p. 164)
- Sociology Legal Studies 3+2 (B.A.-Sociology Legal Studies/J.D.) (p. 164)
- Sociology Legal Studies 3+3 (B.A.-Sociology Legal Studies/J.D.) (p. 165)
- Sociology Applied Family Studies (B.A.) (p. 164)
- Human Services Major (A.A.) (p. 157)

Human Services Major (A.A.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- A total of 60 sem. hrs. in major

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<tr>
<th>Code</th>
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<th>Hours</th>
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<td>Read/Writing Connections</td>
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<td>ENG 211</td>
<td>Speech</td>
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<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
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</tr>
<tr>
<td>BSC 301</td>
<td>DV:Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>DVT1:Human Devel Across Lifes</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>DVH1: Addictions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>PSYC Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>T1:Principles of Sociology</td>
<td>3</td>
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<td>SOC 204</td>
<td>DVT1:Social Problems</td>
<td>3</td>
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<tr>
<td>SOC 205</td>
<td>T1:DV:Social/Cult Divers</td>
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<td>SOC 212</td>
<td>T1:Criminal Justice</td>
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<tr>
<td>SOC 303</td>
<td>H1:DV:Marriage, Family &amp; Intimac</td>
<td>3</td>
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<td>SOC Elective</td>
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<td>Total Hours</td>
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Behavioral Sciences/Counseling (B.A./M.A.)

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

The B.A./M.A. program provides the best preparation for students who wish to pursue clinical mental health or school counseling careers. To accomplish this, the program integrates core theoretical and knowledge areas in psychology and sociology into a Behavioral 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 develops counselors who assist others in making differences in their lives. To meet this overall goal, students apply theoretical models to the understanding of human behavior and demonstrate the professional attitudes, behaviors and counseling skills
needed to integrate their knowledge and skills with the ethical practice of counseling with diverse populations.

General program goals include:

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

B.A./M.A. students are dually admitted to the B.A. in Behavioral 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 are awarded the degree of Bachelor of Arts in Behavioral Science. An official Change of Status form must be obtained from the Program Director of Social and Behavioral Sciences and filed with the Registrar to change the student status from undergraduate to graduate. Upon completion of all graduation requirements in the Counseling and Human Development program, students are awarded the Master of Arts in Counseling & Human Development (with Clinical Mental Health and/or School Counseling).

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

Track 1
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

Prospective students must also meet the following criteria:

• Complete an application form and submit to Program Director, Social & Behavioral Sciences.
• 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
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 PSYC 120, 201 or 251.
• Submit the B.A./M.A. application, writing sample, and transcript to the Program Director, Social & Behavioral Sciences.
• Participate in an interview with B.A./M.A. faculty.

Track 3
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 PSYC 120, 201, 251, SOC 205 or 303; BSC 221; and one of the following: BSC 301, PSYC 305, or PSYC 401.
• Submit the B.A./M.A. application, writing sample, and transcript to the Program Director, Social & Behavioral Sciences.
• 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.

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship
• 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 (54-60 credit hours):

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
<td>2</td>
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<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
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<tr>
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<td><strong>Total Hours</strong></td>
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MENTAL HEALTH
B.A./M.A. students with mental health career aspirations take the following courses (48-54 credit hours):

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<td>PSYC 201</td>
<td>Principles of Learning</td>
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</tr>
<tr>
<td>PSYC 204</td>
<td>Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or PSYC 302 Cognitive Neuropsychology</td>
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</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 204</td>
<td>DV:T1:Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 205</td>
<td>T1:DV:Social/Cult Divers</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303</td>
<td>H1:DV:Marriage, Family&amp;Intimac</td>
<td>3</td>
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<tr>
<td>SOC 401</td>
<td>H2b:Sociological Theory</td>
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<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
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</table>
Exercise Science (B.S.) - Pre-Physical Therapy Track

### Recommended
- A Global Learning (GL) experience (p. 11)

### Required
- General Education Requirements (p. 48)
- Internship

All courses must be completed with a C- or better to be counted toward completion of the major.

#### Biology

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BIO 101</td>
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<td>BIO 101L</td>
<td>Principles of Biology I: Lab</td>
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</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 102L</td>
<td>Principles of Biology II: Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
<td></td>
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<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
<td>3</td>
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<tr>
<td>BIO 210L</td>
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<td>BIO 309</td>
<td>Human Physiology</td>
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#### Chemistry

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<tr>
<td>CHEM 101</td>
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<td>CHEM 101L</td>
<td>Principles of Chemistry I: Lab</td>
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<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
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<td>CHEM 102L</td>
<td>Principles of Chemistry II: Lab</td>
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#### Exercise Science

<table>
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<tr>
<td>EXS 261</td>
<td>First Aid</td>
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<tr>
<td>EXS 262</td>
<td>Foundations of Ex Sci &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>EXS 264</td>
<td>Org/Admin of Ex Sci &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>EXS 362</td>
<td>Care/Prev of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>EXS 381</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>EXS 385</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>EXS 464</td>
<td>Tests &amp; Meas in Ex Sci &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>EXS 474</td>
<td>Exercise Testing and Prescript</td>
<td>3</td>
</tr>
</tbody>
</table>
Exercise Science (B.S.) - Professional Track

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

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<tr>
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<tr>
<td><strong>Biology</strong></td>
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<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
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<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
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<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
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<tr>
<td><strong>Exercise Science</strong></td>
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<tr>
<td>EXS 261</td>
<td>First Aid</td>
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<td>EXS 262</td>
<td>Foundations of Ex Sci &amp; Sport</td>
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<td>EXS 263</td>
<td>H1:DV:Personal/Com Health</td>
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<td>EXS 264</td>
<td>Org/Admin of Ex Sci &amp; Sport</td>
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</tr>
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<td>EXS 362</td>
<td>Care/Prev of Athletic Injuries</td>
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<td>EXS 363</td>
<td>Adv Athletic Injury Management</td>
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<td>Physiology of Exercise</td>
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<td>EXS 385</td>
<td>Biomechanics</td>
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</tr>
<tr>
<td>EXS 464</td>
<td>Tests &amp; Meas in Ex Sci &amp; Sport</td>
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<tr>
<td>EXS 474</td>
<td>Exercise Testing and Prescript</td>
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<tr>
<td>EXS 484</td>
<td>Concepts in Exercise Science</td>
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<tr>
<td>EXS 494</td>
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<tr>
<td>EXS 498</td>
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<td>or EXS 499</td>
<td>Introduction to Research</td>
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**Chemistry**

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<tr>
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**Other Requirements**

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<tr>
<td>MATH 155</td>
<td>Elementary Functions I (required for Physics)</td>
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<tr>
<td>MATH 156</td>
<td>Elementary Functions II (required for Physics)</td>
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<tr>
<td>MATH 221</td>
<td>Statistics ( MATH 104 - Algebra II is a pre-requisite)</td>
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<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td></td>
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<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
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<td>PHYS 102</td>
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**Electives**

Choose 2 from the following:

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<tr>
<td>EXS 364</td>
<td>Sports Psychology</td>
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<td>EXS 365</td>
<td>Sports in American Society</td>
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<td>EXS 498</td>
<td>Introduction to Research</td>
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<td>or EXS 499</td>
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<td>PHIL 304</td>
<td>H3:Bioethics</td>
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<td>PSYC 251</td>
<td>Physiological Psychology</td>
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<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
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<td>SOC 311</td>
<td>DV:H1:Medical Sociology</td>
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<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
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**Total Hours**

69-88

Exercise Science (B.S.) - Pre-Occupational Therapy Track

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

All courses must be completed with a C- or better to be counted toward completion of the major.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>BIO 200</td>
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<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
<td></td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy/Physiology II: Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 309</td>
<td>Human Physiology (Biology)</td>
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<tr>
<td><strong>Exercise Science</strong></td>
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<td>30-31</td>
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<td>EXS 261</td>
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<td>EXS 262</td>
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<td>EXS 264</td>
<td>Org/Admin of Ex Sci &amp; Sport</td>
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<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
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<tr>
<td>EXS 362</td>
<td>Care/Prev of Athletic Injuries</td>
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<td>EXS 381</td>
<td>Physiology of Exercise</td>
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<td>EXS 385</td>
<td>Biomechanics</td>
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</tr>
<tr>
<td>EXS 464</td>
<td>Tests &amp; Meas in Ex Sci &amp; Sport</td>
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<td>EXS 474</td>
<td>Exercise Testing and Prescript</td>
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<td>EXS 484</td>
<td>Concepts in Exercise Science</td>
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<tr>
<td>EXS 494</td>
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<tr>
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<td>Introduction to Research</td>
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<tr>
<td>or EXS 499 Introduction to Research</td>
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**Chemistry** 8

<table>
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<td>CHEM 109L</td>
<td>Gen Org/Biochem I/Lab</td>
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<td>CHEM 110</td>
<td>Gen Org/Biochem II</td>
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<tr>
<td>CHEM 110L</td>
<td>Gen Org/Biochem II: Lab</td>
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**Other Requirements** 28

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>NS 207</td>
<td>Nutrition</td>
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<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
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<td>PSYC 210</td>
<td>DV:T1:Human Devel Across Lifes</td>
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<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
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<td>MATH 155</td>
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<td>MATH 156</td>
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<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Principles of Physics I: Lab</td>
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</tr>
<tr>
<td>SOC 101</td>
<td>T1:Principles of Sociology</td>
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</tbody>
</table>

**Electives** 6

Choose 2 from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EXS 263</td>
<td>H1:DV:Personal/Com Health</td>
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</tr>
<tr>
<td>EXS 363</td>
<td>Adv Athletic Injury Management</td>
<td></td>
</tr>
<tr>
<td>EXS 364</td>
<td>Sports Psychology</td>
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<tr>
<td>EXS 365</td>
<td>Sports in American Society</td>
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</tr>
<tr>
<td>PHIL 304</td>
<td>H3:Bioethics</td>
<td></td>
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<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 311</td>
<td>DV:H1:Medical Sociology</td>
<td></td>
</tr>
</tbody>
</table>

**Organizational Development and Leadership**

**Required**

- General Education Requirements
- A total of 51 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>T1:Principles of Sociology</td>
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<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
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</tr>
<tr>
<td>PSYC 202</td>
<td>Adv Principles of Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
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<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
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</tr>
<tr>
<td>ODL 200</td>
<td>Introduction to Leadership</td>
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</table>

**Total Hours** 86-87

**Psychology Community/Clinical (B.A.)**

**Recommended**

- A Global Learning (GL) experience (p. 11)

**Required**

- General Education Requirements (p. 48)
- Internship
- A total of 45-51 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adv Principles of Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
<td></td>
</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
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</table>

**Core Areas in Psychology** 9
Select one course from each of the following core areas:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Cognition</strong></td>
<td>PSYC 201</td>
<td>Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 204</td>
<td>Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 302</td>
<td>Cognitive Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Processes</strong></td>
<td>PSYC 240</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 426</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BSC 301</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>PSYC 210</td>
<td>Human Development Across Lifes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 309</td>
<td>Critical Issues in Child/Adolescent Devel</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC 314</td>
<td>Development of Aging</td>
<td>3</td>
</tr>
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</table>

**Electives**
Choose Two

- PSYC 200: Psychology of Violence
- PSYC 230: Human Sexuality
- PSYC 290: PsyTrek
- PSYC 305: Personality
- PSYC 307: Cross-Cultural Psychology
- PSYC 308: Prin of Psychological Testing
- PSYC 310: H1: Development Across Lifes
- PSYC 340: H1: Addictions
- PSYC 350: Special Topics in Psychology
- PSYC 350-1: ST: Forensic Psychology
- PSYC 490: Independent Study
- SOC 205: Social/Cultural Diversity
- PSYC ___: Choice of core course area not taken
- PSYC ___: Choice of core course area not taken

**Culminating Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 360</td>
<td>Counsel/Interview Proc</td>
<td>3</td>
</tr>
<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Sem</td>
<td>3</td>
</tr>
<tr>
<td>BSC 440</td>
<td>DV: Applied Behavioral Science Intern</td>
<td>3-9</td>
</tr>
</tbody>
</table>

**Total Hours**

45-51

---

**Psychology Pre-Occupational Therapy (Pre-OT) (B.A.)**

**Recommended**

- A Global Learning (GL) experience (p. 11)

**Required**

- General Education Requirements (p. 48)
- Internship
- A total of 67-73 sem. hrs. in major

---

**Psychology Pre-Physical Therapy (Pre-PT) (B.A.)**

Select one course from each of the following core areas:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition</strong></td>
<td>PSYC 201</td>
<td>Principles of Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 204</td>
<td>Cognitive Processes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 302</td>
<td>Cognitive Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Processes</strong></td>
<td>PSYC 240</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 426</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BSC 301</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>PSYC 210</td>
<td>Human Development Across Lifes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 309</td>
<td>Critical Issues in Child/Adolescent Devel</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC 314</td>
<td>Development of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
Choose Two

- PSYC 200: Psychology of Violence
- PSYC 230: Human Sexuality
- PSYC 290: PsyTrek
- PSYC 305: Personality
- PSYC 307: Cross-Cultural Psychology
- PSYC 308: Prin of Psychological Testing
- PSYC 310: H1: Development Across Lifes
- PSYC 340: H1: Addictions
- PSYC 350: Special Topics in Psychology
- PSYC 350-1: ST: Forensic Psychology
- PSYC 490: Independent Study
- SOC 205: Social/Cultural Diversity
- PSYC ___: Choice of core course area not taken
- PSYC ___: Choice of core course area not taken

**Culminating Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 360</td>
<td>Counsel/Interview Proc</td>
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</tr>
<tr>
<td>BSC 430</td>
<td>Applied Behavioral Science Sem</td>
<td>3</td>
</tr>
<tr>
<td>BSC 440</td>
<td>DV: Applied Behavioral Science Intern</td>
<td>3-9</td>
</tr>
</tbody>
</table>

**Total Hours**

67-73
Recommended

- A Global Learning (GL) experience (p. 11)

Required

- General Education Requirements (p. 48)
- Senior Research Project
- A total of 73 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 120</td>
<td>T1: Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adv Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
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</tr>
<tr>
<td>PSYC 321</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 401</td>
<td>DV: Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Areas in Psychology
Select one course from each of the following core areas:

Cognition
- PSYC 201 Principles of Learning 3
- PSYC 204 Cognitive Processes 3
- PSYC 302 Cognitive Neuropsychology 3

Social Processes
- PSYC 240 Industrial/Organizational Psychology 3
- PSYC 426 DV: Group Process 3
- BSC 301 DV: Social Psychology 3

Development
- PSYC 210 DV: T1: Human Development Across Lifes 3
- PSYC 309 H1: Critical Issues in Child/Adolescent Development 3
- SOC 314 H1: DV: Sociology of Aging 3

PT Preparation
- BIO 209 Anatomy/Physiology I 3
- BIO 209L Anatomy/Physiology I: Lab 1
- BIO 210 Anatomy/Physiology II 3
- BIO 210L Anatomy/Physiology II: Lab 1
- BIO 309 Human Physiology 4
- CHEM 101 T1: Principles of Chemistry I 3
- CHEM 101L Principles of Chemistry I: Lab 1
- CHEM 102 Principles of Chemistry II 3
- CHEM 102L Principles of Chemistry II: Lab 1
- EXS 381 Physiology of Exercise 3
- PHYS 101 Principles of Physics I 3
- PHYS 101L Principles of Physics I: Lab 1
- PHYS 102 Principles of Physics II 3
- PHYS 102L Principles of Physics II: Lab 1

Electives
Choose Two
- PSYC 200 T1: Psychology of Violence 3
- PSYC 230 T1: DV: Human Sexuality 3
- PSYC 290 T1: PsyTrek 3
- PSYC 305 Personality 3

Culminating Experience
- PSYC 307 DVH1: Cross-Cultural Psychology 3
- PSYC 308 Prin of Psychological Testing 3
- PSYC 310 H1: DV: Gender 3
- PSYC 340 DVH1: Addictions 3
- PSYC 350 Special Topics in Psychology 3
- PSYC 350-1 ST: Forensic Psychology 3
- PSYC 490 Independent Study 1-3
- SOC 205 T1: DV: Social/Cultural Diversity 3

Total Hours 73

Psychology Research (B.A.)

Recommended

- A Global Learning (GL) experience (p. 11)

Required

- General Education Requirements (p. 48)
- Senior Research Project
- A total of 42 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PSYC 120</td>
<td>T1: Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Adv Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 401</td>
<td>DV: Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Areas in Psychology
Select one course from each of the following core areas:

Cognition
- PSYC 201 Principles of Learning 3
- PSYC 204 Cognitive Processes 3
- PSYC 302 Cognitive Neuropsychology 3

Social Processes
- PSYC 240 Industrial/Organizational Psychology 3
- PSYC 426 DV: Group Process 3
- BSC 301 DV: Social Psychology 3

Development
- PSYC 210 DV: T1: Human Development Across Lifes 3
- PSYC 309 H1: Critical Issues in Child/Adolescent Development 3
- SOC 314 H1: DV: Sociology of Aging 3

Electives
Choose Two
- PSYC 200 T1: Psychology of Violence 3
- PSYC 230 T1: DV: Human Sexuality 3
- PSYC 290 T1: PsyTrek 3
Sociology Applied Criminology & Criminal Justice (B.A.)

Recommended

• A Global Learning (GL) experience (p. 11)

Required

• General Education Requirements (p. 48)
• Internship
• A total of 39-45 sem. hrs. in major

Sociology Legal Studies 3+2 (B.A. Sociology - Legal Studies/J.D.)

The Sociology Legal Studies program offers students an opportunity to earn a bachelor’s degree in sociology, from Walsh University, and Juris Doctorate (JD), from The University of Dayton School of Law in five years. The joint program requires three years of undergraduate instruction and two years of law school instruction instead of a seven-year program. After completing three years at Walsh University, students enter the University of Dayton School of Law to begin coursework toward a JD. Upon completion of three years at Walsh University and one year of law school, students are awarded a bachelor’s of art degree in Sociology Legal Studies.

Admission Requirements

Any student wishing to apply to the 3+2 Program must satisfy the following:
* Minimum 3.50 cumulative high school GPA performance; and
* Minimum ACT score of 25 or an SAT score of 1150.

During the student’s third year of study at Walsh University, the student applies for admission to The University of Dayton School of Law. Students are assured of admission to law school if they satisfy the following:

* Minimum 3.40 cumulative undergraduate GPA performance;
* Minimum LSAT score of 150.

A student enrolled in the 3+2 Program completes a minimum of 96 earned credit hours during the student’s three years of undergraduate study at Walsh University. The student then earns the minimum 29 remaining credit hours to complete the bachelor’s degree during the student’s first year of law school at The University of Dayton School of Law. Upon successful completion of all graduation requirements, the student’s Bachelor’s Degree in Legal Studies is awarded following the student’s fourth year of study (first year at law school) and the student’s JD is awarded following the student’s fifth year of study (second year at law school).

**Undergraduate Policies**

While an undergraduate student, all University and undergraduate policies apply to the student. This includes the student’s first three years of study at Walsh University. Walsh University accepts transfer credit from the University of Dayton for the student’s first year of law school and awards the Bachelor’s Degree in Legal Studies following the student’s fourth year of study (first year at the University of Dayton) upon successful completion of all graduation requirements.

**Recommended**

- A Global Learning (GL) experience (p. 11)

**Required**

- General Education Requirements
- A total of 36 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SOC 101</td>
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<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
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</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401</td>
<td>H2b:Sociological Theory</td>
<td>3</td>
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**Legal Studies Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSC 301</td>
<td>DV:Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 360</td>
<td>DV:Counsel/Interview Proc</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>T1:Juvenile Crime/Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 212</td>
<td>T1:Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Criminology</td>
<td>3</td>
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<tr>
<td>SOC 322</td>
<td>Restorative Justice</td>
<td>3</td>
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<tr>
<td>SOC ___</td>
<td>Applied Criminology SOC Elective</td>
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</tr>
<tr>
<td>SOC ___</td>
<td>Applied Criminology SOC Elective</td>
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</table>

**Legal Studies Major Transfer Credit - 29 Credit Hours**

The University of Dayton School of Law Transfer Credit

**Total Hours** 36

*Important Note: Student must have completed a minimum of 96 credit hours upon completion of third year at Walsh in order to graduate with a bachelor of arts degree upon completion of first year of law school.

29 credit hours are transferred from the University of Dayton School of Law upon completion of the first 2 semesters at the University of Dayton. The B.A. is awarded by Walsh University.

**Sociology Legal Studies (3+3, B.A.-Sociology Legal Studies/J.D.)**

The Sociology Legal Studies program offers students an opportunity to earn a bachelor’s degree in sociology, from Walsh University, and Juris Doctorate (JD), from The University of Akron School of Law or the Catholic University of America Columbus School of Law, in six years. The joint program requires three years of undergraduate instruction and three years of law school instruction instead of a seven-year program. After completing three years at Walsh University, students enter the University of Akron School of Law or the Catholic University Columbus School of Law to begin coursework toward a JD. Upon completion of three years at Walsh University and one year of law school, students earn a bachelor’s of art degree in Sociology Legal Studies.

**Admission Requirements**

Any student wishing to apply to the 3+3 Program must satisfy the following:

* Minimum 3.50 cumulative high school GPA performance; and
* Minimum ACT score of 25 or an SAT score of 1150.

During the student’s third year of study at Walsh University, the student applies for admission to The University of Akron School Law or the Catholic University of America Columbus School of Law. Students are assured of admission to law school if they satisfy the following:

* Minimum 3.40 cumulative undergraduate GPA performance;
* For admission to the University of Akron School of Law: Responses to the Character and Fitness questions on The University of Akron School of Law’s application that are satisfactory to the law school’s Admissions Committee; and
* Minimum LSAT score of 150.

A student enrolled in the 3+3 Program completes a minimum of 97 earned credit hours during the student’s three years of undergraduate study at Walsh University. The student earns the minimum 28 remaining credit hours to complete the bachelor’s degree during the student’s first year of law school at The University of Akron School of Law or Catholic University Columbus School of Law. Upon successful completion of all graduation requirements, the student’s Bachelor’s Degree in Legal Studies is awarded following the student’s fourth year of study (first year at law school) and the student’s JD is awarded following the student’s sixth year of study (third year at law school).

**Undergraduate Policies**

While an undergraduate student, all University and undergraduate policies apply to the student. This includes the student’s first three years of study at Walsh University. Walsh University accepts transfer credit from the University of Akron or The Catholic University of America for the student’s first year of law school and awards the Bachelor’s Degree in Legal Studies following the student’s fourth year of study (first year at the University of
Akron or Catholic University of America) upon successful completion of all graduation requirements.

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements
- A total of 36 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Sociology Core Courses</strong></td>
<td>12</td>
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<tr>
<td>SOC 101</td>
<td>T1: Principles of Sociology</td>
<td>3</td>
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<td>SOC 220</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401</td>
<td>H2b: Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Legal Studies Concentration</strong></td>
<td>24</td>
</tr>
<tr>
<td>BSC 301</td>
<td>DV: Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 360</td>
<td>DV: Counsel/Interview Proc</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>T1: Juvenile Crime/Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 212</td>
<td>T1: Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 322</td>
<td>Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC __</td>
<td>Applied Criminology SOC Elective</td>
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<td>SOC __</td>
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<tr>
<td></td>
<td><strong>Legal Studies Major Transfer Credit - 28 Hours</strong></td>
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<tr>
<td>The University of Akron School of Law or the Catholic University of America School of Law Transfer Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 36

*Important Note: Student must have completed a minimum of 97 credit hours upon completion of third year at Walsh in order to graduate with a bachelor of arts degree upon completion of first year of law school.

28 credit hours are transferred from the University of Akron School of Law or the Catholic University of America Columbus School of Law upon completion of the fourth year of the 3+3 program. The B.A. is awarded by Walsh University.
COURSE DESCRIPTIONS

Behavioral Science (BSC)

BSC 221  Stats for Behavioral Science  3 sem. hrs.
Levels of measurement (nominal, ordinal, interval, ratio), descriptive statistics (frequency distributions and graphing techniques, percentiles, measures of central tendency, measures of dispersion, standard deviation and standard normal distribution), contingency tables, correlation, regression and prediction, multivariate data analysis, probability and statistical inference, analysis of variance, canonical analysis, parametric and nonparametric tests of significance. Computer applications drawn from the behavioral sciences. Offered fall and spring semesters. Prerequisite: MATH 104.

BSC 301  DV: Social Psychology  3 sem. hrs.
Examination of social and group influences on individual behavior. Topics include attribution, conformity, social perception, attitude change. Next offered Spring 2019 and Spring 2020. Prerequisites: PSYC 120 or SOC 101.

BSC 360  DV: Counsel/Interview Proc  3 sem. hrs.
Introduction to counseling and interviewing techniques and processes. Examines stages and strategies in the counseling process; application of selected counseling theories to case situations; counseling specialty areas; and legal, ethical and professional issues in counseling and interviewing. Includes learning lab focused on developing basic interviewing and counseling skills. Final grade must be C or better. Offered fall and spring semesters. Prerequisites: Junior status and Sociology or Psychology internship concentration.

BSC 430  DV: Applied Behav Science Sem  3 sem. hrs.
Intensive study to develop an understanding of applied aspects of psychology/sociology through application of research, change theory, and intervention-helping skills. Seminar prepares students for an internship by examining ethical issues, analyzing case studies, identifying intervention strategies, and planning internship. Final grade must be C or better. Offered fall and spring semesters. Prerequisites: BSC 360 required for Sociology-Applied Family Studies, Sociology-Applied Criminal Justice majors (not required for Psychology-Research Methods and Data Analysis and Psychology-Pre-PT majors), Psychology Community/Clinical, and Psychology-Pre-PT majors; Prerequisites for B.A./M.A. majors: BSC 221, BSC 502, BSC 560, and three other B.A./M.A. courses.

Internship is a supervised capstone experience in public or private settings. Internship enables Sociology and Psychology majors with the internship concentration and Behavioral Sciences (B.A./M.A.) majors to interact with clients, bridging the gap between theory and practice. Through hands-on application of micro-skills learned in prerequisite courses, students problem solve with clients and supervisors. Periodic conferences with instructors and practitioners required. Prerequisites for B.A./M.A. majors: BSC 430 and BSC 560, senior standing and departmental approval. Offered fall and spring semesters. Prerequisites: BSC 360, BSC 430, senior standing, and departmental approval.

BSC 502  Research Methods/Prog Evaluati  3 sem. hrs.
An overview of statistical concepts and methods used in counseling research from single case-study, qualitative designs through complex, multivariate quantitative research designs. Included are consideration of sampling methods, descriptive and inferential statistics with particular reference to hypothesis testing, and the analysis, evaluation and interpretation of statistical data, using computer-based systems. The course includes consideration of the use of research methods in program evaluation, needs assessments and outcome studies. Special focus 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. Offered fall and spring semesters. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development.

BSC 526  UG:DV: Group Process  3 sem. hrs.
This course is designed to introduce students to the group as a unique medium of implementing the counseling process. Emphasis is placed upon the analysis of group dynamics as it relates to counseling, growth, and development. Employing various theoretical perspectives, students will be exposed to the possibilities of group counseling in a variety of settings with different populations. Learning is facilitated through an experiential model and an interpersonal lab is required. Offered every fall semester. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development.

BSC 560  DV: Intro Counsel/Counsel Prof  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 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 fundamental course. It should be taken within the first 2 semesters following admission. Offered every fall and spring.

BSC 560G  Intro to Couns & Couns Profess  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.

BSC 560U  DV: Intro to Coun/Coun Profess  3 sem. hrs.
Introduction to counseling and interviewing techniques and processes. Examines stages and strategies in the counseling process; application of selected counseling theories to case situations; counseling specialty areas; and legal, ethical and professional issues in counseling and interviewing. Includes an intensive (1 sem. hr.) lab focused on developing interviewing skills and mastering counseling procedures. Undergraduate course. For the undergraduate student. Offered fall semester. Prerequisite: Admission to B.A./M.A. program or M.A. in Counseling and Human Development.
Exercise Science (EXS)

EXS 261 First Aid  2 sem. hrs.
This course provides students with the opportunity for certification in Community First Aid and Safety and Adult, Infant and Child CPR. Students will also be introduced to the AED device. The main goal of this first aid and CPR course is to provide students with the knowledge and skills necessary to assess an emergency situation, to call for help, to administer mouth to mouth resuscitation or CPR, perform correct choking procedures for conscious and unconscious victims, and to minimize the consequences of injury or sudden illness until advanced emergency medical help arrives. Students will learn to recognize emergencies and make appropriate decisions regarding care. Students will also receive information on the prevention of injury and illness, with a focus on personal safety. Offered every semester.

EXS 262 Foundations of Ex Sci & Sport  3 sem. hrs.
Course presents an introduction, overview and history of the multidisciplinary field of exercise science and sports. The importance of specialized areas of study such as exercise physiology, biomechanics, exercise/sport psychology, motor behavior, fitness management, and nutrition for optimal health and physical performance will be major focuses. Course also provides an overview of career perspectives within the fields of exercise science and sports. Offered every semester.

EXS 263 H1:DV:Personal/Com Health  3 sem. hrs.
This Heritage Series I course examines the challenges of the 21st century focusing on the situation of humankind in the modern world related to personal and community health. The scope includes acquiring fundamental knowledge of health enhancement in the areas of emotional and mental health; alcohol, tobacco and other drugs, human sexuality; chronic and infectious diseases; consumer health and awareness; nutrition; exercise and fitness; culture and gender issues; and other societal and safety themes. Discussion of subject matter will center on the rapid advancement of technology in the allied fields of health enhancement and the application of values, ethics, and cultural/religious mores guiding personal and societal decisions, especially in regard to the dignity of humans. Offered every semester.

EXS 264 Org/Admin of Ex Sci & Sport  3 sem. hrs.
Organization and Administration of exercise science, sports, and health & fitness related programs. Emphasis is placed on understanding the management process: functions, application to various health science settings, program development, budget, facilities, marketing/promotion, and risk management. Topics also include staffing and supervising programs, curricular trends, financial and legal aspects, procuring and caring for equipment and supplies, ethics, and public relations aspects of the administration of intramural, interscholastic athletics, corporate fitness, camping and outdoor recreation/educational programs. Offered every semester.

EXS 262 Care/Prev of Athletic Injuries  3 sem. hrs.
Prevention and care of athletic injuries with emphasis on avoiding accidents and injuries, recognizing signs and symptoms of specific sports injuries and conditions, immediate and long-term care of injuries, and administration procedures in athletic training. Provides instruction in the study of the athletic training room and its problems, including taping, bandaging, care of sprains, strains, and wounds common to athletic participation along with general rehabilitation. Offered every semester. Prerequisites: EXS 261, BIO 209, 210.

EXS 363 Adv Athletic Injury Management  3 sem. hrs.
Continuation of basic principles of athletic injury care and prevention and a closer look at the rehabilitation of more serious injuries. Organization and administration of training program and training room will be covered with an emphasis is placed on basic administrative procedures and written record-keeping skills, management of time and materials necessary for the proper function of the training room, participation and service to clients served by the athletic trainer, acquisition and evaluation of information relative to injury assessment and prevention of athletic injury, proper communication of care and rehabilitation of athletic injuries, and maintenance of responsibility, ethical behavior, and self-limitations in the treatment of athletic injuries. Offered every spring. Prerequisites: EXS 261, 362, BIO 209, 210.

EXS 364 Sports Psychology  3 sem. hrs.
This course is designed to offer the coach, the athlete, and the prospective coach an opportunity to learn principles, theories, and applications of psychology in a sports setting. Topics include discussion regarding the psychological factors that influence involvement and performance in sport, exercise, and physical education settings, identify the skills and knowledge about sport and exercise psychology that can be applied as a coach, teacher, or exercise leader, compare and contrast psychological theories and research, integrate effective goal setting practices, explore the various skills involved in developing emotional & mental control: anxiety & arousal, anger management, concentration, imagery, and confidence, and, understand the various pitfalls of eating disorders, substance abuse, and addictive behavior.

EXS 365 Sports in American Society  3 sem. hrs.
A study of the cultural practices of sport in American Society. Social, economic, political commercialization and mass media aspects of a sport will be examined as well as the effects of sport on the individual. This course provides as critical entry point into the sociology of sport in American society that examines the sociological role of sport in the making of American society and culture, and vise-versa. Given the special emphasis on social inequality in sport, the purpose of the course is to better understand sport as social and cultural phenomena, and to analyze the dynamic interplay of economic, political, historical and other forces within which forms of sport and physical activity have been developed, implemented and contested in America.

EXS 381 Physiology of Exercise  3 sem. hrs.
Study of physiological aspects of muscular activity with special attention given to effects of exercise on body function. Aerobic and anaerobic conditions of exercise are discussed. Laboratory measurement of some physiological effects of exercise is included. The course has two primary goals: First, students develop an understanding of the physiological adaptations that occur during and after endurance and resistance exercise. Second, students improve their comprehension of the differences between the acute exercise response and the changes that occur with chronic physical activity (exercise training). A major emphasis is placed on physiological systems as they relate to physical activity, exercise and health, and stress; including, but not limited to, cardiovascular, respiratory, musculoskeletal, renal, neural, and metabolic. Offered every semester. Prerequisite: BIO 209, 210.
EXS 385 Biomechanics  3 sem. hrs.
Study of human motion based on anatomical, physiological, and mechanical principles. Analysis of motor skills includes detection and correction of faulty movements. Lectures provide the framework for all class activities. They aim to link the student's knowledge of anatomy with mechanics to provide an understanding of how movement is produced in individuals. The lectures also provide information about the history, scope, and impact of biomechanics. The class introduces students to the physics of movement that underpin biomechanics, and to the measurement procedures utilized. Students will examine these principles for a variety of activities including: walking, running, jumping, quiet standing, throwing, striking, and reaching. Laboratory activities emphasize the qualitative and quantitative analysis of human movement. These sessions require students to work effectively individually and in groups to collect data, and then work independently to analyze and interpret their data. Offered every semester.
Prerequisite: BIO 209, 210.

EXS 390 ST: Exercise Science  3 sem. hrs.
This course allows a student or a small group of advanced-level students to pursue an area of academic study in exercise science or sport that may not be reflected in normal curricular offerings. Specific subject matter and evaluation should be negotiated between the student(s) and potential instructor. Course requirements are at the discretion of the instructor. Offered every semester. Pre-requisites: junior standing or above and consent of instructor.

EXS 464 Tests & Meas in Ex Sci & Sport  3 sem. hrs.
The development, evaluation and administration of tests in exercise science are explored through lecture and practical settings. Basic statistical analyses and their application in interpreting tests and measurements are included. Students will utilize, design or adapt performance-based and standards-based measurement plans and tools that are necessary when assessing, evaluating, researching or making decisions about performances in the areas of health science. Students will be expected to develop and utilize existing authentic and traditional measurement techniques/tools. Students will be able to differentiate between formative and summative measurements and describe ways the program can be improved based on measurement results. Students will also demonstrate their ability to interpret results and infer implications from the findings along with the ability to contrast the results of norm and criterion-referenced evaluations. Offered every semester.

EXS 474 Exercise Testing and Prescript  3 sem. hrs.
This course is an introduction to the essential principles and skills of exercise testing and prescription. Students acquire knowledge of and skill in the theoretical and practical aspects of exercise testing, body composition, fitness evaluation, client interviews and education, exercise prescription, and emergency procedures. Students are expected to demonstrate the ability to incorporate suitable and innovative activities that will improve an individual's functional capacity. Offered every semester.

PSYC 120 T1:Principles of Psychology  3 sem. hrs.
This course is an introduction to the scientific study of behavior and mental processes. Survey of basic topics such as perception, learning, research methods, mental disorders, psychotherapy, history and systems of psychology. Majors will explore a basic topic in a written assignment. Offered fall and spring semesters.

PSYC 200 T1:Psychology of Violence  3 sem. hrs.
Students will increase their knowledge and understanding of violence treatment and prevention including: pervasive community violence, intimate partner abuse, workplace violence, bullying, maternal filicide, risk assessment of violent youth and clinical and ethical issues in the treatment of violent individuals. Fulfills Tier I requirement. Next offered Fall 2018 and Spring 2020.

PSYC 201 Principles of Learning  3 sem. hrs.
Examination of major theories of learning and their impact on behavior management, education, advertising, social development. PSYC 120 recommended. Next offered: Spring 2019 and Spring 2020.

PSYC 202 Adv Principles of Psychology  3 sem. hrs.
Psychology majors will undergo an overview of the history and systems of psychology, learn about APA style specifically by increasing awareness of ethical standards related to publication, of reporting standards for scientific writing, and of recommended practices for communicating the results of scholarly inquiries and explore psychology careers and orientation to the major. One section will be offered every fall semester for sophomore-level Psychology majors. For Psychology majors only. Offered fall and spring semesters.
Prerequisite: PSYC 120.

PSYC 204 Cognitive Processes  3 sem. hrs.
Explores mental processes including: stages of information processing (such as pattern recognition, attention, short-term memory, etc.): the representation and organization of knowledge (such as encoding, emotion, memory and self, memory illusion, categorization, semantic memory, etc.); and complex cognitive skills (such as language, concept formation, problem solving, decision-making, etc.). Includes interactive, on-line lab projects. Next offered Fall 2018 and Fall 2019. PSYC 120 recommended.
PSYC 210  DV:T1:Human Devel Across Lifes  3 sem. hrs.
Normal patterns of growth and change throughout the lifespan. Stages of physical and psychosocial development, including personality, language, cognition, and intelligence. Consideration of research methods and major theories of child and adult development. PSYC 120 recommended. Offered fall and spring semesters.

PSYC 230  T1:DV:Human Sexuality  3 sem. hrs.
Physiological and psychological aspects of sexuality. Emphasis on sexual function and dysfunction and contexts in which they occur. Topics include sexual response cycle, impact of social values, love, sexually transmitted diseases, variations in sexual behavior. Next offered: Spring 2019.

PSYC 240  Industrial/Organizational Psychology  3 sem. hrs.
Large corporate and governmental organizations dramatically influence all aspects of American life - our occupations, schools, politics, and social values. Using an interdisciplinary approach, we will examine these influences and where they might lead in future decades. This course will also provide an introduction to Industrial/Organizational psychology, the branch of psychology which studies how organizations work and develop techniques to help them function more effectively. PSYC 120 Recommended. Offered fall and spring semesters.

PSYC 251  Physiological Psychology  3 sem. hrs.
Physiological foundations of human behavior. Neurophysiology and neuroanatomy as foundations for understanding emotions, learning, motivational processes, sexuality and mental illness. Offered fall and spring semesters. Prerequisite: PSYC 120.

PSYC 290  T1:PsyTrek  3 sem. hrs.
This course provides an adventure into the final frontier of America's favorite cult classic: Star Trek. Join the crew of the U.S.S. Walsh whose mission is to go boldly where no psychology class has gone before. Explore the strange world of psychology. seek out new life and civilizations through the Star Trek Universe, and boldly engage in standard orbit around such topics as personality development, addictions, morality, feminism, emotions, leadership, technology, war and terrorism, ethnocentrism and prejudice as an evolutionary process through a semester long mission assignment requiring specialized cadet training and culminating with a multimedia presentation. Next offered: Fall 2019.

PSYC 302  Cognitive Neuropsychology  3 sem. hrs.
Explores the interface of mind, brain and behavior, that is, how brain activity gives rise to human thought. Emphasis is placed on executive brain functioning and the implications of frontal lobe activity for human behavior (planning and judgment, learning and memory, individual differences in cognitive styles, novelty-seeking and handedness, etc.). Investigates what happens when frontal lobe functioning is impaired (schizophrenia, head trauma, ADHD, etc.). Involves students in research and presentations on related topics of interest. Next offered: Spring 2019 and Spring 2020. Prerequisite: PSYC 120.

PSYC 305  Personality  3 sem. hrs.
Survey of the major theories, including their applications to the understanding of normal and abnormal behavior. Emphasis on psychoanalytic, humanistic, and trait theories. Next offered: Spring 2019 and Spring 2020. Prerequisites: PSYC 120 and one PSYC course or permission of instructor.

PSYC 307  DVH:T1:Cross-Cultural Psych  3 sem. hrs.
Explores human behavior and basic psychological processes in a global perspective; investigates the socio-cultural nature of human beings. From a cross-cultural perspective, considers such topics as: human development and socialization; perceptual and cognitive processes; emotions, motives, beliefs and values; language and communication; aggression and social interaction; enculturation and acculturation; and intercultural relations. Next offered Fall 2018 and Fall 2019. Prerequisite: PSYC 120 or SOC 101.

PSYC 308  Principles of Psychological Testing  3 sem. hrs.
Introduction to major types of psychological tests, emphasizing clinical applications. Assessment of personality, abnormal behavior, intelligence, career goals. Recommended for clinically oriented majors. Recommended: PSYC 305. Next offered Fall 2019. Prerequisites: BSC 221.

PSYC 309  H1:Crit Iss in Child/Adol Deve  3 sem. hrs.
Cutting across several courses in the curriculum, this course in child and adolescent psychology reviews relevant aspects of child and adolescent development, examines abnormal psychology from a child and adolescent perspective, explores therapy techniques used with this segment of the population, structures assessment techniques of the young and considers the ethics of treating minors. Students will conduct research, participate in discussions and make presentations as a part of their learning experience. PSYC 210 recommended. Next offered Fall 2018 and Spring 2020. Prerequisites: PSYC 120 or SOC 101.

PSYC 310  H1:DV:Gender  3 sem. hrs.
Explores the impact of male and female socialization in individual development, careers, relations and family life. Examines the cultural context and research literature on gender differences in communication and relationship patterns, developmental theories, and mental health. Applies theories and research to counseling situations in case studies. Next offered: Spring 2019.

PSYC 321  Experimental Psychology  3 sem. hrs.
Introduction to research methods with emphasis on conducting and evaluating controlled experiments. Course includes practical experience in collecting data, computing statistical measures, and interpreting results. Offered fall and spring semesters. Prerequisites: SOC 220, BSC 221; Psychology majors must have a C or better in BSC 221.

PSYC 340  DVH:1:Addictions  3 sem. hrs.
Explores the major concepts of addiction, including the controversial application of the addiction paradigm to eating, sex, work, gambling, and other compulsive behaviors. Examines addiction as a multifaceted problem involving biological, psychological, social, cultural, and spiritual factors. Explores the assessment and treatment of addiction through the use of case studies and class exercises. Recommended for clinically oriented majors. Next offered Spring 2019 and Spring 2020. Prerequisites: PSYC 120 or SOC 101.

PSYC 350  Special Topics in Psychology  3 sem. hrs.
In-depth examination of current topics. Content varies year to year; may be taken more than once. Examples: health psychology, psychology of aging, crisis intervention, group process, sexual abuse and treatment, children in mental health treatment. Offered on an as-needed basis. Prerequisites: see prerequisites in specific course description.
PSYC 350-1 ST: Forensic Psychology 3 sem. hrs.
The course explores an overview of forensic psychology and the role of the psychologist with the courts. Topics will include forensic evaluation, not guilty by reason of insanity, amenability to treatment, and treatment in lieu of jail. Next offered Fall 2019.

PSYC 401 DV: Abnormal Psychology 3 sem. hrs.
Explores the definition, assessment and diagnostic (DSM) categories of abnormal behavior and the characteristics, biopsychosocial explanations and treatments of major mental, emotional and behavioral disorders. Includes discussion of case studies and of legal and ethical issues in community psychology and field observation at a mental health treatment center. Recommended for clinically oriented majors. Offered fall and spring semesters.
Prerequisites: PSYC 251 or Biology major or permission of instructor.

PSYC 426 DV: Group Process 3 sem. hrs.
Exploration of group dynamics and group facilitation emphasizing application in human service/training settings; support, training, counseling, psychoeducational and personal growth groups. Covers basic concepts and definitions; selection and structuring; stages of group development; leadership styles and functions; intervention theory; ethical and legal issues. Coursework involves experiential group activities. Next offered Fall 2018 and Spring 2020.
Prerequisites: 200- or 300-level PSYC course.

PSYC 451 Psychology Seminar 3 sem. hrs.
Examination of current issues in psychology, approached through oral and written presentations. Course includes introduction to scientific writing and APA style, achieved through a series of short papers. Offered fall semesters.
Prerequisites: Senior standing and PSYCH 321.

PSYC 460 H3: Senior Research Project 3 sem. hrs.
Individual research under faculty supervision culminating in a suitable written report meeting APA standards. Successful completion is basis for faculty recommendation for graduation with honors in Psychology. Offered spring semesters.
Prerequisites: PSYC 451.

PSYC 490 Independent Study 1-3 sem. hrs.
Offered every semester. Requires approval by Program Director and Vice President for Academic Affairs. Offered on an as-needed basis.

**Sociology (SOC)**

SOC 101 T1: Principles of Sociology 3 sem. hrs.
Introduction to basic concepts and major orientations in sociology and systematic study of group behavior and human social relationships. Major topics include the nature, content, and change of culture; the socialization process and the development of self; the nature and change of social institutions; and an analysis of major social processes. Final grade must be C or better. Offered fall and spring semesters.

SOC 202 H2b: DV: Cultural Anthropo 3 sem. hrs.
An ethnographic study of cultural diversity and the importance of cultural competency in the 21st century world. Cultural anthropological theory, insights, and methods provide a means to understand the life-challenges within given societies. Applications of anthropological concepts are explored as the means toward resolving social, political, economic, and ideological challenges for the welfare of humanity. Next offered Fall 2019.

SOC 204 DV: T1: Social Problems 3 sem. hrs.
Survey of selected contemporary problems in American society from the perspective of sociological concepts and orientations which underlie an understanding of human behavior. Problems of population, substance abuse, mental illness, gender, heterosexism, poverty, crime, racial, and ethnic relations, and urban dynamics are normally examined. Final grade must be C or better. Offered fall and spring semesters.

SOC 205 T1: DV: Social/Cult Divers 3 sem. hrs.
Study of sociocultural processes influencing majority/minority group interactions. Focuses on minority group identities and problems and how prejudice and discrimination impact majority/minority intergroup relations. Offered fall and spring semesters.

SOC 206 DV: T1: Cross-Cult Iss Gender 3 sem. hrs.
This course offers a cross-cultural examination of how gender and gender inequality influence social institutions, including family, education, workplace and health care. Students will use the sociological perspective and current events to understand the role of gender, power and inequality in the operation of U.S. and Ugandan societies. Next offered: TBA.

SOC 207 H1: Population 3 sem. hrs.
Study of fertility, morality, and migratory patterns in global, regional, and national perspectives with special attention given to current problems caused by the imbalance of populations and life-sustaining resources. Next offered Fall 2018 and Fall 2020.

SOC 208 T1: Deviance 3 sem. hrs.
Students will explore various aspects of deviance beyond the simplicity of nonconformity. This course will push the boundaries of traditional definitions, in an attempt to better understand the definitions that are created and used in the macro/micro analysis of society. Focus is on, but not limited to, deviance in relationship to the sociological perspectives in the criminal justice process. Students will learn the major sources of deviance data, the patterns of deviance depicted by those data, and strengths and weaknesses of such data. Next offered: Fall 2018.

SOC 210 T1: Juvenile Crime/Justice 3 sem. hrs.
Focuses on juvenile crime and reactions to such behavior by the juvenile justice system. Issues covered include, but are not limited to, diversion, status offenders, legal rights of juveniles, justice system management and theory, and the prevention and treatment of juvenile delinquency. Next offered Spring 2019 and Spring 2020.

SOC 212 T1: Criminal Justice 3 sem. hrs.
Study of the administration of criminal justice in the United States with focus on the realities of the criminal justice system (police, prosecution, courts, corrections) and the criminal justice process dealing with the disposition of cases of persons charged with crimes. Current criminal justice practices and constitutional limitations are highlighted. Next offered Fall 2019 and Fall 2020.

SOC 213 Sociology of Growing Up 3 sem. hrs.
This course explores sociological issues, theories, and research on childhood and adolescence and examines the social worlds provided for and created by children and adolescents. Changing definitions of and socialization patterns in childhood and adolescence over time and across cultures are discussed. A variety of possible topics are covered, including the history of childhood and adolescence, peer cultures, educational problems such as achievement and violence, the impact of family change and problems, poverty and quality of life, teen pregnancy, and policies and programs that impact children. Next offered Fall 2018 and Fall 2019.
SOC 220 Social Research Methods 3 sem. hrs.
Survey of research design, data-gathering techniques, and statistical procedures in social and behavioral sciences and evaluation programs. Designed to acquaint student with all phases of research; conceptualization, measurement, research format, sampling, data collection, analysis, and interpretation. Final grade must be C or better. Offered fall and spring semesters.

SOC 301 H2b:DV:Women and the CrJu Syst 3 sem. hrs.
This course focuses on women as criminals, victims, and professionals working within different branches of the criminal justice system. Feminist theory, as well as other theories of female perpetration of crime, are examined along with the history and extent of women's experiences with crime and the criminal justice system. Topics include, but are not limited to, women as perpetrators and victims of violence, the history and development of women's prisons, the experiences of women in prison, and women working as police officers, as correctional officers, and in the legal field. Next offered Spring 2019 and Spring 2020.

SOC 303 H1:DV:Marriage, Family&Intimac 3 sem. hrs.
Analysis of the family as a social system in relation to family structure and function. Focuses on the process of interpersonal interactions in the context of marital and parental relationships and family crises. Next offered Spring 2019 and Spring 2020.

SOC 304 H1:DV:Urban Sociology 3 sem. hrs.
Study of class, race, gender, lifestyle, economics, culture, politics and environmental considerations in the development of metropolitan areas including cities, suburbs, recreational areas, small towns, industrial parks, malls, and highways. Examines a select group of urban-suburban-small town problems: poverty, housing, crime, violence, racism. Third world urbanization also studied. Next offered Fall 2019.

SOC 305 Criminology 3 sem. hrs.
Survey of the sociological, social-psychological, psychological, and biological aspects of crime and criminal behavior. Major topics include epidemiology of crime, critical assessment of crime statistics, etiology of crime and types of criminality. Next offered Fall 2018 and Fall 2019. Prerequisite: SOC 101 or permission of instructor.

The emphasis of this course will be education and inequality in America's schools. Topics include, but are not limited to, achievement gaps; No Child Left Behind; gender, race, and social class inequality in schools; gangs and community violence; alcohol and drugs in schools; bullying; gun violence and preventing school violence. In this class students will engage in scholarly research and take part in in-depth discussions of these topics. Next offered Fall 2019.

SOC 307 H2b:DV:Death, Dying and Bereav 3 sem. hrs.
Increasing one’s knowledge of death, dying and bereavement is embarking on a journey of personal discovery. The course combines a comprehensive interdisciplinary study from health care, the humanities, and social/behavioral sciences. Focuses on, but is not limited to, how socialization influences the way people relate to death, dying, bereavement; historical and cross-cultural perspectives; options for delivering care to terminally ill persons; ethical questions pertaining to informed consent, euthanasia, definitions of death, medical directives, organ donation, suicide, physician assisted euthanasia; psychological factors of grief; the rites and ceremonies of grief; lifespan perspectives, impact of the legal system. Next offered Fall 2018 and Fall 2019.

SOC 309 H1:Corrections 3 sem. hrs.
Historical and contemporary review of the practices and purposes of punishment. Overview of institutional correctional systems at the local, state and federal levels using organizational, criminological and sociological perspectives. Examination of contemporary issues such as effectiveness of rehabilitation programs, women and juveniles in correctional settings, community-based corrections, AIDS in prisons, and prison gangs. Next offered Spring 2018.

SOC 311 DV:H1:Medical Sociology 3 sem. hrs.
Explores the history and development of health care and social epidemiology; interrelationships occurring among conventional and alternative healers; impact of gender, race and social class on health care; social construction of health and illness behaviors; health care practitioner's relationship with patients; social implications of advanced health care technologies; medical ethics. Next offered Fall 2018 and Fall 2019.

SOC 312 H1:Victimology 3 sem. hrs.
Explores and pushes the boundaries of traditional definitions of victimology in an attempt to better understand the definitions created and used in the macro/micro society. Focuses on, but not limited to, the victim in the criminal justice process, compensation and service programs. Studies sources and evaluation techniques of data. Next offered: Fall 2017 and Fall 2018.

SOC 313 Selected Topics in Applied Soc 3 sem. hrs.
Intensive examination of a selected topic in applied sociology. Content varies year to year; may be taken more than once. Examples: juvenile crime and justice, community policing, domestic violence, sociology of law. Next offered: TBA.

SOC 313-1 ST:Terrorism & Organized Crime 3 sem. hrs.
Issues covered in this course include, but are not limited to, a broad review of definitions of terrorism, its history, motivations behind terrorist actions, types and theories of terrorism. Furthermore, students will explore the consequences of terrorism in terms of social responses to terrorism, as well as the political costs of such responses and the possibility of preventing terrorism in the future. This class is also designed to familiarize students with the links between terrorism and organized crime; subjects of which may include organized hate crime, sex trafficking, drug trafficking, arms trafficking, cybercrime, and white collar corruption. Next offered TBA. Prerequisite: SOC 101.

SOC 313-2 ST:Crime, Media and Culture 3 sem. hrs.
Highlights the increasing analytic attention given to popular culture constructions, especially within the mass media, of crime and crime control. Analyses juxtapose the socially constructed image of crime provided through mass media outlets with the scientific realities of crime and criminal justice. The course focuses on, but is not limited to, the fundamental role of the media in defining criminal behavior, the types of crimes focused upon in the media, media portrayal of criminal justice actors, and the media as a cause of crime. Next offered TBA. Prerequisite: SOC 101.
SOC 313-3  Cap Punishment & Soc Justice  3 sem. hrs.
Students will be introduced to various perspectives relating to the death penalty. The focus will be on, but not limited to, the issues of social justice and retributive justice, the justification for the death penalty (historical perspective), public opinion concerning the death penalty, and the position of the U.S. Supreme Court concerning the death penalty. Students will also learn about various issues pertaining to mental illness and the death penalty, juveniles and capital punishment, and the other side of the death penalty—the conviction of the innocents. Next offered TBA.

SOC 314 H1:DV:Sociology of Aging  3 sem. hrs.
Comprehensive study of aging from both individual and societal perspectives. Focuses on aging occurring in the context of social situations and includes such topics as attitudes, values, beliefs, social roles, self-image, and adaptation to aging. Next offered Spring 2019 and Spring 2020.
Prerequisite: PSYC 120 or SOC 101.

SOC 320 Data Collection Techniques  3 sem. hrs.
This course offers an applied approach to data collection techniques in social science research. Students will learn survey design and implementation, including techniques for primary data collection. They will also gain experience accessing a variety of secondary data sources. Next offered: TBA.
Prerequisites: SOC 220 and BSC 221.

SOC 321 Data Analysis/Management  3 sem. hrs.
This course is a continuation of what is learned in BSC 221, Statistics for the Behavioral Sciences. Students will become familiar with a variety of statistical and analytic procedures most commonly used in social research, including a review of bivariate statistics and logistic and multiple regression, including testing for moderation and mediation. Students will also learn to construct scale and index variables and to do other variable transformations, clean and manage data, deal with missing data, and present findings in tables and graphs. Next offered: TBA.
Prerequisite: SOC 320.

SOC 322 Restorative Justice  3 sem. hrs.
Core course within Sociology - Applied Criminal Justice. Focus is placed on the contrast between Restorative Justice and traditional Criminal Justice approaches. In keeping with the mission of Walsh University, this course draws attention to the diversity of experiences of both victims and offenders in the criminal justice system with special emphasis placed upon strengths of social justice models that encourage a coordinated relationship between victims, offenders, and their communities. The course framework focuses on reparation of harm, healing of trauma, reconciliation of interpersonal conflict, decreasing social inequalities, and the reintegration of marginalized people. Next offered Spring 2019.

SOC 401 H2b:Sociological Theory  3 sem. hrs.
Systematic study of major classic and contemporary sociological theorists. Among areas emphasized are the variety and conflict of orientations toward society and the image of mankind, empirical support for explanations, and recent revisions of theoretical schemes. Restricted to Sociology majors. Next offered Spring 2019 and Spring 2020.

SOC 460-1 Research Project Proposal  3 sem. hrs.
Students will develop a project proposal, following IRB guidelines, and subject to the approval of the instructor. Next offered TBA.
Prerequisite: SOC 321.

SOC 460-2 Senior Research Project  3 sem. hrs.
Each student will complete a research project, culminating in a written research report and presentation. Next offered TBA.
Prerequisite: SOC 460-1.

SOC 490 Independent Study in App Soc  3 sem. hrs.
Offered every semester. Requires approval by Program Director and Vice President for Academic Affairs.

Students will study various components of Ugandan life ranging from traditional culture, stories/literature, education, health/social services, history, religion and politics. The implications of Gaudium et Spes as it relates to community, church, and the dignity of the human person and how it challenges ethnocentric viewpoints will be explored. Next offered: TBA.

SOC 490-3 ST:Health Disparities  3 sem. hrs.
This course is designed to provide an understanding of how social locations such as gender, race/ethnicity, sexual orientation, and socioeconomic status, and to some degree, biological and genetic factors contribute to disparities in health and health care in the United States. Students will have exposure to descriptive measures of health indicators used in social epidemiology and the demographic distribution of health outcomes by social locations. Students will also be introduced to the examination of the pathways between social determinants and health inequalities, which include access to health care, community context, cultural beliefs of health and illness, health behaviors, prejudice and discrimination, and social support.
Prerequisite: SOC 101.

SOC 490-4 ST:Sociology of Disabilities  3 sem. hrs.
Examination of physical, cognitive and emotional disabilities through the life course. Students will be exposed to the historical and cultural construction of disability on the individual and institutional level with special focus placed upon disability as a social status related to social inequality and difference. Disability is explored using a variety of theoretical constructs and statistics.
Prerequisite: None.
Division of Education
Dr. Jean A. DeFazio, Chair

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.

Vision
The Unit’s vision is coherent with the “theology of education” of the Brothers of Christian Instruction—a calling to educate the whole person for the common good, to make special effort to reach those who might not have the chance, and to strive to be models of virtue—practical, intellectual, moral, and spiritual.

Philosophy
Three principles or intersecting “rings” stand at the core of all Education programs and activities:

- Examine and apply the Judeo-Christian tradition in developing professional roles,
- Embrace diversity, and
- Practice and promote service learning

Student Learning Outcomes
Teacher candidates will:

- Demonstrate an understanding of student learning and development and respect diversity
- Apply knowledge in the content area for which they have instructional responsibility
- Create and apply varied assessments to inform instruction, evaluate, and ensure student learning
- Plan and deliver effective instruction that advances the learning of each individual student
- Implement learning environments that promote high levels of learning and achievement
- Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning

- Adolescence to Young Adult - Integrated Language Arts Licensure Program (B.A., B.S.E.) (p. 174)
- Adolescence to Young Adult - Integrated Mathematics Licensure Program (B.S., B.S.E.) (p. 175)
- Adolescence to Young Adult - Integrated Science Licensure Program (B.S., B.S.E.) (p. 175)
- Adolescence to Young Adult - Integrated Social Studies Licensure Program (B.A., B.S.E.) (p. 176)
- Early Childhood Administration (B.S.) (p. 176)
- Early Childhood Education Licensure Program (B.S.E.) (p. 176)
- Early Childhood Intervention Specialist Licensure Program (ECIS) (B.S.E.) (p. 177)
- Intervention Specialist - Licensure Program - Mild/Moderate Intervention Program (p. 177)

- Intervention Specialist - Licensure Program - Moderate/Intensive Intervention Program (p. 178)
- LEAD Program (Licensure in Education for Adults with Degrees)(p. 178)
- Middle Childhood Education Licensure Program (B.A., B.S.E.) (p. 178)
- Professional Education Program (B.S. or B.A.) (p. 179)
- Teacher Preparation Program (p. 179)

Adolescence to Young Adult - Integrated Language Arts Licensure Program (B.A., B.S.E.)

Recommended
- A Global Learning (GL) experience (p. 11)

Required
- General Education Requirements (p. 48)
- Internship

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<tr>
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<td>DVExcept&amp;MultiCultGlobSoci</td>
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<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
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<td>EDUC 440</td>
<td>Applied Tech in Clinical Exp</td>
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<td>EDUC 467</td>
<td>Student Teaching Experience</td>
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<tr>
<td>EDUC 468</td>
<td>H3:Student Teaching Seminar</td>
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Adolescence to Young Adult Education (10 sem. hrs.)

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<td>AYA 437</td>
<td>Professionalism and Practice</td>
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English (33 sem. hrs.)

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<td>T1:Lit of British Isles I</td>
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<td>or ENG 202</td>
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<tr>
<td>ENG 203</td>
<td>T1:World Literature I</td>
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<tr>
<td>ENG 205</td>
<td>T1:United States Literature I</td>
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<tr>
<td>ENG 206</td>
<td>T1:United States Literature II</td>
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<tr>
<td>ENG 220</td>
<td>Introduction Creative Writing</td>
<td>3</td>
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<tr>
<td>ENG 230</td>
<td>Literacy, Form and Function</td>
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<tr>
<td>ENG 299</td>
<td>Intro to Literary Interp/Criti</td>
<td>3</td>
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<tr>
<td>ENG 315 Series Elective</td>
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<td>ENG 323</td>
<td>H3:The Modern Rhetoric</td>
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<td>ENG 330</td>
<td>AYA:Literature</td>
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Total Hours 64
Adolescence to Young Adult - Integrated Mathematics Licensure Program (B.S., B.S.E.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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Adolescence to Young Adult Education (9 sem. hrs.)

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<td>EDUC 345</td>
<td>AYA/MCE: Instructional Methods</td>
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<td>AYA 437</td>
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Mathematics (43 sem. hrs.)

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<td>MATH 156</td>
<td>Elementary Functions II</td>
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<tr>
<td>MATH 160</td>
<td>Euclidean Geometry</td>
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<tr>
<td>MATH 207</td>
<td>Calculus I</td>
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<tr>
<td>MATH 208</td>
<td>Calculus II</td>
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<td>MATH 221</td>
<td>Statistics</td>
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<td>MATH 230</td>
<td>Discrete Patterns I</td>
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<td>MATH 313</td>
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<td>MATH 402</td>
<td>Introduction Modern Geometry</td>
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Total Hours 64

Adolescence to Young Adult - Integrated Science Licensure Program (B.S., B.S.E.)

Recommended
• A Global Learning (GL) experience (p. 11)

Required
• General Education Requirements (p. 48)
• Internship

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Adolescence to Young Adult Education (10 sem. hrs.)

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Biology (19 sem. hrs.)

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<tr>
<td>BIO 101</td>
<td>T1:Principles of Biology I &amp; 101L:Principles of Biology I: Lab</td>
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<td>BIO 102</td>
<td>Principles of Biology II &amp; 102L:Principles of Biology II: Lab</td>
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<td>BIO 209</td>
<td>Anatomy/Physiology I &amp; 209L:Anatomy/Physiology I: Lab</td>
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<td>BIO 305</td>
<td>Botany</td>
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<td>BIO 314</td>
<td>General Ecology</td>
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Chemistry (12 sem. hrs.)

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<tr>
<td>CHEM 101</td>
<td>T1: Principles of Chemistry I &amp; 101L:Principles of Chemistry I: Lab</td>
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<td>CHEM 102</td>
<td>Principles of Chemistry II &amp; 102L:Principles of Chemistry II:Lab</td>
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<td>CHEM 201</td>
<td>Organic Chemistry I &amp; 201L:Organic Chemistry I:Lab</td>
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Natural Science (6 sem. hrs.)

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<tr>
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<td>NS 210</td>
<td>T1:Astronomy/Planetary Sci</td>
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Physics (8 sem. hrs.)

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<td>PHYS 101</td>
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<td>PHYS 102</td>
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Mathematics (5 - 6 sem. hrs.)

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<td>MATH 207</td>
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Total Hours 81-82
Adolescence to Young Adult - Integrated Social Studies Licensure Program (B.A., B.S.E.)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

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**Adolescence to Young Adult Education (10 sem hrs.)**

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<td>AYA 437</td>
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**Economics (3 sem. hrs.)**

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**History (12 sem hrs.)**

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<td>HIST 240</td>
<td>H1:US in the Long 19th Century</td>
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<td>HIST 311</td>
<td>H2b: History of Modern Europe</td>
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<td>HIST 335</td>
<td>H1:U.S. in the 20th Century</td>
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**Government and Foreign Affairs (15 sem. hrs.)**

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<td>GFA 209</td>
<td>T1:DV:World Regional Geography</td>
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<td>H2b:DV:Comparative Politics</td>
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<td>H1:DV:Indust Revol in World</td>
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<td>GFA 301</td>
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**Psychology or Sociology (Please choose one)**

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Total Hours 61

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Early Childhood Education Licensure Program (B.S.E.)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

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<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
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**Early Childhood Education (6 sem hrs.)**

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ECE 210</td>
<td>ECE:Introduction</td>
<td>3</td>
</tr>
<tr>
<td>ECE 211</td>
<td>ECE:Assess, Growth/Development</td>
<td>3</td>
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**Intervention Specialist (8 sem. hrs.)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISE 243</td>
<td>Positive Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>ISE 245</td>
<td>Family, Schools, and Community</td>
<td>2</td>
</tr>
<tr>
<td>ISE 341</td>
<td>Assess &amp; Planning:Early Childh</td>
<td>3</td>
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</tbody>
</table>

**Business (10 sem. hrs.)**

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<thead>
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<tbody>
<tr>
<td>BUS 106</td>
<td>Electronic Spreadsheet Applic</td>
<td>2</td>
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<tr>
<td>BUS 110</td>
<td>Integrated Bus Experience I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Comm in Multicultural Environ</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
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**Communication (3 sem. hrs.)**

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>COM 212</td>
<td>Interpersonal Communication</td>
<td>3</td>
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</table>

**English (3 sem. hrs.)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ENG 342</td>
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**Exercise Science (5 sem. hrs.)**

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>EXS 261</td>
<td>First Aid</td>
<td>2</td>
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<tr>
<td>EXS 263</td>
<td>H1:DV:Personal/Com Health</td>
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**Psychology (3 sem. hrs.)**

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<tbody>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
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**Sociology (6 sem. hrs.)**

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<thead>
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<tbody>
<tr>
<td>SOC 204</td>
<td>DV:T1:Social Problems</td>
<td>3</td>
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<tr>
<td>SOC 205</td>
<td>T1:DV:Social/Cult Divers</td>
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</tbody>
</table>

Total Hours 65

---

Early Childhood Administration (B.S.)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Develop Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 460</td>
<td>H3:Education Internship</td>
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### Education (30 sem. hrs.)

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<th>Hours</th>
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<tbody>
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<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Intro to Tech in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Develop Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Prin &amp; Prac of Tch Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>Reading Assess/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>Applied Tech in Clinical Exp</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>Student Teaching Experience</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 468</td>
<td>H3:Student Teaching Seminar</td>
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### Early Childhood Education (16 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ECE 210</td>
<td>ECE:Introduction</td>
<td>3</td>
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<tr>
<td>ECE 211</td>
<td>ECE:Assess, Growth/Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE 313</td>
<td>ECE:Lang Arts/Soc Stud Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECE 315</td>
<td>ECE:Math/Science Methods</td>
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<tr>
<td>ECE 410</td>
<td>ECE:Profession in Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Student Teaching Experience</td>
<td>3</td>
</tr>
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</table>

### Intervention Specialist Education (8 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISE 243</td>
<td>Positive Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>ISE 245</td>
<td>Family, Schools, and Community</td>
<td>2</td>
</tr>
<tr>
<td>ISE 341</td>
<td>Assess &amp; Planning:Early Childh</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematics (3 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 107</td>
<td>Mathematics I for Educators</td>
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### Government and Foreign Affairs (3 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GFA 209</td>
<td>T1:DV:World Regional Geography</td>
<td>3</td>
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</table>

### Early Childhood Intervention Specialist Licensure Program (ECIS) (B.S.E.)

#### Recommended
- • A Global Learning (GL) experience (p. 11)

#### Required
- • General Education Requirements (p. 48)
  - • Internship

### Intervention Specialist - Licensure Program - Mild/Moderate Intervention Program (B.S.E.)

#### Recommended
- • A Global Learning (GL) experience (p. 11)

#### Required
- • General Education Requirements (p. 48)
  - • Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Intro to Tech in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Develop Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Prin &amp; Prac of Tch Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>Reading Assess/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>Applied Tech in Clinical Exp</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>Student Teaching Experience</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 468</td>
<td>H3:Student Teaching Seminar</td>
<td>2</td>
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### Intervention Specialist Education (22 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISE 243</td>
<td>Positive Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>ISE 245</td>
<td>Family, Schools, and Community</td>
<td>2</td>
</tr>
</tbody>
</table>
### Intervention Specialist - Licensure Program - Moderate/Intensive Intervention Program (B.S.E.)

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Intro to Tech in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Develop Language/Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Prin &amp; Prac of Tch Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>Reading Assess/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 354</td>
<td>Reading in the Content Area</td>
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<tr>
<td>EDUC 440</td>
<td>Applied Tech in Clinical Exp</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>Student Teaching Experience</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 468</td>
<td>H3:Student Teaching Seminar</td>
<td>2</td>
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</table>

**Middle Childhood Education Licensure Program (B.A., B.S.)**

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
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</tr>
<tr>
<td>EDUC 140</td>
<td>Intro to Tech in the Classroom</td>
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</tr>
<tr>
<td>EDUC 206</td>
<td>DV:Except&amp;MultiCultGlobSoci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Prin &amp; Prac of Tch Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351</td>
<td>Meth Teach: Develop Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>Reading Assess/Intervention</td>
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</tr>
<tr>
<td>EDUC 354</td>
<td>Reading in the Content Area</td>
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</tr>
<tr>
<td>EDUC 440</td>
<td>Applied Tech in Clinical Exp</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>Student Teaching Experience</td>
<td>6</td>
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<tr>
<td>EDUC 468</td>
<td>H3:Student Teaching Seminar</td>
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</table>

**Total Hours** 64

**Concentration Requirements**
Select two of the following areas of concentration:
- Language Arts
- Mathematics
- Science
- Social Studies

**Total Hours** 40

#### Language Arts

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENG 200-2</td>
<td>T1:DV:Cre Eq:Iss of Gen/Rac</td>
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<tr>
<td>ENG 206</td>
<td>T1:United States Literature II</td>
<td>3</td>
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<tr>
<td>ENG 220</td>
<td>Introduction Creative Writing</td>
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</tr>
<tr>
<td>ENG 230</td>
<td>Literacy, Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315 Series Elective</td>
<td>3</td>
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<tr>
<td>ENG 330</td>
<td>AYA:Literature</td>
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**Total Hours** 18
## Mathematics

<table>
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<tbody>
<tr>
<td>MATH 108</td>
<td>Mathematics II for Educators</td>
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<tr>
<td>MATH 110</td>
<td>DV: Math in the World</td>
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<tr>
<td>MATH 155</td>
<td>Elementary Functions I</td>
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</tr>
<tr>
<td>MATH 156</td>
<td>Elementary Functions II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Euclidean Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
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## Science

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<tbody>
<tr>
<td>BIO 101 &amp; 101L</td>
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<tr>
<td>BIO 102 &amp; 102L</td>
<td>Principles of Biology II and Principles of Biology II: Lab</td>
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</tr>
<tr>
<td>NS 104</td>
<td>T1: Physical Science</td>
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</tr>
<tr>
<td>NS 105</td>
<td>T1: Introduction to Geology</td>
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</tr>
<tr>
<td>NS 210</td>
<td>T1: Astronomy/Planetary Sci</td>
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<tr>
<td>BIO 314</td>
<td>General Ecology</td>
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## Social Studies

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<tbody>
<tr>
<td>HIST 101</td>
<td>T1: DV: World Civil to 1500</td>
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</tr>
<tr>
<td>HIST 102</td>
<td>T1: DV: World Civil 1500 to Pres</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>T1: DV: Hist of the U.S. to 1877</td>
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</tr>
<tr>
<td>HIST 104</td>
<td>T1: DV: Hist of U.S. since 1877</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>T1: DV: Intro to Economics</td>
<td>3</td>
</tr>
<tr>
<td>GFA 103</td>
<td>T1: DV: American Government</td>
<td>3</td>
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<tr>
<td>GFA 209</td>
<td>T1: DV: World Regional Geography</td>
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## Professional Education Program (B.S. or B.A.)

### Recommended
- A Global Learning (GL) experience (p. 11)

### Required
- General Education Requirements (p. 48)
- Internship
- Education and/or Content Area Courses (60 sem. hrs.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 107</td>
<td>School and Society: Intro Educ</td>
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</tr>
<tr>
<td>EDUC 206</td>
<td>DV: Except &amp; Multi Cult Glob Soci</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>H2b: Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXS 263</td>
<td>H1: DV: Personal/Com Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Instructional Tech in Practice</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>22</td>
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</table>

## Teacher Preparation Program

The Teacher Preparation Program in the Division of Education attempts to share changes in policy, procedures, and protocols well in advance. Modifications or regulations may be imposed by other external sources, so the Division of Education reserves the right to immediately initiate, add, or change program requirements without prior notice.

### Transition Points in the Teacher Preparation Program

Candidates should be familiar with the four major transition points in the Teacher Education Program. The first occurs during the sophomore year when students are officially accepted into the program; the second occurs during the junior year when students are accepted into the pre-clinical/clinical practice program and become candidates; the third point is exit from the clinical practice semester, while the fourth follows candidates’ progress after graduation and into their first years of teaching, continuing to assess candidate satisfaction through the use of surveys.

Data are collected at each point to measure program effectiveness and to determine improvements to the curriculum thus ensuring each teacher candidate adequately meets the minimum standard for seven candidate proficiencies. Assessments of the proficiencies affirm the unit’s expectation that candidates will:

1. Demonstrate knowledge of student learning and development and respect in the diversity of the students they teach.
2. Apply knowledge in the areas for which they have instructional responsibility.
3. Demonstrate knowledge on the use of varied assessments to inform instruction, evaluate, and ensure student learning.
4. Plan and deliver effective instruction that advances the learning of each individual student.
5. Create learning environments that promote high levels of learning and achievement for all students.
6. Collaborate and communicate with other educators, administrators, students, parents, and the community to support student learning.
7. Assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

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. More detailed information about the transition points in the Teacher Preparation Program can be found in the Division of Education’s Student Handbook.
**Transition Point #1: Admission into Teacher Preparation**
Candidates pursuing licensure must be formally accepted into the Teacher Preparation Program. Transition point #1 for students usually occurs during the second semester of their sophomore year or after the completion of the four core Education courses. Acceptance into the program is a prerequisite for enrollment in higher-level (300 and 400) Education courses, including pre-clinical/clinical practice. The deadline for application to the Teacher Preparation Program is the third Friday of each semester/session: Fall, Spring, Summer I, and Summer III in which requirements will be completed. Applications and other related materials for the Teacher Preparation Program are available in the Licensure Office, Hannon Center, Room 108 and the deadline for submission is clearly stated. Criteria to apply for Teacher Preparation include:

- GPA = 2.7, overall and education content coursework
- Completed a minimum of 49 total credits
- 4 core courses *(minimum grades of B− in each course)*
  - EDUC 107, School and Society
  - EDUC 140, Introduction to Technology in the Classroom
  - EDUC 206, Exceptionalities and Multiculturalism in a Global Society
  - EDUC 264, Educational Psychology
- Pass ENG 102 or Honors English HON 103, or English Dept. Course recommendation minimum, course grade of B−, or Praxis I Writing with a passing score of 172
- Pass MATH 104 or higher (minimum grade of B−) or Praxis I Math with a passing score of 172
- Current, clear BCI&I and FBI background checks
- Essay Review (with a passing score)
- Interview by Division of Education faculty (with a passing score), which may require a follow-up interview or additional recommendations required for admission

Candidates are notified by letter by the Coordinator of Licensure of their application status: either approved, conditionally approved, or denied.

A student who is conditionally approved may continue to resolve the issue(s) until approved.

A student who is denied admission into the Teacher Preparation Program:
- Will not be permitted to enroll in 300/400 level education classes
- May be advised/decide not to remain in the Division of Education
- May appeal to the Division of Education Teacher Candidate Development Committee (must be submitted in writing within two weeks of the denial letter and must be accompanied by appropriate documentation)
- May appeal to the University Standards Committee if dissatisfied with the decision of the Candidate Development Committee

**Transition Point #2: Entry into Clinical Practice**
Application for acceptance to pre-clinical/clinical practice program is usually made the semester prior to pre-clinical practice. Placements are coordinated by the Office of Field Placements and Licensure with local school districts and are generally made in Stark and surrounding counties. Candidates are required to have their advisor’s approval to move forward. The following specific requirements must be satisfied:

**Pre-Clinical (Pre-Student Teaching)**
- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Field & Clinical Placements
- Current, clear BCI&I and FBI Background checks

**Clinical (Student Teaching)**
- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Field & Clinical Placements
- Current, clear BCI&I and FBI Background checks
- Complete Pre-Clinical (Pre-Student teaching) with B− or better

**Transition Point #3: Exit from Clinical Practice and Application for Professional License**
To satisfactorily complete clinical practice, candidates must receive a minimum rating of 2 on the following evaluations completed by their cooperating teacher and university supervisor: Ohio Educator Standards, Specialized Professional Association (SPA), and Walsh Candidate Proficiencies. Candidates must also complete the Reflective Portfolio (aligned with Ohio Educator Standards). Candidates must complete student teaching and seminar with a minimum grade of B−. Candidates are eligible to apply for a State of Ohio teaching license upon completion of the following:

- All University and Division of Education coursework (cleared by the University Registrar)
- Completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s)
- Current, clear BCI&I and FBI Background checks on file with the Ohio Department of Education
- Appropriate licensure application and required fee
- Recommendation by Division of Education Coordinator of Licensure or Division Administrator

**Transition Point #4: Program Follow-Up**
Surveys are used to follow candidates into their first year of teaching. The Division of Education will gather information from the candidates themselves and their employers.

**Professional Licensure**
- All educational coursework, all content area courses, completion of all required Ohio Assessments for Educators (OAE) for appropriate licensure area(s), and current BCI & FBI background checks are required for licensure. Candidates should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect the student’s ability to obtain a license to teach in the State of Ohio and/or affect the student’s ability to obtain employment in a preschool program, 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.

- Applying for Licensure and/or Endorsements and Time Limits

Students are highly encouraged to apply for their licensure or endorsement at the time they graduate (or within 1 year). If they choose to delay applying for their licensure or endorsement and requirements change, they must meet the new approved program/licensure requirements as they are at the time they are applying for their license or endorsement. Students should consult
Title II Information: Ohio Assessment of Education Data (OAE) - 2016-2017

OAE Tests are taken by individuals entering the teaching profession as part of the licensure process required by the state of Ohio. The test measure teacher candidates’ knowledge and skills. Specifically, the OAE assessment series measure subject-specific content knowledge, as well as general and subject-specific teaching skills that a beginning teacher needs. Pass rates are reported by OAE for tests with 10 takers or more. The scores below are for initial licensure, endorsement and school counseling for 2016 – 2017.

Scores reported are for all initial licensure OAE tests for 2016-2017. For those initial licensure tests with and N lower than 10 only the N is reported.

Teacher Education Performance Data - Walsh University (https://www.walsh.edu/ed-data)


**COURSE DESCRIPTIONS**

**Adolescent/Young Adult Educ (AYA)**

**AYA 437  Professionalism and Practice  2 sem. hrs.**
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. NCTM, NCSS, NSTA, NCTE standards, Ohio Educator Standards, and Ohio’s New Learning Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur in the following semester.

**Early Childhood Education (ECE)**

**ECE 210  ECE:Introduction  3 sem. hrs.**
Examination of theories in child development which have special relevance to understanding and meeting needs of infants, toddlers, preschoolers, early and late primary children. Appraisal of personal philosophy, preschool visitations, quality early childhood education programs and practices. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

**ECE 211  ECE:Assess, Growth/Development  3 sem. hrs.**
Evaluation of physical, cognitive, social and emotional growth and development of infants, toddlers, preschoolers, early and late primary children. Basic principles for working with special-needs children. Developmentally appropriate practices are identified. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

**ECE 313  ECE:Lang Arts/Soc Stud Methods  3 sem. hrs.**
Pre-service teachers will learn various instructional delivery strategies. The social studies curriculum will be explored. Literacy methods and materials for reading, writing, speaking and listening skills are shared. Peer teaching strengthens the student's knowledge, skills and performance. Planning and the implementation of integrative activities are stressed; adaptive lesson planning is investigated. Collaborative teaching models are explored. Structural field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

**ECE 315  ECE:Math/Science Methods  3 sem. hrs.**
Course shows how to teach early childhood mathematics and science and takes the pre-service teacher through the learning-discovery process of the subject matter to be taught. Developmentally appropriate lesson planning is based on knowledge of individual children, the community, and curriculum goals and content. Structured field experience required. Offered fall and spring semesters.

**ECE 319  ECE:Curr/Intervention Strat  3 sem. hrs.**
Study of curriculum development and intervention practices for young children with moderate-intensive disabilities. Course emphasizes collaborative partnership of professional disciplines and the child’s family, in planning and implementing curricula and interventions. Course presents curriculum models and intervention methodologies based on developmentally and individually appropriate practices for the young child. Field experience required. Offered fall and spring semesters.

**ECE 410  ECE:Profession in Practice  3 sem. hrs.**
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. NAEYC Standards, Ohio Educator Standards, Ohio Early Learning and Development Standards, and Common Core State Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur in the following semester. Offered fall and spring semesters.

**Education (EDUC)**

**EDUC 107  School and Society: Intro Educ  2 sem. hrs.**
Course includes studying characteristic features of education and orienting students to the realities of being a teacher. History of education, nature of educational organizations, school administration, and relationships between school and society are examined. Field experience required. Required for all subsequent Education courses. Offered fall and spring semesters.

**EDUC 140  Intro to Tech in the Classroom  1 sem. hr.**
Students will be introduced to educational technology currently used in schools, and they will explore strategies for maximizing student learning with digital resources. Students will learn the ISTE technology standards and how they guide the selection and implementation of educational technology in the classroom. Special consideration is given to social, ethical, legal and human issues as students discover classroom resources. To be taken concurrently with EDUC 107.

**EDUC 206  DV:Except&MultiCultGlobSoci  3 sem. hrs.**
This course heightens awareness and increases understanding of those individuals in our communities and schools who may learn differently or demonstrate cultural differences. An overview of major disabilities, legislative and ethical issues, and educational approaches is included. The course provides a knowledge base, introduction to attitudes and values, and opportunities to interact with individuals with various special needs. The course also introduces and reinforces collaboration and interdisciplinary team skills for effective planning intervention. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

**EDUC 250  Develop Language/Literacy  3 sem. hrs.**
Students learn how children acquire language and how their early language skills relate to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. Field hours required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

**EDUC 252  Prin & Prac of Tch Phonics  3 sem. hrs.**
The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.
EDUC 255 Cognitive & Language Development 3 sem. hrs.
Course focuses on the nature of cognitive development and language acquisition from birth through early childhood. Candidates examine research of Piaget, Vygotsky, Bruner, Bates, and others, and the various language systems, including phonology, semantics, syntax, and pragmatics. Course addresses both typical and atypical development, effects of linguistic diversity, memory and perception in early development. English as a second language, relationships of cognition and language to the development of play and socialization. Candidates examine strategies and activities that facilitate cognitive and language development for typically developing children and children with cognitive or communication delays and a range of specific exceptionalities. This is an On-Site learning course. Students will meet both on site and on campus during the semester. On site visits include 20 hours of an embedded Service Learning component. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107, EDUC 206, EDUC 208, ECE 264.

EDUC 257 AYA/MCE Best Pract Class Mgmt 3 sem. hrs.
Classroom management and organization in the adolescence to young adult and middle childhood classroom will be developed. Best practices and a variety of teaching strategies will be examined as they relate to each of the content areas. An emphasis on current research on effective classroom practices will be featured. Field hours required. Prerequisites: EDUC 107 and sophomore standing. Offered Fall and Spring semesters.

EDUC 264 H2b: Education Psychology 3 sem. hrs.
Learning theories and instructional models are examined from a practical classroom-based perspective. Emphasis is on interpreting and integrating educational concepts to address various learning situations in the classroom setting. Cognitive, social, and personal development are included as are concepts of motivation, instructional design and approaches, individual learning style and needs, and classroom decision-making processes. Developmentally and culturally responsive instruction is emphasized. Required for 300/400-level classes. Offered fall and spring semesters.
Prerequisite: EDUC 107.

EDUC 320 AYA/MCE Assess & Instr Plan 2 sem. hrs.
Emphasis on the design, implementation and assessment of teaching and learning approaches appropriate for young adolescents. Focus on various teaching and learning strategies and assessment alternatives that promote the learning of young adolescents. This is an online course. Field experience required. Offered Fall and Spring semesters.
Prerequisites: EDUC 107.

EDUC 340 Instructional Tech in Practice 1 sem. hr.
Students will learn to plan and design interactive learning experiences through technology. Special consideration is given to meeting the needs of a variety of learners through use of technology in planning, assessment, evaluations, and productivity. The curriculum and course subjects will be geared toward the licensure areas of the students. To be taken concurrently with EDUC 345, ECE 315, or ISE 349.

EDUC 345 AYA/MCE: Instructional Methods 2 sem. hrs.
Course designed for those seeking licensure at the adolescence and young adult level and middle childhood level in Integrated Mathematics, Integrated Science, Integrated Social Studies and Integrated Language Arts. Focus is on methods of instruction appropriate to learners at this level, and an overview of the methods used at the adolescent and young adult level, as well as issues associated with teaching each of these content areas. Various instructional strategies, assessment alternatives, and management techniques appropriate to adolescents learning are addressed, along with the provision of alternative techniques for individualizing learning activities. Includes an examination of technological applications in the classroom and of how NCTM, NSTA, NCTE, NCSS, AMLE and the Ohio Learning Standards have impacted curriculum, day-to-day activities, and assessment approaches. Field experience in the classroom is required. Course to be taken semester prior to pre-student teaching. Offered Fall and Spring semesters.

EDUC 351 Meth Teach: Develop Reading 3 sem. hrs.
Students examine a wide variety of instructional methods for teaching reading and writing from early childhood to middle school level. Reading, writing, listening, speaking, and visualizing are viewed as interrelated literacy skills. Emphasis is placed on phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students explore a broad spectrum of reading and writing materials, strategies, and literature, including electronic texts. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 353 Reading Assess/Intervention 3 sem. hrs.
The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. Course registration is limited to those students seeking licensure or practicing educators seeking to add an endorsement to a current teaching license. Field experience required.
Prerequisites: EDUC 250; EDUC 351; and EDUC 252.

EDUC 354 Reading in the Content Area 3 sem. hrs.
Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/study materials in the content areas. Emphasis on elementary, middle, and high school education strategies. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 362 Special Topics 1-3 sem. hrs.
An opportunity to present various special courses in education. Offered every semester.

EDUC 362-A LEAD Student Teach Experience 3 sem. hrs.
Theory is implemented along with actual teaching in schools. Developing skills in methods, procedures, technique is emphasized. Individual and group conferences are held with the University’s supervisor of student teaching and with cooperating teachers. Praxis II content test(s) must be successfully completed for licensure. Taken concurrently with The Student Teaching Seminar Course. Designated only for those students enrolled in the LEAD program. Offered fall and spring semesters. Prerequisite: all courses leading to licensure.

EDUC 440 Applied Tech in Clinical Exp 1 sem. hr.
Students will design and create technology resources that will be implemented within their clinical experience. Students will apply teaching strategies that integrate digital resources to maximize student learning. Special consideration is given to productivity and professionalism. This course will also include the creation of an electronic portfolio. To be taken concurrently with EDUC 468.
EDUC 460 H3: Education Internship  3-6 sem. hrs.  
The Professional Education Internship is a supervised work experience which permits the student intern to connect theory with best practices. Skills learned must be transferable to a variety of professional education employer settings. Student interns receive practical learning experience outside of the academic setting by becoming involved in day-to-day practices at the internship site. This internship provides for the integration of experience in the liberal arts tradition in response to contemporary challenges of the 21st century. An on-site supervisor and faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through local employers, national or state organizations, or global internship programs. Offered every fall and spring semester.  
Prerequisites: Junior standing.

EDUC 463 Multi-Age Pre-Stud Teach Exp  3 sem. hrs.  
The pre-student teaching seminar has two components: a fieldwork component and a seminar component. In fieldwork, candidates are assigned to a school setting where their student teaching clinical will be performed under the supervision of a cooperating teacher. This experience will provide the candidate with the opportunity to become familiar with the role of the physical educator and the dynamics of the gymnasium. The course consists of the completion of 60 hours of field experience including two videotaped lessons and reflections. The candidate will thus gain an understanding of instructional planning, teaching strategies, educational technology, classroom management, diversity and how NASPE and NCATE standards are implemented into the physical education curriculum. The second major component of the pre-student teaching experience will be completion of an "Impact on Student Learning Project" utilizing students at the pre-clinical site. In the seminar component, candidates will have the opportunity to discuss and evaluate with their peers the gymnasium/classroom interactions that they have observed, as well as the interrelationship of teaching/learning theory and practice. Candidates will also be guided through the final stages of developing their professional portfolio. The two components of the course will help candidates learn: (1) gymnasium/classroom observation and lesson planning skills; (2) ways to design, implement, and assess individual, small group, and whole class activities; and (3) how to explore their individual instructional strengths in preparation for their student teaching clinical experience. All coursework must be successfully completed in order for student teaching to occur the following semester. Offered fall and spring semesters.

EDUC 464 OAE Preparation Study  1-3 sem. hrs.  
The course provides a focus of study for support in understanding and mastering the knowledge, skills, & dispositions necessary for taking licensure content area assessments. By recommendation only.

EDUC 467 Student Teaching Experience  6 sem. hrs.  
Culminating field-based experience designed to provide pre-service teachers daily experiences in classrooms and/or community based environments. Student teachers are placed in educational settings for supervised, guided practice experiences to implement theory with practice. Experiences include collaborations with professionals and families, observation and participation in assignments, planning meetings, and instruction for students. Experience is 14 weeks, daily supervised practice with weekly meetings with university supervisor and cooperating teacher(s). Praxis II content test(s) must be successfully completed for licensure. Taken concurrently with EDUC 468. Offered fall and spring semesters.  
Prerequisites: all courses leading to licensure.

EDUC 468 H3: Student Teaching Seminar  2 sem. hrs.  
This capstone seminar accompanies the clinical practice and serves as the Heritage III requirement for Education students. The seminar provides for the integration of experience in the liberal arts tradition which enables students to respond to the contemporary challenges of the 21st century posed by the teaching profession today. Course to be taken concurrently with student teaching (EDUC 467). Offered fall and spring semesters.  
Prerequisites: all coursework leading to Multi-Age licensure.

Intervention Specialist (ISE)

ISE 243 Positive Learning Environment  3 sem. hrs.  
This course presents theories and strategies for identifying, implementing, and assessing effective interpersonal skills in diverse educational and social settings. Content focuses on two major concepts: (a) strategies to develop positive and supportive learning environments which value diverse needs of students, and (b) behaviors and interventions which may interfere with positive learning and social experiences. Ethical, legal, and social guidelines/implications are presented. Interventions based on cognitive, humanistic, behavioral, and psychological theories are presented and applied through a case study approach. Field experience required. Offered every semester.  
Prerequisite: EDUC 107, 206, 264, and sophomore standing.

ISE 245 Family, Schools, and Community  2 sem. hrs.  
This course examines the dynamics and relationships of family, school, and community structures. Theories and strategies to enhance parent-professional collaboration and communication skills are presented and practiced. Course examines support systems in schools and communities, family networking, and specific skills to increase understanding of the impact of lifelong disabilities on family members. Course emphasizes importance of sensitivity towards differences in cultural/linguistic and social backgrounds in addition to varied family structures and needs. Students meet with parents and professionals to observe and practice collaboration skills in planning individualized intervention programs. Field experience required. Offered every semester.  
Prerequisites: EDUC 107, 206, 264, and sophomore standing.

ISE 340 Augment/Assist Technologies  2 sem. hrs.  
Course examines assessment, planning, and intervention services for students requiring adaptive systems for communication and daily living needs. Analysis of cognitive-social, sensory, motor abilities and related requirements necessary for development of functional communication skills. Guidelines for assessment, selection, and implementation of communication devices or systems for academic, functional skills, daily living, and vocational skills are presented. Communication systems presented include sign/manual communication, Braille, picture and symbol systems, communication boards and aids, and electronic devices. Assistive technology, including adapted switches, keyboards, environmental controls, and training devices are studied and applied. Course applies principles of positioning/handling and adaptive equipment. Offered fall and spring semesters.
ISE 341  Assess & Planning:Early Childh  3 sem. hrs.
This course examines general and specific components of assessment and planning for young students with exceptionalities and their families. Assessment issues related to typical and atypical development, identification of exceptionalities and at-risk characteristics, interpretation of information, development and planning of individualized intervention programs and family service plans, program evaluation, and student monitoring will be included. Formal and informal assessments, including standardized testing, observation, family-centered, curriculum-based, play-based, and ecological inventories will be examined. The course includes hands-on experiences in assessment strategies, program planning based on assessment data, and communication strategies in reporting and interpreting information to family and professional team members. Field experience required. Offered every fall and spring semesters.

ISE 342  Assessment/Planning:Inter Spec  3 sem. hrs.
Course examines components of assessment and planning for students with exceptionalities and their families. Assessment issues related to definitions/identification, interpretation of information, development and planning of individualized intervention programs, program evaluation, and student monitoring will be included. Formal and informal procedures, including academic domains and environmental inventories, will be examined. Course includes hands-on experiences in assessment, program plans, and communication strategies for family and team members. Current trends and issues, including curriculum-based measurement and evaluation, inter- and trans-disciplinary team collaboration, cultural-linguistic differences, and legal-ethical implications will be emphasized. Field experience required. Offered every fall semester.

ISE 344  Curri/Interv Strat:Mod/Intens  3 sem. hrs.
Study of curriculum development and intervention practices for individuals with moderate/intensive disabilities. Emphasis is on individualized decision-making for selection, development and sequence of instruction for persons with significant cognitive, social-emotional, motoric, health, sensory, communicative, cultural/linguistic differences, or multiple needs. Course will present curriculum models, instructional and intervention strategies which are focused toward socially valued, community based, life span approaches. Task analysis, systematic planning, and program implementation based on team-based, functional and ecological assessments will be examined and practiced through extensive practicum experience using case study analysis. Field experience required. Offered every spring semester.

ISE 345  Tran: Planning/Intervention  2 sem. hrs.
Course examines issues of assessment and development of community-based, life span programs for persons with disabilities. Issues covered include transitions from school to work/community needs, career/vocational planning and objectives, advocacy roles, collaboration with family members, educators, and community agencies for planning and delivery of services, parent-professional communication skills. Course includes application of environmental/ecological approach using domestic, vocational, recreational leisure, and community needs. Assessment and programming issues for transitions are practiced. Participation in community-based programs will be completed. Field experience required. Offered every fall semester.

ISE 346  FuncLifeSkillsStud w/Spec Nds  3 sem. hrs.
PRACTicum-based course focuses on development of materials, accommodations, instructional strategies, and individualized intervention plans for teaching functional academics, social-communication skills, and independent community-based life skills for the K-12 range of students with moderate-intensive disabilities. Candidates apply current best practice assessment and intervention approaches, including team-based, systematic planning and program implementation, assistive technologies, sensory aids, functional behavioral assessments, ecological inventories, and a range of positive behavior supports in extensive practicum experiences. Candidates develop and implement database intervention plans in school and community-based settings. Field experience required. Offered every spring semester.

ISE 347  Sens/Motor/Hlth Intervent  3 sem. hrs.
Course examines range of service needs and programs for students with significant sensory and/or physical impairments, using a transdisciplinary team approach. Problem-solving approaches and decision-making models for use of adaptive materials, equipment, and intervention techniques are examined for assessment, planning, and service delivery. Approaches, devices, and systems for social, communicative, educational, and functional daily living skills are presented. Guidelines and techniques for adaptive equipment, positioning, oral-motor eating skills, recreational-leisure activities, academic functioning, and social communication are introduced. Field-based experience with therapist/educator teams required. Offered every semester.

ISE 348  LA & SS MethodforStudw/Spec Nd  3 sem. hrs.
Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students language arts and social studies through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using language arts and social studies state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every fall semester.

Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students mathematics and science through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using mathematics and science state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every fall semester.

ISE 441  ISE:Pro Prac:Pre-Stud Teach  3 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. CEC standards, Ohio Educator Standards, and Common Core State Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur the following semester. Offered fall and spring semesters.
Middle Childhood Education (MCE)

MCE 437 Professionalism and Practice  2 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. AMLE Standards along with NCTM, NCSS, NSTA, NCTE standards, Ohio Educator Standards, and Ohio’s New Learning Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur the following semester.
School for Professional Studies (SPS)

Accounting (B.B.A.), Management (B.B.A.), and Marketing (B.B.A.)

Dr. Rajshekhar G. Javalgi-Dean, DeVille School of Business
See degree requirements (http://catalog.walsh.edu/graduate/deville-school-business/ba-mba/#requirementstext).

Corporate Communication (B.A.), COMMUNICATION (B.A.), COMMUNICATION - DIGITAL MEDIA TRACK (B.A.)
Dr. Amanda Gradisek- Chair, Division of Literature, Language, & Communication; Coordinator of Freshman Composition; Associate Professor of English
See degree requirements (p. 111).

Organizational Development & Leadership (B.A.)
Dr. Pamela Ritzline - Dean, School of Behavioral Health & Sciences
See degree requirements (p. 161).

INTERDISCIPLINARY STUDIES (B.A.)
Dr. Bradley Beach - Chair, Division of Humanities
See degree requirements (p. 96)

• Business (B.B.A.): Accounting, Management, Marketing (http://catalog.walsh.edu/undergraduate/deville-school-business/bachelors-degree-major-requirements/#text)
• Corporate Communication for SPS (B.A.) (p. 187)
• Corporate Communications - Digital Media (B.A.) (p. 112)
• Interdisciplinary Studies (B.A.) (p. 96)
• Organizational Development & Leadership (B.A.) (p. 161)

Bachelor’s Degree Major Requirements - The DeVille School of Business

Bachelor of Business Administration (B.B.A.) Degree
Candidates for a Bachelor of Business Administration Degree in Business are admitted to The DeVille School of Business (DSoB) upon admission to Walsh University. To advance to Business Core Program II (BCP II) and major coursework, students must declare a major field of study and successfully complete Business Core Program I (BCP I) and the additional requirements specified below.

Requirements for Advancement to BCP II and Commencement of Major Coursework

• Successful completion of all BCP I coursework with a minimum GPA of 2.50
• MATH 155 with a grade of "C" or better
• Competency in computer applications evidenced through test-out
• Oral Communication Skills evidenced by a score of 60% or greater on the DSoB Oral Communication Rubric

• Written Communication Skills evidenced by a score of 60% or greater on the DSoB Written Communication Rubric
• Completed "Advancement to BCP II Application" with appropriate documentation

Graduation from the University with a BBA in Business requires

• Successful completion of DSoB program requirements *
• GPA in DSoB BCP I coursework of 2.50 or higher
• GPA in DSoB BCP II coursework of 2.75 or higher
• GPA in major coursework of 3.0 or higher
• Overall cumulative GPA of 2.0 or higher
• GPA Calculation for Students Transferring to Walsh University from another Institution: The DeVille School of Business uses the grade earned and documented on the credit awarding institution's transcript for equivalent business BCP I, BCP II, and major coursework when calculating a transfer student's GPA for advancement and graduation requirements. The grades earned are not included in the student’s cumulative grade point index. Only the credit hours are accepted and recorded on the academic record for each transferred course as "TR.”
• The DeVille School of Business will develop an individualized “Success Plan” for a transfer student who meets Walsh University's admission criteria but does not meet, or presents a challenge to meet, the respective DSoB GPA graduation requirements evaluated using earned course grades on incoming equivalent transfer credit.

• Accounting (B.B.A.) (p. 74)
• Finance (B.B.A.) (p. 75)
• Management (B.B.A.) (p. 76)
• Marketing (B.B.A.) (p. 76)
• CPA Readiness Program (p. 77)
• 3 + 3 Program, Legal Studies Major (p. 78)
• 4+1 Program (Bachelor’s Degree & MBA for All Majors) (p. 79)
• The DeVille School of Business Cross-Disciplinary Certificate (p. 80)

Corporate Communication for SPS (B.A.)

Required
• General Education Requirements (p. 48)

Students must demonstrate competency in computer applications (Power Point and Spreadsheet)

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<tr>
<th>Code</th>
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<td>BUS 110</td>
<td>Integrated Business Experience</td>
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<td>or ENG 240</td>
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<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
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<td>H1:DV:Mgmt in a Global Environment</td>
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<td>3</td>
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<td>BUS 308</td>
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<td>or BUS 316</td>
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Communication

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<td>COM 212</td>
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COM 250        Writing for Mass Media                3
COM 330        Desktop Publishing                  3
COM 360        Intro Advert/Public Relations       3
COM 370        Mass Media Law and Ethics           3
COM 460        Adv Advertising/Public Relat       3
COM 475        Sr Capstone Exper Corp Communi     3
Economics
ECON 205       T1:DV:Intro to Economics ¹         3
Total Hours    45

¹ ECON 205 satisfies core curriculum requirements

### Organizational Development and Leadership

**Required**
- General Education Requirements
- A total of 51 sem. hrs. in major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODL 200</td>
<td>Introduction to Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**ODL Concentrations: Select TWO 12-hour concentrations (one of which may be the choice of concentration B or C - not both)** 24

**Concentration A: Computer Science**
- DA 113 Intro to Digital Applications 3
- DA 251 Web Publishing 3
- DA 301 Mobile Computing Applic I 3
- DA 302 Social Media Applications 3

**Concentration B: Organizational Promotion**
- BUS 233 Mktg in a Global Environment 3
- BUS 308 Global Integrated Mktg Commun 3
- BUS 309 DV:Multicultur Consumer Behav 3
- BUS 416 Marketing Strategy & Mgmt 3

**Concentration C: Resource Development**
- BUS 318 DV:Hum Res Found in Global Org 3
- BUS 361 Project Mgmt/Global Systems 3
- BUS 418 Team Global Mgmt & Leader Sem 3
- BUS 448 Sustain Ach thro Organ Chg/Dev 3

**Concentration D: Corporate Communications**
- COM 212 Interpersonal Communication 3
- COM 250 Writing for Mass Media 3
- COM 330 Desktop Publishing 3
- COM 360 Intro Advert/Public Relations 3

**ODL Capstone**
- ODL 400 Org Develop & Ldshp Capstone 3

**Electives**
- Select two 3-credit electives

**Interdisciplinary Studies (B.A. or B.S.)**

**Recommended**
- A Global Learning (GL) experience (p. 11)

**Required**
- General Education Requirements (p. 48)
- Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 511UG</td>
<td>Concepts in Quant &amp; Econ Princ</td>
<td></td>
</tr>
<tr>
<td>BUS 512UG</td>
<td>Concepts in Acctg &amp; Fin Princ</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 51

Optional: If 4+1 MBA, complete the following prep series courses:

**Disciplinary Studies – 3 clusters from 3 disciplines, 12 semester hours each**

<table>
<thead>
<tr>
<th>Discipline/Area of Study A</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline/Area of Study B</td>
<td></td>
</tr>
<tr>
<td>Discipline/Area of Study C</td>
<td></td>
</tr>
</tbody>
</table>

**Humanities**
- HUM 401 Integrative Project - Gen Stud 3

Total Hours 39

At least one course in each disciplinary study area must be 300 level or above. Transfer students must take at least one course in each disciplinary study area at Walsh University.
General Liberal Arts Programs

All majors, with the exception of business majors, are offered as the General Liberal Arts program. The General Liberal Arts program requirements are listed as the standard major requirements. See specific major requirements.

- The Applied Research Program (p. 190)
- Honors Program (p. 189)
- Pre-Professional Program (p. 190)

Honors Program

The Honors Program admits incoming Walsh University freshmen through General Honors and current Walsh freshmen via Track II. (see here for a much fuller description of the Honors admissions processes)

General Honors

Students entering the program must complete all degree requirements of their major plus the following courses, most of which substitute for General Education requirements these same students otherwise would take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 103</td>
<td>HON:Interdiscipl Research/Wrtg</td>
<td>3</td>
</tr>
<tr>
<td>HON 104</td>
<td>T1: HON: History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>HON 105</td>
<td>T1: HON: The History of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 203</td>
<td>T1: Hon: Literature</td>
<td>3</td>
</tr>
<tr>
<td>HON 205</td>
<td>H1: HON: Great Ideas of Humanity</td>
<td>3</td>
</tr>
<tr>
<td>HON 214</td>
<td>Scholarly Research and Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 300</td>
<td>H2b: Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 301</td>
<td>H3: Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 400</td>
<td>Senior Honors Thesis Proposal</td>
<td>0</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 400</td>
<td>Senior Honors Thesis</td>
<td>3-6</td>
</tr>
</tbody>
</table>

1 Honors students and their advisors should consult the Senior Honors Thesis Manual - available on Honors Students’ ECN project site - wherein the Honors Program outlines the major steps that constitute the Senior Honors Thesis experience. These steps are the Junior Honors Project and Senior Honors Thesis Proposal, coupled with the construction and presentation of the thesis itself.

Track II

Track II Honors Program students must complete all degree requirements of their major plus the following courses, most of which substitute for General Education requirements these same students otherwise would take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 203</td>
<td>T1: Hon: Literature</td>
<td>3</td>
</tr>
<tr>
<td>HON 205</td>
<td>H1: HON: Great Ideas of Humanity</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors (HON)

HON 103  HON: Interdiscipl Research/Wrtg  3 sem. hrs.
This course introduces students to foundational skills in critical reading, analytical writing, and academic research. Required of all students in the Honors Program. Satisfies the University’s English writing-proficiency requirement. Offered every fall and spring semester.

HON 104  T1: HON: History of Christianity  3 sem. hrs.
This course explores the individuals, institutions, beliefs, and doctrines that have shaped Christianity from its origins to the present. The historical, social and economic context of Christianity is emphasized. Required of all students in the Honors Program and fulfills the Tier 1 Theology requirement. Offered every fall semester.

HON 105  T1: HON: The History of Science  3 sem. hrs.
This course surveys the history of the human endeavor to understand the natural world around us. It focuses on scientific ideas and thought as well as the social and economic contexts that have shaped science over time. Required of all students in the Honors Program and fulfills the Tier 1 History requirement. Offered every spring semester.

HON 203  T1: Hon: Literature  3 sem. hrs.
An analysis of significant texts from the American, British or World literary traditions. Works are chosen that enhance understanding of major historical periods and cultures. Fulfills the Tier 1 English literature core requirement. Research paper required. Only for students enrolled in the Honors Program. Offered every semester.

HON 205  H1: HON: Great Ideas of Humanity  3 sem. hrs.
H1: An analysis of great ideas and movements that have shaped the development of various cultures. Engages major canonical texts through a variety of critical lenses. Fulfills Heritage I Core requirement. Research paper required. Only for students enrolled in the Honors Program. Offered every semester.

HON 214  Scholarly Research and Writing  2 sem. hrs.
This is an optional Honors course designed to help Honors students improve their research skills and prepare for the thesis process. In this course, students learn how to manage individual research in the scholarly writing process, effectively shape research proposals, and convey their ideas clearly and powerfully to others. Only for students in the Honors Program. Offered every spring semester.

HON 300  H2b: Honors Seminar  3 sem. hrs.
H2b: This is an interdisciplinary course designed around a significant theme that changes from year to year. Like the course’s theme, faculty who teach this course rotate as well. HON 300 can fulfill core requirements in relevant discipline. Fulfills heritage 2B requirement. Only for students enrolled in the Honors Program. Offered every semester.
HON 301  H3:Honors Seminar  3 sem. hrs.
H3: Like 300, this course is an interdisciplinary one organized around a
significant theme that changes from year to year. Like the course’s theme,
the faculty who teach HON 301 rotate as well. HON 301 can fulfill core
requirements in relevant discipline. Fulfills heritage 3 requirement. Only
for students enrolled in the Honors Program. Offered every semester.

HON 400  Senior Honor Thesis  3-6 sem. hrs.
The Senior Honors Thesis entails a student’s completion of an
independent research project of original significance in his or her major
field of study. Modeled on the types of research conducted in graduate
schools, the Senior Honors Thesis is required for a student to complete
the Honors Program. Apply to the Director of the Honors Program.
Offered every semester.

Pre-Professional Program
Pre-Medical, Pre-Dental, Pre-Pharmacy,
Pre-Optical, Pre-Veterinary, Pre-Physical
Therapy, Pre-Occupational Therapy
Individuals wishing to complete this program normally are Biology or
Chemistry majors. Individuals must complete all major requirements plus
additional courses. Please see specific major and the requirements listed
under the pre-medical options.

The Applied Research Program

The Applied Research Program gives students an avenue for maximizing
both research and writing skills in an interdisciplinary environment.
Embedded in the majors of Government and Foreign Affairs, Sociology,
Psychology, and the School of Business, students can use courses they
are already taking to expand their ability to discover, explain, evaluate,
and effectively interpret factual claims, theories, and assumptions;
demonstrate critical thinking; communicate effectively in writing,
speaking, and listening; and work individual and as a team.

Certificate of Applied Research
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 106</td>
<td>Electronic Spreadsheet Applic</td>
<td>2</td>
</tr>
</tbody>
</table>

Introduction to Research

Select the one course from your major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA 214</td>
<td>Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Business Research &amp; Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Methods/Statistics

Select the one course from your major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA 215</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BSC 221</td>
<td>Stats for Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Research in the Major

Select two courses from major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 311</td>
<td>Marketing Research</td>
<td>2</td>
</tr>
<tr>
<td>BUS 417</td>
<td>Operations Management</td>
<td>2</td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1:DV:World Politics</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA 401</td>
<td>H3:DV:Povty &amp; Prspty in Dev Wd</td>
<td>3</td>
</tr>
<tr>
<td>GFA 403</td>
<td>H2b:Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>GFA 405</td>
<td>H3:DV:CivilRight&amp;Libert</td>
<td>3</td>
</tr>
<tr>
<td>GFA 409</td>
<td>H1:InternPoliti Libert</td>
<td>3</td>
</tr>
<tr>
<td>GFA 411</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>GFA 415</td>
<td>H3:International Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 309</td>
<td>H1:Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 311</td>
<td>DV:H1:Medical Sociology (formerly Health and Illness)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312</td>
<td>H1:Victimology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 314</td>
<td>H1:DV:Sociology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

Junior Research Project

Junior Research Project – A Junior Research Project is a project
that is part of a 300-400 level course that you are taking your junior
year. It is a course in your major. There is not one standard type of
project because disciplines vary. If a course does not have a research
component included the student may do a research project in that
course that enables the course to be used for the research in the
major requirement.

Students will work as research assistants with Walsh faculty and on
other approved research projects.

Minor Requirements

Actuarial Science Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 321</td>
<td>Prob/Statistical Infer I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 322</td>
<td>Prob/Statistical Infer II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 340</td>
<td>Theory of Interest</td>
<td>3</td>
</tr>
</tbody>
</table>

Business & Economics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Integrative Bus Experience</td>
<td>2</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Corp Fin Mgmt in Global Env</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>T1:Global Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Courses in Mathematics (not required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 431</td>
<td>App Regression&amp;Time Series Ana</td>
<td>6</td>
</tr>
</tbody>
</table>

Additional Recommended Courses in Business (not required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 230</td>
<td>Financ/Managerial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>BUS 315</td>
<td>Investments</td>
<td>1</td>
</tr>
</tbody>
</table>
1. Prerequisite BUS 111
2. Prerequisite BUS 363
3. Prerequisite MATH 207
4. Prerequisite MATH 321
5. Prerequisite MATH 208
6. Prerequisite MATH 322

All courses must be completed with a C- or better to be counted toward completion of the minor.

### Art

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 101</td>
<td>T1:DV:History of Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 102</td>
<td>T1:Visual Order</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>T1:Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### Art History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHI 101</td>
<td>T1:DV:History of Art</td>
<td>3</td>
</tr>
<tr>
<td>Required Diversity Courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ARHI 220</td>
<td>T1:DV:Arts of Asia, Afr, &amp; Isl</td>
<td></td>
</tr>
<tr>
<td>ARHI 230</td>
<td>T1:DV:NativeAm/Af Am/Women Art</td>
<td></td>
</tr>
<tr>
<td>Course Content Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ARHI 200</td>
<td>T1:Spcl Topics in Art History</td>
<td></td>
</tr>
<tr>
<td>ARHI 210</td>
<td>T1:Gbl Learning Arts &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>ARHI 240</td>
<td>T1:Greek and Roman Art</td>
<td></td>
</tr>
<tr>
<td>ARHI 250</td>
<td>T1:Medieval Art</td>
<td></td>
</tr>
<tr>
<td>ARHI 260</td>
<td>T1:Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ARHI 265</td>
<td>T1:Baroque Art</td>
<td></td>
</tr>
<tr>
<td>ARHI 270</td>
<td>T1:Modern Art</td>
<td></td>
</tr>
<tr>
<td>ARHI 280</td>
<td>T1:American Art &amp; Architecture</td>
<td></td>
</tr>
<tr>
<td>ARHI 290</td>
<td>T1:History of Photography</td>
<td></td>
</tr>
<tr>
<td>ARHI 315</td>
<td>H2b:Gbl Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>PHIL 303</td>
<td>H2b:DV:Philosophy of Art</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>T1:Principles of Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101L</td>
<td>Principles of Biology I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 102L</td>
<td>Principles of Biology II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total Hours</td>
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<td>18</td>
</tr>
</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>T1: Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101L</td>
<td>Principles of Chemistry I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Principles of Chemistry II:Lab</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Science Majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten sem. hrs. with four hrs. of CHEM courses with at least 4 hours at 300-level or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten sem. hrs. at 300-level or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

1. Organic Chemistry (8) is required regardless and does not count as hours toward the minor. A total of two (2) research credits (CHEM 411 or CHEM 412) can be counted toward the minor. Internship credits (CHEM 390) cannot be counted.

### Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 210</td>
<td>Mass Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 211</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### Community and Non-Profit Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Development and Financial Management</td>
<td></td>
<td>12-14</td>
</tr>
<tr>
<td>Skill Development</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>BUS 106</td>
<td>Electronic Spreadsheet Applic</td>
<td></td>
</tr>
<tr>
<td>BUS 125</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>ENG 342</td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td>Communication Strategies (Choose one)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>COM 360</td>
<td>Intro Advert/Public Relations</td>
<td></td>
</tr>
<tr>
<td>Information Analysis (Choose one)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Information Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 221</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>GFA 215</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>Leadership Development (Choose one of the following)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS 240</td>
<td>Leadership Practicum</td>
<td></td>
</tr>
<tr>
<td>BUS 360</td>
<td>H1:DV: Mgmt in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>MS 390</td>
<td>Museum Admin &amp; Leadership</td>
<td></td>
</tr>
<tr>
<td>Public Sector Organization (Choose one of the following)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GFA 323</td>
<td>H1:DV:Public Policy</td>
<td></td>
</tr>
<tr>
<td>GFA 411</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
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<td>18-20</td>
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</table>
## Computer Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Intro to Obj-Oriented Program</td>
<td>3</td>
</tr>
<tr>
<td>CS 211</td>
<td>Programming Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 221</td>
<td>Database Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one language from the following:</td>
<td></td>
</tr>
<tr>
<td>CS 201</td>
<td>Visual Basic I</td>
<td>3</td>
</tr>
<tr>
<td>CS 203</td>
<td>FORTRAN</td>
<td></td>
</tr>
<tr>
<td>CS 207</td>
<td>COBOL</td>
<td></td>
</tr>
<tr>
<td>CS 314</td>
<td>Functional Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one application from the following:</td>
<td></td>
</tr>
<tr>
<td>CS 301</td>
<td>Visual BASIC II</td>
<td>3</td>
</tr>
<tr>
<td>CS 326</td>
<td>Integrated Information Systems</td>
<td></td>
</tr>
<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 201</td>
<td>Visual Basic I (or above)</td>
<td></td>
</tr>
<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 18

*Credit for courses not listed in this catalog requires permission of the Director of Computer Science in order to be counted. COM 330 may count as an elective.*

## Environmental Science Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 103</td>
<td>T1:Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 314</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nine or more credits of the following:</td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 102L</td>
<td>Principles of Biology II: Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 435</td>
<td>Limnology (Aquatic Ecology)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 405</td>
<td>Topics in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 450</td>
<td>Environmental Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>ES 430</td>
<td>GIS/Remote Sensing</td>
<td></td>
</tr>
<tr>
<td>NS 105</td>
<td>T1:Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Environmental Ethics &amp; Policy</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 18

*1 Courses with prerequisites of BIO 101/102 or CHEM 101/102.*

## Corporate Communication Minor (Business Majors Only)

### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 211</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>COM 250</td>
<td>Writing for Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Mktg in a Global Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select two of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 360</td>
<td>Intro Advert/Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 330</td>
<td>Desktop Publishing</td>
<td></td>
</tr>
<tr>
<td>COM 311</td>
<td>Professional Presentations</td>
<td></td>
</tr>
<tr>
<td>BUS 308</td>
<td>Global Integrated Mktg Commun</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 18

## Environmental Studies

### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 103</td>
<td>T1:Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 275</td>
<td>Environmental Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Area A: Ecology and the Sciences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH 130</td>
<td>DV:Math and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>NS 111</td>
<td>T1:DM:Plants,Foods,Med &amp; Texti</td>
<td></td>
</tr>
<tr>
<td>BIO 314</td>
<td>General Ecology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Area B: Ecology and the Humanities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>ENG 315-2</td>
<td>DV:H1:Amer Indi Lit/Env Jus</td>
<td>3</td>
</tr>
<tr>
<td>ENG 31513</td>
<td>H1:Green Myth:Stu in Lit Ec</td>
<td></td>
</tr>
<tr>
<td>HIST 318</td>
<td>H1:DV:Indust Revol in World</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 18

## Exercise Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 209</td>
<td>Anatomy/Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 209L</td>
<td>Anatomy/Physiology I: Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy/Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy/Physiology II: Lab</td>
<td>1</td>
</tr>
<tr>
<td>EXS 385</td>
<td>Biomechanics</td>
<td></td>
</tr>
<tr>
<td>EXS 474</td>
<td>Exercise Testing and Prescrip</td>
<td></td>
</tr>
<tr>
<td>EXS 498</td>
<td>Introduction to Research</td>
<td>1-2</td>
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</table>

**Choice of one of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EXS 362</td>
<td>Care/Prev of Athletic Injuries</td>
<td></td>
</tr>
<tr>
<td>EXS 381</td>
<td>Physiology of Exercise</td>
<td></td>
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</table>

**Total Hours**: 18-19

## English

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select courses from 200 level English courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select courses from 300 level or higher English courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**: 18
### Film Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 380</td>
<td>Film Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>COM 385</td>
<td>Film as Communication</td>
<td>3</td>
</tr>
<tr>
<td>MUS 211</td>
<td>T1: Music and The Movies</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Choose three classes from at least two different disciplines)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 285</td>
<td>DM:Visual Communication</td>
<td></td>
</tr>
<tr>
<td>COM 345</td>
<td>Video Content Production</td>
<td></td>
</tr>
<tr>
<td>COM 407</td>
<td>Screenwriting (W)</td>
<td></td>
</tr>
<tr>
<td>ENG 385</td>
<td>H3: Literature and Film</td>
<td></td>
</tr>
<tr>
<td>GFA 375</td>
<td>H3:Politics and Film</td>
<td></td>
</tr>
<tr>
<td>PHIL 110</td>
<td>T1:FromSocr-Spiel:PhilThroFilm</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18

### Forensic Studies Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 114</td>
<td>T1: Intro to Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>T1: Psychology of Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Select three of the following:</td>
<td>9</td>
</tr>
<tr>
<td>BUS 345</td>
<td>Fraud Examination</td>
<td></td>
</tr>
<tr>
<td>ENG 200-1</td>
<td>T1: Studies in Short Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 318</td>
<td>H2b: The Novel</td>
<td></td>
</tr>
<tr>
<td>NURS 250</td>
<td>Intro to Forensic Nursing</td>
<td></td>
</tr>
<tr>
<td>NS 215</td>
<td>T1: Forensic Chemistry</td>
<td></td>
</tr>
<tr>
<td>PSYC 350-1</td>
<td>ST: Forensic Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 312</td>
<td>H1: Victimology</td>
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</tr>
</tbody>
</table>

Total Hours 18

### Gender Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 207</td>
<td>T1: DV: Literat &amp; Gender Theory</td>
<td>3</td>
</tr>
<tr>
<td>or GS 207</td>
<td>T1: DV: Literat &amp; Gender Theory</td>
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</tr>
<tr>
<td>GS 491</td>
<td>Directed Study</td>
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</table>

Area A: Gender and the Humanities

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200-2</td>
<td>T1: DV: Cre Eq: Iss of Gen/Rac</td>
<td></td>
</tr>
<tr>
<td>ENG 316</td>
<td>H2b: Autobiographical Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 315-1</td>
<td>H1: ST21st Cent: Chal Conte Fi</td>
<td></td>
</tr>
<tr>
<td>HIST 227</td>
<td>DV: T1: Glob Pers in Gender Hist</td>
<td></td>
</tr>
<tr>
<td>SPAN 406</td>
<td>DV: Def of Gender in Hispa Cult</td>
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</table>

Area B: Gender and the Social Sciences

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 290</td>
<td>DV: Rac, Gen, Po in Mass Med</td>
<td></td>
</tr>
<tr>
<td>GFA 421</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>PSYC 310</td>
<td>H1: DV: Gender</td>
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</tbody>
</table>

### Government and Foreign Affairs

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA 103</td>
<td>T1: DV: American Government</td>
<td>3</td>
</tr>
<tr>
<td>GFA 301</td>
<td>H1: DV: World Politics (formerly International Politics)</td>
<td>3</td>
</tr>
<tr>
<td>GFA 303</td>
<td>H2b: American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
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</tbody>
</table>

Total Hours 18

### Graphic Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>T1: Visual Order</td>
<td>3</td>
</tr>
<tr>
<td>COM 175</td>
<td>Digital Creativity Applications</td>
<td>3</td>
</tr>
<tr>
<td>COM 285</td>
<td>DM: Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>GD 295</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>or COM 295</td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>GD 296</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>or COM 296</td>
<td>Graphic Design II</td>
<td></td>
</tr>
<tr>
<td>GD 397</td>
<td>Graphic Design III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 18

### History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101 &amp; HIST 102</td>
<td>T1: DV: World Civil to 1500 &amp; T1: DV: World Civil 1500 to Pres</td>
<td>6</td>
</tr>
<tr>
<td>HIST 103 &amp; HIST 104</td>
<td>T1: DV: Hist of the U.S. to 1877 &amp; T1: DV: Hist of U.S. since 1877</td>
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<tr>
<td>Electives</td>
<td></td>
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</table>

Total Hours 18

### Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 230</td>
<td>Discrete Patterns I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 313</td>
<td>Linear Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH Upper-Level Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours 17

1 Six hours in upper-level (above 200) Mathematics courses or 3 hours in upper-level Mathematics courses and 3 hours of Computer Science (CS 111 or higher, not CS 230).

Note: Credit for courses not listed in this Catalog requires permission of the Division Chair in order to be counted toward the mathematics minor.
### Medical Humanities

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200-3</td>
<td>T1:DV:Body in Pain:La Ill/Suff 1</td>
<td>3</td>
</tr>
<tr>
<td>HIST 428</td>
<td>H3: History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>H3:Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>H2b:Philosophy of Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (Choose two)**  
- GFA 323  
- NURS 350  
- NURS 356  
- PHIL 409  
- SOC 307  

Total Hours: 18

1 Denotes course has prerequisite.

### Museum Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 101</td>
<td>Introduction to Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>MS 201</td>
<td>Public History Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MS 401</td>
<td>Seminar in Museology</td>
<td>3</td>
</tr>
<tr>
<td>MS Electives at level 200 or higher 1</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 18

1 See major requirements.

### Peace Studies Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC 201</td>
<td>H1: Intro to Peace Studies (formerly PS 201)</td>
<td>3</td>
</tr>
<tr>
<td>PEAC 301</td>
<td>H3: Conflict Resolution (formerly PS 301)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area A: Peace and National and International Systems**  
Select one of the following:  
- GFA 213  
- GFA 299  
- GFA 301  
- GFA 355  
- GFA 409  
- GFA 415  
- HIST 336  
- HIST 337  
- HIST 338  

Area B - Influences on Peace  
Select one of the following:  
- COM 305  
- GFA 415  
- JS 315  
- PSYC 200  
- SPAN 310  
- SOC 306  
- SOC 312  

Area C - The Promotion of Social, Economic, and Environmental Justice  
Select one of the following:  
- GFA 213  
- GFA 401  
- GFA 409  
- HIST 225  
- HIST 313  
- JS 290  
- JS 301  
- NS 110  
- SOC 205  
- SOC 304  
- SOC 306  
- SOC 313  

1 Denotes course has prerequisite.
**PEAC Electives**

Select two courses from Area A, B, or C:\(^1\)  
Total Hours 21

\(^1\) If a course is taken in one area, it cannot be repeated for either of the other area course selections.

### Philosophy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL Elective (100-level)</td>
<td>3</td>
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</tr>
<tr>
<td>PHIL Elective (200-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL Elective (300-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL Elective (400-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>18</td>
<td></td>
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</tbody>
</table>

### Psychology Minor

#### Foundations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 120</td>
<td>T1:Principles of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Biological Bases/Cognitive & Learning Processes/Developmental Processes

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201</td>
<td>Principles of Learning</td>
</tr>
<tr>
<td>PSYC 204</td>
<td>Cognitive Processes</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Cognitive Neuropsychology</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Physiological Psychology</td>
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<td>PSYC 401</td>
<td>DV:Abnormal Psychology</td>
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#### Social Process/Biological Bases/Diversity/Individual Differences

Select one of the following: 3

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<tr>
<td>PSYC 240</td>
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<td>BSC 301</td>
<td>DV:Social Psychology</td>
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<td>PSYC 210</td>
<td>DV:T1:Human Devel Across Lifes</td>
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<td>PSYC 309</td>
<td>H1:Crit Iss in Child/Adol Deve</td>
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Select one of the following: 9

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Total Hours 18

\(^1\) May include BSC 301 or SOC 314 (http://catalog.walsh.edu/courses/soc) as electives. Minors may not take capstone classes BSC 360, BSC 430, or BSC 440 or PSYC 451, 460 (http://catalog.walsh.edu/courses/psyc).

### Theology

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<td>H2a:Old Testament Scriptures</td>
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<td>THEO Elective (200-level)</td>
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<tr>
<td>THEO Elective (300-level)</td>
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<td>THEO Elective (400-level)</td>
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