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UNDERGRADUATE CATALOG

Volume LXI

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Academic Calendar

Fall Semester 2023

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

*Includes Digital Campus online distance learning courses.

****Appointment times will be posted online.**

Spring Semester 2024

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

**Includes Digital Campus online distance learning courses.*

****Appointment times will be posted online.**

Summer Semester 2024

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

Session Begins	May 6
Last Day to Add Classes at 12:00 Noon *Includes 16-Week Courses	May 10
Last Day to Drop Classes and Receive a Refund at 12:00 Noon *Includes 16-Week Courses	May 10
Memorial Day (University Closed)	May 27
Fall Semester Graduation Application Deadline	June 1
Midterm Grades Due at 4:00pm	June 3
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon	June 14
Last Week of Summer I Begins	June 17
Session Ends	June 22
Summer Term Transition	June 24-28
Final Grades Due at 1:00pm	June 25
Summer II	July 1-August 17
Session Begins	July 1
Independence Day (Observed-University Closed)	July 4
Last Day to Add Classes at 12:00 Noon	July 8
Last Day to Drop Classes at Receive a Refund at 12:00 Noon	July 8
Midterm Grades Due at 4:00pm	July 29
Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon - Includes 16-Week Courses	August 9
Last Week of Summer II Begins	August 12
Session Ends	August 17
Final Grades Due at 1:00pm	August 20

**Includes Digital Campus online distance learning courses.*

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

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

Fall Semester 2024

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

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

**Includes Digital Campus online distance learning courses.*

***Appointment times will be posted online*

Spring Semester 2025

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

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

**Includes Digital Campus online distance learning courses.*

***Appointment times will be posted online*

Summer Semester 2025

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

Last Day to Officially Drop Classes with a Final Grade of W, Including Faculty Administrative Withdrawals at 12:00 Noon *Includes 16-Week Courses August 8

Last Week of Summer II Begins August 11

Session Ends August 16

Final Grades Due at 1:00pm August 19

**Includes Digital Campus online distance learning courses.*

Academic 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 first year academic 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 Appeal

All students have the right to appeal a grade or academic decision which they believe to be in error or unfair. An appeal should not be entered upon lightly by a student, nor lightly dismissed by an instructor or administrator.

Policy

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

Procedure

- The student should first attempt to resolve the grading issue directly with the assigned course instructor.
- Should a student be unable to resolve the grading issues directly with the instructor, he/she may submit the Request for Academic Appeal (<https://walshcentral.etrieve.cloud/#/form>) online.
- The Academic Appeal Request **must** be submitted no later than 2 calendar weeks after the release of final grades. Requests submitted after this deadline will not be reviewed.
 - Students must include the rationale behind the grade appeal.
- Once the request has been submitted with any supporting documents, it will be routed to the division chair or program director for review.
 - The departmental figure above will review the request submitted from both the student and faculty point of view before determining an appropriate solution.
 - Should the departmental figure determine a grade change is appropriate and necessary, he/she must identify this

on the Academic Appeal Request while completing their review. The new grade to be assigned will be identified by this departmental figure.

- After the division chair or program director reviews the request, the form will be routed automatically to the appropriate school dean.
 - The school dean is responsible for verifying the appropriateness of the proposed new grade, as determined by the division chair or program director. Should the proposed new grade be approved by the school dean, the form will be routed to the Office of the Registrar for final review and processing. The decision of the school dean is final.
- The Office of the Registrar is responsible for processing grade changes that result from an approved Academic Appeal Request.

Academic Forgiveness Policy

The Academic Forgiveness Policy applies to any undergraduate student who has experienced academic deficiencies (probation, suspension, dismissal) at Walsh University. In order to qualify for academic forgiveness, the following criteria must be met:

- 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 coursework at the university with a minimum grade point average of 2.50
- Must be registered for coursework 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 cumulative grade point average. Although no longer calculated 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 a 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 Associate Vice President for Academic Administration.

Academic Honors Policy

Graduating baccalaureate students may receive the following citations:¹

- Summa Cum Laude* — graduation with highest honors requiring a cumulative grade point average of 3.90 or higher.
- Magna Cum Laude* — graduation with high honors requiring a cumulative grade point average of 3.75 - 3.89.
- Cum Laude* — graduation with honors requiring a cumulative grade point average of 3.50 - 3.74.
- With Distinction* — associate degree honors requiring a cumulative grade point average of 3.5 or higher.

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.

1. Graduate students do not receive honors based on their cumulative GPA.

Academic Integrity Policy and Procedures

Overview

Policy Statement

Academic integrity (AI) lies at the heart of student–instructor 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 under any circumstances and has repercussions.

Academic Integrity Repository

A confidential file of student academic integrity violations is kept electronically in the Academic Integrity Repository in the Office of Academic Affairs. Faculty may request a search of the Repository for a student's name to determine if there are any prior offenses.

Penalties and Sanctions

Violations of academic integrity carry commensurate penalties that vary in severity depending on the nature of the infraction and the student's record of any prior offenses. Sanctions may range from the failure of a specific test or assignment to a reduced course grade, failure of the course, probation, suspension, to dismissal from a program or from the University¹. The faculty member, in consultation with the Division Chair, has the initial responsibility to recommend the penalty and impact on a student's grades in a course. After the faculty member and Division Chair or Program Director have made a report, the case is then reviewed by the School Dean. The faculty member is responsible for providing all documentation, correspondence, and supporting materials related to violations of academic integrity by submitting an Academic Integrity Violation Form. 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.

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

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/or the multi-submission of academic 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 ideas, concepts, information, or data taken from other sources. This means that students are required to identify the source through footnotes, endnotes, references, in-text citations,

quotation marks, and/or other forms of documentation. Sources include books, journal articles, newspapers, websites, videos, blogs or other electronic media, private letters, interviews, computer code, or individuals' creative work such as graphic design, music, fiction, poetry, or any works of art. Additionally, a paper must be merely a series of phrases, sentences, or paragraphs copied from a source or sources, but rather should demonstrate the student's synthesis of the information.

Cheating

Cheating is using, or attempting to use, unacknowledged or unauthorized materials, information, data, or ideas. Looking at another student's materials and/or using unauthorized external aids (including but not limited to cell phones, the internet, laptops, Smart watches, tablets, notes, textbooks, earbuds, writing on desks or hands) during an exam or completion of assignments is also cheating. Purchasing or commissioning essays, forum posts, assignments, papers, or presentations from pay-for-academic-service websites is contract cheating, which is unacceptable.

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.

Handling Alleged Violations

If a faculty member discovers, and/or has reason to believe that the student has committed an academic integrity violation, the procedure outline below will be followed.¹

Procedures

- The faculty member first checks the Academic Integrity Repository (maintained in the Office of Academic Affairs) for prior offenses
- The faculty member communicates to the student the nature of the infraction and the forthcoming actions, allows the student to respond, and collects background information related to the violation.
- After all relevant information is gathered and a recommended penalty is determined, the faculty member, in consultation with the Division Chair and School Dean, will confirm the violation and the penalty. The student must be notified in writing.
 - All details of this process, including submission of all supporting materials, documentation, and summary of conversations with

campus constituents, must be submitted on the electronic Academic Integrity Violation Form for inclusion in the Academic Integrity Repository File.

- d. Further, if the penalty results in a course failure, the final grade must be submitted immediately to the Office of the Registrar via Faculty Self-Service Cavalier Center. Should the course failure occur prior to the opening of final grade submission, the faculty member must contact the Office of the Registrar so early grade entry can take place.
- e. After the student is informed in writing of the penalty, the faculty member promptly notifies the Division Chair, School Dean, and the Office of Academic Affairs.
- f. If the students maintains that the allegation is in error, unfair, or needs more context, he or she may appeal the decision in accordance with the University's Academic Appeals procedures.

1. It is crucial that the faculty member also not engage in any discussions with individuals external to the University, including parents or other relatives of the student, about the alleged violations without reviewing the student's FERPA release form related to integrity violation. Permission must be granted by the student before conversations occur with non-University personnel.

Academic Course Load Policy

A typical full-time load is 30 credit hours for the academic year. This, in conjunction with the Four-Year Graduation Guarantee (<https://www.walsh.edu/guarantee.html>), ensures timely progress towards degree completion. 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.¹ See Registration Procedures for information on submitting a request to override the credit hour maximum.

1. Additional fees per credit hour will be incurred for any credit hours over blocked tuition (12-18 credit hours)

Academic Standing Policy and Procedure

Academic Standing (Good Standing, Probation, Dismissal, and Suspension)

Policy

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 who receive an academic suspension may appeal their suspension within two weeks of receipt of their official notification of suspension by submitting an Academic Standing Appeal Request ([http://catalog.walsh.edu/undergraduate/academic-policies-procedures/academic-standing/bad link/](http://catalog.walsh.edu/undergraduate/academic-policies-procedures/academic-standing/bad-link/)) online. Suspension Appeals submitted after the two week timeframe are not permitted and will result in the appeal being denied.

Process

Students who are on academic probation due to a grade he/she believe was assigned in error should follow the procedures outlined under the Academic Appeal section of this catalog.

- a. Students with an academic probation standing at the conclusion of any semester are required to enroll in First Year Experience (FYE) 115 for 1 credit hour during their next semester enrolled.
 - i. In the FYE 115 course, students will complete an *Academic Recovery Plan*. The plan is designed to support students' actions that will result in progress towards good academic standing.
 - ii. In addition, students will be required to partner with one to three Walsh University campus resources to achieve their recovery goals. A detailed listing of available campus resources and the student/resource meeting requirements will be discussed in the course.
- b. 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,
 - i. In cases where the semester grade point average is 1.00 or below, the student will be subject to academic suspension or dismissal. Students who are on continued probation for 2 semesters may be subject to suspension.¹
 1. 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.
 2. 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.

1. Registrations for subsequent semesters will be canceled 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 Degree Completion 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 Associate Vice President of Academic Administration 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 four counseling sessions through the University's Counseling Services Office.

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

Athletic Eligibility

Full-time students are eligible to participate in intercollegiate athletics and other extra-curricular 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 grade point average. All athletes will have a registration hold placed on their accounts to prevent student-athletes from becoming ineligible, please see Registration Procedures.

Below are the requirements needed to maintain eligibility for Walsh University:

- 24-semester/36-quarter hours of degree credit must be completed each academic year to remain eligible. At least 18-semester/27-quarter hours must be earned between the start of fall classes and spring commencement, and up to six-semester/nine-quarter hours can be earned in the summer.
- All Division II student-athletes must earn at least nine-semester/eight-quarter hours each full-time term to be eligible for the following term.
- Student-athletes must earn a 2.0 cumulative grade-point average each year.
- Division II student-athletes must complete their four seasons of competition within the first 10 semesters or 15 quarters of full-time enrollment.

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 Policy and Procedure

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

- 3-5 week course - after one week
- 7 or 8 week course - after two weeks
- 16 week course - after three weeks

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 Associate Vice President of Academic Administration. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

Auditing a Course Policy and Procedure

Students may audit a course with permission of the instructor, student's advisor, 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 an audited course. **A request for this change MUST be submitted and approved no later than the last day of the add/drop period** (refer to the Academic Calendar for specific dates). Once the grade mode has been updated from a standard letter grade to audit, a student will not be permitted under any circumstances to revert back to a letter grade option.

Honors Students must have the permission of the Honors Director.

Procedure

- The student must register for the course via the Cavalier Center (<https://ssb9.walsh.edu/StudentSelfService/ssb/studentProfile/>) or through the Request to Add a Course (<https://walshcentral.etrieve.cloud/#/form/53>) online.
- Students must submit a Request to Audit a Course (<https://walshcentral.etrieve.cloud/#/form>) online after he/she has registered for the course.
- The request will route automatically to the course instructor, student's advisor, and the division chair or dean for approval.
 - If a student is a part of the Honors Program, their request must be approved by the Director of the Honors Program along with their academic advisor.
- Once approved by the necessary departmental figures above, the Office of the Registrar will be notified to update the grade mode from a standard letter grade to audit.
- The Student Service Center will be notified after the grade mode has been updated so necessary adjustments to the student's account can be made.

- f. When final grades are assigned at the end of the term, a final grade of AU will appear on the student's academic transcript.

Catalog of Entry and Changing Catalog Year

Walsh University requires students to complete curriculum requirements in effect at the time of matriculation to the University. This includes general education, major, minor, concentration, and certificate requirements.

Policy

Students are placed on the catalog year (i.e., program of study) in effect at the time of their entry to the University. All general education, majors, minors, concentrations, and certificates must be in the same catalog. **The student's catalog year does NOT change when the student declares or changes their major/minor/concentration/certificate.** Readmitted students should view the Catalog Time Limit Policy for information on when they must update their catalog term to the current semester. Students who officially declare an additional major will follow the same catalog at the time of entry to the University. Though students can request to change catalog year for a variety of reasons, the only instances in which a student's catalog year MUST be updated to the current semester are as follows:

- a. The catalog the student was following has expired. (See Catalog Time Limit Policy)
- b. The student requests to declare another major/minor/concentration/certificate that did not exist at the time of their current catalog.
 - i. If a student is approved to add a major from a catalog that was enforced after their catalog of entry, they must update all previously declared major/minor/concentration/certificate requirements to those indicated in the current catalog.

The catalog on record can be located in the Cav Center on the Student Profile. All audits for graduation will be completed based off the catalog on record. Students need to review ALL majors, minors, certificates, and general education requirements for the newer catalog year to determine if any requirements are significantly different from those requirements the student has been working towards completing. Some questions to consider include:

- a. Will the timeline to graduation be significantly extended?
- b. If I am an athlete, will I still remain eligible with NCAA?
- c. How many classes have I already taken that will now not be used to meet requirements?
 - i. **The department may approve substitutions instead if it is in the student's best interest to remain on their catalog of entry.**

Procedure

Students wishing to switch to the current catalog should follow the procedure outlined below.

- a. Students should consult their academic advisor before making the decision to submit an official request.
 - i. Changes to a student's catalog year can have a significant impact on progress towards degree completion.
- b. After discussing with their primary academic advisor, a student may submit the Request to Change Catalog Year (<https://walshcentral.etrive.cloud/#/form>) online.
- c. The request will be routed to the student's academic advisor for review.

- d. If approved by the student's primary advisor, the electronic form will be routed to the division chair or school dean for review.
- e. If approved, the Office of the Registrar will be notified so the appropriate changes to the catalog on record can be made. Students will receive a notification once their request has been processed and their student record is updated.

Catalog Time Limit Policy

Walsh University students are responsible for completing degree requirements for the catalog in effect the first semester they enter the University.

Full-Time Student

- Full-Time students who do not complete a degree within seven (7) years must switch to the catalog in effect at the time of re-matriculation to the University.
 - If a full-time student withdraws from the University and returns prior to the end of the 7-year timeframe, he/she may continue with the degree requirements in effect at the time of original matriculation.

Full-Time students who do not complete degree requirements within 7 years must move to the current catalog in effect the semester in which the time limit ends. This includes students who are readmitted under his/her original catalog year.

Part-Time Student

- Part-Time students who do not complete a degree within ten (10) years must switch to the catalog in effect at the time of re-matriculation to the University.
 - If a part-time student withdraws from the University and returns prior to the end of the 10-year timeframe, he/she may continue with the degree requirements in effect at the time of original matriculation.

Part-Time students who do not complete degree requirements within 10 years must move to the current catalog in effect the semester in which the time limit ends. This includes students who are readmitted under his/her original catalog year.

See Re-Enrollment and Re-Admission (<http://catalog.walsh.edu/undergraduate/academic-policies-procedures/catalog-policy/Bad Link/>) policies for information on returning to Walsh University.

Change of Demographic Information and Legal Name

If a student needs to update their address, telephone number, legal name, etc., he/she may complete a Change of Information Request Form (<https://www.walsh.edu/registrar/forms.html>) through the Office of the Registrar. Official changes will be processed upon receipt of the request. The Office of the Registrar will not update demographic information in the University's student information system (SIS) without a signature of authorizing the request on the form.

All legal name changes will be updated after a Change of Information Request Form has been submitted with the required legal documentation verifying the name change. Qualifying documents are; a driver's license, social security card or marriage certificate as evidence of a legal change.

Change of Academic Advisor

Students at Walsh University are assigned a First Year Academic Advisor upon entry into the University. Typically, students begin working with their content academic advisor beginning their sophomore year until graduation. When a student changes their major, a new advisor is automatically assigned to the student as decided by the division chair. Advisor assignments can be viewed in the Cav Center on the Student Profile homepage under "Advisors". Occasionally, a student may request to change their advisor assignment by following the procedure outlined below.

Procedure

- a. Students must complete the Request for Change of Advisor (<https://walshcentral.etrieve.cloud/#/form>) form online.
- b. The requested advisor and division chair of the student's primary major will need to review and approve the student's request.
- c. Once approved, the Office of the Registrar will be notified to update the advising assignment.
 - i. The previous advisor will be notified so all advising records can be transferred to the new advisor.

Change in Registration

Changes in registration during the add/drop period are initiated via the Cavalier Center. Students may add or drop courses during the add/drop period for the semester (refer to the Academic 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.

After Add/Drop Period

Changes in registration that occur after the add/drop deadline can be made using the Request to Drop a Course (<https://walshcentral.etrieve.cloud/#/form>) form online. A change in registration fee will be charged for all changes made after the add/drop period.

When a student drops a course after the add/drop deadline for the term in which the course is being offered, a final grade of "W" appears on the academic transcript. Students who fail to drop a course by the deadline to drop a course with a "W" will receive the grade in which he/she has earned, as determined by the assigned course instructor.

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.

Courses Cancelled by the Department

Cancelled courses will be dropped automatically by the Office of the Registrar, however, it is the student's responsibility to add another course in its place. Cancelled courses will not be assessed a change in registration fee.

The student's academic advisor must approve **all** course changes in registration. While a student can make changes to his/her registration through the Cav Center during the add/drop period, it is important that he/she consult their academic advisor to ensure the changes made still permit adequate progress towards degree completion.

Classification of Students

Students are classified at the beginning of each semester on the basis of records filed with the Office of the Registrar. A student's Class Rank is determined based off credit hours earned as outlined below.

Class Rank

Freshmen: 0-29 Credit Hours Sophomores: 30-59 Credit Hours Juniors: 60-89 Credit Hours Seniors: 90+ Credit Hours

Student Type

Students are classified based off of the type of student they are when entering the University. After a student's first semester, he/she's classification will update accordingly.

- New First Time/Full Time # Continuing
- New Graduate Student # Continuing
- New Doctorate Student # Continuing
- Re-Admit # Continuing
- Transfer # Continuing

Some individuals are admitted to the University under special enrollment and permitted to take any course for which they have had satisfactory preparation as a Non-Degree Seeking Student.

- Non-Degree Seeking Student
- Transient Student
- Post Secondary Student

Credit Hour Policy

The Walsh University definition of a credit hour formalizes compliance with federal and accreditation expectations and helps to provide consistency throughout the University. Walsh adheres to the Carnegie unit of measure for assigning credits to its undergraduate and graduate academic courses.

- One credit is equivalent to a minimum of 100 minutes (direct instruction) weekly for a standard 7.5 to 8-week session, for a total of 750 minutes per session.
- A three credit hour course typically meets for three-100 minute class sessions over 7.5 to 8 weeks for a total of 22.5 class sessions or for two 150-minute class sessions for a total of 15 class sessions over 7.5 to 8 weeks.

This basic measure may be adjusted proportionately to reflect modified academic calendars and for courses and academic activities where direct instruction is not the primary mode of learning, such as online and hybrid courses, laboratory work, independent study, internships, practica, studio work, etc. Credits will be awarded on the basis of documented learning objectives, expected learning outcomes, and student workload expectations within a specified period of academically engaged time. Regardless of the format of course content delivery, course workload expectations must align with the stated learning outcomes for students.

Academic Calendar

A typical Walsh University course follows the standard academic calendar which consists of 32 weeks of instruction for the academic year. Walsh University offers students the option to accelerate their studies by completing an additional two 7-week sessions during the summer semester. Fall and Spring semesters are 16 weeks in length and

are comprised of two 8-week sessions, excluding designated university closings.

Course Override Policy and Procedure

Policy

Students wishing to register for a course that has requisites and/or restriction requirements that have not been met may petition to have the restriction overridden to allow for registration through the Cav Center. This applies to both main campus and Degree Completion students.

Procedure

- a. The student should first attempt to register for their courses through the Cav Center. Any errors received should be discussed with the student's primary academic advisor to determine if the following procedure is appropriate.
 - i. The student's academic advisor may suggest an alternate course, or they may suggest following steps 2- 6.
- b. A Request for Course Override (<https://walshcentral.etrive.cloud/#/form>) may be submitted online for the following errors received when attempting to register.
 - i. Campus Restriction
 - ii. Corequisite
 - iii. Capacity
 - iv. Class/Level
 - v. Degree/Program/Field of Study
 - vi. Prerequisite/Test Score
- c. The request will be routed to the student's primary advisor for review.
- d. Once approved by the advisor, the appropriate division chair or school dean will review the override being requested.
 - i. For capacity override requests, the division chair or school dean may refer the request to the course instructor for review. While the instructor typically has a say in additional students being added to a closed course, certain situations may warrant the division chair to make an executive decision.
 1. It is the responsibility of the departmental figures above to determine whether or not the course meeting location can accommodate the addition of another student as to not surpass the established fire code maximum.
- e. If the request has been approved by the division chair or school dean, the Office of the Registrar will be notified so all appropriate overrides can be entered.
- f. Once the request has been processed, the student will receive an email confirming that the overrides have been entered, at which time, he/she will be able to register for the course. **The student MUST register for the course through the Cav Center.**
 - i. Should a student continue to receive registration errors, he or she should contact the Office of the Registrar for assistance by emailing registrar@walsh.edu.

Course Requisites & Restrictions Overview

Walsh University recognizes the importance of maintaining an accurate inventory of all courses that a student can and may be eligible to register for. As such, courses may have one or more of the restriction types below to prevent students from registering for coursework in which he/she has not met the foundational requirements. All requisites and restrictions will

be enforced unless the appropriate Request for Course Override (<https://walshcentral.etrive.cloud/#/form>) has been submitted and processed online. See Course Override Procedures for additional information.

Students may be administratively withdrawn should the department determine that a requisite or restriction requirement has not been met.

Restriction Types

- Prerequisite and Test Score
- Corequisite
- Department
- Field of Study
- Class
- Level
- Degree
- Program
- Campus
- College
- Student Attribute
- Cohort

Course Sequence Restrictions

Students with credit in MATH 155 (<http://catalog.walsh.edu/search/?P=MATH%20155>)-MATH 156 (<http://catalog.walsh.edu/search/?P=MATH%20156>) (Elementary Functions), and MATH 210A (<http://catalog.walsh.edu/search/?P=MATH%20210A>)-MATH 211 (<http://catalog.walsh.edu/search/?P=MATH%20211>) are not allowed to subsequently take and/or receive credit in any of the courses listed here 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.

Dean's List Policy

What is the Dean's List?

The dean's list is a scholarly award for students who demonstrate academic excellence. The award is based on GPA, though specific qualifications for making the dean's list each semester. The dean's list gets released each semester after final grades have been posted. The registrar's office will compile the Dean's List for students enrolled in the Degree Completion Program at the end of each fall, spring and summer semesters. 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. Below are the criteria for Dean's List for a Full-Time Student and a Part-Time Student.

Full-Time Student

- Full-Time students (12 hours or more) who achieve a grade average of 3.5 or higher in Fall, Spring and Summer semesters are included on the Dean's List.

Part-Time Students

- Part-time students (less than 12 hours) are considered for the Dean's List in the semester their class status changes (freshman to sophomore, etc.).

Midterm and Final Grades Policy

Grades are available to students 2-4 times a semester in the form of midterm 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 term/semester. They can be viewed in the Cavalier Center.

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

2023-2024 Grade Deadlines and Release Dates

Fall 2023 Grade Dates

Fall 1 Midterm Grades Available in Cav Center	September 19
Fall 2 Midterm Grades Available in Cav Center	November 21
Final Grades for the Semester Available in Cav Center (All Part of Terms)	December 20
Degrees Posted to Student Transcripts	January 16

Spring 2024 Grade Dates

Spring 1 Midterm Grades Available in Cav Center	February 6
Spring 2 Midterm Grades Available in Cav Center	April 9
Final Grades for the Semester Available in Cav Center (All Part of Terms)	May 8
Degrees Posted to Student Transcripts	June 1

Summer 2024 Grade Dates

Summer 1 Midterm Grades Available in Cav Center	June 4
Summer 2 Midterm Grades Available in Cav Center	July 30
Final Grades for the Semester Available in Cav Center (All Part of Terms)	August 21
Degrees Posted to Student Transcripts	September 15

2024-2025 Grade Deadlines and Release Dates

Fall 2024 Grade Dates

Fall 1 Midterm Grades Available in Cav Center	September 17
Fall 2 Midterm Grades Available in Cav Center	November 19
Final Grades for the Semester Available in Cav Center (All Part of Terms)	December 19
Degrees Posted to Student Transcripts	January 15

Spring 2025 Grade Dates

Spring 1 Midterm Grades Available in Cav Center	February 4
Spring 2 Midterm Grades Available in Cav Center	April 8
Final Grades for the Semester Available in Cav Center (All Part of Terms)	May 8
Degrees Posted to Student Transcripts	June 1

Summer 2025 Grade Dates

Summer 1 Midterm Grades Available in Cav Center	June 4
Summer 2 Midterm Grades Available in Cav Center	July 29
Final Grades for the Semester Available in Cav Center (All Part of Terms)	August 20
Degrees Posted to Student Transcripts	September 15

Graduation and Commencement Graduation Requirements

Candidates for Bachelor's Degrees must meet, at minimum, the requirements below:

- Completion of a minimum of 120 credit hours
 - The last 27 credit hours must be completed at Walsh University, 15 of which must be within the student's major.
- A minimum GPA of 2.00 with the following exceptions:
 - DeVile School of Business*: Minimum GPA of 2.50 within the major
 - Division of Education*: Minimum GPA of 2.70 within the major
 - Division of Social & Behavioral Sciences*: Minimum of 2.30 within the major with the following exceptions:
 - Health Sciences OTA to MOT- Must have a 3.30
 - Behavioral Sciences/Counseling BAMA- Must have a 3.30 GPA
 - Psychology Pre-OT Early Assurance- Must have a 3.30 GPA
- Completion of all major, minor, and general education requirements by the end of the semester in which the graduation application was submitted for.
 - A student's degree will not be conferred with outstanding incompletes (I) or in-progress (IP) grades assigned for any of his/her coursework.
 - All substitutions and/or course waivers must be correctly documented prior to the end of the semester in which a student plans to graduate. *See the Course Substitution and Waivers section of this catalog for procedures on submitting the appropriate request.

Commencement Overview

Commencement (<https://www.walsh.edu/commencement.html>) exercises are held at the end of each spring semester. Students whose degrees were conferred the preceding summer and fall semesters are invited to attend the Spring Commencement Ceremony, along with those students whose degrees will be conferred at the end of the spring semester.

Graduation Application and Commencement Regalia

Graduation Application Procedure

Students must apply for graduation online through the Cavalier Center.

- Students should access their Student Profile (<https://ssb9.walsh.edu/StudentSelfService/ssb/studentProfile/>) homepage to access the application.
 - Under "Additional Links", click on Apply for Graduation (<https://ssb9.walsh.edu/StudentSelfService/ssb/graduationApplication/#!/term>)

- b. All parts of the application must be filled out before final submission. Students will verify the information below:
- Curriculum on record for the most recent term
 - Commencement Ceremony Participation
 - Spelling of First, Middle, and Last name
 - Diploma Mailing Address
 - It is the responsibility of the student to notify the Office of the Registrar should his/her information above be incorrect and/or change.
- c. Students can review active applications by clicking View Graduation Application (<https://ssb9.walsh.edu/StudentSelfService/ssb/ViewGraduationApplication/#!/viewDetail>) under the "Additional Links" section of his/her Student Profile homepage.
- d. The Office of the Registrar will assess the Graduation Fee for the degree being pursued when processing the application. This is assessed to the student's account for the term in which he/she plans to graduate.

Graduation Application Availability, Deadlines, and Fees

Availability

- Summer Semester: November 1-July 1
- Fall Semester: March 1-November 1
- Spring Semester: June 30-April 1 (*August 1-April 1 for Spring 2024*)

Deadlines Before Late Fee

- Summer: February 1
- Spring: September 30
- Fall: June 1

Fees

- Associate's & Bachelor's: \$135
- Master's: \$150
- Doctoral: \$175
- Certificate: \$25
- *Late Fee: \$35

**Late fees are non-refundable*

Ordering Commencement Regalia

- Students who wish to participate in the spring commencement ceremony must submit a Commencement Regalia Order form online in order to receive a cap and gown. Students without a cap and gown will not be permitted to participate in the commencement ceremony.
- New Commencement Regalia Order forms will not be processed any later than 3 weeks prior to the ceremony. Students should contact the bookstore to determine if there is an alternative option. Contact: Elizabeth Harrington | Bookstore Manager, Barnes and Noble College Bookstores | bharrington@walsh.edu | 330.490.7285
- The Commencement Regalia Order (<https://walshcentral.etrive.cloud/#!/form>) form must be completed online in order for students to participate in the Spring Commencement Ceremony.

Commencement Regalia Order Deadlines

Graduating students should have their Commencement Regalia Order form submitted no later than the established deadlines stated below.

New order forms will not be processed any later than 3 weeks prior to the Spring Commencement Ceremony.

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

Incomplete Grade Policy (I)

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

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

In-Progress Grade Policy (IP)

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

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

Majors and Minors

Overview

Students at Walsh University typically enter with a declared primary major as decided when applying through Admissions. Throughout a student's educational career, he/she is permitted to make updates to their major and minor areas of study with necessary departmental approvals. Students may only declare majors and minors that were in effect at the

time of matriculation to the University as stated in the Catalog of Entry and Changing Catalog Years policy.

Primary Major

Students wishing to update their primary major should consult with their academic advisor prior to submitting the request online. The student must follow the procedure outlined below in order for the intended changes to be reviewed.

Procedure

- The student must submit the Request for Change of Primary Major (<https://walshcentral.etrieve.cloud/#/form>) online.
- Once submitted, the student's current primary academic advisor will be notified to review the request.
- If approved by the current advisor, the division chair of the new requested major will review the request and assign a new advisor accordingly.
- The Office of the Registrar is notified once approved by the division chair so all appropriate changes to the student's academic record can be made.

Note: When a student's Request for Change of Major is approved, the current primary major is removed and replaced with the requested new major. In instances where a student has second and/or third majors on his/her record, the change of major will not update the order in which the majors are listed. To remove or add additional majors or minors, students should consult the Additional Majors, Minors, and Removing a Major/Minor/Concentration sections of this catalog.

Additional Majors

Students wishing to declare an additional major(s) should consult with their academic advisor prior to submitting the request online. The student must follow the procedure outlined below in order for the intended changes to be reviewed.

Procedure

- The student must submit the Declaration of an Additional Major (<https://walshcentral.etrieve.cloud/#/form>) form online.
- Once submitted, the student's current primary academic advisor will be notified to review the request.
- If approved by the current advisor, the division chair of the student's primary major will be notified to review the request.
- If the primary major division chair approves the request, the division chair of the requested major will be notified to review the request. The division chair is also responsible for assigning the additional major advisor.
- The Office of the Registrar is notified once the request has been approved by all necessary parties above, at which time all appropriate changes to the student's academic record will be made.

Note: Students must have a minimum of 18 unique credit hours for each declared major. Under no circumstances will a student be permitted to declare a major that does not contain 18 unique credit hours. To remove previously declared majors or minors, students should consult the Removing a Major/Minor/Concentration section of this catalog.

Minors

Students wishing to declare a minor should consult with their academic advisor prior to submitting the request online. The student must follow

the procedure outlined below in order for the intended changes to be reviewed.

Procedure

- The student must submit the Declaration of a Minor form online.
- Once submitted, the student's current primary academic advisor will be notified to review the request.
- Once approved by the current primary academic advisor, the division chair of the requested minor will be notified to review the request. The division chair is also responsible for assigning the minor advisor.
- The Office of the Registrar is notified once the request has been approved by all necessary parties above, at which time all appropriate changes to the student's academic record will be made.

Note: Students must have a minimum of 9 unique credit hours for each declared minor. Under no circumstances will a student be permitted to declare a minor that does not contain 9 unique credit hours. To remove previously declared majors or minors, students should consult the Removing a Major/Minor/Concentration section of this catalog.

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.

Degree Completion students who wish to declare a main campus minor must be fully accepted into either the Degree Completion Business, Communication, Fast Track BSN, Interdisciplinary Studies, Cybersecurity, Organizational Development and Leadership, or Healthcare Administration program.

Removing a Major/Minor/Concentration

Students wishing to remove a major/minor/concentration on their academic record must follow the procedure outlined below.

Procedure

- The student must submit the Request to Remove a Major/Minor/Concentration (<https://walshcentral.etrieve.cloud/#/form>) form online.
- The Office of the Registrar is notified once the request has been submitted by the student, at which time all appropriate changes to the student's academic record will be made.

Medical Leave Policy

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

Pass/Fail Option

Students must designate Pass/Fail courses by the end of the add/drop date indicated by the Academic Calendar. Pass/Fail courses may not be used for courses in the major and/or minor. Pass/Fail courses may not be converted to a letter grade at a later date unless it becomes part of a declared program of study through a Declaration of Major or Minor form. In this event, a student may petition to have the grade changed

from P to the grade actually earned in the course. Students may take up to 12 credit hours as Pass/Fail. There are specific courses that programs stipulate may only be taken Pass/Fail (credit/no credit) such as internships. These courses may be taken in addition to the 12 credits elected as Pass/Fail by the student.

If a student passes a Pass/Fail course, the credits count toward the degree but neither credits nor grade are used in calculating the student's grade point average. If a student fails a Pass/Fail course, the grade and credits are used in calculating the grade point average, as for any course in which a student earns an F.

This policy is available only for full-time, undergraduate students who have completed 15 credit hours at Walsh University. This option is not available to students on academic probation or continuing probation. The Pass/Fail option is not applicable to Global Learning experiences.

Students may opt for no more than one P/F course per semester.

Prior Learning Assessment

WALSH UNIVERSITY PRIOR LEARNING ASSESSMENT (PLA)

Walsh University awards credit for life experience through a formal assessment process and provides students alternative methods to earning credit by examination through the following methods:

- Standard Proficiency Exams: CLEP and DSST (DANTES)**—Walsh University serves a testing site to administer and accept test results for CLEP and DSST testing. Additionally, the University is a fully funded test center to support military service members.
- Individualized Student Portfolios (ISP)**—Individualized Student Portfolios consist of an organized collection of written statements and artifacts that reflects the depth and breadth of college level learning relative to learning outcomes that connect to the academic area where credit is sought.
- Examination of Military Experience**—Appropriate military documents will be reviewed for training that is recognized by a regional accrediting body or the American Council of Education (ACE).
- Corporate Training, Professional Certification, or License**—Evidence of prior training, certification, or license obtained that is already acknowledged by ACE will be reviewed for credit. This review may have a direct course equivalency established or require a combination of certification and portfolio submission to determine equivalency.

Walsh University follows the Higher Learning Commission Assumed Practices policy on allowable credit for prior learning, as outlined in the outlined in the HLC Policy Book ([hlcommission.org](https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf)) (https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf). The University's process to obtain credit for prior learning is available for traditional and non-traditional students. **Students may earn up to 45 hours of approved prior learning credits towards their degree.**

Note: The preparation of **life learning/portfolio/military/physical education/corporate training, professional certification, and license** documentation does not guarantee automatic awarding of credits. The last 27 credit hours prior to graduation must be taken at Walsh University and 15 semester hours are required within the major. All prior **assessments/life learning/portfolio/military/physical education/corporate training, professional certification, and license tests**, and portfolio reviews must be completed before the last 27 credit hours of

required coursework. Lastly, any awarded prior learning credit at Walsh University does not guarantee a direct transfer to another institution.

Walsh University will review prior learning assessment opportunities with each student as part of their initial enrollment process. After an admissions application is received and transcript(s) have been requested, the student will be sent the PLA self-assessment. An Enrollment Manager will review a preliminary degree audit, academic completion plan, a PLA assessment, and discuss the noted alternatives available through prior learning for college credit.

Walsh University maintains active membership with the Council for Adult and Experiential Learning (CAEL) who is committed to working with regionally accredited institutions to preserve high quality in the prior learning assessment review process and instill best practices for awarding credit.

For more information, please contact: Office of Degree Completion & Graduate Enrollment Office at 330.490.7238 or degreecompletion@walsh.edu (office is in the David Campus Center-Lower Level), or visit our PLA Guide (https://www.walsh.edu/_files/priorLearningAssessmentProcessOverview_23.pdf).

Registration Procedures

Policy

Registration is the formal enrollment in the University. An official registration period is scheduled before each semester. Undergraduate students are assigned a time-ticket (<https://www.walsh.edu/registrar/appointments.html>) based upon their completed earned credit hours and/or any priorities. Time-tickets can be viewed in the Cav Center within the Student Profile (<https://ssb9.walsh.edu/StudentSelfService/ssb/studentProfile/>) homepage. Formal registration is required for credit in ANY course. All students are expected to complete registration within the time published in the Academic Calendar. Students must complete their registration online through the Cav Center (<https://ssb9.walsh.edu/StudentRegistrationSsb/ssb/registration/>) portal by following the steps outlined below in order to register for their semester coursework. It is the responsibility of the student to ensure all student account balances have been resolved PRIOR to registration. Students will not be permitted to register for coursework with a balance of \$1,000 or above.

Freshmen work with their assigned advisor from the Office of First Year Success & Academic Advising upon entry into the University. Students typically meet with their first year advisor until they have reached sophomore status and/or have been reassigned a content advisor. Any changes to their schedule prior to the start of their first semester must follow the steps outlined within the Change in Registration (<http://catalog.walsh.edu/undergraduate/academic-policies-procedures/registration-procedures/h/undergraduate/academic-policies-procedures/change-in-registration/>) policy outlined in the University catalog.

While academic advisors guide and assist students with course scheduling and sequencing, it is the responsibility of each student to ensure he/she is monitoring their progress towards completing degree requirements.

Procedure

The procedure outlined below should be utilized by current, new, and transfer students:

- Access the Cav Center (<https://portal.walsh.edu/resources/its/cav-center/>) portal

- b. Click on the "Students" tile
- c. View your assigned time-ticket (<https://www.walsh.edu/registrar/appointments.html>) under "Registration Notices" in the upper right-hand corner to see when you are eligible to begin registering.
- d. Click on "Registration Home" on the side navigation bar under "Additional Links". From here, you can View Registration Information, Browse Classes, and Register for Classes. You can even plan ahead using the Plan Ahead tool. Additionally, you can click the "Prepare for Registration" link to view the number of earned credit hours.
- e. When it is your time to register for classes, click on "Register for Classes" and select the term in which you are registering for.
- f. *From here, you will be able to register for courses via the Find Classes tab, Entering in the CRNs, or from a "Plan" created through the "Plan Ahead" tool.
- g. Once you have added your courses using any of the methods from step 6, you will want to review the information in the "Summary" block in the lower right-hand corner. Please be sure to hit submit to ensure your registration goes is processed.
 - i. **IMPORTANT: If the course you are registering for has a variable credit hour range, you MUST update the desired number of credit hours under the "Schedule and Options" tab.**

**Students should follow the Change in Registration (<http://catalog.walsh.edu/undergraduate/academic-policies-procedures/registration-procedures/h/undergraduate/academic-policies-procedures/change-in-registration/>) policy outlined in the catalog for any changes that need to be made to their registration.*

Earning a Second Bachelors 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 27 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 27 semester hours.

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

**No credit hours from the first degree can count toward the 27 hours required for the second bachelor's degree.*

Student Enrollment Status

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.

This transfer of credit minimum grade is applicable to regionally accredited four-year colleges and universities, and two-year community or technical colleges. Students enrolled in specific academic programs requiring a grade of "C" or higher must have achieved the minimum grades to receive equivalent course credit; otherwise the course will be transferred into the institution as a transfer elective. The DeVille School of business uses the grade earned and documented on the credit awarding institution's transcript for equivalent business core, and major coursework when calculating a student's GPA for advancement and graduation requirements.

Walsh University accepts transfer credits from regionally accredited institutions with a grade of "C-" or better. Students who are Pre-nursing, science, Psychology Pre-OT, Exercise Science Pre-PT and Exercise Science Pre-OT majors and 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".

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

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 27 semester hours prior to graduation at Walsh University, with a minimum of 15 hours in the major field.

Transient Student Status

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, and, if necessary, 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 Office of the Registrar.

All students will be held to completing the last 27 of the last 30 semester hours prior to graduation at Walsh University, with a minimum of 15 hours in the major field of study.

Credits earned by students while participating in University approved study abroad or experiential learning programs are exempt from the 15 credit hour limit on transient students and the last 27 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, unless taking Walsh-equivalent 100- or 200-level courses.

Students taking transient courses are responsible for requesting sealed, official transcripts from the transient institution to ensure proper posting of transient transfer credit. Transcripts should be mailed directly to the Office of the Registrar at: Walsh University ATTN: Office of the Registrar, 2020 East Maple Street, North Canton, OH 44720. Electronic transcripts should be emailed to Registrar@walsh.edu.

Walsh University accepts transfer credits from regionally accredited institutions with a grade of "C-" or better. Students who are Pre-nursing, science, Psychology Pre-OT, Exercise Science Pre-PT and Exercise Science Pre-OT majors and 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".

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

Transcript Request

Standard Submission for Transcript Requests

The Office of the Registrar has officially partnered with the National Student Loan Clearinghouse (<https://www.studentclearinghouse.org/>), and through this website you can order your official transcript. This feature is available to students who were enrolled beginning fall 2000. Students who attended prior to fall 2000 must utilize the alternate transcript request process. Costs: 15.00 per transcript ordered.

Transcript Processing

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

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

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

Alternative Submission for Transcript Requests

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

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

Student Service Center located in Farrell Hall, first floor. A photo ID is required. Costs: 15.00 per transcript ordered.

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

Mail requests to:

Walsh University
2020 East Maple Street
North Canton, OH 44720

Attention: Transcripts (Office of the Registrar)

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

Unofficial Transcript Requests

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

Undergraduate Grading System

Academic credit at Walsh University is granted in semester units.

Grade	Designation	Quality Points Per Credit
A	Superior	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Average	2.0
C-	Below Average	1.7
D+	Poor	1.3
D	Very Poor	1.0
D-	Extremely Poor	0.7
F	Failure	0.0
S	Satisfactory ¹	
U	Unsatisfactory ¹	
W	Withdrew Officially ¹	
AU	Audit ¹	
I	Incomplete ²	
IP	In Progress ²	
NA	Never attended; no official withdrawal (granted during midterm only) ¹	

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.)

University Withdrawal

A student who wishes to withdraw from Walsh University, thereby discontinuing enrollment, will need to complete the University Withdrawal (<https://walshcentral.etrive.cloud/#/form>) form online. University withdrawal is not official until this form is submitted by the student 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. Add/drop dates and deadlines can be viewed on the Academic Calendar (<https://www.walsh.edu/academic-calendar.html>) Refer to the Change in Registration section for an explanation of assigned grades and withdrawal deadlines.

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.

Academic Schools and Divisions

Undergraduate Degrees

- *B.A. — Bachelor of Arts*
- *B.B.A - Bachelor of Business Administration*
- *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*
- *A.S. — Associate of Science*
- *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

GARY AND LINDA BYERS SCHOOL OF NURSING

SCHOOL OF ARTS, SCIENCE, and EDUCATION

- Division of Humanities
- Division of Education
- Division of Mathematics and Sciences
- Division of Communication, Media, and the Arts

SCHOOL OF BEHAVIORAL AND HEALTH SCIENCES

Academic Services

Academic Advising

The mission of academic advising and the advisors who administrate 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.

First Year Academic Advisors are assigned to all freshman at the start of the freshman year, to any student transferring into Walsh University, and to any student declaring a major or changing a major. Any freshman entering with 30 or more transferred/earned college credit hours will directly receive a faculty advisor as their primary advisor except for Pre-Nursing and Undeclared majors. Transfer students will receive a first year academic advisor or faculty advisor as their primary advisor depending on their major or number of transfer credit hours.

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. All advisors have regular office hours.

The Associate Vice President of Academic Administration 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. 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. Students can access tutor schedules and appointments online at <https://walsh.mywconline.com>.

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 COR Learning Community

The Cavs CORE Learning Community 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 tutors and a variety of experiential learning activities. Students in this learning community will take FYE 110 and a collegiate literacy course during both terms of their first fall semester at Walsh.

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 [s](https://www.walsh.edu/service-learning.html) (<https://www.walsh.edu/service-learning.html>) service-learning webpage (<https://www.walsh.edu/service-learning.html>) or contact the Office of Service-Learning.

Blouin Scholars

The Blouin Scholars Program at Walsh University provides students with a unique opportunity to become part of a community of students and faculty dedicated to using scholarship and service to address local and

global challenges. This program is designed to foster change-makers in the community and develop leaders in service to others. Blouin Scholars take classes with a cohort of similarly dedicated students.

All classes are built into the Walsh University core curriculum—you still choose your own majors and minors—and center on common themes of social justice within our local and global communities. Throughout this experience, students are supported by the Office of Experiential Learning and a team of faculty dedicated to the learning community. Students will also be supported with opportunities such as global learning, study away, special lectures, co-curricular activities, priority registration and advising procedures, and special designation at commencement.

Career Connections

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

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

Have you considered working abroad? Walsh University is proud of its status as a Peace Corps Preparatory Institution. The Peace Corps Prep program (<https://www.walsh.edu/global-scholarship-opportunities.html>) prepares students for international work experience or Peace Corps service. Students build four core competencies through interrelated coursework, hands-on experience, and professional development support.

Handshake, the Career Center's online career management platform, provides students and alumni with 24/7 access to conduct job or internship searches, schedule appointments with the Career Center, and register for events. Handshake uses simple but powerful search tools and alerts to help find the best fit from more than 500,000 jobs and internships posted by 120,000 companies, non-profits and government organizations. Handshake continually personalizes career recommendations based on majors, interests, and connections.

Career Compass Learning Community

The Career Compass Learning Community celebrates undecided majors through exploration opportunities as they begin their journey with Walsh. Career Compass is designed to support incoming students in landing a major that leverages their interests and career goals. The Career Compass Learning Community combines academic major investigation, career experiences, and one-on-one advising to guide students through the process of choosing a major and landing in a career that taps into their academic and professional interests.

Global Learning

Inspired by the example of global citizenship of the Brothers of Christian Instruction, the Office of Global Learning provides opportunities for students to develop into leaders in service with an international

perspective. Global Learning promotes learning which transforms the student, the university and the communities which they serve.

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

Global Learning programs offer students unique academic experiences that broaden their intellectual awareness, cultural sensitivity, professional preparedness, and exposure to the world. This is why Walsh University students are encouraged to participate in at least one Global Learning experience before they graduate.

Students may also seek study abroad opportunities and international internships through a number of providers and partners including UNIVA (Universidad del Valle de Atemajac) a Catholic University in Guadalajara, Mexico, Carlow College in Carlow, Ireland, or CAPA –The Global Education Network to offer students a number of international internship opportunities in locations such as Buenos Aires, Dublin, London, Shanghai, and Barcelona. Walsh also is a member of the Cooperative Center for Study Abroad (CCSA) a consortia of universities and colleges. Students interested in exploring such opportunities should contact the Office of Global Learning.

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

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

Assessment of Student Academic Achievement

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

Student Publications, Broadcasting and Video Production

The Spectator, the official student newspaper, reports current events on campus and voices the opinions and attitudes of the student body regarding various aspects of life at the University. The campus literary society publishes a magazine, *Raison d'Être*, and conducts various events. Walsh offers video production and podcasting facilities.

Admissions Policies and Procedures

Admission to the University

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.

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 FYE 115 (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.

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.
- Official transcripts from all colleges and universities attended
- An essay is highly 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. 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 potential to succeed than in any prescribed pattern of courses. Should an applicant's preparation differ from the requirements stated above, the Admissions Office will convene to review and make an admission decision based on each individual's performance and potential to succeed.

TEST-OPTIONAL ADMISSION REQUIREMENTS

Our Admissions Office supports a holistic approach to evaluating our freshman applicants. We believe there are many ways of measuring your strengths and readiness for college. Our test-optional policy, you will not be required to submit ACT or SAT test scores. Your application will be evaluated based on your application information and high school transcripts.

In order to be eligible to apply under the Test Optional policy, students must meet a minimum of 2.5 GPA in college preparatory curriculum.

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

- 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 and Occupational Therapy
 - Early Assurance Exercise Science - Athletic Training
 - BA/MBA Program - B.A. in Business and a M.A. Business Administration
 - BA/MA Counseling & Human Development Program
 - Legal Studies Programs
 - Honors Program

Transfer 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.

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 27 credit hours at Walsh University to be considered for a degree from the University.

All students will be held to the requirement that the last 27 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 will not transfer in as...

International Admissions 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 or more 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.
 - The Duolingo English Test can be taken in lieu of the TOEFL/IELTS. A minimum score of 95 is required.
 - Standardized Test Results: SAT or ACT
 - A recommendation by the Enrollment Management Committee, if applicable
 - Minimum of 180 on the C2 Proficiency Cambridge English Assessment.
 - Minimum of 160 on the Cambridge English Assessment for tests B2 First and C1 Advanced.
 - Minimum of 50 on the Pearson Academic (PTE).
- 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.
- No more than 3 credits can be taken online per semester.
- 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:

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.

College Credit Plus Admission Requirements

Walsh's College Credit Plus Program allows qualified high school students to earn college and high school credits at the same time. 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. Students will register for courses with one of our professional Advisors. Students must follow the "First 15 Rule" as outlined by the ODE.

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.

Honors Program Admission Requirements

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 spring 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.

Degree Completion Admission Requirements

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 Degree Completion, 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 145 on the GED
 - Earned 12 credit hours with a minimum cumulative GPA of 2.00
 - (on a 4.00 scale)

Admission Process

Admission to Degree Completion 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.

****Registration for Degree Completion courses 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 5 business days of each session in which the course occurs, in order to receive 100% tuition refund.***

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.

(see degree requirements) (<http://catalog.walsh.edu/undergraduate/deville-school-business/bachelors-degree-major-requirements/>).

Proficiency, Placement, and Transfer Credit

Traditional Applicants

- Students will be placed in their required Mathematics and English courses based on their ACT, SAT or CLT subject score.

Test Optional Applicants

- If test scores are submitted with the student's application, they will not be used for admission purposes. However, the English and Math sub scores will be used for placement into English and/or Mathematics coursework
- If a student does not submit their test scores with their admission application, the student's test optional essay responses will be used for placement for English. Students are required to take Walsh University's Math Placement Test for Math placement.

Advanced Placement and Prior Learning 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's assessment process for considering prior learning experience enables students to earn credits through such methods as: standardized proficiency exams (College Level Examination Program [CLEP] and Defense Activity for Non-Traditional Education Support Subject Standard Test [Dantes/DSST]), examination of Military and Work Experience, individualized student portfolios, corporate training, professional certification or license, and institutional challenge exams. In-service training, volunteer work, independent research, and avocational activities are also options.

Traditional and non-traditional students may obtain up to 45 hours for prior learning toward their degree but must earn the last 32 semester hours before graduation at Walsh, with at least 15 in the major. High

school-level work is not accepted under this program. Contact the Digital Campus for further information.

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.

International students are required to make a deposit of \$325 USD to ensure enrollment to the University. \$200 USD goes toward a security deposit on the students room and \$125 USD goes towards tuition and I-20 processing.

Cooperative Degree Programs

Walsh–Stark State College

Walsh University has a cooperative program in the below program 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.

- Early Childhood Education

Students receiving associate's degrees in the fields below at Stark State College, can continue their education and earn a bachelor's degree in their respective field at Walsh University.

- Business Management Technology
- Marketing Management Technology
- Accounting Technology/CPA
- Corporate Finance
- AA General
- AS General
- Psychology
- Communication
- English Composition
- English Literature
- Technical Communication

Veterans' Benefits

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

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

- Students eligible for Veterans Administration (V.A.) educational allowance who do not raise their G.P.A. to that required at the end of the first probationary period (one semester) will be terminated for V.A. payment purposes.
- Students who withdraw from a course except during the official add-drop period receive no credit. This score is included when determining the cumulative G.P.A. for Veterans Administration payment purposes..

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 students account being removed from the Employer Reimbursement program until it is brought up to date.

Overdue Balances

Balances not 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

Enrolled students 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 Bachelor's Degree

For previous Walsh University Graduates

Walsh University graduates holding a baccalaureate degree may pursue an additional major baccalaureate degree through Degree Completion. Candidates for an additional degree must satisfactorily complete all of the current requirements for the additional degree and a minimum of 27 additional semester credit hours at Walsh University. Credit hours from the original degree will not count toward the 27 additional hours required for the new degree. Transfer credits, portfolio credits, CLEP, DANTES or special tests will not apply to the 27 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.

Advisory Boards

Business Advisory Board 2023–2025

DeVile School of Business

Harry Bossey, President & General Manager, Western Tradewinds, Inc.
 Steven Burger, Chief Financial Officer, Employer's Health
 Angie Burick, Vice President, Controller, The J.M. Smucker Company
 Lisa Codispoti, COO, Cleveland Museum of Art, Cleveland, Ohio
 Roger DeVille, President, DeVille Construction Co. & Managing Partner, Triad Realty
 Terry Nolan, Chairman, Standard Printing
 Mario C. Giganti, President & Senior Advisor, Cornerstone Capital Advisors
 Sarah Hubert, Director, Card Merchant Team, American Greetings
 Todd Lensman, President, FOFM, LLC/Lensman & Associates, Ltd.
 Ronald J. Manse, Executive in Residence, Walsh University
 David H. Maynard, President of Engineered Surfaces, a Division of OMNOVA Solutions
 J. Ted Mihaila, Retired, The Timken Company
 Brandyn Neal, Client Advisor Risk Management, Schauer Group
 John R. Nichols, Retired, The Timken Company
 Dean Olivieri, President, Olivieri Construction
 Howard O'Neill, Lead Financial Analyst, Pet Segment, The J.M. Smucker Company
 Amanda Ott, Financial Controller of Operations, TimkenSteel Corporation
 Christian M. Parrish, Sr. Vice President, Integration Services & Supply chain Management, Aultman Hospital
 Jeffrey W. Snyder, Senior Vice President, Commercial Relationship Manager, Huntington Bank
 Matthew Strobelt, Director of Operations and Strategy, Nilges Draher LLC
 Annie Yoder, Director of Development, REA & Associates

Division of Education Clinical Advisory Council 2023–2025

School and Community Representatives

Liza Grossman, Ph.D; Director of Research and Evaluation, Stark Education Partnership
 Paul Salvino, Superintendent, Massillon City Schools
 Jeffrey Wendorf, Superintendent, North Canton City Schools
 Chris DiLoreto, Superintendent, Jackson Local Schools
 Pete Schafer, Administrator, Christ the Servant/Our Lady of Peace School

Susie Marioello, Executive Director/Principal, Weaver Child Development Center

Michael Babics, Principal, Glenoak High School, Plain Local Schools
 Erica Hershberger, Glenoak High School, Intervention Specialist, RTI Specialist; Adjunct Faculty
 Dave Thompson, Principal, STEAMM Academy at Hartford, Canton City Schools
 Debbie Polen, Curriculum Director, Perry Local Schools
 Dr. Vic Johnson, Principal, Sandy Valley Elementary School

Walsh University Representatives

Michael Dunphy, Ph.D., Vice President for Academic Affairs, Walsh University
 Gary D. Jacobs, Ph.D., Chair and Professor, Division of Education, Walsh University
 Jennifer Green, Ph.D. Assistant Professor, Clinical Supervision Coordinator, Walsh University

Eugenia Johnson-Whitt, Ph.D., Assistant Professor, Clinical Seminar Instructor
 Student Leadership Representatives from Education Club, Council for Exceptional Children, and Kappa Delta Pi Honorary Society

GRADUATE EDUCATION ADVISORY COUNCIL 2023-2025

Jeffery Warnke, Ph.D. Director, Graduate Education, Assistant Professor, Walsh University
 Debbie Hartwig, Ohio State Support Team 9
 Gary D. Jacobs, Ph.D., Chair and Professor, Division of Education
 Michelle Elia, Region 5 State Support Team
 Mary Fiala, Superintendent, Diocese of Youngstown
 Matthew Gagnon, Assistant Principal, Oakwood Middle School, Plain Local Schools
 Cassandra Johnson, Ph.D., Superintendent, Bedford City Schools
 Katie Leigh, Summit ESC
 Michelle Lenarz, Professor, Graduate Education, Walsh University
 Hillary Newell, Teacher, Saint Philip and James School, Canal Fulton, Ohio
 Candace Papp, Teacher, McKinley Elementary School, Lisbon Exempted Village Schools
 Jordan Viebranz, Instructor, Sports Medicine & Rehabilitation, R.G. Drage

Randal Rair, Ph.D., Assistant Professor, Graduate Education, Walsh University
 Walsh University CHD School Counseling Representative

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

BYERS SCHOOL OF NURSING ADVISORY BOARD 2023–2025

The Walsh University Nursing Advisory Board provides a forum for the exchange of information, concerns, and views to promote nursing excellence in the graduate and undergraduate nursing programs. Members of the Advisory Board represent the University, community health care facilities, and alumni of the nursing programs.

Walsh University Representatives

Michael Dunphy, PhD, Vice President for Academic Affairs
 Judy Kreye, PhD, RN, CNP, Dean, Gary and Linda Byers School of Nursing
 Janet Finneran, DNP, FNP-BC, Chair, Graduate Nursing, Gary and Linda Byers School of Nursing
 Sherrie Underwood, RN, MSN, Chair, Undergraduate Nursing, Gary and Linda Byers School of Nursing
 Amanda Pratt, MSN, RN, MBA, CNRN, Director of Clinical and Laboratory Experiences, Gary and Linda Byers School of Nursing
 Joanne Kramer, MA, BS, Graduate Program Coordinator, Gary and Linda Byers School of Nursing

Health Care Facility Representatives

Christine Benson, MSN, RN-BC, Director of Professional Practice and Magnet Program, Summa Health System
 Janet Boiarski, MSN,BSN, RN, Administrative Director of Patient Care Services, Mercy Medical Center
 Kelly Lilly, MSN, NE-BC, RN, Vice President, Critical Care Services, Aultman Hospital

Nursing Alumni

Nursing Alumni, Walsh University

STUDENT REPRESENTATIVES

Undergrad Student, Walsh University

Graduate Student, Walsh University

OCCUPATIONAL THERAPY ADVISORY BOARD 2023–2025

School of Behavioral and Health Sciences

Shelly Lackner, M.A.Ed, Mathews Local School District

Mary Groman, OTR/L, Aultman Hospital

Jordyn Linzell, MOT, OTR/L, Bridgeway Academy

Sandi Ray, OT/L, MOT, PT, DPT, Stark State College

Correspondence Directory 2023-2025

Office of the President

Timothy J. Collins, Ed.D., President (330-490-7102)

Rachel Hosler, Ed.D., Chief of Staff (330-244-4771)

Academic Affairs

Michael Dunphy, Ph.D., Vice President for Academic Affairs
(330-490-7123)

Edna McCulloh, Ed.D., Associate Vice President of Academic
Administration (330-490-7191)

Academic Support Center

Meredith Soduk, Director of Academic Support Services (330-490-7529)

Accessibility Services

Meredith Soduk, Director of Academic Support Services (330-490-7529)

Admissions

Rebecca Coneglio, Vice President for Enrollment Management
(330-490-7190)

Bridget England, Director of Graduate & Degree Completion Enrollment
(330-490-7617)

TBD, Director of Undergraduate Admissions (330-490-7175)

Philanthropy

Eric Constant, Vice President for Advancement (330-490-7337)

Alumni

Stephanie Koontz, Director of Alumni Relations (330-244-4943)

Athletics

Nathan Cochran, Vice President for Athletics/Athletic Director
(330-490-7437)

Business & Financial Affairs

Laurel Lusk, Vice President for Finance and Business Affairs/CFO
(330-244-4762)

Campus & Community Events

Kristi Reese, Director, Campus & Community Events (330-490-7117)

Campus Ministry

Ben Walther, Director of Campus Ministry (330-490-7345)

Financial Aid/Scholarships

Holly Van Gilder, Director of Financial Aid (330-490-7146)

Global Learning & Service-learning

Michael Cinson, Director of Global Learning and Service-Learning
(330-244-4969)

Grants and Sponsored Research

Rachel Hammel, Associate Dean for Research (330-490-7452)

Information Technology

Brian Greenwell, D.B.A., Vice President for Administration and Chief
Information Officer (330-490-7282)

Integrated Marketing and Communication

Teresa Fox, Vice President for Marketing/Chief Communications and
Public Affairs Officer (330-490-7503)

Sean Ferguson, Director of Marketing (330-490-7695)

Kim Graves, Director of University Relations (330-490-7296)

Registrar

Alexandria Sanders, University Registrar (330-490-7560)

Residence Life

Bianca Hicks, Director of Residence Life (330-490-7107)

DeVile School of Business

Marc Fusaro, Ph.D, Dean, DeVile School of Business (330-244-4764)

Gary and Linda Byers School of Nursing

Judy Kreye, Ph.D., RN, CNP, Dean, Gary and Linda Byers School of Nursing
(330-244-4757)

School of Arts, Sciences and education

TBD, Dean, School of Arts and Sciences (330-490-7509)

School of Behavioral and Health Sciences

Pamela Ritzline, Ed.D., Dean, School of Behavioral and Health Sciences
(330-490-7446)

Student Affairs

Rachel Hosler, Interim Vice President of Student Affairs (330-490-7417)

TBD, Dean of Students (330-490-7538)

Teacher Preparation

Gary Jacobs, Ph.D., Chair, Division of Education (330-490-7332)

Board of Directors 2023-2025

Voting Members

Chair: Carol Miller '93., Twinsburg, Ohio

David McCauley, Hartville, Ohio

Vice-Chair: Barbara Yingling '92, '96, Canal Fulton, Ohio

Jacqueline Musacchia, Esq., Akron, Ohio

Bruce Altieri '82, Canton, Ohio

John Nichols, Massillon, Ohio

Isabelle Bibet-Kalinyak, Esq., West Orange, New Jersey

Tony Orahoske '82, Dandridge, Tennessee

Benjamin Biery '00, Louisville, Ohio

Richard J. Reichert. M.D., '78, Canton, Ohio

Most Rev. David J. Bonnar, Bishop of Youngstown, Ohio

Christopher Remark '92, '08, Uniontown, Ohio

Teresa Brately '83, North Canton, Ohio

Edward Robinson '77, Spring, Texas

Dr. Tim Collins, North Canton, Ohio

Paul L. Ruffin '76, Hunting Valley, Ohio

Roger DeVille '65, Canton, Ohio

Very Rev. Msgr. Robert J. Siffrin, Youngstown, Ohio

Philip Fracassa, Akron, Ohio

Atwell Williams, Houston, Texas

Kevin Kelly, McLean, Virginia

Carl Young, North Canton, Ohio

Rev. Scott Kopp '07, Canton, Ohio

Br. Walter Zwierchowski, F.I.C., Alfred, Maine

Officers & Non-Voting Members

Dr. Rachel Hosler, Secretary

Laurel Lusk, Treasurer

Meredith Sodik, University Senate Chair

Chase Senk, Faculty Senate Chair

Steve Weigand, Alumni Board President

Directors Emeriti

Robert Barone, Bonita Springs, Florida

Sr. Judith Ann Karam, CSA, Cleveland, Ohio

Daniel Cunningham, Stow, Ohio

Alfred Olivieri, Canton, Ohio

Jack Gravo, Canton, Ohio

Charles Tyburski, Canton, Ohio

Virginia Jeffries, Canton, Ohio

Gerald Walsh, Columbiana, Ohio

Estimated Expenses and Financial Policies

2023-2024 Estimated Expenses

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 Degree Completion Campus section of this catalog for Degree Completion Campus pricing.)

UNDERGRADUATE TUITION

Tuition, full-time (12-18 credit hours per semester)	\$16,390
Tuition, part-time (per credit hour)	\$1,090

OTHER

Summer Credit Hour Rate	\$710
Audit (per credit hour)	\$545
Credit by Examination	\$545

FEES

Tuition Deposit	\$125
General Fee (per credit hour)	\$50
First-year Traditional Student Fee	\$200
Registration Fee	\$15
Late Registration Fee	\$30
Barnes & Noble First Day Complete Fee (optional)	\$23 per credit hour
Change of Course Fee	\$10
Graduation Fee (Certificate)	\$25
Graduation Fee (Undergraduate)	\$135
Graduation Fee (Master's)	\$150
Graduation Fee (Doctorate)	\$175
Graduation Late Fee (Non-Refundable)	\$35
Parking Fee (per semester)	\$50
Technology Fee (per semester)	\$50
Transcript Fee	\$15

HOUSING RATES (per semester)

Ann & George Seanor Family Hall and Menard Hall	\$2,945
Towers- Single	\$4,405
Towers- Double	\$4,110
Towers Suite- Single	\$4,140
Towers Center Suite	\$3,965
Towers Suite- Double	\$3,855
Lemmon	\$3,450
Commons Double	\$4,110
Commons Suite Double	\$3,855
University Apartments (Brauchler, Meier, and Stein Halls)	\$4,765
Private Room Surcharge	\$1,600
Housing Deposit (paid prior to first semester of housing)	\$200

DINING SERVICE (per semester)

Full Meal Plan	\$2,960
Limited Meal Plan	\$1,890

STUDENT LIFE FEES

Student Health Service Fee (per semester, commuter full-time students) \$10

Student Liability Insurance if Applicable	\$15
Student Health Service Fee (resident students)	\$0

DEGREE COMPLETION TUITION, FEES & OTHER CHARGES

Tuition (per credit hour)	\$510
Application Fee	\$0
Tech Fee (per semester)	\$50
Graduation Fee	\$135
Barnes & Noble First Day Material Fee (optional)	\$23 per credit hour

Prices are subject to change. Deferred tuition (Nelnet Payment Plans) are available.

****All rates will be added October 2023 for the 2024-2025 Academic year.**

Financial Policies

Terms of Payment

Walsh University requires the following payment terms:

- All charges for tuition, fees, room and board are due no later than the first day of each semester, or
- Students electing the Walsh University Payment Plan, offered through NELNET, must be enrolled in the program no later than the first day of 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
- Students participating in the Employer Reimbursement Program must be enrolled in the program no later than the first day of each semester. For details see below.

Student account balances and details are available online within the secure area of the Cavalier Center (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 before noon on the 5th business day of any 8 week session or are obligated to pay all session 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 fifth business day of a session will cancel all financial obligations to the University for that session.

Sessions: Fall I and Fall II, Spring I and Spring II, Summer I and Summer II

*** Due to the block tuition billing method, undergraduate students should contact the Student Service Center to determine how financial aid may be effected by withdrawing from a class, session or the university. Based on how the block tuition is divided between the two semester sessions will impact the amount of the tuition refund. No refunds will be issued for completed classes.*

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.

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

Participants in the program receive the following benefits:

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

The student is responsible for notifying the University of any change in eligibility or employment status. If a student fails to make final payment within thirty (30) days following the completion of the academic semester, the University may elect to remove the student from the program, assess the interest charges, and potentially begin the collection procedure stated above.

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

Employer Reimbursement and Tuition Discounts

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

Checks Returned

Walsh assesses a \$35 service charge to those individuals whose checks, made payable to Walsh University, are returned by the bank because of insufficient funds.

Financial Aid

Walsh University offers a competitively priced liberal arts education. Nevertheless, virtually all of the University's full-time students receive

some form of financial assistance (Scholarships, Grants, Loans, Work-Study).

Most types of financial aid require that applicants complete the Free Application for Federal Student Aid (FAFSA), which is available online at www.fafsa.gov (<http://www.fafsa.gov>). Financial assistance is determined on the basis of demonstrated financial need and academic achievement. All students must maintain satisfactory academic progress as determined by Walsh University.

The Office of Financial Aid provides assistance in four basic forms: scholarships, grants, loans, and employment.

Scholarships (Endowed)

A number of scholarships are available to new and returning students. 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 and Occupational Therapy.** An endowed scholarship with a goal to establish a working, collaborative and supportive relationship between Walsh University and Absolute in the areas of Physical Therapy and Occupational Therapy. This scholarship is limited to those students who are performing their clinicals at an Absolute related nursing facility. *Application available online.
- **St. Albert Patron Saint of Scientists Endowed Scholarship.** This scholarship was established for full or part time, traditional or non-traditional 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. *Application available online.
- **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. *Application available online.
- **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. *Application available online.
- **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 fund 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. *Application available online.
- **Father Dacian O. Barrette Scholarships.** Scholarships from a fund established to honor Fr. Dacian Barrette, the first business manager of Walsh University.
- **Paul B. Belden, Jr. Endowed Scholarships.** Several 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 Don & Ida Betzler Endowed 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.
- **Biris Family Endowed Scholarship.** This fund was established by the Biris Family for students who have resided in Stark County for at least five years. Students must maintain at least a 2.5 grade point average and possess financial need.

- **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. *Application available online.
- **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.
- **Gary & Linda Byers Endowed Scholarship.** This fund was established by Gary & Linda Byers for undergraduate and graduate students with financial need majoring in a health/science field with a minimum grade point average of 3.0. *Application available online.
- **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.
- **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. *Application available online.
- **Charter One Bank, F.S.B., Scholarships.** Scholarships available to business majors, funded from an endowment created by Charter One Bank, F.S.B.
- **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. *Application available 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. *Application available online.
- **Walsh University's 7th President Endowed Scholarship (Tim & Drenda Collins).** A scholarship fund established by gifts from Dr. & Mrs. Tim Collins and friends for full-time, residential, Catholic students. Preference will be given to the "most financially needy" transfer student from an accredited institution of higher education.
- **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 Vaughn 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. *Application available online.
- **The William W. and Anna Jean Cushwa Endowed Scholarship.** A renewable endowed scholarship established by William W. and Anna Jean Cushwa. 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.
- **Frank & Patricia D'Angelo Call to Duty Endowed Scholarship.** Mr. & Mrs. Frank D'Angelo developed this renewable scholarship for Children of Veterans, Gold Star families (children & spouses), Law Enforcement Officers, or Fire Fighters and Emergency Medical Services. Full-Time, traditional students with a grade point average of 3.0 or higher are eligible.
- **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. *Application available online.
- **George H. Deuble Scholarships.** Several scholarships awarded from an endowment fund established by the Deuble Foundation in memory of George H. Deuble.
- **Gary and Rhonda Didado Family Endowed Scholarship.** This fund was established by the Didado Family specifically for incoming freshmen who are graduates of Archbishop Hoban High School. Students must maintain a grade point average of 2.5 or higher. *Application available through the Admissions Office.
- **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. *Application available online.

- **The Anne and Henry Domian Endowed Scholarship.** A scholarship established by Denise Domian for students who maintain a grade point average of 2.7 or higher. Preference will be given to students enrolled within the Digital Campus (Adult Learners/Non-Traditional Students).
- **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. *Application available 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. *Application available 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. *Application available online.
- **Mark & Kay Endres Endowed Scholarship Fund.** This renewable scholarship was developed by Mark & Kay Endres for students with a 2.45-2.99 grade point average for students major in Accounting. Full or part-time, traditional or non-traditional students are eligible.
- **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.
- **James J. "Jerry" Fagan, Sr. Memorial Scholarship.** This fund was established by Eileen Fagan in memory of Jerry with preference for students majoring in Engineering or Music. Sophomore, Junior, or Senior students demonstrating financial need, with a grade point average of at least 2.5 are eligible. *Application available online.
- **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. *Application available online.
- **Alfred & Kevin Frank Memorial Scholarship.** Family and friends of Alfred and Kevin Frank established this scholarship in their memory. This scholarship is for 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. *Application available online.
- **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.
- **Monsignor Lewis F. Gaetano Teaching Corps Endowed Scholarship.** This renewable scholarship fund was established for students with a 3.0 grade point average or higher pursuing instruction at the graduate level. Preference will be given to individuals planning to teach or currently teaching in an underserved, low-income Catholic school system in the following order: In Stark County, in the Diocese of Youngstown, or in any other Catholic Diocese. Further preference will be given to graduates of Catholic high schools in the same order of preference.
- **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.
- **Patrick Gargoline Recruitment and Retention Scholarship.** This scholarship was established from the estate of Dr. Patrick Gargoline for full-time, traditional students with financial need. Eligible students must have a grade point average of 2.5 or higher.
- **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.

- **Gilchrist Brothers Endowed Scholarship.** A scholarship fund established by friends of family of the Gilchrist Brothers for students involved in at least one extra-curricular activity at Walsh University. Preference will be given to students who display financial need. Eligible students must be full-time, traditional or non-traditional, and maintain a grade point average of 2.5 or higher. *Application available online.
- **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. *Application available online.
- **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.
- **Bruce & Kathy Hartong Family Endowed Scholarship.** This scholarship was established by the Hartong Family to assist International Students at Walsh University. Potential recipients must possess financial need, and have a grade point average of 2.5 or above.
- **Mark Heffernan Endowed Scholarship.** This scholarship was developed in memory of Mark Heffernan, who was Walsh University's Assistant Athletic Director. Eligible students must have a 2.75 grade point average or higher, participate on the Walsh University Campus through the theater productions or game day operations, and must be full-time, traditional students. *Application available online.
- **The Melody Hoebeke '77 Endowed Scholarship.** A scholarship established by Melody Hoebeke Ennis with preference to students who major in Museum Studies. Secondary preference will be given to students who graduated from Alliance High School, residents of Alliance, Ohio, or residents of Stark County (in that order). Students must maintain a grade point average of 3.0 or higher and display financial need. *Application available online.
- **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.
- **Richard & Theresa Jusseaume Endowed Scholarship.** This scholarship fund was established to honor Walsh University's sixth president and his wife. Eligible students must possess financial need and a grade point average of 3.0 or higher. Recipients must be full-time, traditional or non-traditional 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 College 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. *Application available 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. *Application available online.
- **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.
- **Brother James Lacasse Endowed Scholarship.** This fund was established by the family of Brother James Lacasse for students on the Men's and Women's golf teams. Students must be in good academic standing and possess financial need.
- **The Lucien and Desneiges Lacasse Scholarship.** A scholarship awarded to a deserving student-golfer in memory of the parents of Br. James Lacasse, 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. *Application available 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 Digital Campus Program in honor of Brother Jerry Lessard. Eligible students must have successfully completed at least 18 credit hours at Walsh University in the Digital Campus Program while maintaining a GPA of 3.0 or above. This scholarship was designed for students over the age of 25. *Application available online.
- **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.
- **Dorothy Ling Endowed Scholarship.** This scholarship was established in memory of Dorothy Ling by her family and friends, including many former students of Professor Dorothy Ling. Eligible students must have completed at least one year at Walsh University and have a grade point average of 3.0 or above. They must be pursuing a major that is considered to be a liberal arts major, and be of strong moral character. *Application available online.
- **The Thomas Y. Ling Academic Endowed Scholarship.** A scholarship established by friends and family of Professor Thomas Ling for students who have completed at least one year at Walsh University, and whom the Scholarship Committee believes will complete his/her bachelor's degree at Walsh University. Students must be of strong moral character, maintain a 3.0 grade point average or higher, and be pursuing a bachelor's degree in a major that is considered to be a "liberal arts" major. *Application available online.
- **Joseph R. & Cynthia A. Lubic Scholarship In Memory of Joseph A. Lubic & Walter R. Stoehr.** This renewable scholarship was developed by Joseph and Cynthia Lubic for students with financial need and in good standing with the University. Eligible students must have a grade point average of 3.0 or higher. Preference will be given to students who major in the aviation program; if no student is eligible, the scholarship will be available for students majoring in a STEM degree. *Application available online.
- **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. *Application available online.
- **Dr. Alan & Rae Mandel Memorial Scholarship.** This scholarship was established by the Mandel Family for full time traditional or non-traditional students. Eligible students must maintain a 2.5 grade point average or higher.
- **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 Maynard Family Endowed Scholarship.** This scholarship was established by the Maynard Family for students enrolled in the DeVille School of Business. Eligible students must possess a grade point average of 3.0 or higher.
- **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. *Application available 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.
- **Dean Carole Mount 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. *Application available online.

- **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. *Application available online.
- **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 Betty Newman Nursing Scholarship.** A scholarship established by the Byers School of Nursing for undergraduate nursing students accepted into sophomore level nursing courses, or graduate students who have completed at least six credit hours. Full-time, traditional or non-traditional students are eligible, and must maintain a 3.0 grade point average or higher and show financial need.
- **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. *Application available online.
- **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.
- **Patriot Project Endowed Scholarship.** A scholarship established by the Patriot Project for veterans or children/grandchildren of a veteran, with preference to Gold Star families. Eligible students should be junior or senior students in a pre-professional degree program, with preference to students possessing a specific interest in Chiropractic education. Students must maintain a grade point average of 3.0 or higher. *Application available online.
- **Saint John Paul II Endowed Scholarship.** This renewable scholarship was developed by multiple gifts from friends of Walsh University for students with a 2.5 grade point average or higher with financial need. Candidates must be practicing Catholics that feel called to Ministry. Students must be a rising Sophomore, junior or senior. Potential recipients must be willing to participate in a Stark County Catholic School Retreat Program and assist in Our Lady of Perpetual Help programs. *Application available online.
- **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. *Application available 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. *Application is available 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. *Application available 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. *Application available online.
- **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.
- **Gary & Carol Pfau Endowed Scholarship.** Kevin Pfau established this scholarship in honor of his parents for students enrolled in the Byers School of Nursing. Eligible students must maintain a grade point average of 3.0 or higher.
- **Kevin Pfau Endowed Scholarship Fund.** This non-renewable scholarship was established by Kevin Pfau, Walsh University Class of 1988, for students with a 3.0 grade point average or higher. Eligible full-time, traditional students must possess financial need and major in Elementary Education.
- **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.
- **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 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. *Application available 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. *Application available 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. *Application available online.
- **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. *Application available 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.
- **Albert C. Rose, Jr. Endowed Scholarship.** This renewable scholarship was developed by the family of Albert C. Rose, Jr. for students with a 2.5 grade point average or higher. Full or part-time, traditional or non-traditional students (including graduate students) are eligible.
- **Rufin 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. Raphael the Archangel 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.
- **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.
- **Christine and Gregory Sbaraglia Endowed Scholarship.** This scholarship was developed by Christine and Gregory '71 Sbaraglia for students with a 2.5 grade point average or higher, who major in Education. Full-time, traditional students with financial need are eligible.
- **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. *Application available online.
- **Edith & Roy Scheutzow Endowed Scholarship.** The Quota Club developed this scholarship at Walsh University for students with a 2.0 GPA or higher for Education majors with a preference for those with an interest in special needs. Students must be Stark County residents with preference given to non-traditional (adult) students.
- **Bill & Barb Schiltz Endowed Scholarship.** This fund was established by Bill & Barb Schiltz for students with financial need.
- **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 to have a career focused in research. Students must maintain a 3.0 grade point average or higher.
- **The Fred F. Silk Endowed Scholarship.** A scholarship renewed 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.
- **Sisler-McFawn Scholarship.** Awarded from the proceeds of a fund established by the Sisler-McFawn Foundation to a student from Summit County, majoring in nursing.
- **The Sisters of Charity Foundation of Canton Scholarship.** A scholarship awarded from a fund established by the Sisters of Charity Foundation for minority and/or financially needy students.
- **Alan and GERALYNN Smith Endowed Scholarship.** A scholarship established by Alan and GERALYNN Smith for non-traditional students in a graduate program at Walsh University in good academic standing.
- **Lloyd L. and Louise K. Smith Memorial Foundation Endowed Scholarship.** Awarded to a resident of Summit County, Ohio, who demonstrates superior academic performance and financial need, and is enrolled as a full-time undergraduate matriculated student.
- **The Kimberly A. Smith Endowed Scholarship.** A scholarship established by Russell and Kathy Smith in honor of their daughter Kimberly A. Smith '12. This scholarship is restricted to a sophomore, junior, or senior member of the women's golf team.

- **Sodexo Corporation Endowed Scholarship.** An endowed scholarship established by the Sodexo Corporation for students with financial need employed by Sodexo maintaining a 2.5 GPA or higher. *Application available online.
- **The Jacob H. and Theodosia J. Soehnlen Memorial Scholarships.** Awarded from the proceeds of an endowment in memory of Mr. and Mrs. Soehnlen.
- **The Wiley Webster Stephens Memorial Endowed Scholarship.** This scholarship fund was established by a gift from Robert Stephens O'Brien and Betty Winzeler O'Brien in memory of Bob's grandfather Wiley Webster Stephens. Preference will be given to students who major in Business.
- **The Brother Marcel Sylvestre Endowed Scholarship.** A scholarship awarded to a student at the graduate level in the following order: Brothers of Christian Instruction, priests residing with the Brothers and serving as community chaplains, or religious men and women from other congregations, International Students from the following countries: Haiti, Africa, South Africa or any International Student who needs financial assistance. Students must maintain a 2.75 grade point average.
- **The Ged Tarpey '03 Endowed Scholarship.** A scholarship established by Ged Tarpey '03 and Ana Kono for members of the Men's Soccer Team. Preference will be given to international students. Eligible candidates must be full-time, traditional students and have a 3.0 grade point average or higher.
- **The Timken Employee Alumni Endowed Scholarship.** Walsh University Alumni who are current or retired employees of the Timken Company established this renewable scholarship for students with a 3.0 grade point average or higher.
- **Timken Foundation Endowed Scholarships.** Several scholarships awarded annually to students from an endowed trust fund established by the Timken Foundation of Canton.
- **The Marlene K. Toot '85 Endowed Scholarship.** This scholarship was established by alum Marlene K. Toot '85 and is restricted to students who are majoring in a health science field including Physical Therapy, Nursing or Physical Education. *Application available online.
- **Ray & Rose Tucker Memorial Endowed Scholarship.** This renewable scholarship was established by Richard & Ellen Tucker for students with a 3.25 grade point average or higher. Preference will be given to students majoring in Math or Computer Science with secondary preference to students who are first in their family to attend college. *Application available online.
- **Ira G. Turpin Scholarship.** Honors the late Honorable Ira G. Turpin, former Stark County assistant prosecutor, judge of the Stark County Court of Common Pleas, and judge of the U.S. Fifth District Court of Appeals. 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.
- **United Healthcare Endowed Scholarship.** This fund was established by United Healthcare for nursing students with at least a 3.0 grade point average. Students must possess financial need, and be full-time.
- **Brother Roland Vigeant Endowed Scholarship.** This fund was established by the Biery Family in memory of Brother Roland Vigeant. It is for students majoring in education with at least a 3.0 grade point average. Full-time students with financial need are eligible.
- **Brother Roland Vigeant Fine and Performing Arts Scholarship.** A named endowed scholarship established by a gift from Walsh University Alumni and friends in honor of Brother Roland Vigeant. Restricted to an incoming freshman who is a member of the Walsh University Marching Band.
- **The Corinne E. Volkmann Endowed Scholarship.** Awarded in memory of Corinne E. Volkmann from a fund established in 1989.
- **The Judy Bahen Walsh Endowed Scholarship.** A scholarship awarded from a fund established by Gerald M. Walsh, in honor of his wife, Judy Bahen Walsh. Eligible students will be enrolled in the Master's of Counseling or Human Development Programs and maintain a 2.5 grade point average or higher. Students must display financial need.
- **Walsh University Occupational Therapy Endowed Scholarship.** A scholarship fund established by the Occupational Therapy Program at Walsh University for students in their fourth, fifth or sixth semester in the Walsh University Occupational Therapy Program. Students must be in good academic standing, and must display financial need. Preference is given to students who display leadership and participate in community service activities.
- **Charles A. White Memorial Scholarships.** Scholarships awarded to students dedicated to service as exemplified by the late Charles A. White. The scholarships are funded through a gift by a close friend of Mr. White.
- **Donald L. Wickline, Jr. '68 Endowed Scholarship.** This scholarship was developed in memory of Donald L. Wickline, Jr. 1968 Alum of Walsh University. Eligible students must have a 2.5 grade point average or higher with preference to students who have been honorably discharged from any branch of the military. Further preference to practicing Christians who are residents of Ohio or New Jersey.
- **Ervin and Marie Wilkof Endowed Scholarships.** Scholarship awarded to full-time, traditional students maintaining a 3.0 grade point average or higher. Students must display financial need. The scholarship is renewable if the student continues to meet the requirement criteria.
- **William K. and Lotte Wilson Scholarship.** A major academic scholarship offered to an incoming freshman and renewed annually provided the recipient maintains superior academic performance.
- **Women's Committee of Walsh University Endowment.** An endowment fund established in 1988 by the Women's Committee of Walsh University. This fund is used to provide academic scholarships. *Application available online.
- **Triston Young Endowed Scholarship.** An endowed scholarship established by the Young Family for full-time, traditional students with financial need who major in Special Education with preference to students working with Transition University. Eligible students must maintain a 3.0 GPA or higher and display financial need.

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 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 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, ACT or SAT score or test optional essay score). These scholarships and merit awards range from \$12,000 to \$18,000. 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 and receive recognition upon completion of the program. *Application is available in the Office of Global Learning or the Admissions Office beginning in December of the academic fall 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.

THEA BOWMAN

The Thea Bowman Scholars Program is designed to help African-American students achieve success and mature as leaders throughout their lifecycle at Walsh University. The program aligns with the University's mission and overall commitment to create an environment that is inclusive and supportive to the student's cultural, spiritual and personal development and their academic success. Students accepted into the Thea Bowman Scholars Program will have opportunities to explore various cultures, politics and history within the United States and abroad.

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, or the Office of Admissions.

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. Students who are interested should contact the Office of Admissions.

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

\$1,000 award to students entering as full-time, first-time undergraduates who can document that they have been home-schooled in high school. This grant is awarded to recognize the investment of time and expenses associated with home schooling and cannot be used in combination with the Catholic High School Grant. Programs sponsored by public school systems do not qualify.

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 (<https://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.

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 School of Nursing 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)

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.

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.

Self-help aid that is awarded to the student, such as Loans and Work Study, may be applied to any applicable fees and/or other educationally-related expenses and should not affect the amount of a tuition benefit.

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.

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 a 2.0 in order to maintain federal SAP. Determination of GPA requirements (1.75 vs. 2.0) for entering transfer students will be based on the number of transfer credits they carry with them from their prior institution(s), but the approved transfer coursework will have no effect upon the cumulative grade point average. Only one grade for a repeated course will be reflected in the calculation of the student's GPA. (For federal aid purposes, a student is allowed to repeat a course only once if a passing grade is achieved). The minimum cumulative GPA for graduate students is 3.0 and the calculation also follows the transfer and repeated coursework stipulations cited above.

TIME LIMITS

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

APPEALS

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

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

REGAINING FINANCIAL AID ELIGIBILITY

Students can regain full eligibility for federal financial aid by successfully completing coursework while in Suspension status that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours, and raise their overall Cumulative Completion Rate for all coursework attempted to the 67% undergraduate or graduate level. Although SAP is normally reviewed at the end of each aid year, exceptions can be made for students who regain eligibility prior to the established review date. Students who are ineligible to receive federal financial aid may use one or more of the following payment options while attempting to regain eligibility: student's own resources, Walsh University's Payment Plan, and/or Alternative/Private Educational Loans.

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

VA Payment Delay Policy

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

Founders of Walsh University

When the Brothers of Christian Instruction stood in a farmer's field at the corner of North Market and Easton in North Canton, Ohio, they formed a vision — a vision to turn 50 acres of alfalfa into a college campus. This vision lay on a foundation of faith, courage and selfless hard work.

That vision was realized on November 17, 1960, when the seven founding Brothers, comprising the entire faculty, welcomed the incoming class of 67 "gentlemen" to, then, Walsh College. The school was named after the Bishop of the Youngstown Diocese at the time, Most Reverend Emmet Walsh, who donated \$304,000 to the Walsh College project. Brother Thomas Farrell (Walsh University's first president) stood on the steps and gave the group a pep talk to the inaugural class.

Construction delays and final charter approval by the Ohio Board of Regents forced a late start for classes, and students were required to double up on their credit hours to complete the fall semester on time. Staff support at the time came from a full-time custodian and a part-time secretary. Two structures, a residence for the Brothers (La Mennais Hall) and an academic building (Farrell Hall, then called College Hall), stood on the bare campus. The parking lot flooded whenever it rained, and boards were used to cover muddy walkways. (Quite a contrast to the present 27 buildings and more than 300 faculty and staff led by Walsh's seventh president, Dr. Tim Collins (<https://www.walsh.edu/president.html>).)

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

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

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

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

General Education Curriculum

Overview

As a Catholic, liberal arts university founded by the Brothers of Christian Instruction, Walsh University strives to educate students rigorously, requiring them to keenly observe and critically analyze the world around them. As leaders in service to others while pursuing meaning and truth, students will make informed judgments and respond to global change, all while being accountable for the ethical consequences of their actions. With these core beliefs as the foundation, the General Education Curriculum's design provides student autonomy when choosing two of three themes: Leadership, Responsibility, and Social Justice; Science Innovations and Environmental Sustainability; and Creativity in the Arts, Culture and Humanities. The courses offered within these themes will nurture problem-solving, critical thinking, effective communication, collaboration, diversity, service learning, global learning, and the Catholic Intellectual Tradition.

Student Learning Outcomes

After completion of the General Education Program, students will be able to:

- Outcome I: Express ideas clearly and logically through written and/or oral communication.
- Outcome II: Demonstrate basic research skills through the investigation, organization, and analysis of discipline specific concepts.
- Outcome III: Apply the Catholic intellectual tradition to exploratory themes, such as issues of social justice or environmental sustainability or creativity.
- Outcome IV: Demonstrate critical thinking about contemporary problems by integrating knowledge across multiple academic disciplines, including their ethical dimensions.
- Outcome V: Develop humility in approaching cultural diversity including all aspects of human diversity.
- Outcome VI: Show competency in creating and disseminating digital media applications, including the use of appropriate technology.

General Education Proficiencies

College Level Proficiencies

Walsh University requires students to demonstrate basic baccalaureate skills in English and Mathematics. Those who are proficient based on test scores or transfer credits will not be required to take courses in these areas unless required by their declared major.

(Proficiencies fulfilled by placement test or completion of course.)

English - ENG 102: Reading and Writing Connections

Mathematics - MATH 104: Algebra II

Diversity Applications (DV)

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: Rosenblum, K.E. & Travis, T.M. [2000]. The meaning of Difference (2nd ed.). NY: McGraw-Hill.)*

Catholic Intellectual Tradition (CIT)

Students will need to take two (2) 3-credit courses, for a total of 6 credits, that expand upon the Catholic Intellectual Tradition above the introductory-level Theology courses in Foundations. Courses with the CIT-designation may be in any discipline/Division/School, within the 12-credit Themes, and taught by any Faculty member who wishes to do so. Teaching a CIT course will be optional for Faculty, not required. The purpose of the CIT courses will be to demonstrate to students ways in which Church teachings can be applicable to a variety of disciplines, including Business, Education, the Sciences, or the Arts. Courses carrying this designation will need to be rooted in one of many authoritative Church documents. This approach represents an expansion of the Heritage series reliance on Gaudium et Spes such that in the new curriculum Faculty will have more flexibility and options from which to choose.

Service Learning Applications (SL)

**Service Learning requirements cannot be transferred in to Walsh.*

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/f> (<http://www.walsh.edu/service-learning/courses/>) or students. (<http://www.walsh.edu/for-students.html>)

Digital Media Applications (DM)

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.

Foundations (FD)

Foundations 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 Foundations 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 or English, Art or Music or VPAA, Soc or Psych, and GFA or ECON. 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 Foundation science courses.

Themes (TH1, TH2, TH3)

Students typically take their Theme courses after completing Foundations with some exceptions. Theme courses offer students an integrated approach to addressing the problems and challenges of our time.

Theme options:

1. Leadership, Responsibility, and Social Justice
2. Science Innovation and Environmental Sustainability
3. Creativity in the Arts, Culture and Humanities.

Students are required to choose two of these three themes with their academic advisors and complete six credits within each theme.

First Year Experience (FYE 101)

All first-year traditional students are required to take FYE 101: 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).

Courses With Designations

Foundations (FD)

Code	Title	Hours
ARHI 101	FD:T1:DV:History of Art	3
ART 102	FD:T1:Visual Order	3
ART 103	FD:T1:Drawing I	3

ART 200-8	T1:FD:DM:GraphicNovasArt&Lite	3
BIO 101	FD: T1:Principles of Biology I	3
BUS 232	FD: Business Statistics	3
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 109	FD:T1:Gen Org/Biochem I	3
CHEM 120	FD: Fundament.of Clinical Chem	4
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
ENG 200-1	FD:T1:Studies in Short Fiction	3
ENG 200-2	T1:FD:DV:Cre Eq:Iss of Gen/Rac	3
ENG 200-3	T1:FD:DV:BodyinPain:LaIll/Suff	3
ENG 200-4	T1:FD:Money and Success	3
ENG 200-5	T1:FD:Intro to Drama	3
ENG 200-8	T1:FD:DM:GraphNovelsArt&Liter	3
ENG 200-9	T1:FD:DV:Women in Literature	3
ENG 201	T1:FD:Lit of British Isles	3
ENG 203	T1:FD:World Literature I	3
ENG 205	T1:FD:UnitedStatesLiterature I	3
ENG 206	T1:FD:UnitedStatesLiteratureII	3
GFA 103	T1:FD:DV:American Government	3
GFA 205	FD: State and Local Government	3
GFA 209	T1:FD:DV:World Regional Geo	3
GFA 213	H2b:DV:FD:Comparative Politics	3
GFA 301	H1:DV:FD: World Politics	3
HIST 101	T1:FD:DV:World Civil to 1500	3
HIST 102	T1:FD:DV:World Civil1500toPres	3
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
HIST 104	T1:FD:DV:Hist ofU.S.since1877	3
HON 121	T1:FD:HON:The CathlIntel.Trad	3
HON 220	FD: Honors Natural Science	3
HON 221	FD:DV: Honors Sociology/Psych	3
HON 222	FD: Honors Art/Music	3
HON 223	FD: Honors GFA/Economics	3
HON 224	FD: Honors Philosophy	3
HON 225	FD:T1:HON: Literature/History	3
MUS 102	T1:FD:ClasslMusicInModernWorld	3
MUS 103	T1:FD:Class Voice	3
MUS 170	T1:FD:FundamentalsMusicianship	3
MUS 203	T1:FD:DV:History of Blues&Jazz	3
MUS 210	T1:FD:DV: History of RockMusic	3
MUS 211	T1:FD: Music and The Movies	3
NS 101	T1:DV:FD:Sci/Contemp Hlth Iss	3
NS 104	T1:FD:Physical Science	3
NS 105	T1:FD:Introduction to Geology	3
NS 109	T1:FD:DV:Technology/Society	3
NS 111	T1:DM:FD:Plants,Foods,Med&Text	3
NS 112	T1:FD: Science for ECE	3
NS 114	T1:FD:Intro to ForensicScience	3
NS 119	T1:FD:Microbes in the Environ.	3
NS 210	T1:FD:Astronomy/Planetary Sci	3
NS 215	T1:FD:Forensic Chemistry	3
PHIL 100	T1:FD:IntroductiontoPhilosophy	3

PHIL 201	TH3: Intro to Art of Thinking	3
PHIL 203	T1:DV:FD: Moral Philosophy	3
PHIL 210	From Socr Spiel: Phil Thr Fil	3
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
SOC 101	T1:FD:Principles of Sociology	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
THEO 101	T1:FD:The Judeo-ChristianTrad	3
THEO 102	FD:TheCatholicIntellectualTrad	3

Diversity Applications (DV)

Code	Title	Hours
ARHI 101	FD:T1:DV:History of Art	3
ARHI 220	T1:TH3:DV:ArtsofAsia, Afr,&Isl	3
ARHI 230	T1:TH3:DV:NativAm/Af Am/WomArt	3
BSC 301	DV:Social Psychology	3
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
BSC 526	UG:DV:Group Process	3
BSC 560	DV:Intro Counsel/Counsel Prof	3
BIO 402	DV: Genetics	3
BUS 309	DM:DV: Consumer Behavior	3
BUS 318	DV: Human Resource Management	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 385	DV:Business Internship	1-13
ECON 301	H2b:DV:GL:Global Econ Perspect	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
ENG 200-2	T1:FD:DV:Cre Eq:Iss of Gen/Rac	3
ENG 200-3	T1:FD:DV:BodyinPain:Lalll/Suff	3
ENG 200-9	T1:FD:DV:Women in Literature	3
ENG 315	DV:Special Topics in Litera	3
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
GFA 103	T1:FD:DV:American Government	3
GFA 207	TH1:SL:DV:Campaigns&Elections	3
GFA 209	T1:FD:DV:World Regional Geo	3
GFA 213	H2b:DV:FD:Comparative Politics	3
GFA 241	H1:TH1:DV:Urban Politics	3
GFA 245	TH1:DV:TheLawandtheLegalSystem	3
GFA 299	H1:DV:Genocide in Modern Times	3
GFA 301	H1:DV:FD: World Politics	3
GFA 311	DV:Govt/Politics in Latin Amer	3
GFA 323	H1:TH1:DV:Public Policy	3
GFA 401	H3:DV:Povty & Prspty in Dev Wd	3
GFA 405	TH1:H3:DV:CivilRight&Libert	3
HIST 101	T1:FD:DV:World Civil to 1500	3
HIST 102	T1:FD:DV:World Civil1500toPres	3
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
HIST 104	T1:FD:DV:Hist ofU.S.since1877	3
HIST 223	H2b:TH3:DV:CucltrlEncGlobWld	3
HIST 225	T1:FD:DV:African-AmericaHistory	3
HIST 227	T1:DV:TH1:GlobPersinGenderHist	3

HIST 240	H1:DV:TH1:USintheLong19thCent	3
HIST 303	H3:TH2:DV: History of Medicine	3
HIST 311	H2b:TH1:DV: HistofModernEurope	3
HIST 313	H1:TH1:DV:Rise/FallofNaziGerm.	3
HIST 318	H1:DV:TH3: IndustRevolinWorld	3
HIST 336	DV: Govt & Pol in Mod Latin Am	3
HIST 337	DV: History of Mod Middle East	3
HIST 338	DV:History of Modern Africa	3
HIST 339	DV:TH1:History of Modern Asia	3
HIST 410	DV: Aspects East Asian Civil	3
HUM 220	DV:Found Interdiscip Study	3
MATH 110	DV:Math in the World	3
MUS 202	T1:DV:TH3:AmeriMusicalTheater	3
MUS 203	T1:FD:DV:History of Blues&Jazz	3
MUS 210	T1:FD:DV: History of RockMusic	3
NS 101	T1:DV:FD:Sci/Contemp Hlth Iss	3
NS 109	T1:FD:DV:Technology/Society	3
NURS 230PL	DV:Hlth Asses/Prom for Nur Prc	4
NURS 320FT	DV:Nurs to Promote Mental Hlth	4
NURS 320PL	DV:Nurs to Promo Mental Healt	4
NURS 330FT	DV:Nurs w/Acutely Ill Adults	4
NURS 330PL	DV:Nurs w/Acutely Ill Adults I	4
NURS 335FT	DV:Nurs w/Acute Ill Adults II	4
NURS 335PL	DV:Nurs w/ Acute Ill Adults II	4
NURS 340FT	DV:Nursing with Families	4
NURS 340PL	DV:Nursing with Families I	4
NURS 420FT	DV:Population Focused Nursing	4
NURS 420PL	DV:Population Focused Nursing	4
PHIL 202	DV: Phil of Human Nature	3
PHIL 203	T1:DV:FD: Moral Philosophy	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 307	H1:DV:Cross-Cultural Psych	3
PSYC 340	H1:DV:TH1: Addictions	3
PSYC 401	DV:Abnormal Psychology	3
PSYC 426	DV:Group Process	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
SOC 301	H2b:DV:Women and the CrJu Syst	3
SOC 303	H1:DV:Marriage, Family&Intimac	3
SOC 307	H2b:DV:Death, Dying and Bereav	3
SOC 311	H1:DV:Medical Sociology	3
SOC 314	H1:DV:Sociology of Aging	3
SOC 315	TH1:DV:CT:DM:HealthDisparities	3
THEO 105	TH3:DV:CIT ComparativReligions	3
THEO 219	TH1:TH3:CIT:DV:The Writings	3

Service Learning Applications (SL)

Code	Title	Hours
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
BUS 362	Management Information Sys	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
GFA 207	TH1:SL:DV:Campaigns&Elections	3
GFA 312	H1:SL:The Border:US-Mexican	3

HIST 312	H1:SL:TH1:TheBorder:US-Mexican	3
MS 402	SL:DM: Senior Capstone Project	3
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ	3

Digital Media Applications (DM)

Code	Title	Hours
ARHI 315	GL:H2b:DM:TH3:Gbl ContempoArt	3
ART 200-8	T1:FD:DM:GraphicNovasArt&Lite	3
BSC 320	DM:Ethics &Professional Skills	3
BSC 430	DM:DV:Applied Behav Science Se	3
BUS 309	DM:DV: Consumer Behavior	3
BUS 416	DM: Marketing Strategy	3
COM 285	DM:Visual Communication	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
ENG 200-8	T1:FD:DM:GraphNovelsArt&Liter	3
HON 330	DM Junior Honors Project	2
MS 402	SL:DM: Senior Capstone Project	3
NURS 240FT	DM:Clinical Pharm/Nurs Mgmt	3
NURS 240PL	DM:Clinical Pharm/Nurs Mgt	3
SOC 490-3	TH1:DV:CT:DM:HealthDisparities	3

Catholic Intellectual Traditions (CIT)

Code	Title	Hours
ARHI 250	TH3:H3:CIT: Medieval Art	3
ARHI 260	T1:TH3:CIT: Renaissance Art	3
ARHI 265	T1:TH3:CIT: Baroque Art	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
HIST 250	H2b:TH1:CIT:AmericanCathHist.	3
NURS 220PL	TH1:CIT:Theo Found forNursPrac	3
THEO 105	TH3:DV:CIT ComparativReligions	3
THEO 200	H2a:TH3:CIT:ChristiaTheoTo1500	3
THEO 201	H2a:TH3:CIT:ChrisTheo/1500-Pre	3
THEO 202	H2a:TH3:CIT: Christology	3
THEO 203	H2a:TH3:CIT:ChristianMorallife	3
THEO 206	H2a:TH3:CIT:ChristianLifeSpir.	3
THEO 215	H2a:TH1:CIT:OldTestamentScript	3
THEO 216	H2a:TH3:CIT:NewTestamentScript	3
THEO 217	H2a:TH1:TH3:CIT:The Torah	3
THEO 218	H2a:TH1:TH3:CIT:The Prophets	3
THEO 219	TH1:TH3:CIT:DV:The Writings	3
THEO 271	H2a:TH1:CIT:CatholBeliefinPrac	3
THEO 302	H3:TH3:CIT: Liturgy/Sacraments	3
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ	3

Themes (TH1, TH2, TH3)

Theme 1 (TH1)

Code	Title	Hours
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 210	TH1:T1:Personal Finance	3

EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
EXS 365	TH1:H2B:SportinAmericanSociety	3
GFA 207	TH1:SL:DV:Campaigns&Elections	3
GFA 241	H1:TH1:DV:Urban Politics	3
GFA 245	TH1:DV:TheLawandtheLegalSystem	3
GFA 305	TH1:H2B:West Europe/EuropUnion	3
GFA 323	H1:TH1:DV:Public Policy	3
GFA 355	H1:TH1:American Foreign Policy	3
GFA 381	TH1:The Legislative Process	3
GFA 383	TH1:The American Presidency	3
GFA 403	TH1:H2b:Constitutional Law	3
GFA 405	TH1:H3:DV:CivilRight&Libert	3
GFA 409	H1:TH1:InternPoliti Econ	3
GFA 411	TH1: Public Leadership	3
GFA 415	H3:TH1:International Law	3
HIST 204	H2b:TH1:Diplo Hist of the U.S.	3
HIST 208	H2b:TH1:The FrenRevolutandNapo	3
HIST 209	H2b:TH1:Empire and the World	3
HIST 224	H2b:TH1:U.S. War and Society	3
HIST 227	T1:DV:TH1:GlobPersinGenderHist	3
HIST 240	H1:DV:TH1:USintheLong19thCent	3
HIST 250	H2b:TH1:CIT:AmericanCathHist.	3
HIST 290-1	BLSJ:T1:ST:TH1:PolicyThroughHis	3
HIST 308	H2b:TH1:HistoftheAncient World	3
HIST 309	H2b:TH1:Hist ofMedievalEurope	3
HIST 310	H2b:TH1:HistofEarlyModeEurope	3
HIST 311	H2b:TH1:DV: HistofModernEurope	3
HIST 312	H1:SL:TH1:TheBorder:US-Mexican	3
HIST 313	H1:TH1:DV:Rise/FallofNaziGerm.	3
HIST 323	H2B:TH1: Modern Britain	3
HIST 334	H2b:TH1:ConstitutionalHistofUS	3
HIST 339	DV:TH1:History of Modern Asia	3
HIST 350	H2b:TH1:AmericanCatholicHistor	3
HIST 403	H2b:TH1:Constitutional Law	3
HIST 408	H2b:TH1:Sports&Soc in US Hist	3
HIST 413	H2b:TH1:Europ Intellect Hist	3
HIST 430	H3:TH1:SemHist of War&Society	3
HIST 435	H2b:TH1:The Papacy	3
HIST 438	H3:TH1:SemCaseStdsinGenocide	3
HIST 440	H3:TH1:SemUSRace/Class/Gender	3
MS 101	TH1:TH3:Intro to MuseumStudies	3
NURS 250	TH1: Intro to Forensic Nursing	3
NURS 356	H2b:TH1:PalliatCareEndLifeCare	3
NURS 390	H2bTH1:GL:IssforGlobalHlthcare	3
PHIL 304	H3:TH1:TH2: Bioethics	3
PSYC 340	H1:DV:TH1: Addictions	3
SOC 490-3	TH1:DV:CT:DM:HealthDisparities	3
THEO 207	H1:TH1:TH3:DV:African-AmeRel	3
THEO 215	H2a:TH1:CIT:OldTestamentScript	3

THEO 217	H2a:TH1:TH3:CIT:The Torah	3
THEO 218	H2a:TH1:TH3:CIT:The Prophets	3
THEO 219	TH1:TH3:CIT:DV:The Writings	3
THEO 220	TH1:TH3:The Gospels	3
THEO 271	H2a:TH1:CIT:CatholBeliefInPrac	3
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ	3

Theme 2 (th2)

Code	Title	Hours
BIO 314	TH2:General Ecology	3
BIO 330	TH2: Conservation Biology	3
HIST 303	H3:TH2:DV: History of Medicine	3
NS 103	T1:TH2:Environmental Science	3
PHIL 304	H3:TH1:TH2: Bioethics	3
PHIL 350	H2b:TH2: Philosophy of Medicine	3

Theme 3 (th3)

Code	Title	Hours
ARHI 200	TH3:H3:Spcl Top in Art History	3
ARHI 220	T1:TH3:DV:ArtsofAsia, Afr,&Isl	3
ARHI 230	T1:TH3:DV:NativAm/Af Am/WomArt	3
ARHI 240	TH3:H3:Greek and Roman Art	3
ARHI 250	TH3:H3:CIT: Medieval Art	3
ARHI 260	T1:TH3:CIT: Renaissance Art	3
ARHI 265	T1:TH3:CIT: Baroque Art	3
ARHI 270	T1:TH3:Modern Art	3
ARHI 280	TH3:H3:AmericanArt&Architectur	3
ART 202	T1:TH3:Painting II	3
ART 220	T1:TH3:SpecialTopicInStudioArt	3
ART 220-3	T1:TH3:Watercolors	3
ART 301	T1:TH3:Crafts	3
ART 324	T1:TH3:Art Education	1
COM 305	H3:TH3: InterculturaComm.	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
ENG 315-1	H1:ST:TH3:21stCent:ChalConteFi	3
ENG 31510	H2b:TH3:Utopian&Dystopian Lit	3
ENG 31516	H1:TH3:ClassicalMythologyinLit	3
ENG 323	H3:TH3:The Modern Rhetoric	3
ENG 324	H2b:TH3:African/AmericanLitera	3
ENG 335	H2b:TH3:Travel Writing	3
ENG 340	H3:TH3:ProfessionalWritingII	3
HIST 223	H2b:TH3:DV:CultrlEncGlobWld	3
HIST 318	H1:DV:TH3: IndustRevolinWorld	3
HIST 335	H1:TH3:U.S. in the20thCentury	3
MS 101	TH1:TH3:Intro to MuseumStudies	3
MUS 201	H2b:TH3:HistofGreatChoralWorks	3
MUS 202	T1:DV:TH3:AmeriMusicalTheater	3
MUS 212	T1:TH3:HistoryofDance& Music	3
THEO 200	H2a:TH3:CIT:ChristiaTheoTo1500	3
THEO 201	H2a:TH3:CIT:ChrisTheo/1500-Pre	3
THEO 202	H2a:TH3:CIT: Christology	3
THEO 203	H2a:TH3:CIT:ChristianMorallife	3
THEO 206	H2a:TH3:CIT:ChristianLifeSpir.	3

THEO 207	H1:TH1:TH3:DV:African-AmeRel	3
THEO 216	H2a:TH3:CIT:NewTestamentScript	3
THEO 217	H2a:TH1:TH3:CIT:The Torah	3
THEO 218	H2a:TH1:TH3:CIT:The Prophets	3
THEO 219	TH1:TH3:CIT:DV:The Writings	3
THEO 220	TH1:TH3:The Gospels	3
THEO 302	H3:TH3:CIT: Liturgy/Sacraments	3
ARHI 290	T1:TH3:History of Photography	3
ARHI 315	GL:H2b:DM:TH3:GlbI ContempoArt	3

General Education Core Curriculum

Code	Title	Hours
Section 1: Interdisciplinary Courses - 3 credit hours		
FYE 101	Life Skills for College I	1
Senior Seminar		2
Section 2: Foundations (FD) - 33 credit hours		
MATH 104	Algebra II	3
or MATH 121	Intro to Stats and Analytics	
ENG 101	Exploration of Self	3
ENG 102	Read/Writing Connections	3
THEO 101	T1:FD:The Judeo-ChristianTrad	3
THEO 102	FD:TheCatholicIntellectualTrad	3
BIO or CHEM or NS or PHYS		3
ARHI or ART or MUS or VPA		3
SOC or PSYC		3
HIST or ENG LIT		3
GFA or ECON		3
PHIL		3
Section 3: Global Learning (GL) - Choose one of the following:		0-3
0-3 credit hours		
AP score of 4 or 5 on ANY language		
Transfer credit of 3 credit hours of ANY language		
GL - Designated Course		
GL 101		
International Student		Waived
Walsh GL Program		
Section 4: Required Designations (DV/SL/CIT): 12 credit hours		
Diversity (DV)		3
Service Learning (SL)		3
Catholic Int. Tradition (CIT)		3
Catholic Int. Tradition (CIT)		3
Section 5: Exploratory Themes (TH1/TH2/TH3): 12 credit hours		
Students required to take at minimum 2 different themes		
TH1, TH2, TH3		3
TH1, TH2, TH3		3
TH1, TH2, TH3		3
TH1, TH2, TH3		3
Total Hours		60-63

Reduced Core Curriculum

The Reduced Core is designed for students who transfer into Walsh University with 60 or more credit hours.

Students who transfer into Walsh University with an Associates Degree or higher are only required to take a THEO elective.

Code	Title	Hours
First-Year Experience & Designations: 3-4 credit hours		
First-Year Experience (FYE) for Transfers (Recommended)		1
Catholic Intellectual Tradition (CIT)		3
Global Learning (GL)	See "section 3" of Core Curriculum page for options	0
Proficiencies		
ENG 102	Read/Writing Connections	3
MATH 104 or higher		3
Philosophy/Theology (Select one of the following)		3
PHIL		
THEO 101	T1:FD:The Judeo-ChristianTrad	3
or THEO 102	FD:TheCatholicIntellectualTrad	
Sociology/Psychology (Select one of the following)		3
SOC or		
PSYC		
GFA/Economics (Select one of the following)		3
GFA or		
ECON		
History/English (Select one of the following)		3
HIST or		
ENG (200 level)		
Natural Science (Select one of the following)		3
NS or		
BIO or		
CHEM or		
PHYS		
Visual & Performing Arts (Select one of the following)		3
ARHI or		
ART or		
MUS or		
VPA		
Total Hours		31

General University Information

Mission and Core Values

Walsh University Mission Statement

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

Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community and close student-teacher interactions. The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

Core Values

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

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

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

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

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

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

Campus

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

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

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

Buildings

Walsh University has 27 major buildings on its 140-acre campus (see <https://www.walsh.edu/campus-map-directions/map>).

Farrell Hall

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

The Brother Edmond Drouin Library

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

The Aultman Health Foundation Health Sciences Center

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

The Barrette Business and Community Center

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

The Don and Ida Betzler Social and Behavioral Sciences Center

The resources found in the Don and Ida Betzler Social and Behavioral Sciences Center (1972), home to the University's counseling program, include classrooms, learning labs, small meeting rooms, a 120-seat amphitheater, a 167-seat auditorium, faculty offices, and the Department of Humanities.

The Paul and Carol David Family Campus Center

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

The Gaetano M. Cecchini Family Health and Wellness Complex

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

The Cecchini Center

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

Klekotka Tennis Complex

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

Biery Stadium

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

Larry Staudt Field & Dan McCallion Track

Larry Staudt Field is located directly across from Walsh's Westgate entrance and is the home field to Walsh's football, soccer and lacrosse teams. Larry Staudt Field features the William F. Brauchler Press Box and is surrounded by Dan McCallion Track, an eight lane, accelerator surface, 440 meter running track with an infield area that features a stainless steel steeplechase water pit hazard and a high jump area. The north end of the facility features two runways for pole-vault and long jump events.

Vascosports Athletic Field

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

The Hannon Child Development Center

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

The Timken Natural Sciences Center

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

The Residence Halls

The Residence Halls are:

- *Menard Hall (1966)*
- *Seanor Hall (1968)*
- *Lemmon Hall (1995)*
- *Brauchler (1999)*
- *Meier (2000)*
- *Stein (2002)*
- *Wilkof Towers (2004)*
- *Betzler Tower (2006)*
- *Olivieri Family Towers (2007)*
- *"The Commons" (2012)*

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

La Mennais Hall

La Mennais Hall (1960) houses the Office of Integrated Marketing & Communications and is also the residence for visiting/resident clergy.

Hoover Historical Center/Walsh University

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

Hoover Park

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

Environmental Field Center

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

Our Lady Of Perpetual Help Chapel

Our Lady of Perpetual Help (2006), is named in honor of the patroness of the Brothers of Christian Instruction – Walsh's founders. In reverence of the founders' mission of providing for students' spiritual needs, Walsh University dedicated its Chapel and religious education complex to the Brothers. The facility serves as a visible commitment to the Catholic heritage of Walsh University. A center for spiritual development, the

complex offers space for quiet contemplation, prayer services, spiritual education, Bible study and Mass. This religious center is designed to also accommodate faculty and staff offices and additional meeting space.

Birk Center For The Arts

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

St. John Paul II Center For Science Innovation

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

Marlene and Joe Toot Global Learning Center

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

Academic Programs

Walsh University confers the following degrees:

Bachelor Degrees

Bachelor of Arts (B.A.)

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

Bachelor of Science (B.S.)

Bachelor of Science in Education (B.S.E.)

Bachelor of Science in Nursing (B.S.N.)

Associate Degrees

Associate of Arts (A.A.)

Associate of Science (A.S.)

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* - any person who attends or has attended Walsh University.
- *Educational Record* - 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:
 - 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.
 - Employment records not contingent on student's enrollment.
 - Law enforcement records that are created by a law enforcement agency for that purpose.
 - Medical and psychological records used solely for treatment.
 - Alumni records disclosing information about a student who is not considered "enrolled."

Right to Inspect and Review Educational Record

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

Procedure

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

Exceptions

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

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

- c. Confidential letters of recommendation, confidential letters or statements of recommendation for admission, employment, or honorary recognition put in education files before 1/1/75.

Disclosure of Educational Records

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

Exceptions made to the disclosure policy are:

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

Directory Information

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

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

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

The student has the right to consent to disclosures of personally identifiable information contained in the educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. Personally identifiable information is information that, if disclosed, would make a student's identity easily traceable — e.g., Social Security number. If

a student does not want Directory Information released, he/she must contact the Office of the Registrar immediately.

Amendment of Educational Records

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

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

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

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

Compliance Office

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

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

Photography and Videotaping

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

Smoking Policy

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

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

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

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

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

Change of Regulations

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

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

Title IX and Walsh University NON-DISCRIMINATION POLICY

Statement of Policy

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

It is the stated policy of Walsh University to promote and maintain a campus environment free from all forms of discrimination, intimidation, and exploitation, including sexual harassment. The use of one's institutional position or authority to promote discrimination against any individual or group or to solicit unwelcome sexual relations with a member of the Walsh University community is incompatible with the mutual trust and respect among the University community fundamental to the mission of the University. Discrimination and sexual harassment are considered unethical and unprofessional activities, especially when they involve persons of unequal power, authority, or influence.

Furthermore, discrimination and sexual harassment are illegal under Title VII of the 1964 Civil Rights Act.

In accordance with the mission statement and compliance with nondiscrimination laws, Walsh University regards freedom from discrimination and sexual harassment an individual employee and student right protected by policy. Members of the Walsh community must stand against assaults upon the dignity and value of any individual. Walsh University is committed to freedom of expression; however, the value of free expression is undermined by acts of discriminatory harassment that harass, intimidate, or humiliate members of the community or create a hostile or offensive campus environment. Protected free expression ends when prohibited discriminatory harassment begins.

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

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

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 Office of Student Affairs.

- Identification Card
- Post Office
- Student Affairs Committee
- Student Activities
- University Program Board
- Student Government
- Recreation & Wellness
- Health Services
- Fitness Centers
- Orientation Programs
- Residence Life
- Student Conduct System
- Counseling Services
- Multicultural Affairs
- International Student Services
- Campus Ministry
- Commuter Student Services
- Bookstore

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 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 completing an online onboarding called "Cavalier Connect" through our Electronic Course Network (ECN). Student then attend a Cavalier Connection summer session which 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 first year academic 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 Cavalier Learning Network (CLN) course, a series of small group meetings led by a trained instructor. CLN 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! CLN is a credit bearing course and is required for graduation.

To learn more about Walsh University's Orientation Programs, visit www.walsh.edu/orientation (<https://www.walsh.edu/orientation.html>).

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 conduct 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. The \$200.00 housing deposit serves as a contractual guarantee and as a damage deposit. A full refund of the deposit is made to students who enter the residence halls, fulfill the academic year contract, and elect not to return to Walsh for the next academic year (provided no balance remains on their bill). A full refund of the deposit is also made to students who cancel their room reservation by contacting the Office of Residence Life, in writing, prior to July 1st (preceding the fall semester), or prior to December 1st (preceding the spring semester) for those leaving the institution. Please read the Housing Contract for all the details concerning the Housing Deposit Refund Policy.

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 (<https://www.walsh.edu/student-conduct.html>).

If you would like to make a Housing Deposit, please contact the Office of Admissions at 330-490-7172 or Click Here (<https://walsh.afford.com/paynow/?storeid=1122>).

Residence Halls

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.

Seanor Hall

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

University Apartments - 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 (<https://www.walsh.edu/student-conduct.html>) 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 and counseling interns trained to help students cope with a wide variety of educational, adjustment, and mental health issues. Counseling Services is free to all enrolled students. This office offers a confidential place to discuss concerns when difficult situations arise, when problems seem overwhelming or options appear limited.

Counseling Services staff work with the student to help identify strengths, locate support resources, and to begin a process of change and growth. Counseling Services staff will respect your values, choices, and 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 if 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:

- a. Forming the Faith Community
- b. Appropriating the Faith
- c. Forming the Christian Conscience
- d. Educating for Justice
- e. Facilitating Personal Development
- f. Developing Leaders for the Future

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 St. Katherine Drexel House 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](https://walsh.bncollege.com) (<https://walsh.bncollege.com/>) for details.

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

Students are encouraged to request a numbered mailbox at the Campus Center Mail Center.

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 (<https://www.walsh.edu/student-activities.html>) (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 (<https://www.walsh.edu/university-programming-board.html>) (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.

Recreation & Wellness

Walsh University Recreation and Wellness (<https://www.walsh.edu/recreation-and-wellness.html>) is dedicated to our students, faculty and staff by promoting a holistic and value-based approach to a healthy life-style. University Wellness provides campus and community-wide health educational opportunities as well as diverse mind, body, and spirit programming that enhances a whole person's well-being.

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

Health Services

Health Services is located in Washington Square at AultmanNow (<https://www.walsh.edu/health-services.html>). Healthcare professionals assist students in addressing their health care concerns while they are enrolled at the university. Some health services requested may require additional fees.

Fitness Centers

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

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

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

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.

Degree Completion (DC) Campus Adult Accelerated Degree Programs

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 Degree Completion, 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 145 on the GED
 - Earned 12 credit hours with a minimum cumulative GPA of 2.00
 - (on a 4.00 scale)

Admission Process

Admission to Degree Completion 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.

Create Account & Start Application (https://walshuniversity.force.com/ApplicantPortal/ERx_Forms__Portal_Register/)

Policies

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) (<http://catalog.walsh.edu/undergraduate/deville-school-business/bachelors-degree-major-requirements/>).

Drop Policy

Registration for Degree Completion courses 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 5 business days of each session in which the course occurs, in order to receive 100% tuition refund.

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 students account being removed from the Employer Reimbursement program until it is brought up to date.

Overdue Balances

Balances not 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

Enrolled students 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 Degree Completion. Candidates for an additional degree must satisfactorily complete all of the current requirements for the additional degree and a minimum of 27 additional semester credit hours at Walsh University. Credit hours from the original degree will not count toward the 27 additional hours required

for the new degree. Transfer credits, portfolio credits, CLEP, DANTES or special tests will not apply to the 27 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.

Undergraduate DC Programs

AVIATION PROGRAMS (COMING SOON!)

- Professional Aviation B.S.
- Professional Aviation 2+2, B.S.

BUSINESS PROGRAMS

- Accounting (B.B.A.)
- Digital Marketing and Analytics (B.B.A.)
- eSports & Gaming Management (B.B.A.)
- Health Services Management (B.B.A.)
- Human Resource Management (B.B.A.)
- Management (B.B.A.)
- Professional Sales (B.B.A.)
- Supply Chain Management (B.B.A.)

COMMUNICATION PROGRAMS

- Communication (B.A.)
- Communication - Digital Media (B.A.)
- Corporate Communication (B.A.) (<http://catalog.walsh.edu/undergraduate/academic-programs-through-sps/corporate-communication-ba/>)
- Web Design (B.A.)

COMPUTER SCIENCE & INFORMATION TECHNOLOGY PROGRAMS

- Actuarial Science (B.S.)
- Cybersecurity (B.S.) (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-mathematics-sciences/computer-science-bs-cybersecurity/>)
- Cybersecurity (A.S.)
- Cybersecurity Certificate
- Data Analytics (B.S.)
- Game Development (B.S.) (<http://catalog.walsh.edu/undergraduate/academic-programs-through-sps/undergraduate/school-arts-sciences/division-mathematics-sciences/game-development/>)
- Game Development-Game Design Track (B.S.)
- Information Technology (B.S.)
- Computer Science (A.S.)

HEALTHCARE PROGRAMS

- Healthcare Administration (B.A.)
- Health Sciences (B.S.)

- Nursing -Fast Track (B.S.N.)
- Public Health (B.A.)

INTERDISCIPLINARY STUDIES PROGRAM

- Interdisciplinary Studies (B.A.) or (B.S.)

SOCIAL & BEHAVIORAL SCIENCES PROGRAMS

- Organizational Development & Leadership (B.A.)
- Social and Behavioral Science (B.A.)

The DeVille School of Business

Dr. Marc Fusaro, Dean of DeVille School of Business

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.

Improvement

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

Expected Outcomes

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

Student Learning Outcomes

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

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:

- Achieve a cumulative GPA of 2.50 or higher in core coursework.
- Achieve a cumulative GPA of 2.50 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.

Good Standing

A student who maintains the minimum established GPA of 2.5 is in “Good Academic Standing” in the DSoB.

Progression

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 is 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 Administration per the appeal process detailed in the Walsh University Undergraduate Catalog.

Graduation Requirements 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 and major coursework, students must declare a major field of study and successfully complete Business Core Program I and the additional requirements specified below.

Requirements for Commencement of Major Coursework

- Successful completion of coursework with a minimum GPA of 2.50 or higher.
- 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

Graduation from the University with a BBA in Business requires

- Successful completion of DSoB program requirements including the Business Power Skills Program
- GPA in major coursework of 2.5 or higher
- Overall cumulative GPA of 2.0 or higher
- 120 total credit hours
- 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 courses 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.

BBA/MBA Admission Requirements 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 current 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 begin MBA coursework in the senior year while completing 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 Finance Majors Management Majors Marketing

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.

Majors

Accounting (B.B.A.)

Digital Marketing and Analytics (B.B.A.)

eSports and Gaming Management (B.B.A.)

Finance (B.B.A.)

Health Services Management (B.B.A.)

Human Resource Management (B.B.A.)

Management (B.B.A.)

Professional Sales (B.B.A.)

Sports Management (B.B.A.)

Supply Chain Management (B.B.A.)

4+1 Program (Bachelor's Degree & MBA for All Majors)

ACCOUNTING (A.A)

MANAGEMENT (A.A)

MARKETING (A.A)

Accounting (A.A.)

Required

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

Associate of Arts - Accounting Major (A.A.)

Code	Title	Hours
Business Core Courses:		
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
ENG 102	Read/Writing Connections	3
Accounting Major Requirements:		
BUS 371	Intermediate Accounting I	3
BUS 372	Intermediate Accounting II	3
BUS 385	DV:Business Internship	1-13
BUS 423	Federal Tax I, Individual	3
BUS 424	Federal Tax II, Entities	3
BUS 434	Auditing	3
Total Hours		46-58

- Need 60 credit hours to graduate with an AA degree from Walsh
- Not an option for Degree Completion Students

Accounting (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Accounting Major Requirements (30 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Degree Completion Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1 ¹	0
BUS 002	Business Power Skills 2 ¹	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3

BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3

Accounting Major Requirements

Major Requirements		
BUS 343	Acct and Data Analytics	3
BUS 371	Intermediate Accounting I	3
BUS 372	Intermediate Accounting II	3
BUS 373	Cost Accounting	3
BUS 385	DV:Business Internship ¹	1-13
BUS 423	Federal Tax I, Individual	3
BUS 424	Federal Tax II, Entities	3
BUS 434	Auditing	3
BUS 470	Advanced Accounting I	3
BUS 471	Advanced Accounting II	3

Total Hours **76-88**

¹ An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Campus is exempt from BUS 385 (<http://catalog.walsh.edu/search/?P=BUS%20385>).

Digital Marketing & Analytics (A.A.)

Required

- Business Core (30 sem. hrs.)
- Marketing Major (A.A.) Requirements (18 sem. hrs.)
- Associate of Arts - Digital Marketing & Analytics Major (A.A.)

Code	Title	Hours
Business Core Courses		
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
ENG 102	Read/Writing Connections	3
Marketing Major Requirements		
BUS 309	DM:DV: Consumer Behavior	3

BUS 416	DM: Marketing Strategy	3
BUS 430	Digital Marketing	3
GD/COM 295	Graphic Design	3
Choose 2 courses below:		6
BUS 311	Marketing Research	
BUS 385	DV:Business Internship	
BUS 426	Sales Management	
Total Hours		48

- Need 60 credit hours to graduate with an AA degree from Walsh
- Not an option for Degree Completion Students

Digital Marketing & Analytics (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Marketing Major Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002 .

Code	Title	Hours
BUS 001	Business Power Skills 1 ¹	0
BUS 002	Business Power Skills 2 ¹	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3

Digital Marketing and Analytics Major Requirements

BUS 309	DM:DV: Consumer Behavior	3
BUS 311	Marketing Research	3
BUS 385	DV:Business Internship ¹	1-13
BUS 416	DM: Marketing Strategy	3
BUS 426	Sales Management	3
BUS 430	Digital Marketing	3

BUS 436	Marketing Analytics	3
COM 175	Digital Creativity Application	3
COM/GD 295	Graphic Design	3
Total Hours		73-85

¹ *An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 385 (<http://catalog.walsh.edu/search/?P=BUS%20385>).*

eSports & Gaming Management (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- eSports and Gaming Management Major Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002 .

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
Esports and Gaming Major Requirements (from Walsh)		15
BUS 339	Facilities & Event Mgmt	
BUS 361	Project Management	
BUS 385	DV:Business Internship	
BUS 430	Digital Marketing	
Choose 1 of the following:		
BUS 300	Sports Law	
COM 235	Creative Digi Prac Production	

COM 400-4	Sports Writing	
ECON 310	Economics of Sports in America	
EXS 364	Sports Psychology	
From LCMC Consortium Courses		12
ESM 150	Introduction to Game	
ESM 242	Intro to eSports Management	
ESM 343	Conv-Event & Trade Show Plan	
ESM 411	Distribution of Games	
Total Hours		75

Health Services Management (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Management Major Requirements (19 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002 .

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3

Health Services Management Major Courses (27 Hours)

BUS 318	DV: Human Resource Management	3
BUS 361	Project Management	3
BUS 385	DV:Business Internship	1-13
BUS 418	Leadership Seminar	3
BUS 448	Systems and Sustainability	3
HCA 200	Healthcare Systems	3

HCA 300	Healthcare Law & Ethics	3
HCA 340	Managed Care & Reimbursement	3
HCA 400	Healthcare Admin Capstone	3
Total Hours		73-85

Finance (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Finance Major Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002 .

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3

Finance Major Requirements (Required Courses: 21 Credit Hours)

ECON 312	Money, Banking/Monetary Pol	
BUS 453	Valuation	
BUS 351	International Finance	
BUS 385	DV:Business Internship	
BUS 451	Seminar in Investments	
BUS 452	Corporate Finance II	
BUS 457	Advanced Portfolio Mgmt	
ELECTIVE: Choose Two (6 Credit Hours)		6
BUS 371	Intermediate Accounting I	
BUS 419	Supply Chain Management	
BUS 426	Sales Management	

BUS 456	Mergers & Acquisitions
Total Hours	75

Finance Major Requirements (27 hours)

Human Resource Management (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Human Resource Management Major Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3

Human Resource Management Major Courses (27 Hours)

Walsh Courses:	15
BUS 318	DV: Human Resource Management
BUS 385	DV:Business Internship
BUS 418	Leadership Seminar
PSL 402	Negotiation in Bus & Sales

Choose one of the following:

BUS 361	Project Management
BUS 383	Creativity & Design Thinking
BUS 426	Sales Management

LCMC Consortium Courses:	12
HRM 405	Training and Development

LAW 321	Employment & Labor Law
MGT 318	Total Compensation Mgmt
MGT 320	Human Resource & Risk Mgmt
Total Hours	75

Management (A.A.)

Required

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

Associate of Arts - Management Major (A.A.)

Code	Title	Hours
Business Core Courses		
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
ENG 102	Read/Writing Connections	3
Management Major Requirements		
BUS 318	DV: Human Resource Management	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 361	Project Management	3
BUS 383	Creativity & Design Thinking	3
BUS 417	Operations Management	3
BUS 418	Leadership Seminar	3
Total Hours		48

- Need 60 credit hours to graduate with an AA degree from Walsh
- Not an option for Degree Completion Students

Management (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Management Major Requirements (19 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
Management Major Courses:		
BUS 318	DV: Human Resource Management	3
BUS 361	Project Management	3
BUS 383	Creativity & Design Thinking	3
BUS 385	DV:Business Internship	1-13
BUS 418	Leadership Seminar	3
BUS 419	Supply Chain Management	3
BUS 448	Systems and Sustainability	3
Electives: Choose two (6 credit hours)		6
BUS 339	Facilities & Event Mgmt	
BUS 426	Sales Management	
ECON 301	H2b:DV:GL:Global Econ Perspect	
ECON 320	International Trade/Finance	
Total Hours		73-85

Professional Sales (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Professional Sales Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0

BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 350	Intermediate Excel	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 362	Management Information Sys	3
BUS 364	Business Research & Analytics	3
BUS 417	Operations Management	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
Professional Sales Major Courses (From Walsh)		18
BUS 309	DM:DV: Consumer Behavior	
BUS 311	Marketing Research	
BUS 385	DV:Business Internship	
BUS 416	DM: Marketing Strategy	
BUS 426	Sales Management	
BUS 430	Digital Marketing	
LCMC Consortium Courses:		9
PSL 229	Negotiations in Bus & Sales	
PSL 403	Sales and Leadership	
PSL 404	Adv Relat-Driven Prof Selling	
Total Hours		75

Sport Management (B.B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Sports Management Co-op
- Business Core Program (48 sem. hrs.)
- Sports Management Major Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3

BUS 232	FD: Business Statistics	3	BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 233	Principles of Marketing	3	BUS 350	Intermediate Excel	3
BUS 234	TH1:CIT: Principles of Mgmt	3	BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 350	Intermediate Excel	3	BUS 362	Management Information Sys	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3	BUS 364	Business Research & Analytics	3
BUS 362	Management Information Sys	3	BUS 417	Operations Management	3
BUS 364	Business Research & Analytics	3	BUS 465	H3:GL:CIT:StrategicMgmtCapston	3
BUS 417	Operations Management	3	ECON 203	FD:T1:Global Microeconomics	3
BUS 465	H3:GL:CIT:StrategicMgmtCapston	3	ECON 204	FD: Global Macroeconomics	3
ECON 203	FD:T1:Global Microeconomics	3	Supply Chain Management Major Requirements (from Walsh)	12	
ECON 204	FD: Global Macroeconomics	3	BUS 361	Project Management	
Sports Management Major Requirements (Required Courses: 21 Credit Hours)	21		BUS 385	DV:Business Internship	
BUS 225	Introduction to Sports Mgmt		BUS 412	Introduction to Data Analysis	
BUS 300	Sports Law		BUS 419	Supply Chain Management	
BUS 338	Sports Mktg and Communication		From LCMC Consortium Courses	9	
BUS 339	Facilities & Event Mgmt		SCM 325	Forecasting & Logistics	
BUS 385	DV:Business Internship		SCM 335	Sourcing and Operations	
ECON 310	Economics of Sports in America		SCM 407	Capstone	
EXS 365	TH1:H2B:SportinAmericanSociety		ELECTIVE: Choose Two Courses	6	
Elective: Choose two (6 credit hours)	6		BUS 429	Database Strategies	
BUS 430	Digital Marketing		BUS 448	Systems and Sustainability	
COM 400-4	Sports Writing		BUS 452	Corporate Finance II	
EXS 264	Org/Admin of Ex Sci & Sport		PSL 229	Negotiations in Bus & Sales	
EXS 364	Sports Psychology		Total Hours	75	
Total Hours	75				

Supply Chain Management (B.B.A.) Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Business Core Program (48 sem. hrs.)
- Supply Chain Management Requirements (27 sem. hrs.)

Business Core Program (48 hours)

An adult learner enrolled in the DSoB Degree Completion Program and matriculating through the Digital Campus is exempt from BUS 001 and BUS 002.

Code	Title	Hours
BUS 001	Business Power Skills 1	0
BUS 002	Business Power Skills 2	0
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 231	Business Law	3
BUS 232	FD: Business Statistics	3
BUS 233	Principles of Marketing	3

Combined Programs (BA/MBA)

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

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

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

Application

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

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

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

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

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

Admission Decision

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

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

Undergraduate & Graduate Policies

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

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

BA/MBA COMBINED PROGRAM TRACKS

Accounting Track

Accounting Majors

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

Finance Track

Finance Majors

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

Management Track

Management Majors

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

Marketing Track

Marketing

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

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

School of Arts, Sciences, and Education

Dr. Jackie Novak, Interim Dean

At the heart of Walsh University's liberal arts education is the School of Arts, Sciences, and Education that is comprised of four Divisions:

- Division of Math & Sciences
- Division of Humanities
- Division of Communication, Media, and the Arts
- Division of Education

The School of Arts, Sciences, and Education offers over 40 majors and related minors. In addition to the divisions listed above, the School also houses Walsh University's:

- General Education Program
- Honors Program
- Hoover Historical Center
- Global Learning
- Service-Learning

Mission

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

Vision

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

The Associate of Arts Degree (A.A.) and the Associate of Science Degree (A.S.)

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.

Grading Scales

All Divisions Except Education

Grade	Designation	Quality Points Per Credit
A	Superior	93-100
A-	Excellent	90-92
B+	Very Good	87-89
B	Good	83-86

B-	Above Average	80-82
C+	Average	77-79
C	Average	73-76
C-	Below Average	70-72
D+	Poor	67-69
D	Very Poor	63-66
D-	Extremely Poor	60-62
F	Failure	-60

Letter Grade	Percentage Range	Description
A	93-100	Superior
A-	90-92	Excellent
B+	87-89	Very Good
B	83-86	Good
B-	80-82	Above Average
C+	77-79	Average
C	73-76	Average
C-	70-72	Below Average
D+	67-69	Poor
D	63-66	Very Poor
D-	60-62	Extremely Poor
F	Below 60	Failure

Division of education:

Letter Grade	Percentage Range	Description
A	96-100	Superior 4.0
A-	93-95	Excellent 3.7
B+	91-92	Very Good 3.3
B	87-90	Good 3.0
B-	85-86	Above Average 2.7
C+	83-84	Average 2.0
C	78-82	Average 1.7
C-	75-77	Below Average 1.7
D+	73-74	Poor 1.3
D	71-72	Very Poor 1.0
D-	68-70	Extremely Poor 0.7
F	Below 68	Failure 0.0

- Division of Communication, Media, and the Arts
- Division of Education
- Division of Humanities
- Division of Math & Sciences
- Hoover Historical Center
- Global Learning Program

- Service-Learning Program
- Honors Program
- General Education Program

Division of Communication, Media, and the Arts

Dr. Mark Rogers, Chair
Kacie Menendez, English Composition Coordinator

- Communication (B.A.)
- Communication - Digital Media (B.A.)
- Communication - Professional Writing (B.A.)
- Corporate Communication (B.A.)
- Visual and Performing Arts (B.A.)
- Visual Communication Design (B.A.)
- Web Design (B.A.)

Communication (B.A.)

Student Learning Outcomes

- The Graduates of the Communication program will use research skills to critically analyze, synthesize and evaluate current research literature and online information to evaluate communication theory and professional practice in terms of practical applicability.
- The Graduates of the Communication program will compose written work in the style of the communication professions and employ effective oral and interpersonal communication skills.
- The Graduates of the Communication program will apply critical thinking, scholarship and knowledge of content to analyze moral and ethical issues in contemporary society and professional communication settings.
- The Graduates of the Communication program will identify and apply the skills of a specialized area of communication.
- The Graduates of the Corporate Communication program will apply the skills of Corporate Communication to a professional environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Communication		21
COM 210	Mass Communication and Society	
COM 211	Speech	
COM 212	Interpersonal Communication	
COM 250	Writing for Mass Media	
COM 320	Research Methods in Mass Comm	
COM 420	Mass Comm Issues/Ethics	
COM Elective (Upper-level Communication writing course)		
Required Internship		
COM 430	Media Internship ¹	
COM Electives		15
Total Hours		36

¹ COM 430 credits count toward the 15 credits of Communication Electives. The Internship requirement can be satisfied with internships in other majors or fields, but other internships do not count as Communication Electives.

Note: Communication majors and minors also may choose from the following non-Communication courses to satisfy Communication Department elective semester hour requirements:

Code	Title	Hours
ENG 220	TH3: Intro Creative Writing	3
ENG 240	Professional Writing I	3
ENG 320	Advanced Creative Writing	3
ENG 323	H3:TH3:The Modern Rhetoric	3
ENG 335	H2b:TH3:Travel Writing	3
ENG 340	H3:TH3:ProfessionalWritingII	3
ENG 341	Business Writing	3
BUS 233	Principles of Marketing	3
BUS 430	Digital Marketing	3
GD/COM 295	Graphic Design	3
GD/COM 296	Graphic Design II	3

Communication - Digital Media (B.A.)

Student Learning Outcomes

- The Graduates of the Communication program will use research skills to critically analyze, synthesize and evaluate current research literature and online information to evaluate communication theory and professional practice in terms of practical applicability.
- The Graduates of the Communication program will compose written work in the style of the communication professions and employ effective oral and interpersonal communication skills.
- The Graduates of the Communication program will apply critical thinking, scholarship and knowledge of content to analyze moral and ethical issues in contemporary society and professional communication settings.
- The Graduates of the Communication program will identify and apply the skills of a specialized area of communication.
- The Graduates of the Corporate Communication program will apply the skills of Corporate Communication to a professional environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Digital Media Track Requirements		30
COM 175	Digital Creativity Application	
COM 210	Mass Communication and Society	
COM 211	Speech	
COM 212	Interpersonal Communication	
COM 230	Design for Interactive Media	

COM 235	Creative Digi Prac Production	
COM 250	Writing for Mass Media	
COM 320	Research Methods in Mass Comm	
COM 420	Mass Comm Issues/Ethics	
COM Elective (upper level writing course)		
COM 400-5	Writing for Social Media	
COM 400-9	Writing for Digital Media	
ENG 323	H3:TH3:The Modern Rhetoric	
ENG 340	H3:TH3:ProfessionalWritingII	
Internship Choice (must be taken for at least one credit)		1-6
COM 430	Media Internship	
COM 432	Digital Media Internship	
Communication Electives (choose for a total of 6 credit hours)		6
COM 316	Digital Storytelling	
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

Communication - Professional Writing Track B.A.

Student Learning Outcomes

- The Graduates of the Communication program will use research skills to critically analyze, synthesize and evaluate current research literature and online information to evaluate communication theory and professional practice in terms of practical applicability.
- The Graduates of the Communication program will compose written work in the style of the communication professions and employ effective oral and interpersonal communication skills.
- The Graduates of the Communication program will apply critical thinking, scholarship and knowledge of content to analyze moral and ethical issues in contemporary society and professional communication settings.
- The Graduates of the Communication program will identify and apply the skills of a specialized area of communication.

Code	Title	Hours
Communication Core		
COM 210	Mass Communication and Society	3
COM 211	Speech	3
COM 212	Interpersonal Communication	3
COM 320	Research Methods in Mass Comm	3
COM 420	Mass Comm Issues/Ethics	3
Professional Writing Core		
COM 250	Writing for Mass Media	3
ENG 240	Professional Writing I	3
ENG 220	TH3: Intro Creative Writing	3
Professional Writing Electives (Choose at least one from each focus areas)		12
Creative Writing Focus:		

ENG 320	Advanced Creative Writing	
ENG 335	H2b:TH3:Travel Writing	
COM 316	Digital Storytelling	
COM 400-7	Screenwriting	
Applied Writing Focus:		
ENG 323	H3:TH3:The Modern Rhetoric	
ENG 340	H3:TH3:ProfessionalWritingII	
ENG 342	Grant Writing	
COM 350	Adv Jour Writ/Edit Print Media	
COM 400-5	Writing for Social Media	
Required Internship Choice: Must choose one taken for at least one credit: 1-6 Credit Hours		
ENG 480	Professional Writing Internship	1-5
COM 430	Media Internship	1-6
Total Hours		38-47

Corporate Communication (B.A.)

Student Learning Outcomes

- The Graduates of the Communication program will use research skills to critically analyze, synthesize and evaluate current research literature and online information to evaluate communication theory and professional practice in terms of practical applicability.
- The Graduates of the Communication program will compose written work in the style of the communication professions and employ effective oral and interpersonal communication skills.
- The Graduates of the Communication program will apply critical thinking, scholarship and knowledge of content to analyze moral and ethical issues in contemporary society and professional communication settings.
- The Graduates of the Communication program will identify and apply the skills of a specialized area of communication.
- The Graduates of the Corporate Communication program will apply the skills of Corporate Communication to a professional environment.

Students must demonstrate Competency in computer applications (Power Point and Spreadsheet).

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Corporate Communication Requirements		
Business		
BUS 106	Introduction to Excel	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 309	DM:DV: Consumer Behavior	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 430	Digital Marketing	3
Communication		

COM 175	Digital Creativity Application	3
COM 211	Speech	3
COM 212	Interpersonal Communication	3
COM 250	Writing for Mass Media	3
COM 295	Graphic Design	3
or GD 295	Graphic Design	
COM 360	Advert & PR in a Digital World	3
COM 420	Mass Comm Issues/Ethics	3
COM 430	Media Internship	1-6
Economics		
ECON 203	FD:T1:Global Microeconomics	3
Total Hours		43-48

Visual Communication Design B.A.

Student Learning Outcomes

- Students will demonstrate fundamental visual communication principles, theories, and processes. (APPLICATION)
 - With a continued emphasis on the basic elements and principles of design throughout the coursework, students can effectively manipulate space, typography, imagery, and time to communicate. The ability to develop a solid hierarchy of information to facilitate effective visual communication has been developed.
- Students will research, analyze, and develop strong design solutions for defined audiences. (RESEARCH)
 - When presented with a visual communication problem, students are prepared to analyze the relevant issues, conduct research, and develop an original approach to the problem for defined audiences. Multiple techniques in iterative problem-solving, collaboration, systematic thinking, and creative brainstorming are introduced and expanded upon through successive projects to enable students to respond to increasingly complex problems with creative and appropriate solutions.
- Students will recognize the role of visual communication design in business, industry, society, culture, and technology. (CONTEXT)
 - Students have been exposed to historical and contemporary issues in design and have an understanding of its role in business, industry, society, culture, and technology. There is comprehension of how design can serve, support, and/or lead a specific cause. This knowledge base reinforces the development of both oral and written communication skills used to support proposed design directions when presenting work, as evidenced by peer critiques and the development of professional presentation materials.
- Students will describe visual communication design industry tools, technology, ethics, and practices; and employ skills to effectively use those tools. (TECHNOLOGY AND PROFESSIONAL PRACTICE)
 - A working knowledge of current professional practices, industry tools and technology has been developed and can be described, and students can articulate design ethics and the appropriate uses for each tool as informed by industry practice. Students can identify resources for self-driven learning of this knowledge base and graduate with the skills necessary to respond to a rapidly evolving industry tool set.

Code	Title	Hours
Core 1 Requirements		
ARHI 101	FD:T1:DV:History of Art	3
COM 175	Digital Creativity Application	3
COM 230	Design for Interactive Media	3
COM 285	DM:Visual Communication	3
GD 295	Graphic Design	3
or COM 295	Graphic Design	
GD 296	Graphic Design II	3
or COM 296	Graphic Design II	
GD 397	Graphic Design III	3

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 a 2.5 GPA, and meet standards consistent with the graphic design profession.

Core 2 Requirements		
GD 398	Graphic Design IV	3
VCD 430	Graphic Design Internship I	3
VCD 440	Graphic Design Port/Capstone	3
Electives - choice of three		9
ART 102	FD:T1:Visual Order	
ARHI 200+ Elective		
ART 103	FD:T1:Drawing I	
ART 200+ Elective		
COM 292	Digital Photojournalism	
COM 330	Desktop Publishing	
COM 402	Advanced Desktop Publishing	
CS 251	Web Publishing	
GD 385	Special Topics in Graphic Desi	
VCD 431	Graphic Design Internship II	

Additional relevant courses may be applied toward the electives on a case-by-case basis, with approval from the Chair of the Program.

Total Hours	39
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Visual and Performing Arts (B.A)

Student Learning Outcomes

- Students will demonstrate the ability to think critically about the Visual and Performing Arts.
- Students will develop competency in the application of one of the four primary artistic disciplines (studio art, art history, music, theater).
- Students will communicate effectively about the arts through all forms of professional communication.
- Students will evaluate career paths in the arts through professional experiences.
- Students will illustrate underlying connections between the various artistic disciplines.

Code	Title	Hours
TOTAL CREDIT HOURS - 36-39		
List A - Required Core		12
VPA 101	T1:FD: Arts Appreciation	3
VPA 200	Cultural Immersion in the Arts	3

VPA 301	Professional VPA Internship	3
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VPA 400	DM:Sr Capstone Project in Arts	3
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List B - Focus Area - select 4 TH3 courses in Area of Choice - at least one (1) course in this area must be DV	12
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Studio Art

ART 102	FD:T1:Visual Order
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ART 103	FD:T1:Drawing I
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ART 200-8	T1:FD:DM:GraphicNovasArt&Lite
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ART 201	Painting I
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ART 202	T1:TH3:Painting II
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ART 203	Printmaking
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ART 205	Drawing II
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ART 220	T1:TH3:SpecialTopicinStudioArt
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Art History

ARHI 101	FD:T1:DV:History of Art
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ARHI 200	TH3:H3:Spcl Top in Art History
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ARHI 220	T1:TH3:DV:ArtsofAsia, Afr,&Isl
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ARHI 230	T1:TH3:DV:NativAm/Af Am/WomArt
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ARHI 240	TH3:H3:Greek and Roman Art
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ARHI 250	TH3:H3:CIT: Medieval Art
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ARHI 260	T1:TH3:CIT: Renaissance Art
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ARHI 265	T1:TH3:CIT: Baroque Art
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ARHI 270	T1:TH3:Modern Art
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ARHI 280	TH3:H3:AmericanArt&Architectur
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ARHI 290	T1:TH3:History of Photography
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ARHI 315	GL:H2b:DM:TH3:Glbl ContempoArt
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Music

MUS 050	Walsh University Chorale
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MUS 051	Walsh Chamber Singers
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MUS 053	World Music Ensemble
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MUS 055	Voice
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MUS 060	Band
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MUS 061	Piano
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MUS 074	Handbells
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MUS 102	T1:FD:ClasslMusicInModernWorld
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MUS 103	T1:FD:Class Voice
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MUS 170	T1:FD:FundamentalsMusicianship
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****MS 170 IS REQUIRED****

MUS 202	T1:DV:TH3:AmeriMusicalTheater
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MUS 203	T1:FD:DV:History of Blues&Jazz
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MUS 210	T1:FD:DV: History of RockMusic
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MUS 211	T1:FD: Music and The Movies
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Drama

ENG 119	Drama Practicum
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ENG 200-5	T1:FD:Intro to Drama
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List C - OTHER Fine Arts - Select 3 Outside Focus Area; can include ENG 31512 (TH3) and PHIL 303	9
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List D - Professionalism Elective - Choose 1	3
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COM 211	Speech
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COM 285	DM:Visual Communication
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COM 360	Advert & PR in a Digital World
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ENG 240	Professional Writing I
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ENG 340	H3:TH3:ProfessionalWritingII
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ENG 342	Grant Writing
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Optional

VPA 210	Global Learning in Arts & Cult
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Web Design (B.A.) Hybrid Program Requirements

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Computer Science Requirements		6
CS 108	Found of Computer Science I	
CSC 301	Web Development	
Web Design Requirements		24
COM 175	Digital Creativity Application	
COM 230	Design for Interactive Media	
GD 295	Graphic Design	
GD 296	Graphic Design II	
GD 397	Graphic Design III	
WDM 301	User Exp I:Understand User Exp	
WDM 302	User Exp II: Build Comp User E	
WDM 400	Capstone Proj: Goal Or&Web Des	
Additional Requirements (choice of 4)		12
BUS 233	Principles of Marketing	
BUS 309	DM:DV: Consumer Behavior	
BUS 361	Project Management	
BUS 383	Creativity & Design Thinking	
COM 285	DM:Visual Communication	
COM 316	Digital Storytelling	
CS 251	Web Publishing	
CSC 104	Application Development I	
CSC 105	Application Development II	
CSM 203	Product Development	
VCD 430	Graphic Design Internship I	
Total Hours		42

Division of Education

Dr. Gary D. Jacobs, Chair

Dr. Jeffery H. Warnke, Graduate Program Director

Mission

Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

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

Educator Early Credentialing Program: BA/BS to MAED

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

- Completion of 96 credit hours, including transfer credits.
- Minimum 3.0 Undergraduate GPA for admission and continuation in endorsement programs.
- Prior acceptance into the Walsh University Teacher Preparation Program

- Written approval of the student's undergraduate academic advisor and Division Chair
- Seniors must submit the following application materials to the Graduate Education Program Director for admission to the Educator Early Credentialing Program:
 - A completed Graduate Education application form signed by Division Chair and student's current academic advisor;
 - Graduate Education Program writing sample,
 - Copy of Walsh University unofficial transcript for review
- Complete successful interview with Graduate Education Program Director
- Seniors must maintain a 3.0 average in the Endorsement coursework. Upon completion of the Bachelor's degree, the student must complete an Official Change of Status form to move from undergraduate to graduate status.
- Adolescence to Young Adult - Integrated Language Arts Licensure Program (B.A., B.S.E.)
- Adolescence to Young Adult - Integrated Mathematics Licensure Program (B.S., B.S.E.)
- Adolescence to Young Adult - Integrated Science Licensure Program (B.S., B.S.E.)
- Adolescence to Young Adult - Integrated Social Studies Licensure Program (B.A., B.S.E.)
- Dual: P-5 Elementary Education/P-5 Intervention Specialist (B.S.E.)
- Elementary P-5 Education Program (B.S.E.)
- Intervention Specialist - Licensure Program - Mild/Moderate Intervention Program
- Intervention Specialist - Licensure Program - Moderate/Intensive Intervention Program
- Middle Childhood Education Licensure Program (B.A., B.S.E.)
- Professional Education Program (B.S. or B.A.)
- Teacher Preparation Program (<http://catalog.walsh.edu/undergraduate/division-education/teacher-preparation-program/>)
- Early Credentialing Program (<http://catalog.walsh.edu/undergraduate/division-education/early-credential/>)

Adolescence to Young Adult - Integrated Language Arts Licensure Program (B.A., B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (25 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3

EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 354	Disciplinary Literacy	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Adolescence to Young Adult Education (10 sem. hrs.)		
EDUC 257	AYA/MCE Best Prac Class Mgmt	3
EDUC 320	AYA/MCE Assess & Instr Plan	3
EDUC 345	AYA/MCE: Instructional Methods	3
English (30 sem. hrs.)		
ENG 200-2	T1:FD:DV:Cre Eq:Iss of Gen/Rac	3
ENG 201	T1:FD:Lit of British Isles	3
ENG 203	T1:FD:World Literature I	3
ENG 205	T1:FD:UnitedStatesLiterature I	3
ENG 206	T1:FD:UnitedStatesLiteratureII	3
ENG 220	TH3: Intro Creative Writing	3
ENG 230	Literacy, Form and Function	3
ENG 315-X Series Elective		3
ENG 323	H3:TH3:The Modern Rhetoric	3
ENG 330	AYA:Literature	3
Total Hours		69

¹ Course included in AYA Program

Adolescence to Young Adult - Integrated Mathematics Licensure Program (B.S., B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (21 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 354	Disciplinary Literacy	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Adolescence to Young Adult Education (9 sem. hrs.)		
EDUC 257	AYA/MCE Best Prac Class Mgmt	3
EDUC 320	AYA/MCE Assess & Instr Plan	3
EDUC 345	AYA/MCE: Instructional Methods	3
Mathematics (43 sem. hrs.)		

MATH 110	DV:Math in the World	3
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 160	Euclidean Geometry	3
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
MATH 230	Discrete Patterns I	3
MATH 313	Linear Algebra I	3
MATH 402	Introduction Modern Geometry	3
Total Hours		69

Adolescence to Young Adult - Integrated Science Licensure Program (B.S., B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (25 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 354	Disciplinary Literacy	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Adolescence to Young Adult Education (10 sem. hrs.)		
EDUC 257	AYA/MCE Best Prac Class Mgmt	3
EDUC 320	AYA/MCE Assess & Instr Plan	3
EDUC 345	AYA/MCE: Instructional Methods	3
Biology (19 sem. hrs.)		
BIO 101 & 101L	FD: T1:Principles of Biology I and Principles of Biology I: Lab	4
BIO 102 & 102L	Principles of Biology II and Principles of Biology II: Lab	4
BIO 209 & 209L	Anatomy/Physiology I and Anatomy/Physiology I: Lab	4
BIO 305	Botany	3
BIO 314	TH2:General Ecology	3
Chemistry (12 sem. hrs.)		
CHEM 101 & 101L	FD:T1:Princ of Chemistry I and Principles of Chemistry I: Lab	4
CHEM 102 & 102L	Principles of Chemistry II and Principles of Chemistry II:Lab	4
CHEM 201 & 201L	Organic Chemistry I and Organic Chemistry I: Lab	4

Natural Science (6 sem. hrs.)		
NS 105	T1:FD:Introduction to Geology	3
NS 210	T1:FD:Astronomy/Planetary Sci	3
Physics (8 sem. hrs.)		
PHYS 101 & 101L	Principles of Physics I and Principles of Physics I: Lab	4
PHYS 102 & 102L	Principles of Physics II and Principles of Physics II: Lab	4
Mathematics (5 - 6 sem. hrs.)		
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
OR		
Total Hours		85-86
MATH 210A	Calculus I	3

Adolescence to Young Adult - Integrated Social Studies Licensure Program (B.A., B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (21 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 354	Disciplinary Literacy	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Adolescence to Young Adult Education (10 sem hrs.)		
EDUC 257	AYA/MCE Best Prac Class Mgmt	3
EDUC 320	AYA/MCE Assess & Instr Plan	3
EDUC 345	AYA/MCE: Instructional Methods	3
Economics (3 sem. hrs.)		
ECON 203	FD:T1:Global Microeconomics	3
History (15 sem hrs.)		
HIST 101	T1:FD:DV:World Civil to 1500	3
HIST 102	T1:FD:DV:World Civil1500toPres	3
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
HIST 104	T1:FD:DV:Hist ofU.S.since1877	3
HIST 290	Special Topics	3
Government and Foreign Affairs (15 sem. hrs.)		
GFA 103	T1:FD:DV:American Government	3
GFA 209	T1:FD:DV:World Regional Geo	3
GFA 213	H2b:DV:FD:Comparative Politics	3

or HIST 318	H1:DV:TH3: IndustRevolinWorld	
GFA 301	H1:DV:FD: World Politics	3
Psychology or Sociology (Please choose one)		
PSYC 120	T1:FD: Principles of Psych	3
or SOC 205	T1:FD:DV:Social/Cult Divers	
Total Hours		69

Dual: P-5 Elementary Education/P-5 Intervention Specialist

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (32 sem. hours)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 210	Intro to P-5 Elem Education	3
EDUC 211	Child Devel Birth to Grade 5	3
EDUC 250	Foundation of Literacy	3
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 313	P-5 Elem Educ Lang Art/SS Meth	3
EDUC 315	Methods Teach: Math/Science	3
EDUC 351	Methods of Teaching Devel Lit	3
EDUC 353	Literacy Assess/Intervention	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Intervention Specialist Education (19 sem. hours)		
ISE 243	Positive Learning Environment	3
ISE 245	Family, Schools, and Community	2
ISE 319	Curr/Intervention Strategies	3
ISE 340	Augment/Assist Technologies	2
ISE 341	Elem Educ Assess/Plan	3
ISE 346	FuncLifeSkillsStud w/Spec Nds	3
ISE 347	Sens/Motor/Hlth Intervent	3
Mathematics (3 sem. hours)		
MATH 107	Mathematics I for Educators	3
Government and Foreign Affairs (3 sem. hours)		
GFA 209	T1:FD:DV:World Regional Geo	3
Total Hours		76

Elementary P-5 Education Program (B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (47 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 210	Intro to P-5 Elem Education	3
EDUC 211	Child Devel Birth to Grade 5	3
EDUC 250	Foundation of Literacy	3
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 313	P-5 Elem Educ Lang Art/SS Meth	3
EDUC 315	Methods Teach: Math/Science	3
EDUC 351	Methods of Teaching Devel Lit	3
EDUC 353	Literacy Assess/Intervention	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Intervention Specialist Education (8 sem. hrs.)		
ISE 243	Positive Learning Environment	3
ISE 245	Family, Schools, and Community	2
ISE 341	Elem Educ Assess/Plan	3
Mathematics (3 sem. hrs.)		
MATH 107	Mathematics I for Educators	3
Government and Foreign Affairs (3 sem. hrs.)		
GFA 209	T1:FD:DV:World Regional Geo	3
Total Hours		65

Intervention Specialist - Licensure Program - Mild/Moderate Intervention Program (B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (34 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 250	Foundation of Literacy	3
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 351	Methods of Teaching Devel Lit	3
EDUC 353	Literacy Assess/Intervention	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Intervention Specialist Education (19 sem. hrs.)		
ISE 243	Positive Learning Environment	3
ISE 245	Family, Schools, and Community	2
ISE 340	Augment/Assist Technologies	2
ISE 342	Assessment/Planning:Inter Spec	3
ISE 345	Tran: Planning/Intervention	2
ISE 348	LA & SS MethodforStudw/Spec Nd	3
ISE 349	Math/Sci Meth for Stud w/Sp Nd	3
Mathematics (6 sem. hrs.)		
MATH 107	Mathematics I for Educators	3
MATH 108	Mathematics II for Educators	3
Government and Foreign Affairs (3 sem. hrs.)		
GFA 209	T1:FD:DV:World Regional Geo	3
Total Hours		66

Intervention Specialist - Licensure Program - Moderate/Intensive Intervention Program (B.S.E.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Education (34 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 250	Foundation of Literacy	3
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 351	Methods of Teaching Devel Lit	3
EDUC 353	Literacy Assess/Intervention	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9

EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Intervention Specialist Education (22 sem. hrs.)		
ISE 243	Positive Learning Environment	3
ISE 245	Family, Schools, and Community	2
ISE 340	Augment/Assist Technologies	2
ISE 342	Assessment/Planning:Inter Spec	3
ISE 344	Curri/Interv Strat:Mod/Intens	3
ISE 345	Tran: Planning/Intervention	2
ISE 346	FuncLifeSkillsStud w/Spec Nds	3
ISE 347	Sens/Motor/Hlth Intervent	3
Additional Requirments (9 sem. hrs.)		
MATH 107	Mathematics I for Educators	3
MATH 108	Mathematics II for Educators	3
GFA 209	T1:FD:DV:World Regional Geo	3
Total Hours		69

Middle Childhood Education Licensure Program (B.A., B.S.) Required

- General Education Requirements
- Internship

Recommended

- A Global Learning (GL) experience

Code	Title	Hours
Education (22 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 450	Preclinical:ProfesInPractice	3
EDUC 467	Student Teaching Experience	9
EDUC 468	H3:TH1:DV:CIT:StudentTeachSem	3
Literacy (12 sem. hrs.)		
EDUC 252	Prin/Prac of Tch Phon Aw & Pho	3
EDUC 351	Methods of Teaching Devel Lit	3
EDUC 353	Literacy Assess/Intervention	3
EDUC 354	Disciplinary Literacy	3
Middle Childhood Education (9 sem. hrs.)		
EDUC 257	AYA/MCE Best Prac Class Mgmt	3
EDUC 320	AYA/MCE Assess & Instr Plan	3
EDUC 345	AYA/MCE: Instructional Methods	3
Concentration Requirements		
Select two of the following areas of concentration:		
Language Arts		
Mathematics		
Science		
Social Studies		
Total Hours		48

Language Arts

Code	Title	Hours
ENG 200-2	T1:FD:DV:Cre Eq:Iss of Gen/Rac	3
ENG 206	T1:FD:UnitedStatesLiteratureII	3
ENG 220	TH3: Intro Creative Writing	3
ENG 230	Literacy, Form and Function	3
ENG 315 Series Elective		3
ENG 330	AYA:Literature	3
Total Hours		18

Mathematics

Code	Title	Hours
MATH 108	Mathematics II for Educators	3
MATH 110	DV:Math in the World	3
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 160	Euclidean Geometry	3
MATH 221	Statistics	3
Total Hours		18

Science

Code	Title	Hours
BIO 101 & 101L	FD: T1:Principles of Biology I and Principles of Biology I: Lab	4
BIO 102 & 102L	Principles of Biology II and Principles of Biology II: Lab	4
NS 104	T1:FD:Physical Science	3
NS 105	T1:FD:Introduction to Geology	3
NS 210	T1:FD:Astronomy/Planetary Sci	3
BIO 314	TH2:General Ecology	3
Total Hours		20

Social Studies

Code	Title	Hours
HIST 101	T1:FD:DV:World Civil to 1500	3
HIST 102	T1:FD:DV:World Civil1500toPres	3
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
HIST 104	T1:FD:DV:Hist ofU.S.since1877	3
GFA 103	T1:FD:DV:American Government	3
GFA 209	T1:FD:DV:World Regional Geo	3
ECON 203	FD:T1:Global Microeconomics	3
Total Hours		21

Professional Education Program (B.S. or B.A.) Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- Education and/or Content Area Courses (57 sem. hrs.)

General Program Requirements (31 sem. hrs.)

Code	Title	Hours
Education (14 sem. hrs.)		
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3
EDUC 208	DM:Instructional Technology	3
EDUC 264	TH1:H2b:TH3:DM:EducationPsych	3
EDUC 460	H3:Education Internship	3
Education or Intervention Specialist (3 sem. hrs.)		3
ISE 243	Positive Learning Environment or EDUC 25AYA/MCE Best Prac Class Mgmt	
Communication (3 sem. hrs.)		3
COM 212	Interpersonal Communication	
English (6 sem. hrs.)		6
ENG 240	Professional Writing I	
ENG 342	Grant Writing	
Exercise Science (5 sem. hrs.)		5
EXS 261	First Aid	
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	
Total Hours		32

Education and/or Content Area Courses per Track (23 sem. hrs.)

Code	Title	Hours
Children/Youth Programming (23 sem. hrs.)		
EDUC 210	Intro to P-5 Elem Education	3
EDUC 211	Child Devel Birth to Grade 5	3
EDUC 250	Foundation of Literacy	3
ISE 346	FuncLifeSkillsStud w/Spec Nds	3
EDUC 313	P-5 Elem Educ Lang Art/SS Meth	3
EDUC 315	Methods Teach: Math/Science	3
ISE 245	Family, Schools, and Community	2
EXS 262	Foundations of Ex Sci & Sport	3
Total Hours		23

Global-Cultural Track (21 sem. hrs.)

Code	Title	Hours
GFA 209	T1:FD:DV:World Regional Geo	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
ECON 203	FD:T1:Global Microeconomics	3
PSYC 307	H1:DV:Cross-Cultural Psych	3
PEAC 201	H1:TH1:SL: IntrotoPeaceStudies	3
GFA 213	H2b:DV:FD:Comparative Politics	3
COM 305	H3:TH3: InterculturaComm.	3
Total Hours		21

Interdisciplinary Track (21-23 sem. hrs.)

Courses determined per student's chosen discipline(s)/career goals.

Division of Humanities

Dr. Christopher Seeman, Chair

- Government and Foreign Affairs (B.A.)
- Interdisciplinary Studies (B.A. or B.S.)
- Legal Studies Program (3+2/3+3 B.A. - Legal Studies/J.D)
- Liberal Arts Major (A.A.)
- Museum Studies (B.A.)
- Philosophy (B.A.)
- Supplementary Major in Philosophy (B.A.)
- Supplementary Major in Theology (B.A.)
- Theology (B.A.)

Interdisciplinary Studies (B.A. or B.S.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Humanities Requirements - 36 Credit Hours		
Disciplinary Studies – Insert 3 clusters of 4 courses totaling 12 credit hours, each in a different discipline or area of study, for a total of 36 credit hours.		
Discipline/Area of Study A - 12 Credit Hours		
Discipline/Area of Study B - 12 Credit Hours		
Discipline/Area of Study C - 12 Credit Hours		
*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.		
The Integrative Project (3 Credit Hours) will connect the above chosen disciplines or areas of study.		
HUM 401	Integrative Project - Gen Stud	
Internship (1-3 Credit Hours) - if not fulfilled through an Internship course in one of the three areas of study		
IDS 480	Interdiscipl.StudiesInternshi	
TOTAL HOURS FOR MAJOR - 39-42		

*The IDS 480 course can be treated as an elective if the student took a different internship with a course prefix/number associated with one of their three disciplines.

**In order to qualify for an off-campus internship, the student must have at least a 2.5 GPA overall. If the student has a GPA below 2.5, an on-campus internship will be provided.

Government and Foreign Affairs (B.A.)

Student Learning Outcomes

- Students will apply knowledge of theories, facts, methodologies and research in the respective discipline.
- Students will think critically when synthesizing knowledge of evidence and content to reach conclusions.
- Students will apply qualitative and quantitative analytical reasoning skills to solve problems and evaluate outcomes.
- Students will communicate effectively in writing and in speaking in forms appropriate to the discipline.
- Students will compare the beliefs, behaviors, values and/or worldview of others.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Government and Foreign Affairs Requirements		
GFA 103	T1:FD:DV:American Government	3
GFA 214	Introduction to Research	3
GFA 301	H1:DV:FD: World Politics	3
GFA 303	H2b:American Political Thought	3
GFA 430	Internship I	3
MATH 221	Statistics	3
or BSC 221	Stats for Behavioral Science	
GFA Electives		15
GFA Capstone		3
One of the GFA courses listed below at the 400-level must be designated as a capstone course and be taken when the student holds senior status (90+ credit hours completed). Students may designate one of the following courses as their capstone: GFA 401, GFA 403 (TH1), GFA 405 (TH1), GFA 409 (TH1), GFA 411 (TH1), and GFA 415 (TH1). Other courses from this list may be counted as GFA elective courses above, when they are not chosen as a capstone.		
Government majors are encouraged to take the following courses:		
BUS 106	Introduction to Excel	
ECON 203	FD:T1:Global Microeconomics	
ECON 204	FD: Global Macroeconomics	
ENG 342	Grant Writing	
PHIL 201	TH3: Intro to Art of Thinking	3
Total Hours		39

Legal Studies (3+2/3+3, B.A.-Legal Studies/J.D.)

The Legal Studies program offers students an opportunity to earn a bachelor's degree from Walsh University and a Juris Doctorate (J.D.) from the University of Akron School of Law or the Catholic University of America in six years (3+3 Program), or from the University of Dayton School of Law in five years (3+2 Program).

Admission

Any student wishing to apply to the 3+2 or 3+3 Program must satisfy the following:

* Minimum 3.50 cumulative high school GPA performance

* Minimum ACT score of 25 or an SAT score of 1150

3+3 Program

During the student's third year of study at Walsh University, the student will apply for admission to the University of Akron School of Law or Catholic University of America Columbus School of Law. Students will be assured of admission to law school if they satisfy the following:

*Minimum 3.40 cumulative undergraduate GPA performance

*Minimum LSAT score of 150

*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

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 or Catholic University of America Columbus 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 law school) and the student's J.D. will be 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 will accept transfer credit from the University of Akron or Catholic University of America Columbus School of Law 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 law school) upon successful completion of all graduation requirements.

3+2 Program

During the student's third year of study at Walsh University, the student will apply for admission to the University of Dayton School of Law. Students will be 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 will complete a minimum of 96 earned credit hours during the student’s three years of undergraduate study at Walsh University. The student will then earn 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 will be awarded following the student’s fourth year of study (first year at law school) and the student’s J.D. will be 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 will accept transfer credit from the University of Dayton 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 law school) upon successful completion of all graduation requirements.

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- 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.

Code	Title	Hours
Required Core Courses		27
BUS 231	Business Law	
BUS 300	Sports Law	
GFA 245	TH1:DV:TheLawandtheLegalSystem	
GFA 403	TH1:H2b:Constitutional Law	
GFA 405	TH1:H3:DV:CivilRight&Libert	
GFA 430	Internship I	
PHIL 201	TH3: Intro to Art of Thinking	3
SOC 212	T1:Criminal Justice	
SOC 305	Criminology	
Required Track (Students must take 9 total credit hours in a single concentration to complete the requirements for this major)		9
Track I: Business (Select 3 courses)		
ECON 203	FD:T1:Global Microeconomics	
ECON 204	FD: Global Macroeconomics	
BUS 209	Corporate Financial Mgmt	
BUS 234	TH1:CIT: Principles of Mgmt	
BUS 318	DV: Human Resource Management	
Track II: Criminal Justice (All 3 courses are required)		
SOC 210	T1:Juvenile Crime/Justice	
SOC 322	Restorative Justice	
BSC 301	DV:Social Psychology	
Track III: Government (Select 3 courses)		

GFA 205	FD: State and Local Government	
GFA 303	H2b:American Political Thought	
GFA 323	H1:TH1:DV:Public Policy	
GFA 411	TH1: Public Leadership	
GFA 415	H3:TH1:International Law	3
Legal Studies Major		36
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
*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.		

Liberal Arts Major (A.A.)

The Associate of Arts degree candidate is expected to earn a minimum of 60 semester hours of credit for graduation.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
English (must meet 102 competency level)		
ENG 101	Exploration of Self	3
ENG 102	Read/Writing Connections (may substitute a 200 or 300 level ENG writing course if placement warrants)	3
ENG upper division electives		6
History/Government and Foreign Affairs		
GFA 103	T1:FD:DV:Amercan Government	3
or GFA 205	FD: State and Local Government	
HIST 101	T1:FD:DV:World Civil to 1500	3
or HIST 102	T1:FD:DV:World Civil1500toPres	
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
or HIST 104	T1:FD:DV:Hist ofU.S.since1877	
Economics		
ECON 203	FD:T1:Global Microeconomics	3
Psychology/Sociology		
PSYC 120	T1:FD: Principles of Psych	3
SOC 101	T1:FD:Principles of Sociology	3
Natural Science/Mathematics Electives		
NS Elective		3
MATH Elective (MATH 104 or higher)		3
Philosophy/Theology		

PHIL 203	T1:DV:FD: Moral Philosophy	3
THEO 101	T1:FD:The Judeo-ChristianTrad or THEO 102 FD:TheCatholicIntellectualTrad	3
Music/Art		
MUS 102	T1:FD:ClasslMusicInModernWorld	3
ARHI 101	FD:T1:DV:History of Art	3
Electives		
Select twelve semester hours.		12
Total Hours		60

Philosophy (B.A.)

Student Learning Outcomes

- Students will appraise and evaluate the arguments of primary philosophical texts and research.
- Students will communicate an understanding of sound reasoning concerning classical philosophical problems and ideas.
- Students will apply philosophical principles and ideas to contemporary ethical problems.
- Students will appraise the great ideas and major themes in the philosophical canon.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 36 credit hours in major

Required Courses

Code	Title	Hours
PHIL 100	T1:FD:IntroductiontoPhilosophy	3
PHIL 201	TH3: Intro to Art of Thinking	3
PHIL 202	DV: Phil of Human Nature	3
PHIL 210	From Socr Spiel: Phil Thr Fil	3
PHIL 203	T1:DV:FD: Moral Philosophy	3
THEO 203	H2a:TH3:CIT:ChristianMoralLife	3
PHIL 275	TH1:TH3:DV:CIT: Environ Phil	3
PHIL 304	H3:TH1:TH2: Bioethics	3
PHIL 350	H2b:TH2: Philosophy ofMedicine	3
PHIL 400	Special Topics in Philosophy	3
PHIL 406	Internship Adv Clin Bioethics	3
PHIL 406	Internship Adv Clin Bioethics	3

***Majors will be required to take two Special Topics courses (which will be taught with a different topic each iteration). The second PHILL 400 will serve as their capstone**

Total Hours 36

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

Required

- General Education Requirements
- Internship
- The Supplementary Major in Philosophy requires students to take the following 27 credit hours in Philosophy

Code	Title	Hours
Required Core:		
PHIL 100	T1:FD:IntroductiontoPhilosophy	3
PHIL 201	TH3: Intro to Art of Thinking	3
PHIL 203	T1:DV:FD: Moral Philosophy	3
PHIL 210	From Socr Spiel: Phil Thr Fil	3
or PHIL 202	DV: Phil of Human Nature	
THEO 203	H2a:TH3:CIT:ChristianMoralLife	3
PHIL 275	TH1:TH3:DV:CIT: Environ Phil	3
PHIL 304	H3:TH1:TH2: Bioethics	3
or PHIL 350	H2b:TH2: Philosophy ofMedicine	
PHIL 400	Special Topics in Philosophy	3
Total Hours		24

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

Required

- General Education Requirements
- Internship
- The Supplementary Major in Theology requires students to take the following 24 credit hours in Theology

Code	Title	Hours
Supplementary Theology Requirements		
THEO 101	T1:FD:The Judeo-ChristianTrad	3
THEO 102	FD:TheCatholicIntellectualTrad	3
THEO 202	H2a:TH3:CIT: Christology	3
THEO 203	H2a:TH3:CIT:ChristianMorallife	3
THEO 302	H3:TH3:CIT: Liturgy/Sacraments	3
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ	3
Christian Theology (select one):		3
THEO 200	H2a:TH3:CIT:ChristiaTheoTo1500	
THEO 201	H2a:TH3:CIT:ChrisTheo/1500-Pre	
Scripture (select one):		3
THEO 217	H2a:TH1:TH3:CIT:The Torah	
THEO 218	H2a:TH1:TH3:CIT:The Prophets	
THEO 219	TH1:TH3:CIT:DV:The Writings	
THEO 220	TH1:TH3:The Gospels	
THEO 221	The Book of Acts/Ltrs of Paul	
THEO 222	Catholic Letters/Book of Revel	
Total Hours		24

Theology (B.A.)

Student Learning Outcomes

- Students will gain knowledge of Scripture and Tradition – Graduates will demonstrate knowledge of Sacred Scripture, Catholic Tradition, and Magisterial Teaching.
- Students will gain knowledge of Hermeneutics – Graduates will demonstrate knowledge of how the Catholic Church systematically organizes, contextualizes, and transmits the Christian Faith.
- Students will gain skill in Theological Thinking – Graduates will demonstrate ability to think critically about the Christian Faith, including its application to moral questions.
- Students will gain skill in Theological Communication – Graduates will demonstrate ability to communicate effectively in ecumenical and inter-religious contexts.
- Students will learn appreciation for Spiritual Growth – Graduates will demonstrate understanding of the relationship of theological knowledge and skills with their own spiritual growth.
- Students will learn appreciation for Servant-Leadership – Graduates will demonstrate understanding of the relationship of theological knowledge and skills with their service to others.

Recommended

A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Theology Requirements		
THEO 101	T1:FD:The Judeo-ChristianTrad	3
THEO 102	FD:TheCatholicIntellectualTrad	3
THEO 202	H2a:TH3:CIT: Christology	3
THEO 203	H2a:TH3:CIT:ChristianMorallife	3
THEO 302	H3:TH3:CIT: Liturgy/Sacraments	3
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ	3
THEO 408	Seminar: Topics in Theology	3
Christian Theology (select one):		3
THEO 200	H2a:TH3:CIT:ChristiaTheoTo1500	
THEO 201	H2a:TH3:CIT:ChrisTheo/1500-Pre	
Scripture (select one):		3
THEO 217	H2a:TH1:TH3:CIT:The Torah	
THEO 218	H2a:TH1:TH3:CIT:The Prophets	
THEO 219	TH1:TH3:CIT:DV:The Writings	
THEO 220	TH1:TH3:The Gospels	
THEO 221	The Book of Acts/Ltrs of Paul	
THEO 222	Catholic Letters/Book of Revel	
Theology Electives (6 credit hours)		6
PHIL 200+ Elective (3 credit hours)		3
Internship		1-3
THEO 406	Theology Internship	
Total Hours		37-39

Museum Studies (B.A.)

Megan Pellegrino, Director of Museum Studies and Director of the Hoover Historical Center

Student Learning Outcomes

- PSLO 1: Students will discover various career paths in the museum field
- PSLO 2: Students will demonstrate proper object handling skills
- PSLO 3: Students will demonstrate basic skills in exhibition design
- PSLO 4: Students will develop knowledge of collections management methods
- PSLO 5: Students will analyze ethical issues pertaining to museums
- PSLO 6: Students will demonstrate effective communication through written works, oral presentations, and/or digital platforms

Required

- General Education Requirements
- A total of 36 credit hours in Museum Studies from Lists A, B, C and D below
- A Minor in Art History, Biology, Business, Chemistry, History, or Objects Conservation (*This requirement is waived for Transfer students on a Reduced Core*)

Recommended

- A Double-Major in Biology, Business (<http://catalog.walsh.edu/undergraduate/deville-school-business/bachelors-degree-major-requirements/>), Chemistry, Professional Writing (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-language-letters/professional-writing-ba/>) or Visual & Performing Arts
- A Global Learning (GL) experience

Code	Title	Hours
List A: Required Core Museum Studies Courses and Internships		18
MS 101	TH1:TH3:Intro to MuseumStudies	
MS 201	Public History Practicum	
MS 301	Museum Studies Internship I	
MS 302	Museum Studies InternshipII	
MS 401	Seminar in Museology	
MS 402	SL:DM: Senior Capstone Project	
List B: Required Core Content Courses		6
Select three of the following:		
ARHI 101	FD:T1:DV:History of Art	
ARHI Elective 200 level or higher		
BIO 101	FD: T1:Principles of Biology I	
or BIO 102 Principles of Biology II		
HIST 101	T1:FD:DV:World Civil to 1500	
or HIST 102T1:FD:DV:World Civil1500toPres		
HIST 103	T1:FD:DV:Hist of theU.S.to1877	
or HIST 104T1:FD:DV:Hist ofU.S.since1877		
List C: Required Museum Professionalism		9
Select nine credit hours from the following:		
COM 360	Advert & PR in a Digital World	
MS 225	Intro to Archives/Records Mgt	
MS 320	Museums of Rome (In Rome)	
MS 325	Exhibition Design	
MS 330	Museum Education	
MS 390	Museum Admin & Leadership	
MS 415	Senior Internship	
List D: Additional Professional Development Course		3
Select one of the following:		
ENG 240	Professional Writing I	
ENG 340	H3:TH3:ProfessionalWritingII	
ENG 342	Grant Writing	
Total Hours		36

Division of Mathematics and Sciences

Dr. Neil Walsh, Interim Chair

-
- Actuarial Science (B.S.)
 - Biochemistry (B.S.)
 - Biochemistry - Pre-Pharmacy (B.S.)
 - Bioengineering Program (3+2, B.S.- Biology/ M.S.-Bioengineering)
 - Biology (B.S.)
 - Biology - Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician's Assistant, and Pre-Veterinary (B.S.)
 - Biology - Pre-Occupational Therapy (B.S.)
 - Biology - Pre-Pharmacy (B.S.)
 - Biology - Pre-Physical Therapy (B.S.)
 - Biology - Pre-Professional II (B.S.)
 - Chemical Engineering Program (3+2, B.S.-Chemistry/M.S.-Chemical Engineering)
 - Early Assurance Biology (B.S.)/Pre-Physical Therapy (D.P.T.) Program
 - Chemistry (B.S.)
 - Chemistry - Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician's Assistant and Pre-Veterinary (B.S.)
 - Clinical Laboratory Science 4+1 Track (B.S.) (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-mathematics-sciences/clinical-laboratory-science-4-plus-1/>) (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-mathematics-sciences/clinical-laboratory-science-3-plus-1/>)
 - Clinical Laboratory Science Pre-Professional 4+1 Track (B.S.) (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-mathematics-sciences/clinical-laboratory-science-pre-professional-4-plus-1/>)
 - Comprehensive Science (B.S.)
 - Computer Engineering Program (3+2, B.S.-Computer Science Programming Track/M.S.-Computer Engineering)
 - Computer Science (B.S.) - Cyber Security (<http://catalog.walsh.edu/undergraduate/school-arts-sciences/division-mathematics-sciences/computer-science-bs-cybersecurity/>)
 - Computer Science (B.S.) - Programming
 - Computer Science (B.S.) - Networking
 - Computer Science - Cybersecurity (A.S.)
 - Computer Science (A.S.)
 - Cybersecurity Certificate Program
 - Data Analytics (B.S.)
 - Game Development (B.S.)
 - Information Technology (B.S.)
 - Materials Engineering Program (3+2, B.S.-Chemistry/M.S.-Materials Engineering)

Actuarial Science (B.S.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Mathematics Requirements		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	3
MATH 313	Linear Algebra I	3
MATH 321	Prob/Statistical Infer I	3
MATH 322	Prob/Statistical Infer II	3
MATH 410	Elem Differential Equations	3
MATH 390	Internship	1-3
Business Requirements		
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
Computer Science Requirements		
CSC 101	Programming For Everyone I	3
CSC 102	Programming for Everyone II	3
Actuarial Science Requirements		
ASM 101	Mathematical Theory of Actuari	3
ASM 201	Probability for Actuaries	3
ASM 301	Actuarial Sci & Risk Manag w R	3
Data Analytics		
DAM 410	Found of Data Analytics I	3
DAM 411	Found of Data Analytics II	3
Total Hours		64-66

Early Assurance Entry - BIO - Pre-Physical Therapy Program

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

Prior to Attending Walsh University:

- High school GPA of 3.75 or higher
- Minimum ACT score of 28 or SAT score of 1300 (critical reading and math, not including writing)

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

B.S. in Biology Requirements Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 309	Human Physiology	4
BIO Upper Level Elective (300-level or higher)		3
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3

CHEM 202L	Organic Chemistry II: Lab	1
Mathematics		
Select one of the following: *		5-6
MATH 155	Elementary Functions I	
& MATH 156	and Elementary Functions II	
or MATH 210A	Calculus I	
	and Calculus II	
& MATH 211		
Physics		
PHYS 101	Principles of Physics I	3
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
PHYS 102L	Principles of Physics II: Lab	1
Psychology		
PSYC 120	T1:FD: Principles of Psych *	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
Other		
EXS 381	Physiology of Exercise	3
Fourth-year Biology/Physical Therapy Foundational Science		
PT 503	Human Anatomy	5
or PT 603	Human Anatomy	
PT 504	Foundations of Neuroscience	4
or PT 604	Foundations of Neuroscience	
PT 506	Foundations of Pharmacology	2
or PT 606	Foundations of Pharmacology	
PT 511	Foundations of Examination I	4
or PT 611	Foundations of Examination I	
PT 515/615	Foundations of Biomechanics	5
PT 5151B/6151B	Biomechanics II	2
Total Hours		87-88

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

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

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

Refer to Graduate Catalog

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

Biochemistry (B.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.

- b. Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- c. Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- d. Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- f. Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 306	Cell Biology	3
BIO 390	Biology Internship	1-3
BIO 402	DV: Genetics	3
BIO 402L	Genetics: Lab	1
BIO 414	Cellular Molecular Tech	3
Biochemistry		
BIO 307	Essential Biochemistry	3
CHEM 403	Clinical Biochemistry	3
CHEM 498	Chemistry Career Seminar	0.5
CHEM 499	Chemistry Career Seminar	.5
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
CHEM 303	Modern Analytical Chem	3
CHEM 303L	Modern Analytical Chem Lab	1
CHEM 310	Found of Physical Chem	4
Physics		
PHYS 101	Principles of Physics I	3

or PHYS 201	Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
or PHYS 202	Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1
Mathematics		
MATH 221	Statistics	3
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
Total Hours		67-69

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.

Biochemistry- Pre-Pharmacy (B.S.)

Student Learning Outcomes

- a. Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- b. Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- c. Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- d. Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- f. Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biochemistry- Pre-Pharmacy		92.5-94.5
Biology Requirements		31-33
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3

BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 306	Cell Biology	3
BIO 390	Biology Internship	1-3
BIO 402	DV: Genetics	3
BIO 402L	Genetics: Lab	1
BIO 414	Cellular Molecular Tech	3
BIO/CHEM (Biochemistry)		7
BIO 307	Essential Biochemistry	3
or CHEM 307	Essential Biochemistry	
BIO 403	Clinical Biochemistry	3
or CHEM 403	Clinical Biochemistry	
CHEM 498	Chemistry Career Seminar	0.5
CHEM 499	Chemistry Career Seminar	0.5
Chemistry		16
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
Physics		8
PHYS 101	Principles of Physics I	3
or PHYS 201	Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
or PHYS 202	Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1
Math		9
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
NEOMED Courses		21.5
Human Anatomy Physiology and Pathophysiology I		5
Intro to Pharmaceutical Sciences		5.5
Human Anatomy Physiology and Pathophysiology II		4
Pharmacodynamics/Pharmacokinetics		4
Immunology and Biotechnology		3

Math and Science requirements in major also fulfill core requirements; MATH 155 and MATH 156 are prerequisites for MATH 210A.

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. #t 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 3, students will begin graduate courses at NEOMED working towards their Doctorate of Pharmacy. At the

end of year 4, the BS in Biology from Walsh will have been earned and you will graduate from Walsh.

Biology (B.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 103	Intro Research Immersion	1
BIO 390	Biology Internship	1-3
BIO 436	Senior Capstone Experience	2

Biology Electives

BIO Upper-Division Electives (11 hrs. at 300-level or higher).
Only two credits max of BIO 411/ BIO 412 can be used toward electives. ¹

Chemistry

CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201/201L	Organic Chemistry I	4
or CHEM 221	Essentials of Organic Chemistry	

Physics

PHYS 101	Principles of Physics I	3
or PHYS 201	Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
Mathematics		
6 hours from below		
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
Total Hours		63-65

¹ 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 210A, 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 & PHYS 102L.

During BIO 103 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.)

Student Learning Outcomes

- Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.

- Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 390	Biology Internship	1-3
Biology Electives		
BIO Upper-Division Electives (300-level or higher) 2credits maximum of BIO 411/412 - BIO 390 counts		12
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
Physics		
PHYS 101	Principles of Physics I	3
or PHYS 201	Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
or PHYS 202	Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1
Mathematics		
Select one of the following:		5-6
MATH 155	Elementary Functions I	or
& MATH 156	and Elementary Functions II *	
or MATH 210A	Calculus I	
& MATH 211	and Calculus II	
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 210A, 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-Physical Therapy (B.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 309	Human Physiology	4
BIO 390	Biology Internship	1-3
Biology Electives		

BIO Upper-Division Electives (300-level or higher) A maximum of 2 credits of BIO 411/412 may be taken. 7

Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1

Physics		
PHYS 101	Principles of Physics I	3
or PHYS 201	Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
or PHYS 202	Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1

Psychology		
PSYC 120	T1:FD: Principles of Psych *	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3

Mathematics		
Select one of the following:		5-6
MATH 155	Elementary Functions I	
& MATH 156	and Elementary Functions II	
or MATH 210A	Calculus I	
	and Calculus II	
& MATH 211		
MATH 221	Statistics	3
Other		
EXS 381	Physiology of Exercise	3

Total Hours 73-76

*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 210A 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-Pharmacy (B.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).

- d. Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- f. Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology - Pre-Pharmacy		84.5-86.5
Biology Requirements		27-29
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 300+ Elective		3
BIO 300+ Elective		3
BIO 390	Biology Internship	1-3
Additional Requirements		36
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
CHEM 307	Essential Biochemistry	3
CHEM 403	Clinical Biochemistry	3
MATH 210A	Calculus I	3
MATH 221	Statistics	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
NEOMED Courses		21.5
Human Anatomy Physiology and Pathophysiology I		5
Intro to Pharmaceutical Sciences		5.5

Human Anatomy Physiology and Pathophysiology II	4
Pharmacodynamics/Pharmacokinetics	4
Immunology and Biotechnology	3

Math and Science requirements in major also fulfill core requirements; MATH 155 and MATH 156 are prerequisites for MATH 210A.

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 3, students will begin graduate courses at NEOMED working towards their Doctorate of Pharmacy. At the end of year 4, the BS in Biology from Walsh will have been earned andyou will graduate from Walsh.

Biology – Pre-Occupational Therapy (B.S.)

Student Learning Outcomes

- a. Students will demonstrate knowledge of discipline- specific content related to macro- principles describing the 3 domains of biology and the molecular nature of life.
- b. Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- c. Students will demonstrate communication skills reflective of professional standards consistent biology-related associations (i.e. FASEB).
- d. Students will demonstrate discipline- specific core laboratory and calculation- based skills related to the characterization and classification of life forms, their components and habitats and in the molecular analysis of living species.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or acceptance into graduate or professional programs in Biology and/or health professions.
- f. Students will demonstrate global perspective in their understanding of how biological factors affect economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 200	Medical Terminology	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1

BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
BIO 390	Biology Internship	1-3
Biology Electives		10
(300 level or higher) 2 credits maximum of BIO 411/412		
Additional Requirements		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
MATH 155 & MATH 156	Elementary Functions I and Elementary Functions II	6
	or MATH 210/Calculus I and Calculus II	
	& MATH 211	
MATH 221	Statistics	3
PHYS 101	Principles of Physics I	3
	or PHYS 201 Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
	or PHYS 202 Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 401	DV:Abnormal Psychology	3
SOC 101	T1:FD:Principles of Sociology	3
EXS 385	Biomechanics	3

Total Hours **76-78**

Biology - Pre-Professional II

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology Requirements		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3

BIO 210L	Anatomy/Physiology II: Lab	1
BIO 390	Biology Internship	1-3
BIO 125	Clinical Correlation I	.5
BIO 225	Clinical Correlation II	.5
BIO 325	Clinical Correlations III	.5
BIO 425	Clinical Correlations IV	.5

Biology Electives (10 credit hours 300-Level or higher) 2 credits maximum of BIO 411/BIO 412

BIO Elective	3-4
BIO Elective	3-4
BIO Elective	3-4

Chemistry

CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1

Physics

PHYS 101	Principles of Physics I	3
	or PHYS 201 Physics with Calculus I	
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102	Principles of Physics II	3
	or PHYS 202 Physics with Calculus II	
PHYS 102L	Principles of Physics II: Lab	1

Math

MATH 155	Elementary Functions I	
MATH 156	Elementary Functions II	
OR		
MATH 210A	Calculus I	3
MATH 211	Calculus II	

Additional Requirements (choose 1) ¹ **3**

PHIL 304	H3:TH1:TH2: Bioethics	
SOC 311	H1:DV:Medical Sociology	
HIST 303	H3:TH2:DV: History of Medicine	

Recommended:

BUS 233	Principles of Marketing	
BUS 234	TH1:CIT: Principles of Mgmt	

Total Hours **68-73**

¹ Math and Science requirements in major also fulfill core requirements

Chemistry (B.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of Thermodynamics, Kinetics, Equilibrium, Structure of Materials, Quantum Mechanics, Synthesis, Reactivity of Substances and Green Chemistry.
- Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve

the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.

- c. Students will demonstrate communication skills reflective of professional standards in chemistry consistent with the American Chemical Society.
- d. Students will demonstrate discipline-specific core laboratory and calculation-based skills related to the synthesis and characterization of compounds and common methods of chemical analysis.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or advancement (entrance) into graduate or professional programs in Chemistry.
- f. Students will demonstrate global perspective in their understanding of how chemistry affects economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
CHEM 303	Modern Analytical Chem	3
CHEM 303L	Modern Analytical Chem Lab	1
CHEM 305	Inorganic Chemistry	3
CHEM 310	Found of Physical Chem	4
CHEM 411	Introduction to Research	1,2
or CHEM 412	Introduction to Research	
Seminar, Internship, and Capstone		
CHEM 198	Chem Career Seminar IA	0.5
CHEM 390	DV:Chemistry Internship	3
CHEM 398	Premier Skills/Professionalism	0.5
CHEM 417L	Integ Lab Experience III	2
Systems Thinking (Choose 1)		3
CHEM 403	Clinical Biochemistry	
CHEM 470	Nano and Fuel Chemistry	
Technical Expertise (Choose 1)		1
CHEM 302L	Instrumental Analysis: Lab	
CHEM 415L	Integrated Lab Experience I	
Practical Knowledge (Choose 1)		3
CHEM 307	Essential Biochemistry	
CHEM 450	Environmental Chemistry	
CHEM 460	Materials Chemistry	
CHEM 3xx/4xx Level elective		3

Mathematics

MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	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

Total Hours **61-62**

All courses required in the major must be completed with a "C-" or better in order to satisfy the major. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.

Students may elect to take research hours or course electives in special topics in they wish.

Chemistry — Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Pharmacy, Pre-Physician's Assistant and Pre-Veterinary (B.S.)

Student Learning Outcomes

- a. Students will demonstrate knowledge of Thermodynamics, Kinetics, Equilibrium, Structure of Materials, Quantum Mechanics, Synthesis, Reactivity of Substances and Green Chemistry.
- b. Students will use critical thinking by demonstrating the ability to recognize the components of a problem, formulate a strategy to solve the problem, apply comprehensive scientific knowledge to execute a solution and then evaluate the effectiveness of the solution.
- c. Students will demonstrate communication skills reflective of professional standards in chemistry consistent with the American Chemical Society.
- d. Students will demonstrate discipline-specific core laboratory and calculation-based skills related to the synthesis and characterization of compounds and common methods of chemical analysis.
- e. Students will demonstrate readiness for post-baccalaureate entry into a workforce or advancement (entrance) into graduate or professional programs in Chemistry.
- f. Students will demonstrate global perspective in their understanding of how chemistry affects economics, health, technology and the environment.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1

BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
CHEM 303	Modern Analytical Chem	3
CHEM 303L	Modern Analytical Chem Lab	1
CHEM 305	Inorganic Chemistry	3
CHEM 310	Found of Physical Chem	4
CHEM 390	DV:Chemistry Internship	3
Mathematics		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	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
Total Hours		67

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. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 into enroll in CHEM 101.

Comprehensive Science (B.S.) Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 305	Botany	3

BIO 390	Biology Internship	1-3
BIO Electives (4 hrs. at 300-level or higher)		8
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1
CHEM Elective (300-level or higher)		4
Mathematics		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
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. Incoming students need to place into MATH 104 in order to enroll in BIO 101 and MATH 155 to enroll in CHEM 101.*

Computer Science (B.S.) – Networking

Student Learning Outcomes

- Students will demonstrate knowledge of Computer Science-specific content (programming in a higher-level language; computer's internal organization).
- Students will demonstrate critical thinking in Computer Science.
- Students will demonstrate communication skills reflective of professional standards in Computer Science.
- Students will demonstrate Computer Science-specific calculation-based skills (ability to work with different bases, internal data representations, digital logic).
- Students will demonstrate readiness for post-baccalaureate entry into workforce or advancement (entrance) into graduate or professional programs.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Computer Science: Networking Required Courses		
CS 108	Found of Computer Science I	3
CS 111	Intro to Obj-Oriented Program	3
CS 112	Introduction to Networking	3
or ICT 112	Introduction to Networking	
CS 114	Introduction to Cybersecurity	3
CS 210	Understanding UNIX/LINUX	3
or ICT 210	Understanding UNIX/LINUX	
CS 298	Computer Sci Career Seminar I	1
or ICT 298	Comp Science Career Seminar I	
CS 385	Computer Science Internship	1-6
ICT 301	Advanced Networking	3
ICT 302	Telecommunication Networking	3
ICT 303	Wireless and Mobile Computing	3
ICT 401	Fund of Inform & Network Secur	3
ICT 402	Virtual, Cloud Comp & Secur	3
ICT 403	Adv Network Administration	3
ICT 404	Network Des & Mgmt (Capstone)	3
ICT 498	CS Career Seminar II	1
or CS 498	CS Career Seminar II	
Computer Science: Networking Elective Courses		
Select six credit hours from the following:		6
CS 387	Advanced Cybersecurity	
ICT 410	Intru Detect & Incid Response	
ICT 411	Digital Forensic Analysis	
ICT 412	Ethical Hacking & Sys Defense	
Total Hours		45-50

Students must pass each course with a "C-" grade or higher for the major.

Computer Science (B.S.) – Programming

Student Learning Outcomes

- Students will demonstrate knowledge of Computer Science-specific content (programming in a higher-level language; computer's internal organization).
- Students will demonstrate critical thinking in Computer Science.
- Students will demonstrate communication skills reflective of professional standards in Computer Science.
- Students will demonstrate Computer Science-specific calculation-based skills (ability to work with different bases, internal data representations, digital logic).
- Students will demonstrate readiness for post-baccalaureate entry into workforce or advancement (entrance) into graduate or professional programs.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Computer Science: Programming Required Courses		
CS 108	Found of Computer Science I	3
CS 111	Intro to Obj-Oriented Program	3
CS 112	Introduction to Networking	3
CS 114	Introduction to Cybersecurity	3
CS 212	Intro Object-Oriented Prg II	3
CS 221	Database Techniques	3
CS 298	Computer Sci Career Seminar I	1
CS 306	Computer Organization	3
CS 385	Computer Science Internship	1-6
CS 387	Advanced Cybersecurity	3
CS 425	Software Engineering I	3
CS 426	Software Engineering II	3
CS 498	CS Career Seminar II	1
Math		
MATH 155	Elementary Functions I	3
MATH 230	Discrete Patterns I	3
Computer Science: Programming Elective Courses		
Select nine credit hours from the following:		6
CS 201	Visual Basic I	3
CS 210	Understanding UNIX/LINUX	3
CS 303	Introduction to Data Science	3
CS 314	Functional Programming	3
CS 402	Modular Projects	3
CS 403	Object Oriented Prog w/C++	3
CS 405	Operating Systems	3
Total Hours		66-71

Students must pass each course with a "C-" grade or higher for the major.

Computer Science - (A.S.) Computer Science (A.S.)

Code	Title	Hours
Basic Core English:		
ENG 102	Read/Writing Connections	3
Philosophy Credit:		
PHIL Elective		3
Theology Credit:		
THEO Elective		3
Fine Arts Credit:		
ART/MUS Elective		3
Social Science/ Economics/History: Choose one of the following:		3
ECON Elective		
GFA Elective		
HIST Elective		
PSYC Elective		

SOC Elective		
Computer Science Credit:		
CS 111	Intro to Obj-Oriented Program	3
CS 212	Intro Object-Oriented Prg II	3
CS 221	Database Techniques	3
CS 306	Computer Organization	3
MATH 230	Discrete Patterns I	3
CS 200 level or above		3
CS 200 level or above		3
CS 200 level or above		3
Mathematics/Natural Science: Choose one option below		
Option 1		
MATH 221	Statistics	3
& MATH ELECTIV and		
Option 2 (choose one)		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	3
Option 3: Choose 2 Science courses w/ labs (8 hours)		
BIO/CHEM/NS/PHYS Elective		4
BIO/CHEM/NS/PHYS Elective		4
Electives (13-16 hours)		

Computer Science - Cybersecurity (A.S.)

Student Learning Outcomes

- Students will demonstrate knowledge of Information Technology - specific content (programming in a higher-level language; computer's internal organization).
- Students will demonstrate critical thinking in Information Technology.
- Students will demonstrate communication skills reflective of professional standards in Information Technology.
- Students will demonstrate computer-based calculation skills (ability to work with different bases, internal data representations, digital logic).

Code	Title	Hours
Major Requirements (30 credit hours)		
CS 108	Found of Computer Science I	3
CS 111	Intro to Obj-Oriented Program	3
CS 112	Introduction to Networking	3
CS 114	Introduction to Cybersecurity	3
CS 210	Understanding UNIX/LINUX	3
CS 221	Database Techniques	3
CS 387	Advanced Cybersecurity	3
ICT 410	Intru Detect & Incid Response	3
ICT 411	Digital Forensic Analysis	3
ICT 412	Ethical Hacking & Sys Defense	3
General Education (12 credit hours)		
ENG 102	Read/Writing Connections	3
SOC or PSYC Elective		3

GFA or ECON Elective		3
HIST or LIT Elective		3
Math/Sci Proficiency		
Option 1		
MATH 221	Statistics	
MATH 155	Elementary Functions I (or higher)	
Option 2		
MATH 210A	Calculus I	
MATH 211	Calculus II	
MATH 310A	Calculus III	
MATH 311A	Calculus IV	
Option 3 (2 science courses with labs)		
Philosophy/Theology/History		
PHIL		3
THEO 101	T1:FD:The Judeo-ChristianTrad	3
	or THEO 102 FD:TheCatholicIntellectualTrad	
Fine Art or Music Elective		
Total Hours		
57-59		
Add electives to get to 60 total credit hours		

Cybersecurity Certificate Program

Student Learning Outcomes

- Students will demonstrate knowledge of Information Technology - specific content (programming in a higher-level language; computer's internal organization).
- Students will demonstrate critical thinking in Information Technology.
- Students will demonstrate communication skills reflective of professional standards in Information Technology.
- Students will demonstrate computer-based calculation skills (ability to work with different bases, internal data representations, digital logic).

Code	Title	Hours
Cybersecurity Certificate Required Courses		
CS 114	Introduction to Cybersecurity	3
CS 221	Database Techniques	3
CS 385	Computer Science Internship	1-6
CS 387	Advanced Cybersecurity	3
ICT 410	Intru Detect & Incid Response	3
ICT 412	Ethical Hacking & Sys Defense	3
Total Hours		
16-21		

The practicum will be an experiential commitment. It may involve an applied project where the student works a project coordinated with Walsh at a designated internship site or a project coordinated in some way.

Data Analytics (B.S.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Computer Programming Requirements		
CSC 101	Programming For Everyone 1	3
CSC 102	Programming for Everyone II	3
CSC 103	Internet Hist/Tech/Security	3
CSM 202	Algorithms	3
CSM 204	Data Structures	3
ITM 101	Postresql for Everyone	3
Mathematics Requirements		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	3
MATH 221	Statistics	3
MATH 321	Prob/Statistical Infer I	3
Data Analytics Requirements		
DAM 410	Found of Data Analytics I	3
DAM 411	Found of Data Analytics II	3
DAM 414	Princ Tech of Data Analytic I	3
DAM 415	Princ Tech of Data Analytic II	3
BUS 390B	Data Analytics Practicum	3
Data Analytics Elective (Choose one):		3
PHM 221	Biostatistics	
DMC 346	Digital Marketing Analytics	
ASM 301	Actuarial Sci & Risk Manag w R	
Total Hours		51

Game Development (B.S.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
GDM, CSC & CSM courses are offered through the LCMC/ Rize consortium		
Game Fundamentals Requirements		
GDM 102	Introduction to Game Design	3
GDM 201	Content & Systems Design	3
GDM 202	Game Engines I	3
GDM 400	Capstone Pro- Building A Game	3
Computer Science Requirements		
CSC 101	Programming For Everyone 1	3
CSC 102	Programming for Everyone II	3
CSM 201	Introduction to C	3
CSM 202	Algorithms	3

CSM 204	Data Structures	3
GDM 301	Adv. Programming (C# Program)	3
GDM 302	Game Engines II	3
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
Additional Requirements		9
Choice of 3		
CS 220	Discrete Patterns for Comp Sci	
MATH 230	Discrete Patterns I	
MATH 321	Prob/Statistical Infer I	
BUS 361	Project Management	
COM 285	DM:Visual Communication	
COM 316	Digital Storytelling	
CS 221	Database Techniques	
CS 425	Software Engineering I	
Total Hours		48

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
GDM, CSC, CSM, & WDM courses are offered through the LCMC/Rize consortium		
Game Fundamentals Requirements		
GDM 102	Introduction to Game Design	3
GDM 201	Content & Systems Design	3
GDM 202	Game Engines I	3
GDM 400	Capstone Pro- Building A Game	3
Design Fundamentals Requirements		
BUS 361	Project Management	3
COM 316	Digital Storytelling	3
CSC 101	Programming For Everyone 1	3
CSC 102	Programming for Everyone II	3
CSM 202	Algorithms	3
CSM 204	Data Structures	3
WDM 200	User Experience I	3
Additional Requirements		9
Choice of 3		
PSYC 201	Principles of Learning	
COM 235	Creative Digi Prac Production	
COM 285	DM:Visual Communication	
BUS 383	Creativity & Design Thinking	
CSC 301	Web Development	
Total Hours		42

Information Technology (B.S.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Information Technology Core Requirements		
ITM 101	Postresql for Everyone	3
ITM 301	Network Tech & Telecomm	3
ITM 102	Intro to IT Systems	3
ITM 401	Data Protection & Mgmt	3
ITM 402	Cloud Infrastructure & Serv	3
ITM 403	Information Storage & Mgmt	3
ITM 404	Tech Integ & Troubleshooting	3
ITM Internship		3
Focus Area Requirements		6
CSC 301A	V Application Development	3
CSC 301B	VI Application Development	3
OR		
PMM 405A	II Project Planning	3
PMM 405B	III Project Planning	3
Programming Requirements		
CSC 103	Internet Hist/Tech/Security	3
CSC 101	Programming For Everyone 1	3
CSC 102	Programming for Everyone II	3
Additional Requirements		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
ENG 240	Professional Writing I	3
PMM 359	Intro to Project Mgmt	3
Recommended:		
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	
or PSYC 240	Industrial/Organizational Psyc	
Total Hours		66

Bioengineering Program (3+2, B.S.-Biology/M.S.-Bioengineering)

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		
BIO 101	FD: T1:Principles of Biology I	3

BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 120	Intro to Bioinformatics	3
BIO 206	Microbiology	3
BIO 206L	Microbiology: Lab	1
BIO 306	Cell Biology	3
BIO 307	Essential Biochemistry (counts as CHM420 at UD)	3
BIO 410	Topics in Biology (Cellular & Molecular Techniques - counts as BIE 507 at UD)	3

Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 201	Organic Chemistry I	3
CHEM 201L	Organic Chemistry I: Lab	1
CHEM 202	Organic Chemistry II	3
CHEM 202L	Organic Chemistry II: Lab	1

Mathematics Minor		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	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

Total Hours	67
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Bioengineering (Year 4 at University of Dayton)		
EGR 202	Introduction to Thermodynamics	3
BIE 501	Introduction to Bioengineering (graduate)	3
BIE 505	Principles of Engineering for Bioengineers (graduate)	3
BIE 561	Biomedical Engineering I (graduate)	3
MTH 527	Biostatistics	3
BIE Elective	from emphasis area	3
CME 582	Advanced Chemical Engineering Calculations II	3
BIE 597	Research Methods	3
BIO 390	Biology Internship (During summer after year 3 at UD)	3
_____	General Education Course Counting for Walsh	3
_____	General Education Course Counting for Walsh	3
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 or the University of Akron 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 or the University

of Akron. Total credits at UD or UA, 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 or UA Master's program (see advisor for details) to complete the 5th year at UD or UA. Once accepted into the UD or UA Master's program, you will complete summer, fall and spring courses at UD or UA (and thesis work if chosen) to finish an MS in Bioengineering from UD or UA in the spring of year 5.

During year 4, the Walsh pre-engineering student will have both a Walsh and a UD or UA 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.

Chemical Engineering Program (3+2, B.S.-Chemistry/M.S.-Chemical Engineering)

Recommended

- A Global Learning (GL) Experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 198	Chem Career Seminar IA	0.5
CHEM 199	Chem Careers Seminar 1B	0.5
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 298	Chemistry Seminar IIA	0.5
CHEM 299	Chemistry Seminar IIB	0.5
CHEM 303	Modern Analytical Chem	3
CHEM 303L	Modern Analytical Chem Lab	1
CHEM 305	Inorganic Chemistry	3
CHEM 310	Found of Physical Chem	4
CHEM 415L	Integrated Lab Experience I	2
CHEM 416L	Integrated Laboratory Exp II	2
CHEM 450	Environmental Chemistry	3

CHEM 470	Nano and Fuel Chemistry	3
Mathematics Minor		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	3
MATH 410	Elem Differential Equations	3
Physics		
PHYS 201	Physics with Calculus I	3
PHYS 202	Physics with Calculus II	3
PHYS 101L	Principles of Physics I: Lab	1
PHYS 102L	Principles of Physics II: Lab	1
Chemical Engineering (Year 4 at University of Dayton)		
CME 203	Material and Energy Balances	3
CME 306	Chemical Reaction Kinetics and Engineering	3
CME 311	Chemical Engineering Thermodynamics	3
CME 324	Transport Phenomena I	3
CME 365	Speration Processes	
CME 381	Advanced Computations for Chemical Engineers	3
CME 507	Advanced Thermodynamics	3
CME 581	Advanced Chemical Engineering Calculations	
CHEM 390	DV:Chemistry Internship (Summer after Walsh preferred)	3
_____	General Education Course Counting for Walsh	3
_____	General Education Course Counting for Walsh	3
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 or the University of Akron 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 or the University of Akron. Total credits at UD or UA, 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 or UA Master's program (see advisor for details) to complete the 5th year at UD or UA. Once accepted into the UD or UA Master's program, you will complete summer, fall and spring courses at UD or UA (and thesis work if chosen) to finish an MS in Chemical Engineering from UD or UA in the spring of year 5.

During year 4, the Walsh pre-engineering student will have both a Walsh and a UD or UA 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

Required

- General Education Requirements
- Internship

Code	Title	Hours
Computer Science Programming		
CS 108	Found of Computer Science I	3
CS 111	Intro to Obj-Oriented Program	3
CS 112	Introduction to Networking	3
CS 114	Introduction to Cybersecurity	3
CS 212	Intro Object-Oriented Prg II	3
CS 220	Discrete Patterns for Comp Sci	3
CS 221	Database Techniques	3
CS 298	Computer Sci Career Seminar I	1
CS 306	Computer Organization	3
CS 425	Software Engineering I	3
CS 426	Software Engineering II	3
CS 498	CS Career Seminar II	1
Mathematics Minor		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	3
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
_____	CPS Core Course or Course from Concentration	3
CS 385	Computer Science Internship (summer after Walsh preferred)	3
ECE 334	Discrete Signals and Systems	3
ECE 532	Emedded Systems	3
_____	CPS Core 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 Computer Science 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 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

Required

- General Education Requirements
- Internship

Code	Title	Hours
Chemistry		
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
CHEM 198	Chem Career Seminar IA	0.5
CHEM 199	Chem Careers Seminar 1B	0.5
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 298	Chemistry Seminar IIA	0.5

CHEM 299	Chemistry Seminar IIB	0.5
CHEM 303	Modern Analytical Chem	3
CHEM 303L	Modern Analytical Chem Lab	1
CHEM 305	Inorganic Chemistry	3
CHEM 310	Found of Physical Chem	4
CHEM 415L	Integrated Lab Experience I	2
CHEM 416L	Integrated Laboratory Exp II	2
CHEM 450	Environmental Chemistry	3
CHEM 470	Nano and Fuel Chemistry	3
Mathematics Minor		
MATH 210A	Calculus I	3
MATH 211	Calculus II	3
MATH 221	Statistics	3
MATH 310A	Calculus III	3
MATH 311A	Calculus IV	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 (Materials Engineering (Year 4 at University of Dayton))	1
		66
Materials Engineering (Year 4 at University of Dayton)		
EGR 201	Mechanics	3
EGR 202	Engineering Thermodynamics	3
MAT 501	Principles of Materials I (graduate)	3
MAT 502	Principles of Materials II (graduate)	3
MAT 504	Techniques of Materials Analysis	3
MAT 506	Mechanical Behavior of Materials	3
MAT 509	Polymers	3
Electives: 6 Hours of Engineering Courses		6
_____	Engineering Course (graduate)	
_____	Engineering Course (graduate)	
CHEM 390	DV:Chemistry Internship	3
_____	General Education Course Counting for Walsh	3
_____	General Education Course Counting for Walsh	3
Total for Summer, Fall and Spring of Year 4		36

thesis work if chosen) to finish an MS in Materials 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.

*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 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 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 (and

Honors Program

Co-Honors Directors:

Nina Rytwinski (<https://www.walsh.edu/directory/nina-rytwinski.html>)

Co-Director of Honors Program; Assistant Professor of Psychology Social and Behavioral Sciences, School of Behavioral and Health Sciences

nrytwinski@walsh.edu

330.490.7611 | Betzler Social and Behavioral Science Center - 146

Jennifer Clevinger (<https://www.walsh.edu/directory/jennifer-clevinger.html>)

Co-Director of Honors Program, Professor of Biology Mathematics and Sciences

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330.490.7331 | Timken Natural Science Center - 222

Honors Program Information

The Honors Program admits incoming Walsh University freshmen through:

- General Honors (Track I)
- Current Walsh freshmen (Track II)
- see here for a much fuller description of the Honors admissions processes.

Honors Program Benefits

- Honors Scholarship - All students accepted into the honors program receive a renewable scholarship of \$24,000 or a full-tuition scholarship. The full-tuition scholarships are very competitive and are also limited.
- Membership into the National Collegiate Council of Honors Programs - Students have the opportunity to present at national and regional conferences as well as other academic venues, both on and off campus.
- Peer Support - Each honors student has his/her own honors mentor.
- Special Recognition - "Honors Graduate Status" is noted on transcripts sent to potential employers and graduate schools.
- Honors Publishing - Each student is required to complete a senior honors thesis, which will be catalogued in the Walsh library as well as on OhioLINK.
- Early registration for classes. To ensure an optimal class schedule that is most convenient for you.
- Class auditing. Sit in on classes of your interest at no extra fee.
- Extended library usage. Extended borrowing privileges from the University library.

For more information about the Honors Program, please contact the Office of Admissions at (800) 362-9846 or via email at honorsadmission@walsh.edu or honorsdirector@walsh.edu.

General Honors

Students are required to maintain a minimum of a 3.3 overall grade-point average (GPA), a "B" or better in all Honors courses, and be enrolled in an appropriate Honors course each semester to remain in the Honors Program. Students entering the program must complete all degree requirements of their major(s) and minor(s), plus:

Code	Title	Hours
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Freshman Year: Required Writing and Theology

Fall Semester		
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HON 120	HON:Interdiscipl Research/Wrtg	3
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Spring Semester		
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HON 121	T1:FD:HON:The CathliIntel.Trad (Pre-requisite is THEO 101)	3
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Freshman to Sophomore Year: ONE of the following courses in Mathematics

MATH 155	Elementary Functions I	3
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MATH 156	Elementary Functions II	3
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MATH 210A	Calculus I	3
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MATH 221	Statistics	3
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BSC 221	Stats for Behavioral Science	3
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BUS 232	FD: Business Statistics	3
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Freshman to Sophomore Year: TWO of the following Foundations courses

HON 220	FD: Honors Natural Science	3
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HON 221	FD:DV: Honors Sociology/Psych	3
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HON 222	FD: Honors Art/Music	3
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HON 223	FD: Honors GFA/Economics	3
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HON 224	FD: Honors Philosophy	3
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HON 225	FD:T1:Hon: Literature/History	3
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Sophomore to Junior Year: Required Honors Seminar courses

Fall or Spring Semester

HON 320	TH: Themes Seminar I	3
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HON 321	TH: Themes Seminar II	3
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Junior Year: Required Research Courses ¹

Fall Semester

HON 330	DM Junior Honors Project	2
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HON 331	Research Methods	1
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Senior Honors Thesis Proposal

Senior Year: Required Senior Honors Thesis ¹

Fall or Spring Semester

HON 400	Senior Honor Thesis	3-6
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¹ *NOTE: Honors students and their advisors should consult the Honors Program Thesis Manual - available on Honors Students' ECN site - wherein the Honors Program outlines the major steps that constitute the Junior Honors Project (JHP), Senior Honors Thesis Proposal, and Senior Honors Thesis.

Track II

Track II Honors Program students must complete all degree requirements of their major(s) and minor(s) plus the following courses, most of which substitute for General Education requirements these same students otherwise would take:

Code	Title	Hours
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ONE of the following:

MATH 155	Elementary Functions I	3
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MATH 156	Elementary Functions II	3
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MATH 210A	Calculus I	3
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MATH 221	Statistics	3
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BSC 221	Stats for Behavioral Science	3
BUS 232	FD: Business Statistics	3
ONE of the following:		
HON 220	FD: Honors Natural Science	3
HON 221	FD:DV: Honors Sociology/Psych	3
HON 222	FD: Honors Art/Music	3
HON 223	FD: Honors GFA/Economics	3
HON 224	FD: Honors Philosophy	3
HON 225	FD:T1:Hon: Literature/History	3
Required Courses:		
HON 320	TH: Themes Seminar I	3
HON 321	TH: Themes Seminar II	3
HON 330	DM Junior Honors Project	2
HON 331	Research Methods	1
HON 400	Senior Honor Thesis	3-6

Global Learning Program

Michael Cinson - Director of Global Learning and Service-Learning

Phone: 330.244.4969

Email: mcinson@walsh.edu

Mission Statement

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

Vision Statement

The Office of Global Learning seeks to:

- Demonstrate a concrete impact of global service on students, the Walsh and local communities and the world.
- Increase global connections through more varied programs in multiple destinations throughout the world - and to bring more connections to the Walsh campus
- Develop and sustain learning communities which promote servant-leadership and global citizenship across university constituencies
- Achieve national recognition as a global institution

To learn more about upcoming Global Learning programs, how to apply, or for general information about study abroad, visit our Abroad Office (<http://walsh.abroadoffice.net/>) or Global Learning Webpage. (<https://www.walsh.edu/global-learning.html>)

Why Global Learning?

Our students develop:

- An increased independence and self-confidence
- The ability to earn credit toward a degree while experiencing
- Different cultures and customs
- An opportunity to learn and put to use a new language
- An enhanced global perspective important to today's employees

Apart from the academic component of these ventures, an extended period of time abroad offers a cultural immersion, an opportunity to examine habits and attitudes different from those at home. Participants in Walsh University's Global Learning Programs accept challenges different from those on our campus, and return to North Canton with a larger view of the world, a deeper understanding of its peoples and a stronger sense of themselves. The Office of Global Learning encourages students to explore our overseas opportunities and facilitates the study abroad process.

APPLY NOW (<http://walsh.abroadoffice.net/>)

Service Learning Program

Michael Cinson - Director of Global Learning and Service-Learning

Phone: 330.244.4969

Email: mcinson@walsh.edu

Service-Learning Website (<https://www.walsh.edu/service-learning.html>)

Empowering Change-Makers for our Community

In collaboration with Walsh faculty and local partners, the Office of Service-Learning equips and supports students to positively impact their communities and become educated change-makers and leaders in service.

Walsh University is dedicated to educating its students to become leaders in service to others. The Office of Service-Learning furthers this commitment by connecting Walsh University students to the local and global community, enabling them to learn and work alongside partners through Service-learning courses, immersion programs, global service experiences, leadership opportunities, and regular community service to others.

Office of Service-Learning Mission Statement

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.

What is Service-Learning?

Service-Learning is a form of experiential learning integrated into students' academic curriculum that consists of community-based service projects that meet the needs of the community, paired with structured preparation and student reflection. Service-Learning enhances what is taught in class by extending learning into the community.

How is Service-Learning Incorporated at Walsh?

All Walsh students have the opportunity to participate in a service-learning course as part of their general education curriculum. Since 2005, Walsh University has aligned student learning with the mission of service to the community by offering high-quality academic experiences that partner students with organizations in Canton and the surrounding area.

STUDENTS (<https://www.walsh.edu/sl-for-students.html>)

Service-learning is a form of experiential education that deepens learning. Service-learning provides enhanced opportunities for learning, as well as personal and social skill development. With service-learning, students gain increased knowledge of academic materials, their communities, and themselves.

FACULTY AND THE UNIVERSITY (<https://www.walsh.edu/sl-for-faculty.html>)

Faculty can engage in this high impact practice to enhance the quality of their teaching and find opportunities for research and outlets for professional expertise through service-learning. Service-learning supports the civic engagement mission of colleges and universities and improves relationships with the local community.

COMMUNITY (<https://www.walsh.edu/sl-for-community-partners.html>)

Community partners are integral to creating service-learning opportunities. Community partners are seen as co-

educators by partnering with faculty and students through service-learning courses. Working together through service-learning allows the university and partners to access additional resources and support.

How is Service-Learning Unique?

- Service-learning is not the same as community service — rather, it is the application of academic theory to community involvement, and vice-versa.
- Service-learning differs from internships because the primary beneficiary of internships and fieldwork is the student and the main focus is learning and gaining practical experience in a potential career field.
- The reflection component of service-learning transforms the experience into learning as well as adds a dimension of personal growth to service-learning.
- Ideal service-learning seamlessly incorporates and integrates coursework with assignments and service, so the service does not exist as an add-on or separate experience.
- "Service, combined with learning adds value to each and transforms both" (Porter-Honnet & Poulsen, 1990, p. 40)

Hoover Historical Center

Megan Pellegrino, Director of Museum Studies and Director of the Hoover Historical Center

The Hoover Historical Center, a complex of four buildings that presents sweeper and vacuum history, is an active participant in the communities of Walsh University and North Canton. Listed on the National Register of Historic Places, the mission of the museum is to collect, preserve, and educate the public on Hoover Company history from the birth of its founder in 1849 until 2008 when the company left North Canton.

The historic house museum, located on the north side of Maple Street, provides free, seasonal, guided tours. The Hoover Historical Center serves as an integral part of the Museum Studies Program as the place where practicum students learn the basics of giving tours, cataloguing objects, caring for collections, and organizing public events. Students in Museum Studies and other academic programs gain real-world experience by being actively involved in museum operations. Museum visitors can learn about Hoover history through displays that highlight floor care and other household products, innovations in engineering, advertising, and artwork related to The Hoover Company. Public programming includes the Hoover Park Festival, a free community event held in July, children's storytelling in the gardens behind the museum in August, and Christmas on Hoover Farm in December.

School of Behavioral and Health Sciences

Dr. Pamela Ritzline, Dean
Dr. Jo Anna Kelly, Chair

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 under-served.

Programs of Study

The School of Behavioral and Health Sciences offers undergraduate majors in Criminal Justice, Health Care Administration, Organizational Development and Leadership, Exercise Science, Psychology Community/Clinical, Psychology pre-Occupational Therapy, Psychology pre-Physical Therapy, Psychology Research, Sociology Applied Family Studies, Sociology Legal Studies, Behavioral Sciences/Counseling and Human Development (BA/MA) and Human Services (AA). The School offers graduate programs in Counseling and Human Development, a Master of Occupational Therapy and a Doctor of Physical Therapy.

GPA Requirement

All SBS majors need at least a **2.3 GPA** to continue on their majors.

Exception: A **3.3 GPA** is for the following majors:

- BA/MA
- Psychology Pre-OT Early Assurance
- Health Sciences OTA to MOT

Student Learning Outcomes

- Students will demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.
- Students will recognize and evaluate ethical issues and situations.
- Students will demonstrate the ability to apply qualitative and/or quantitative analytical reasoning skills to solve problems and evaluate outcomes.
- Students will demonstrate the ability to communicate effectively in forms appropriate to the discipline, individually and/or in groups.
- Students will compare the beliefs, behaviors, values, and /or worldview of others.

Combined Programs (BA/MA)

- Behavioral Sciences/Counseling (B.A./M.A.)
- Exercise Science (B.S.) - 3+2 Early Assurance Pre-Athletic Training Track
- Exercise Science (B.S.) - 3+2 Early Assurance Pre-Occupational Therapy Program
- Exercise Science (B.S.) - 3+3 Early Assurance Pre-Physical Therapy Track
- Psychology (B.A.) - 3+2 Early Assurance Pre-Occupational Therapy Program

SBS Majors

- Criminal Justice (B.A.)
- Exercise Science (B.S.) - Pre-Athletic Training Track
- Exercise Science (B.S.) - Pre-Occupational Therapy Track (<http://catalog.walsh.edu/undergraduate/school-behavioral-health-sciences/exercise-science-bs-pre-occupational-therapy-track/>)
- Exercise Science (B.S.) - Pre-Physical Therapy Track
- Exercise Science (B.S.) - Professional Track
- Healthcare Administration (B.A.)
- Health Sciences (OTA to MOT) - (B.S.)
- Organizational Development and Leadership (B.A.)
- Psychology Community/Clinical (B.A.)
- Psychology Pre-Occupational Therapy (Pre-OT) (B.A.)
- Public Health (B.A.)
- Social and Behavioral Science (B.A.)
- Sociology Applied Family Studies (B.A.)
- Human Services Major (A.A.)

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 3.0 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 four graduate courses during the last four semesters of their undergraduate degree program: BSC 502: Research Methods and Program Evaluation; BSC 510: Principles/Techniques/Theories of Counseling and Development; BSC 526: Group Process and BSC 560: Introduction to Counseling and the Counseling Profession. 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 for high school seniors through university freshmen students. Prospective students must meet two of the following three criteria:

- Have a minimum high school grade point average of 3.7 or university 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 it to the 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.

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 3.5 GPA.
- Complete PSYC 120, SOC 101 and one elective in Psychology or Sociology (a total of 9 credits in Social and Behavioral Sciences).
- 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

Required

- General Education Requirements
- Internship
- Students must maintain a minimum 3.0 GPA

core required courses (15 credits)

Code	Title	Hours
PSYC 120	T1:FD: Principles of Psych	3
SOC 101	T1:FD:Principles of Sociology	3
BSC 221	Stats for Behavioral Science ((Prerequisite MATH 104))	3
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6

Choose ANY 6 courses listed from the three content areas below (18 credit hours)

Code	Title	Hours
Psychology		
PSYC 201	Principles of Learning	3
PSYC 251	Physiological Psychology	3

PSYC 309	H1:Crit Iss in Child/Adol Deve	3
PSYC 340	H1:DV:TH1: Addictions	3
PSYC 401	DV:Abnormal Psychology	3
Sociology		
SOC 205	T1:FD:DV:Social/Cult Divers	3
SOC 303	H1:DV:Marriage, Family&Intimac	3
SOC 311	H1:DV:Medical Sociology	3
SOC 314	H1:DV:Sociology of Aging	3
Criminal Justice		
SOC 210	T1:Juvenile Crime/Justice	3
SOC 212	T1:Criminal Justice	3
SOC 305	Criminology	3
SOC 322	Restorative Justice	3

Core graduate-level courses (all BA/MA students take these four courses; 12 credit hours)

Code	Title	Hours
BSC 502	Research Methods/Prog Evaluati (Senior Year)	3
or CHD 602	Research Methods/Prog Eval	
BSC 510	Prin/Tech/Theories of Coun/Dev (Junior Year, 1st Term))	3
BSC 526	UG:DV:Group Process (Senior Year, 1st Term)	3
or CHD 626	Group Process	
BSC 560	DV:Intro Counsel/Counsel Prof (Junior Year, 2nd Term))	3
Total Hours		12

Graduate course descriptions are listed in the Graduate Catalog.

Additional courses for the following tracks:

School Counseling track ONLY

Code	Title	Hours
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3

Mental Health track & School Counseling track (DUAL)

Code	Title	Hours
BSC 503	Assessment in Counseling	3
BSC 512	Lifespan Development	3
EDUC 107	School and Society: Intro Educ	3
EDUC 206	TH1:SL:DV:Ex&MultiCultGlobSoci	3

Criminal Justice (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 45-48 sem. hrs. in major

Code	Title	Hours
Criminal Justice Core		24
SOC 101	T1:FD:Principles of Sociology	3
SOC 200	Professional Seminar in Sociol	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3
SOC 210	T1:Juvenile Crime/Justice	3
SOC 212	T1:Criminal Justice	3
SOC 305	Criminology	3
SOC 322	Restorative Justice	3
SOC 401	H2b:Sociological Theory	3
Criminal Justice Electives		12
SOC 209	Contemporary Policing	3
SOC ____	SOC Elective	3
NS 114	T1:FD:Intro to ForensicScience	3
PSYC 340	H1:DV:TH1: Addictions	3
PSYC 350-1	ST: Forensic Psychology	3
PSYC ____	PSYC Elective	3
GFA 245	TH1:DV:TheLawandtheLegalSystem	3
Criminal Justice Culminating Experience		9-15
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6

Exercise Science (B.S.) Pre-Athletic Training Track

STUDENT LEARNING OUTCOMES

- Graduates will be able to assess the basic components of fitness, with an understanding of the health and physiological significance of each measurement.
- Graduates will be able to demonstrate the ability to analyze a biomechanical skill and communicate their findings with an emphasis placed upon performance and injury prevention.
- Graduates will demonstrate professionalism in an authentic situation and will perform as an entry level professional in the field.
- Graduates will be able demonstrate the ability to carry about research by designing a research study, collecting data, analyzing data with the proper statistical analysis and also by writing a research style paper.
- Graduates will show acceptable levels of fitness for professionals in the fields of health and wellness.
- Graduates will be able to review a specific disease pathology, evaluate specific limitations to exercise and create an effective exercise protocol for that population.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		14
BIO 101	FD: T1:Principles of Biology I	3

BIO 101L	Principles of Biology I: Lab	1
BIO 200	Medical Terminology	2
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
Chemistry		4
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
Exercise Science		38
EXS 100	Foundations of Exerc & Sprt Sci	3
EXS 101	Exercise Physiology I	3
EXS 102	Exercise Physiology II	3
EXS 150	First Aid and CPR	2
EXS 225	Strength Training and Conditin	3
EXS 300	ExerciseTesting & Prescription	3
EXS 362	Care/Prev of Athletic Injuries	3
EXS 363	Adv Athletic Injury Management	3
EXS 375	Research Design&Elemen.Stats	3
EXS 385	Biomechanics	3
EXS 484	Pathophys. of Chronic Disease	3
EXS 485	SL:Exs.Manag.OfChronicDiseas.	2
EXS 494	Internship	3
EXS 498	Research Seminar	1
Other Requirements		19
EXS 315	Exercise and Sports Nutrition	3
or NS 207	Nutrition	
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 221	Statistics	3
PHYS 101	Principles of Physics I	3
PHYS 101L	Principles of Physics I: Lab	1
PSYC 120	T1:FD: Principles of Psych	3
Electives (choose 2 from the following)		6
BIO 309	Human Physiology	4
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
EXS 264	Org/Admin of Ex Sci & Sport	3
EXS 330	Cardiac Rehab&Secondary Prev.	3
EXS 364	Sports Psychology	3
EXS 365	TH1:H2B:SportinAmericanSociety	3
EXS 401	Advanced Exercise Physiology	3
EXS 499	Faculty Research Assistant	2
PHIL 304	H3:TH1:TH2: Bioethics	3
Total Hours		81

Exercise Science (B.S.) - 3+2 Early Assurance Pre-Athletic Training Track

STUDENT LEARNING OUTCOMES

- Graduates will be able to assess the basic components of fitness, with an understanding of the health and physiological significance of each measurement.
- Graduates will be able to demonstrate the ability to analyze a biomechanical skill and communicate their findings with an emphasis placed upon performance and injury prevention.
- Graduates will demonstrate professionalism in an authentic situation and will perform as an entry level professional in the field.
- Graduates will be able demonstrate the ability to carry about research by designing a research study, collecting data, analyzing data with the proper statistical analysis and also by writing a research style paper.
- Graduates will show acceptable levels of fitness for professionals in the fields of health and wellness.
- Graduates will be able to review a specific disease pathology, evaluate specific limitations to exercise and create an effective exercise protocol for that population.
- Year 4 will be taken at Youngstown State University (63 credit hours at Walsh, 35 credit hours at YSU).

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		14 Credit Hours
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 200	Medical Terminology	1,2
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
Chemistry		4 Credit Hours
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
Exercise Science		26 Credit Hours
EXS 100	Foundations of Exerc & Sprt Sci	3
EXS 101	Exercise Physiology I	3
EXS 102	Exercise Physiology II	3
EXS 150	First Aid and CPR	2
EXS 225	Strength Training and Conditin	3
EXS 300	ExerciseTesting & Prescription	3
EXS 362	Care/Prev of Athletic Injuries	3

EXS 363	Adv Athletic Injury Management	3
EXS 375	Research Design&Elemen.Stats	3
EXS 385	Biomechanics	3
EXS 484	Pathophys. of Chronic Disease	3
EXS 485	SL:Exs.Manag.OfChronicDiseas.	2
EXS 494	Internship	3
EXS 498	Research Seminar	1

Other Requirements **19 Credit Hours**

EXS 315 or NS 207	Exercise and Sports Nutrition Nutrition	3
PSYC 120	T1:FD: Principles of Psych	3
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 221	Statistics	3
PHYS 101	Principles of Physics I	3
PHYS 101L	Principles of Physics I: Lab	1

Athletic Training (Year 4 at Youngstown State University) - 35 Credit Hours

- MAT 6900 Basic Athletic Training Laboratory
1
- MAT 6901 Emergency & Acute Care in Sports Medicine
3
- MAT 6910 Clinical Practicum I
1
- MAT 5865 Functional Human Gross Anatomy
4
- MAT 6915 Evaluation & Management of Lower Extremity Injuries
4
- MAT 6920 Therapeutic Modalities
4
- MAT 6930 Clinical Practicum II
2
- MAT 6950 Evidence-Based Practice/
Research 3
- MAT 6925 Evaluation & Management of Upper Extremity
Injuries 4
- MAT 6940 Therapeutic Exercise
4
- MAT 6945 General Medical Conditions
3
- MAT 6960 Clinical Practicum III
2

Year 4 at Youngstown State University (YSU) will start in the summer following the Walsh junior year. The summer, fall and spring of year 4 will be at YSU. Total credits at YSU, including summer, fall and spring of year 4, will count toward 35 credit hours of exercise science coursework, exercise science electives and core curriculum at Walsh.

The first 3 years at Walsh will include courses shown in the Table above (NOT the YSU MAT courses in year 4), 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 Exercise Science Pre-Athletic Training will have been earned and you will graduate from Walsh. You will then need to apply to the YSU Master's of Athletic Training program (see advisor for details) to complete the 5th year at YSU. Once accepted into the YSU Master's of Athletic Training program, you will complete summer, fall and spring courses at YSU to finish an MS in Athletic Training from YSU in the spring of year 5.

PLEASE NOTE: During year 4, the Walsh students in the 3+2 Pre-Athletic Training program will have both a Walsh and YSU advisor. Special consideration will be made to work with Honors students.

The exact courses involved in this program are subject to change. All changes will benefit students enrolled.

Early Assurance Exercise Science Pre-OT 3+2 Program

Recommended

- A Global Learning (GL) experience (<http://catalog.walsh.edu/undergraduate/academic-services/#globallearning>)

Required

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

Code	Title	Hours
Biology Requirements		
BIO 200	Medical Terminology	1,2
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
Exercise Science Requirements		
EXS 100	Foundations of Exerc & Sprt Sci	3
EXS 101	Exercise Physiology I	3
EXS 102	Exercise Physiology II	3
EXS 150	First Aid and CPR	2
EXS 225	Strength Training and Conditin	3
EXS 300	ExerciseTesting & Prescription	3
EXS 362	Care/Prev of Athletic Injuries	3
EXS 375	Research Design&Elemen.Stats	3
EXS 385	Biomechanics	3
EXS 484	Pathophys. of Chronic Disease	3
EXS 485	SL:Exs.Manag.OfChronicDiseas.	2
EXS 494	Internship	3
EXS 498	Research Seminar	1
Other Requirements		
EXS 315	Exercise and Sports Nutrition	3
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 221	Statistics	3
PHYS 101	Principles of Physics I	3

PHYS 101L	Principles of Physics I: Lab	1
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 401	DV:Abnormal Psychology	3
SOC 101	T1:FD:Principles of Sociology	3
OT Coursework		
OT 502	Foundations of OT	3
OT 503	Human Anatomy	5
OT 503L	Human Anatomy Lab	0
OT 504	Conditions in OT	2
OT 506	Task Analysis	2
OT 602	OT Evaluation & Assess Skls	3
OT 604	Psych Aspects of Occup Perf	3
OT 606	Therapeutic Interv in Ped	4
OT 608	Biomechanics in Occup Therapy	4
OT 610	Neuroscience for Occup Therapy	3
OT 612	Lvl 1 Fieldwork A/Seminar	2
Total Hours		107-108

Exercise Science (B.S.) - Pre-Physical Therapy Track

STUDENT LEARNING OUTCOMES

- Graduates will be able to assess the basic components of fitness, with an understanding of the health and physiological significance of each measurement.
- Graduates will be able to demonstrate the ability to analyze a biomechanical skill and communicate their findings with an emphasis placed upon performance and injury prevention.
- Graduates will demonstrate professionalism in an authentic situation and will perform as an entry level professional in the field.
- Graduates will be able demonstrate the ability to carry about research by designing a research study, collecting data, analyzing data with the proper statistical analysis and also by writing a research style paper.
- Graduates will show acceptable levels of fitness for professionals in the fields of health and wellness.
- Graduates will be able to review a specific disease pathology, evaluate specific limitations to exercise and create an effective exercise protocol for that population.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

All courses must be completed with a C- or better to be counted toward completion of the major.

Code	Title	Hours
Biology		20
BIO 101	FD: T1:Principles of Biology I	
BIO 101L	Principles of Biology I: Lab	
BIO 102	Principles of Biology II	

BIO 102L	Principles of Biology II: Lab	
BIO 209	Anatomy/Physiology I	
BIO 209L	Anatomy/Physiology I: Lab	
BIO 210	Anatomy/Physiology II	
BIO 210L	Anatomy/Physiology II: Lab	
BIO 309	Human Physiology	
Exercise Science		32
EXS 100	Foundations of Exerc & Sprt Sci	
EXS 101	Exercise Physiology I	
EXS 102	Exercise Physiology II	
EXS 150	First Aid and CPR	
EXS 225	Strength Training and Conditin	
EXS 300	ExerciseTesting & Prescription	
EXS 375	Research Design&Elemen.Stats	
EXS 385	Biomechanics	
EXS 484	Pathophys. of Chronic Disease	
EXS 485	SL:Exs.Manag.OfChronicDiseas.	
EXS 494	Internship	
EXS 498	Research Seminar	
Other Requirements		28
CHEM 101	FD:T1:Princ of Chemistry I	
CHEM 101L	Principles of Chemistry I: Lab	
CHEM 102	Principles of Chemistry II	
CHEM 102L	Principles of Chemistry II:Lab	
MATH 155	Elementary Functions I (required for Physics)	
MATH 156	Elementary Functions II (required for Physics)	
MATH 221	Statistics (MATH 104 - Algebra II is a pre-requisite)	
PHYS 101	Principles of Physics I	
PHYS 101L	Principles of Physics I: Lab	
PHYS 102	Principles of Physics II	
PHYS 102L	Principles of Physics II: Lab	
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	
Electives (choose 2 from the following list OR any other EXS course at the 200 level or above)		6
PHIL 304	H3:TH1:TH2: Bioethics	
EXS 499	Faculty Research Assistant	
PSYC 251	Physiological Psychology	
PSYC 401	DV:Abnormal Psychology	
SOC 311	H1:DV:Medical Sociology	
EXS Elective (200 level or above)		
EXS Elective (200 level or above)		
Total Hours		86

Exercise Science (B.S.) - 3+3 Early Assurance Pre-Physical Therapy

STUDENT LEARNING OUTCOMES

- Graduates will be able to assess the basic components of fitness, with an understanding of the health and physiological significance of each measurement.

- Graduates will be able to demonstrate the ability to analyze a biomechanical skill and communicate their findings with an emphasis placed upon performance and injury prevention.
- Graduates will demonstrate professionalism in an authentic situation and will perform as an entry level professional in the field.
- Graduates will be able demonstrate the ability to carry about research by designing a research study, collecting data, analyzing data with the proper statistical analysis and also by writing a research style paper.
- Graduates will show acceptable levels of fitness for professionals in the fields of health and wellness.
- Graduates will be able to review a specific disease pathology, evaluate specific limitations to exercise and create an effective exercise protocol for that population.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements

Code	Title	Hours
Biology		20
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1
BIO 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
Exercise Science		19
EXS 100	Foundations of Exerc & Sprt Sci	3
EXS 101	Exercise Physiology I	3
EXS 102	Exercise Physiology II	3
EXS 150	First Aid and CPR	2
EXS 225	Strength Training and Conditin	3
EXS 300	ExerciseTesting & Prescription	3
EXS 375	Research Design&Elemen.Stats	3
EXS 385	Biomechanics	3
EXS 484	Pathophys. of Chronic Disease	3
EXS 485	SL:Exs.Manag.OfChronicDiseas.	2
EXS 494	Internship	3
EXS 498	Research Seminar	1
Other Requirements		23
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1
MATH 155	Elementary Functions I	3
MATH 156	Elementary Functions II	3
MATH 221	Statistics	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
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
Physical Therapy Requirements (4th Year)		20
PT 503	Human Anatomy	5
or PT 603	Human Anatomy	
PT 504	Foundations of Neuroscience	4
or PT 604	Foundations of Neuroscience	
PT 506	Foundations of Pharmacology	2
or PT 606	Foundations of Pharmacology	
PT 511	Foundations of Examination I	4
or PT 611	Foundations of Examination I	
PT 5151B	Biomechanics II	2
or PT 6151B	Biomechanics II	

Exercise Science (B.S.) - Professional Track

STUDENT LEARNING OUTCOMES

- Graduates will be able to assess the basic components of fitness, with an understanding of the health and physiological significance of each measurement.
- Graduates will be able to demonstrate the ability to analyze a biomechanical skill and communicate their findings with an emphasis placed upon performance and injury prevention.
- Graduates will demonstrate professionalism in an authentic situation and will perform as an entry level professional in the field.
- Graduates will be able demonstrate the ability to carry about research by designing a research study, collecting data, analyzing data with the proper statistical analysis and also by writing a research style paper.
- Graduates will show acceptable levels of fitness for professionals in the fields of health and wellness.
- Graduates will be able to review a specific disease pathology, evaluate specific limitations to exercise and create an effective exercise protocol for that population.

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Biology		8
BIO 209	Anatomy/Physiology I	
BIO 209L	Anatomy/Physiology I: Lab	
BIO 210	Anatomy/Physiology II	
BIO 210L	Anatomy/Physiology II: Lab	
Exercise Science		38
EXS 100	Foundations of Exerc & Sprt Sci	
EXS 101	Exercise Physiology I	
EXS 102	Exercise Physiology II	
EXS 150	First Aid and CPR	

EXS 225	Strength Training and Conditin	
EXS 264	Org/Admin of Ex Sci & Sport	
EXS 300	ExerciseTesting & Prescription	
EXS 362	Care/Prev of Athletic Injuries	
EXS 375	Research Design&Elemen.Stats	
EXS 385	Biomechanics	
EXS 484	Pathophys. of Chronic Disease	
EXS 485	SL:Exs.Manag.OfChronicDiseas.	
EXS 494	Internship	
EXS 498	Research Seminar	
Other Requirements		9
NS 207	Nutrition	
	or EXS 315 Exercise and Sports Nutrition	
PSYC 201	Principles of Learning	
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	
Electives (complete 27 credit hours from the list of electives below)		27
BIO 309	Human Physiology	
BUS 225	Introduction to Sports Mgmt	
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	
EXS 330	Cardiac Rehab&Secondary Prev.	
EXS 363	Adv Athletic Injury Management	
EXS 364	Sports Psychology	
EXS 365	TH1:H2B:SportinAmericanSociety	
EXS 401	Advanced Exercise Physiology	
EXS 499	Faculty Research Assistant	
PE 210	Coaching Baseball	
PHIL 304	H3:TH1:TH2: Bioethics	
PHM 202	Health Economics	
PMM 359	Intro to Project Mgmt	
Total Hours		82

Healthcare Administration (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 45 sem. hrs. in major

Code	Title	Hours
Prerequisites (select 2 courses - fulfills Gen Ed core AND major requirements)		6
ECON 203	FD:T1:Global Microeconomics	3
PSYC 120	T1:FD: Principles of Psych	3
SOC 101	T1:FD:Principles of Sociology	3
Foundations		12
HCA 200	Healthcare Systems	3
ODL 200	Introduction to Leadership	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3

Healthcare Administration		12
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
HCA 300	Healthcare Law & Ethics	3
HCA 340	Managed Care & Reimbursement	3
Population Health		12
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
PSYC 240	Industrial/Organizatio Psyc	3
SOC 311	H1:DV:Medical Sociology	3
SOC 314	H1:DV:Sociology of Aging	3
Capstone		3
HCA 400	Healthcare Admin Capstone	3

Health Sciences (OTA to MOT) - (B.S.)

OVERVIEW OF PROGRAM

The Occupational Therapy Assistant (OTA) to Masters of Occupational Therapy (MOT) Degree Advancement Bachelor of Science (BS) program offers a unique opportunity for Occupational Therapy Assistant (OTA) practitioners to earn a bachelor's degree and transition to the MOT program at Walsh University. In this program, students transfer credits from their respective OTA program, complete pre-requisite courses or courses in the Health Sciences degree program to total a minimum of 90 credits before entering the MOT program for their final 30 credits of their BS degree. The final 30 credits encompass the 15 required in the major and are dual coded as 500 level undergraduate courses and occupational therapy graduate level courses.

OTA degree advancement admission requirements

Entrance to Walsh: meet Walsh requirements for admission to the university.

During completion of first year at Walsh: meet the following

- Maintain a 3.0 overall GPA
- Pre-req GPA must be 3.0 regardless of where/when courses were completed
- In year prior to entering OT program, complete interview with OT faculty
- Submit 3 letters of recommendation; at least one from a work supervisor

B.S. Health Science OTA to MOT Degree Advancement - 60 transfer credits, 1st year = 30 credits, 2nd year = 30 credit hours first 2 semesters in OT program = 120 credits

*Students must have completed a minimum of 90 credit hours before admission to the master of occupational therapy program in order to graduate with a bachelor of science degree upon completion of first year of the master of occupational therapy program.**

Course	Title	Hours
First Year		
Health Sciences Core		30
BSC 221	Stats for Behavioral Science	3
BSC 320	DM:Ethics &Professional Skills	3

EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
EXS 385	Biomechanics	3
ENG 240	Professional Writing I	3
ODL 200	Introduction to Leadership	3
PSYC 240	Industrial/Organizatio Psysc	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
BSC 220	Social Research Methods	3
SOC 311	H1:DV:Medical Sociology	3

Hours	60
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Second Year

OT Coursework/Final year of Bachelor's in Health Science		30
OT 502	Foundations of OT	3
OT 503 & 503L	Human Anatomy and Human Anatomy Lab	5
OT 504	Conditions in OT	2
OT 506	Task Analysis	2
OT 508	OT Theory & Frames of Ref	2
OT 602	OT Evaluation & Assess Skls	3
OT 606	Therapeutic Interv in Ped	4
OT 608	Biomechanics in Occup Therapy	4
OT 610	Neuroscience for Occup Therapy	3
OT 612	Lvl 1 Fieldwork A/Seminar	2

Hours	60
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Total Hours	120
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PSYC Elective	3
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Sociology

SOC 101	T1:FD:Principles of Sociology	3
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SOC 205	T1:FD:DV:Social/Cult Divers	3
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SOC 212	T1:Criminal Justice	3
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SOC 303	H1:DV:Marriage, Family&Intimac	3
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SOC Elective	3
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SOC Elective	3
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Electives	9
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Total Hours	60
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*** Important Note:** 60 credit hours will be transferred from the College or University the student was awarded the Occupational Therapy Assistant degree.

Students who are admitted with an earned associate's degree are eligible for reduced core. Students who have not yet earned an associate's degree will be required to take courses to fulfill the general education requirements.

Human Services Major (A.A.)

Recommended

- A Global Learning (GL) experience

Required

- A total of 60 sem. hrs. in major

Code	Title	Hours
English (must meet 102 competency level)		
COM 211	Speech	3
ENG 101	Exploration of Self	3
ENG 102	Read/Writing Connections	3
Behavioral Science		
BSC 221	Stats for Behavioral Science	3
BSC 301	DV:Social Psychology	3
Psychology		
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 340	H1:DV:TH1: Addictions	3
PSYC 401	DV:Abnormal Psychology	3

Organizational Development and Leadership (B.A.)

Required

- General Education Requirements
- A total of 45 sem. hrs. in major

Code	Title	Hours
Organizational Development and Leadership (ODL) Core		18
SOC 101	T1:FD:Principles of Sociology	3
PSYC 120	T1:FD: Principles of Psych	3
PSYC 240	Industrial/Organizatio Psych	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3
ODL 200	Introduction to Leadership	3
ODL Concentrations: Select TWO 12-hour concentrations (one of which may be the choice of concentration A or B - not both)		24
Concentration A: Organizational Promotion		
BUS 233	Principles of Marketing	3
BUS 309	DM:DV: Consumer Behavior	3
BUS 416	DM: Marketing Strategy	3
BUS 430	Digital Marketing	3
Concentration B: Resource Development		
BUS 318	DV: Human Resource Management	3
BUS 361	Project Management	3
BUS 418	Leadership Seminar	3
BUS 448	Systems and Sustainability	3
Concentration C: Corporate Communications		
COM 212	Interpersonal Communication	3
COM 250	Writing for Mass Media	3
COM 295	Graphic Design	3
COM 360	Advert & PR in a Digital World	3
ODL Capstone		3
ODL 400	Org Develop & Ldrshp Capstone	3
Optional elective for the student accepted in the MBA 4+1 Program		0
MBA 600	Business Foundations	1
Total Hours		45

Psychology Community/Clinical (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 45-51 sem. hrs. in major

Code	Title	Hours
Psychology Foundations		
BSC 221	Stats for Behavioral Science	3
PSYC 120	T1:FD: Principles of Psych	3
PSYC 202	Adv Principles of Psychology	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 251	Physiological Psychology	3
PSYC 321	Experimental Psychology	3
PSYC 401	DV:Abnormal Psychology	3
BSC 220	Social Research Methods	3
Core Areas in Psychology		15
Select one course from each of the following core areas:		
Cognition		
PSYC 201	Principles of Learning	3
PSYC 204	Cognitive Processes	3
Social Processes		
PSYC 240	Industrial/Organizatio Psych	3
BSC 301	DV:Social Psychology	3
Electives		6
Choose any two electives:		6
*Note: if students take both capstone courses (BSC 440 and PSYC 460) they can count one as an elective		
Culminating Experience		
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
or PSYC 460 H3:Senior Research Project		
*Note only BSC 440 has a credit hour range of 3-6		
Total Hours		69-72

Psychology Pre-Occupational Therapy (Pre-OT) (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 67-73 sem. hrs. in major

Code	Title	Hours
Psychology Foundations		
BSC 221	Stats for Behavioral Science	3
PSYC 120	T1:FD: Principles of Psych	3
PSYC 202	Adv Principles of Psychology	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 251	Physiological Psychology	3
PSYC 321	Experimental Psychology	3
PSYC 401	DV:Abnormal Psychology	3
BSC 220	Social Research Methods	3
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
Social Processes		
PSYC 240	Industrial/Organizatio Psyc	3
BSC 301	DV:Social Psychology	3
SOC 314	H1:DV:Sociology of Aging	3
Electives		6
Choose any PSYC Courses		
OT Majors Only		
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 200	Medical Terminology	1,2
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
EXS 385	Biomechanics	3
SOC 101	T1:FD:Principles of Sociology	3
Culminating Experience		
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
	or PSYC 460 H3:Senior Research Project	
Note: Only BSC 440 has credit hour range of 3-6		
Total Hours		70-74

Psychology (B.A.) - 3+2 Early Assurance Pre-Occupational Therapy Program

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship

Code	Title	Hours
Psychology Foundations (18 credit hours)		
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3
PSYC 251	Physiological Psychology	3
PSYC 401	DV:Abnormal Psychology	3
Electives - Select two courses from the list below (6 total credit hours)		6
PSYC 201	Principles of Learning	
PSYC 240	Industrial/Organizatio Psyc	
PSYC 307	H1:DV:Cross-Cultural Psych	
PSYC 340	H1:DV:TH1: Addictions	
BSC 301	DV:Social Psychology	

OT Preparation (15 credit hours)		
BIO 200	Medical Terminology	1
BIO 209	Anatomy/Physiology I	3
BIO 209L	Anatomy/Physiology I: Lab	1
BIO 210	Anatomy/Physiology II	3
BIO 210L	Anatomy/Physiology II: Lab	1
EXS 385	Biomechanics	3
SOC 101	T1:FD:Principles of Sociology	3
Culminating Experience - Community/Clinical (9-12 credit hours)		
BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6
Exit Exam Completed _____(date)		
Masters in Occupational Therapy Required Courses (30 credit hours)		
OT 503	Human Anatomy	5
OT 503L	Human Anatomy Lab	0
OT 502	Foundations of OT	3
OT 504	Conditions in OT	2
OT 506	Task Analysis	2
OT 602	OT Evaluation & Assess Skls	3
OT 604	Psych Aspects of Occup Perf	3
OT 606	Therapeutic Interv in Ped	4
OT 608	Biomechanics in Occup Therapy	4
OT 610	Neuroscience for Occup Therapy	3
OT 612	Lvl 1 Fieldwork A/Seminar	2
Total Hours		76-79

Public Health (B.A.)

PUBLIC HEALTH B.A. (55 CREDIT HOURS)

Code	Title	Hours
Public Health Core		
PHM 101	The History of Public Health	3
PHM 202	Health Economics	3
PHM 221	Biostatistics	3
PHM 201	Epidemiology	3
PHM 301	Health Services	3
PHM 401	Public Health Studies I	3
PHM 402	Public Health Studies II	3
MATH		
MATH 155	Elementary Functions I	3
DAM 410	Found of Data Analytics I	3
ADDITIONAL REQUIREMENTS		
ECON 203	FD:T1:Global Microeconomics	3
EXS 263	H1:TH1:DV:CIT:Persl/Com Health	3
SOC 101	T1:FD:Principles of Sociology	3
BSC 220	Social Research Methods	3
SOC 311	H1:DV:Medical Sociology	3
SOC 490-3	TH1:DV:CT:DM:HealthDisparities	3
GFA 323	H1:TH1:DV:Public Policy	3
NURS 390	H2bTH1:GL:IssforGlobalHlthcare	3

BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
Total Hours		55

Social and Behavioral Science (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements

Code	Title	Hours
Social and Behavioral Science - 39 Credit Hours		
Social Science Core		15
PSYC 120	T1:FD: Principles of Psych	3
PSYC 240	Industrial/Organizatio Psych	3
SOC 101	T1:FD:Principles of Sociology	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3
Psychology Concentration		9
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 340	H1:DV:TH1: Addictions	3
PSYC 401	DV:Abnormal Psychology	3
Sociology Concentration		9
SOC 205	T1:FD:DV:Social/Cult Divers	3
SOC 303	H1:DV:Marriage, Family&Intimac	3
SOC 307	H2b:DV:Death, Dying and Bereav	3
Culminating Experience		6
BSC 320	DM:Ethics &Professional Skills	3
BSC 420	Social & Behav Sc Capstone	3

Sociology Applied Family Studies (B.A.)

Recommended

- A Global Learning (GL) experience

Required

- General Education Requirements
- Internship
- A total of 39-45 sem. hrs. in major

Code	Title	Hours
Sociology Core		
SOC 101	T1:FD:Principles of Sociology	3
SOC 200	Professional Seminar in Sociol	3
BSC 220	Social Research Methods	3
BSC 221	Stats for Behavioral Science	3
SOC 401	H2b:Sociological Theory	3
Applied Family Studies Concentration		
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
SOC 205	T1:FD:DV:Social/Cult Divers	3

SOC 303	H1:DV:Marriage, Family&Intimac	3
SOC 314	H1:DV:Sociology of Aging	3

Electives

Select two of the following:

BSC 301	DV:Social Psychology	3
SOC 307	H2b:DV:Death, Dying and Bereav	3
SOC 311	H1:DV:Medical Sociology	3
PSYC 340	H1:DV:TH1: Addictions	3
SOC ____	Choice of Sociology Elective	3

Culminating Experience Applied Family Studies

BSC 430	DM:DV:Applied Behav Science Se	3
BSC 440	SL:H3:DV:Applied Behav Sci Int	3-6

Total Hours 48-51

The Gary and Linda Byers School of Nursing

Dr. Judy Kreye, Dean

Professor Sherrie Underwood, Chair, Undergraduate Nursing

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 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:

- Integrate critical thinking principles in the application of the nursing process.
- Apply knowledge, skills, and information management in the delivery of therapeutic nursing interventions with diverse clients in an evolving health care environment.
- Utilize communication skills at all levels of interaction within diverse health care environments.
- Synthesize knowledge of science and liberal arts within the practice of nursing.

- e. Demonstrate accountability and responsibility for population health, research, evidence-based practice and leadership in nursing.
- f. 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:

- a. learning is influenced by past experiences, values, and skills;
- b. the student is responsible for learning and assuming an active role in the process;
- c. a climate of trust and mutual respect enhances learning;
- d. learning develops critical thinking processes;
- e. learning is facilitated by activities that promote application of concepts and provide the learner with opportunities for success; and
- f. 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)
- Nursing B.S.N. Fast Track Option

Nursing B.S.N. (Pre-licensure Requirements)

Admission Requirements

Incoming freshmen will complete three phases to be admitted and maintain their admission to the Byers School of Nursing:

Phase 1

- Students must be admitted to Walsh University
- Once a prospective (freshman) Nursing student is admitted to Walsh, they are automatically admitted to the Byers School of Nursing

Phase 2

- Students must maintain a 2.75 cumulative GPA within the following classes their freshman year in order to progress to the sophomore year status within the Nursing Program:
 - CHEM 120 Fundamentals of Clinical Chemistry
 - BIO 209 Anatomy and Physiology 1
 - BIO 209 Anatomy and Physiology 1 Lab
 - BIO 210 Anatomy and Physiology 2
 - BIO 210 Anatomy and Physiology 2 Lab
 - NURS 220 Theoretical Concepts for Nursing
- A grade of C- or lower will not be accepted in any of the above courses and all science courses must have been completed in the last seven years.

Phase 3

- Once students have successfully progressed to sophomore status within the Nursing Program, students must maintain a C (77%) or better in each class within their Nursing coursework in order to continue to progress within the Nursing Program

Required

- General Education Requirements
- Internship
- Students must maintain a C or better in all nursing courses

Recommended

- A Global Learning (GL) experience

Nursing Pre-Licensure Program Requirements

Code	Title	Hours
Biology (18 sem. hrs.)		
BIO 206 & 206L	Microbiology and Microbiology: Lab	4
NS 207	Nutrition	3
BIO 209 & 209L	Anatomy/Physiology I and Anatomy/Physiology I: Lab	4
BIO 210 & 210L	Anatomy/Physiology II and Anatomy/Physiology II: Lab	4
BIO 290	Pathophysiology	3
Chemistry (4 sem. hrs.)		
CHEM 120	FD: Fundament.of Clinical Chem	4
Mathematics (3 sem. hrs.)		

MATH 221	Statistics ²	3
Philosophy (3 sem. hrs.)		
PHIL 304	H3:TH1:TH2: Bioethics ³	3
Psychology (3 sem. hrs.)		
PSYC 210	T1:DV:FD: HumanDevelAcrossLife ¹	3
Nursing (54 sem. hrs.)		
NURS 220PL	TH1:CIT:Theo Found forNursPrac	3
NURS 230PL	DV:Hlth Asses/Prom for Nur Prc	4
NURS 240PL	DM:Clinical Pharm/Nurs Mgt	3
NURS 310PL	Found of Nurs w/Older Adult	5
NURS 320PL	DV:Nurs to Promo Mental Healt	4
NURS 330PL	DV:Nurs w/Acutely Ill Adults I	4
NURS 335PL	DV:Nurs w/ Acute Ill Adults II	4
NURS 340PL	DV:Nursing with Families I	4
NURS 410PL	Nursing Research	3
NURS 420PL	DV:Population Focused Nursing	4
NURS 425PL	Nursing with Families II	4
NURS 430PL	Nursing Leadership	5
NURS 440PL	Nurs w/ Critically Ill Adults	5
NURS 450PL	Nursing Capstone	2

¹ Also meets Tier I requirements.

² Statistics pre-requisite MATH 104 or Equivalent.

³ Also meets Tier II requirements.

Graduation Requirements

A minimum of 120 semester hours is required for graduation. Students must fulfill all general education requirements and requirements for the nursing major.

Nursing B.S.N. Fast Track Option

The Fast Track Program Option allows qualified individuals to complete the BSN program in six semesters of full time study. Students must fulfill all general education requirements as well as all requirements of the nursing major. There are two starts: Spring & Fall.

Admission to the Fast Track Program is based on the cumulative grade point average for the following pre-requisite courses (or approved equivalents). Students must also meet the admission requirements of the Digital Campus at Walsh University:

Code	Title	Hours
CHEM 120	FD: Fundament.of Clinical Chem	4
BIO 209 & 209L	Anatomy/Physiology I and Anatomy/Physiology I: Lab	4
BIO 210 & 210L	Anatomy/Physiology II and Anatomy/Physiology II: Lab	4
NS 207	Nutrition	3
NURS 220PL	TH1:CIT:Theo Found forNursPrac	3

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. Science courses must have been completed within the past seven years. The Digital Campus admission requirements must be met, they include the following: Students must transfer 12 or more credit hours from a

regionally accredited school, be age 21 or older and have a GPA of 2.75 in prerequisite coursework.

Required

- General Education Requirements
- Internship
- Students must maintain a C or better in all nursing courses

Recommended

- A Global Learning (GL) experience

Nursing Fast Track Program Requirements

Code	Title	Hours
Biology (18 sem. hrs.)		
BIO 206 & 206L	Microbiology and Microbiology: Lab	4
NS 207	Nutrition	3
BIO 209 & 209L	Anatomy/Physiology I and Anatomy/Physiology I: Lab	4
BIO 210 & 210L	Anatomy/Physiology II and Anatomy/Physiology II: Lab	4
BIO 290	Pathophysiology	3
Chemistry (4 sem. hrs.)		
CHEM 120	FD: Fundament.of Clinical Chem	4
Mathematics (3 sem. hrs.)		
MATH 221	Statistics ²	3
Philosophy (3 sem. hrs.)		
PHIL 304	H3:TH1:TH2: Bioethics ³	3
Psychology (3 sem. hrs.)		
PSYC 210	T1:DV:FD: HumanDevelAcrossLife ¹	3
Nursing (54 sem. hrs.)		
NURS 220PL	TH1:CIT:Theo Found forNursPrac	3
NURS 230PL	DV:Hlth Asses/Prom for Nur Prc	4
NURS 240PL	DM:Clinical Pharm/Nurs Mgt	3
NURS 310PL	Found of Nurs w/Older Adult	5
NURS 320PL	DV:Nurs to Promo Mental Healt	4
NURS 330PL	DV:Nurs w/Acutely Ill Adults I	4
NURS 335PL	DV:Nurs w/ Acute Ill Adults II	4
NURS 340PL	DV:Nursing with Families I	4
NURS 410PL	Nursing Research	3
NURS 420PL	DV:Population Focused Nursing	4
NURS 425PL	Nursing with Families II	4
NURS 430PL	Nursing Leadership	5
NURS 440PL	Nurs w/ Critically Ill Adults	5
NURS 450PL	Nursing Capstone	2

¹ Also meets Tier I requirements.

² Statistics prerequisite MATH 104 or equivalent.

³ Also meets Tier II requirements.

GRADUATION REQUIREMENTS

A minimum of 120 semester hours is required for graduation. Students must fulfill all general education requirements and requirements for the nursing major.

Minor Requirements

ACCOUNTING

Code	Title	Hours
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 371	Intermediate Accounting I	3
BUS 372	Intermediate Accounting II	3
BUS 373	Cost Accounting	3
BUS 423	Federal Tax I, Individual	3
BUS 424	Federal Tax II, Entities	3

Business core courses are not required for minor.

Competency in computer applications required (either BUS 106 and BUS 107 or successful completion of Excel and PowerPoint competency examinations).

Total Hours 21

ACTUARIAL SCIENCE

Code	Title	Hours
BUS 207	Financial Accounting	3
BUS 209	Corporate Financial Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
MATH 321	Prob/Statistical Infer I	3
MATH 322	Prob/Statistical Infer II	3
MATH 340	Theory of Interest	3

Total Hours 21

ART

Code	Title	Hours
VPA 101	T1:FD: Arts Appreciation	3
ART 102	FD:T1:Visual Order	3
ART 103	FD:T1:Drawing I	3

ART Electives (9 credits):

ART	3
ART	3
ART	3

Total Hours 18

BEHAVIORAL SCIENCES FOR HEALTHCARE (NON-SBS MAJORS)

Code	Title	Hours
PSYC 120	T1:FD: Principles of Psych	3
PSYC 210	T1:DV:FD: HumanDevelAcrossLife	3
PSYC 251	Physiological Psychology	3

Choose 3 of the following: 9

PSYC 340	H1:DV:TH1: Addictions
PSYC 350-2	Health Psychology
PSYC 401	DV:Abnormal Psychology
SOC 307	H2b:DV:Death, Dying and Bereav
SOC 311	H1:DV:Medical Sociology

SOC 314	H1:DV:Sociology of Aging
SOC 315	TH1:DV:CT:DM:HealthDisparities

Total Hours 18

BIOLOGY

Code	Title	Hours
BIO 101	FD: T1:Principles of Biology I	3
BIO 101L	Principles of Biology I: Lab	1
BIO 102	Principles of Biology II	3
BIO 102L	Principles of Biology II: Lab	1

Electives 10

Plus courses that contribute to a biology major with at least 4 hours at the 300 level or higher

Total Hours 18

BUSINESS

Code	Title	Hours
BUS 207	Financial Accounting	3
BUS 208	Managerial Accounting	3
BUS 209	Corporate Financial Mgmt	3
BUS 233	Principles of Marketing	3
BUS 234	TH1:CIT: Principles of Mgmt	3
ECON 203	FD:T1:Global Microeconomics	3

Business core courses are not required for minor.

Non-Business majors only.

Competency in computer applications required (either BUS 106 and BUS 107 or successful completion of Excel and PowerPoint competency examinations).

Total Hours 18

CHEMISTRY

Code	Title	Hours
CHEM 101	FD:T1:Princ of Chemistry I	3
CHEM 101L	Principles of Chemistry I: Lab	1
CHEM 102	Principles of Chemistry II	3
CHEM 102L	Principles of Chemistry II:Lab	1

Electives 10

Select one of the following options:

Non-Science Majors

Ten sem. hrs. with four hrs. of CHEM courses with at least 4 hours at 300-level or higher

Science Majors

Ten sem. hrs. at 300-level or higher

NOTE: 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.

Total Hours 18

COMMUNICATION

Code	Title	Hours
COM 210	Mass Communication and Society	3
COM 211	Speech	3
COM 250	Writing for Mass Media	3
COM Electives		9
Total Hours		18

COMMUNITY AND NON-PROFIT LEADERSHIP

Code	Title	Hours
Resource Development and Financial Management		
Skill Development		9
BUS 106	Introduction to Excel	
BUS 234	TH1:CIT: Principles of Mgmt	
ENG 342	Grant Writing	
Communication Strategies (Choose One):		3
BUS 233	Principles of Marketing	
COM 360	Advert & PR in a Digital World	
Information Analysis (Choose One):		3
BUS 232	FD: Business Statistics	
MATH 221	Statistics	
GFA 215	Research Methods	
Leadership Development (Choose One):		3
BUS 418	Leadership Seminar	
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	
MS 390	Museum Admin & Leadership	
Public Sector Organization (Choose One):		3
GFA 323	H1:TH1:DV:Public Policy	
GFA 411	TH1: Public Leadership	
Total Hours		21

COMPUTER SCIENCE

Code	Title	Hours
CS 111	Intro to Obj-Oriented Program	3
CS 211	Programming Structures	3
CS 221	Database Techniques	3
Select one language from the following:		3
CS 201	Visual Basic I	
CS 314	Functional Programming	
Select one application from the following:		3
CS 301	Visual BASIC II	
COM 330	Desktop Publishing	
Electives		
CS Electives (consult advisor):		3
*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.		
Total Hours		18

CORPORATE COMMUNICATION (BUSINESS MAJORS ONLY)

Code	Title	Hours
Required Courses		
BUS 233	Principles of Marketing	3
COM 211	Speech	3
COM 250	Writing for Mass Media	3
Select two of the following:		6
COM 311	Professional Presentations	
COM 330	Desktop Publishing	
COM 360	Advert & PR in a Digital World	
Select one of the following:		3
BUS 385	DV:Business Internship	
COM 365	Writing for Advertising and PR	
COM 430	Media Internship	
COM 460	Adv Advertising/Public Relat	
Total Hours		18

DATA ANALYTICS

Code	Title	Hours
BUS 106	Introduction to Excel	3
BUS 232	FD: Business Statistics	3
BUS 350	Intermediate Excel	3
BUS 364	Business Research & Analytics	3
BUS 390B	Data Analytics Practicum	3
BUS 412	Introduction to Data Analysis	3
BUS 429	Database Strategies	3
Total Hours		21

DIGITAL MARKETING AND ANALYTICS

Code	Title	Hours
BUS 233	Principles of Marketing	3
BUS 309	DM:DV: Consumer Behavior	3
BUS 426	Sales Management	3
BUS 430	Digital Marketing	3
COM 175	Digital Creativity Application	3
COM/GD 295	Graphic Design	3
Choose one (3 credits):		
BUS 311	Marketing Research	3
or BUS 416	DM: Marketing Strategy	
Competency in computer applications required (BUS 106 and BUS 107 and PowerPoint) required.		
Total Hours		21

ECONOMICS

Code	Title	Hours
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
ECON 301	H2b:DV:GL:Global Econ Perspect	3
ECON 312	Money, Banking/Monetary Pol	3
ECON 320	International Trade/Finance	3

ECON 322	Public Finance	3
Total Hours		18

ENGLISH

Code	Title	Hours
Course List Code	Title	Hours
Select courses from 200 level English courses		12
Select courses from 300 level or higher English courses		6
Total Hours		18

ENVIRONMENTAL SCIENCE

Code	Title	Hours
NS 103	T1:TH2:Environmental Science	3
BIO 314	TH2:General Ecology	3
BIO 330	TH2: Conservation Biology	3
Minimum of 9 credits of the following:		9
BIO 102	Principles of Biology II	
BIO 102L	Principles of Biology II: Lab	
BIO 315	Field Botany	
BIO 435	Limnology (Aquatic Ecology) ¹	
CHEM 450	Environmental Chemistry ¹	
NS 105	T1:FD:Introduction to Geology	
NS 119	T1:FD:Microbes in the Environ.	
NS 430	GIS/Remote Sensing	
PHIL 275	TH1:TH3:DV:CIT: Environ Phil	
Total Hours		18

¹ Courses with prerequisites of BIO 101/102 or CHEM 101/102.

ENVIRONMENTAL STUDIES

Code	Title	Hours
Required Courses		
NS 103	T1:TH2:Environmental Science	3
PHIL 275	TH1:TH3:DV:CIT: Environ Phil	3
Area A: Ecology and the Sciences		
NS 111	T1:DM:FD:Plants,Foods,Med&Text	3
BIO 314	TH2:General Ecology	3
Area B: Ecology and the Humanities		
Select two of the following:		6
ENG 315-2		
ENG 31513		
HIST 318	H1:DV:TH3: IndustRevolinWorld	
Total Hours		18

EXERCISE SCIENCE

Code	Title	Hours
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
EXS 498	Research Seminar	1

Electives: Choose three of the following:		9
EXS 362	Care/Prev of Athletic Injuries	
EXS 381	Physiology of Exercise	
EXS 385	Biomechanics	
EXS 464	Tests & Meas in Ex Sci & Sport	
EXS 474	Exercise Testing and Prescript	
Total Hours		18

FILM STUDIES

Code	Title	Hours
ENG 380	Film Appreciation	3
COM 385	Film as Communication	3
MUS 211	T1:FD: Music and The Movies	3
Electives (Choose three classes from at least two different disciplines)		9
COM 285	DM:Visual Communication	
COM 345	Video Content Production	
COM 400-7	Screenwriting	
GFA 375	H3:Politics and Film	
PHIL 210	From Socr Spiel: Phil Thr Fil	3
Total Hours		21

FINANCE

Code	Title	Hours
BUS 106	Introduction to Excel	3
BUS 207	Financial Accounting	3
BUS 350	Intermediate Excel	3
BUS 209	Corporate Financial Mgmt	3
BUS 451	Seminar in Investments	3
BUS 452	Corporate Finance II	3
BUS 457	Advanced Portfolio Mgmt	3
Total Hours		21

GOVERNMENT AND FOREIGN AFFAIRS

Code	Title	Hours
GFA 103	T1:FD:DV:American Government	3
GFA 301	H1:DV:FD: World Politics	3
GFA 303	H2b:American Political Thought	3
GFA Electives		9
Total Hours		18

HEALTH HUMANITIES

Code	Title	Hours
ENG 200-3	T1:FD:DV:BodyinPain:Lalll/Suff ¹	3
HIST 303	H3:TH2:DV: History of Medicine	3
PHIL 304	H3:TH1:TH2: Bioethics	3
PHIL 350	H2b:TH2: Philosophy ofMedicine	3
Electives (Choose two):		6
GFA 323	H1:TH1:DV:Public Policy	
NURS 356	H2b:TH1:PalliatCareEndLifeCare	
NURS 390	H2bTH1:GL:IssforGlobalHlthcare	

SOC 307	H2b:DV:Death, Dying and Bereav
Total Hours	18

¹ Denotes a prerequisite requirement

HISTORY

Code	Title	Hours
History Requirements		
HIST 101	T1:FD:DV:World Civil to 1500	3
HIST 102	T1:FD:DV:World Civil1500toPres	3
HIST 103	T1:FD:DV:Hist of theU.S.to1877	3
HIST 204	H2b:TH1:Diplo Hist of the U.S.	3
HIST electives in upper-level (200 and above) courses for a total of 6 hrs:		6
Total Hours		18

MANAGEMENT (NON-BUSINESS ONLY)

Code	Title	Hours
BUS 234	TH1:CIT: Principles of Mgmt	3
BUS 318	DV: Human Resource Management	3
BUS 360	H1:GL:DV:Cross-Cultural Mgmt	3
BUS 361	Project Management	3
BUS 418	Leadership Seminar	3
ECON 203	FD:T1:Global Microeconomics	3
ECON 204	FD: Global Macroeconomics	3
Non-Business majors only.		
Competency in computer applications required (either BUS 106 and BUS 107 and PowerPoint) required.		
Total Hours		21

MATHEMATICS

Code	Title	Hours
MATH 230	Discrete Patterns I	3
MATH 313	Linear Algebra I	3
MATH Upper-Level Electives ¹		6
MATH 210A	Calculus I	3
Note: Credit for courses not listed in this Catalog requires permission of the Division Chair in order to be counted toward the mathematics minor.		
Total Hours		15

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).

MUSIC

Code	Title	Hours
Required Courses		
Minimum 12 credit hours from the following:		12
VPA 101	T1:FD: Arts Appreciation	
MUS 102	T1:FD:ClasslMusicInModernWorld	
MUS 170	T1:FD:FundamentalsMusicianship	

MUS 202	T1:DV:TH3:AmeriMusicalTheater
MUS 203	T1:FD:DV:History of Blues&Jazz
MUS 210	T1:FD:DV: History of RockMusic
MUS 211	T1:FD: Music and The Movies

Ensembles		
Minimum 6 credit hours from the following:		
MUS 050	Walsh University Chorale	1
MUS 051	Walsh Chamber Singers	1
MUS 053	World Music Ensemble	1
MUS 060	Band	1
MUS 074	Handbells	1
Private Music Instruction		
Students may count up to 3 credits of private music instruction:		1-3
MUS 055	Voice	
MUS 061	Piano	
MUS 062	Guitar	

Total Hours	18-20
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MUSEUM STUDIES

Code	Title	Hours
MS 101	TH1:TH3:Intro to MuseumStudies	3
MS 201	Public History Practicum	3
MS 401	Seminar in Museology	3
MS Electives at level 200 or higher		9
See majors requirements for MS electives		
Total Hours		18

OBJECT CONSERVATION

Code	Title	Hours
MS 101	TH1:TH3:Intro to MuseumStudies	3
Content Area Focus		3
ARHI Elective		
HIST Elective		
Natural Science Elective		
BIO 100 or 200 level Elective		
Studio Art		3
ART 100 or 200 level Elective		
Chemistry Courses		
CHEM 109	FD:T1:Gen Org/Biochem I	3
CHEM 109L	Gen Org/Biochem I/Lab	1
CHEM 221	Essentials of Organc Chemistry	4
CHEM 416L	Integrated Laboratory Exp II	2
Total Hours		19

PEACE STUDIES

Code	Title	Hours
PEAC 201	H1:TH1:SL: IntrotoPeaceStudies	3
PEAC 301	H3:Conflict Resolution	3
Area A: Peace and National and International Systems		
Select one of the following:		3
GFA 213	H2b:DV:FD:Comparative Politics	

GFA 301	H1:DV:FD: World Politics
GFA 355	H1:TH1:American Foreign Policy
GFA 409	H1:TH1:InternPoliti Econ
GFA 415	H3:TH1:International Law
HIST 336	DV: Govt & Pol in Mod Latin Am
HIST 337	DV: History of Mod Middle East
HIST 338	DV:History of Modern Africa

Area B - Influences on Peace

Select one of the following:	3
COM 305	H3:TH3: InterculturaComm.
GFA 415	H3:TH1:International Law
PSYC 200	T1:Psychology of Violence

Area C - The Promotion of Social, Economic, and Environmental Justice

Select one of the following:	3
GFA 213	H2b:DV:FD:Comparative Politics
GFA 401	H3:DV:Povty & Prspty in Dev Wd
GFA 409	H1:TH1:InternPoliti Econ
HIST 225	T1:FD:DV:African-AmericHistory
HIST 313	H1:TH1:DV:Rise/FallofNaziGerm.
NS 110	Plagues Engineered by Humans
SOC 205	T1:FD:DV:Social/Cult Divers
SOC 313	Selected Topics in Applied Soc
SOC 322	Restorative Justice
THEO 309	H2a:TH1:CIT:SL:Theology&SocaJ

PEAC Electives

Select two courses from Area A, B, or C:	6
If a course is taken in one area, it cannot be repeated for either of the other area course selections.	

Total Hours	21
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PHILOSOPHY

Code	Title	Hours
PHIL Elective (100-level)		3
PHIL Elective (200-level)		3
PHIL Elective (300-level)		3
PHIL Elective (400-level)		3
PHIL Electives		6
Total Hours		18

PSYCHOLOGY

Code	Title	Hours
Foundations		
PSYC 120	T1:FD: Principles of Psych	3
Biological Bases/Cognitive & Learning Processes/Developmental Processes		
Select one of the following:		3
PSYC 201	Principles of Learning	
PSYC 204	Cognitive Processes	
PSYC 251	Physiological Psychology	
PSYC 401	DV:Abnormal Psychology	

Social Process/Biological Bases/Diversity/Individual Differences

Select one of the following:	3
PSYC 240	Industrial/Organizatio Psyc
PSYC 426	DV:Group Process
BSC 301	DV:Social Psychology
PSYC 210	T1:DV:FD: HumanDevelAcrossLife
PSYC 309	H1:Crit Iss in Child/Adol Deve
Electives: ¹	9
PSYC	
PSYC	
PSYC	
Total Hours	18

¹ May include BSC 301 (<http://catalog.walsh.edu/search/?P=BSC%20301>) or SOC 314 (<http://catalog.walsh.edu/courses/soc/>) as electives. Minors may not take capstone classes BSC 360 (<http://catalog.walsh.edu/search/?P=BSC%20360>), BSC 430 (<http://catalog.walsh.edu/search/?P=BSC%20430>), or BSC 440 (<http://catalog.walsh.edu/search/?P=BSC%20440>) or PSYC 451, 460 (<http://catalog.walsh.edu/courses/psyc/>).

SACRED SCRIPTURE

Code	Title	Hours
THEO 217	H2a:TH1:TH3:CIT:The Torah	3
THEO 218	H2a:TH1:TH3:CIT:The Prophets	3
THEO 219	TH1:TH3:CIT:DV:The Writings	3
THEO 220	TH1:TH3:The Gospels	3
THEO 221	The Book of Acts/Ltrs of Paul	3
THEO 222	Catholic Letters/Book of Revel	3
Total Hours		18

SOCIOLOGY

Code	Title	Hours
SOC 101	T1:FD:Principles of Sociology	3
SOC 205	T1:FD:DV:Social/Cult Divers	3
SOC 303	H1:DV:Marriage, Family&Intimac	3
SOC Electives ¹		9
Total Hours		18

¹ Electives may include BSC 301 (<http://catalog.walsh.edu/search/?P=BSC%20301>). Minors may not take BSC 360 (<http://catalog.walsh.edu/search/?P=BSC%20360>), BSC 430 (<http://catalog.walsh.edu/search/?P=BSC%20430>), or BSC 440 (<http://catalog.walsh.edu/search/?P=BSC%20440>).

THEOLOGY

Code	Title	Hours
THEO 101	T1:FD:The Judeo-ChristianTrad	3
THEO 102	FD:TheCatholicIntellectualTrad	3
Christian Theology (select one):		3
THEO 200	H2a:TH3:CIT:ChristiaTheoTo1500	
THEO 201	H2a:TH3:CIT:ChrisTheo/1500-Pre	
Scripture (select one):		3

THEO 217	H2a:TH1:TH3:CIT:The Torah	
THEO 218	H2a:TH1:TH3:CIT:The Prophets	
THEO 219	TH1:TH3:CIT:DV:The Writings	
THEO 220	TH1:TH3:The Gospels	
THEO 221	The Book of Acts/Ltrs of Paul	
THEO 222	Catholic Letters/Book of Revel	
THEO Elective (300-level)		3
THEO Elective (400-level)		3
Total Hours		18

VISUAL COMMUNICATION DESIGN (FORMERLY GRAPHIC DESIGN)

Code	Title	Hours
COM 175	Digital Creativity Application	3
COM 230	Design for Interactive Media	3
COM 285	DM:Visual Communication	3
COM/GD 295	Graphic Design	3
COM/GD 296	Graphic Design II	3
GD 397	Graphic Design III	3
Total Hours		18

Course Descriptions

Art (ART)

ART 102 FD: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. Requires additional purchase of art supplies. Supplies will cost about \$160 per semester. You absolutely CANNOT take this class without supplies! Please budget accordingly. 1. portfolio for artwork 2. six (maybe more?) cold press illustration boards 20" X 30" 3. Windsor Newton Galleria acrylic paint 2 oz tubes: crimson red, cadmium orange, cadmium yellow, permanent green deep, ultramarine blue, Windsor violet, titanium white (4oz), mars black 4. 3 bright bristle brushes—sizes 2/6/10 and a very fine detail brush 5. kneaded eraser & Mars Staedtler eraser 6. HB drawing pencil and plain computer paper for sketching 7. tracing paper pad 11" X 14" 8. artist, drafting, or painters tape 9. black Sharpie markers: fine, extra fine, and broad nib 10. 24" metal ruler (smaller rulers also helpful) 11. X-Acto utility knife and blades 12. rubber cement and rubber cement pick-up 13. scissors, and small spritzer bottle 14. box for carrying supplies, and small airtight containers for saving mixed paint Brand names are important. Supply kits for Visual Order are available at the campus bookstore. You may use your financial aid to purchase your art supplies there.

ART 103 FD: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. Supplies will cost about \$120 per semester. You absolutely CANNOT take this class without supplies! Please budget accordingly. 1. folding zipper portfolio with handles for artwork (16" X 20") 2. Strathmore 300 series* 14" X 17" drawing pad, 100 sheets 3. Canson XL* 14" X 17" newsprint pads, 100 sheets 4. Derwent* graphite sticks + 1 Faber-Castell pitt pressed soft charcoal stick 5. HB drawing pencil 6. 9-12 paper shading stumps (also known as tortillions) 7. protractor 8. high intensity lamp for homework (optional) 9. Kneaded eraser and Mars Staedtler* plastic eraser 10. black Sharpie* markers: fine, extra fine, & broad nib 11. Krylon* workable spray fixative (you can easily split this among 3 people) 12. carrying box for supplies 13. Craypas* oil pastels professional grade (green box); set of 25 minimum—more is better

ART 200-8 T1:FD:DM:Graphic Novas Art&Lite 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, it's 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 120.

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:TH3: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:TH3:Special Topic 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:TH3: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.

ART 301 T1:TH3: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.

Prerequisite: ART 102 and 103.

ART 324 T1:TH3: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 FD: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.

ARHI 200 TH3:H3:Spcl Top 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.

ARHI 220 T1:TH3:DV:ArtsofAsia, 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.

ARHI 230 T1:TH3:DV:NativAm/Af Am/WomArt 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.

ARHI 240 TH3:H3: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.

ARHI 250 TH3:H3:CIT: Medieval Art 3 sem. hrs.

This course examines the art and architecture of the Early Modern period 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.

ARHI 260 T1:TH3:CIT: 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.

ARHI 265 T1:TH3:CIT: 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.

ARHI 270 T1:TH3: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.

ARHI 280 TH3:H3:AmericanArt&Architectur 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.

ARHI 290 T1:TH3: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.

ARHI 315 GL:H2b:DM:TH3:GIBI ContempoArt 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 School of Arts, Sciences and Education.

Actuarial Science (ASM)

ASM 101 Mathematical Theory of Actuari 3 sem. hrs.

Actuaries focus on using math and statistics to evaluate risk and make strategic decisions. This course covers a range of topics relevant to actuaries, including measurement of interest rates, interest theory, and the pricing of bonds, mortgages, annuities, and other financial instruments. This course will also fully prepare you to successfully take the Society of Actuaries Financial Mathematics (FM) Exam and its equivalents. This online class has optional live sessions. Prerequisite: MATH 210A

ASM 201 Probability for Actuaries 3 sem. hrs.

Actuaries and quantitative professionals deal primarily in probabilities. This course will cover a wide range of topics and introduce you to core probability concepts needed for actuarial and quantitative work. You will be able to apply to concepts of probability to real-world scenarios. This course will also fully cover all content required by the Society of Actuaries P Exam and its equivalents. This online class has optional live sessions. Prerequisites MATH 210A: Calculus I MATH 211: Calculus II MATH 310A: Calculus III

ASM 301 Actuarial Sci & Risk Manag w R 3 sem. hrs.

This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, RStudio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences program. This online class has optional live sessions. Prerequisites MATH 210A: Calculus I MATH 340: Mathematical Theory of Interest

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.

BIO 101 FD: T1: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.

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.

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.

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.

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. Offered every spring.

BIO 120 Intro 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 CS 120. Offered every fall.

BIO 125 Clinical Correlation I 0.5 sem. hrs.

A one semester learning experience involving a once weekly meeting to explore health-related careers including hands-on experiences and guest speakers. This course is also designed to help students make connections between their course work and their future careers.

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 120 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 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 120 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 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) and endocrine systems. Unifying themes, such as homeostasis are emphasized throughout both semesters. Offered every fall, spring and summer.

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.

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 is 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.

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.

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 dissections. 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.

BIO 225 Clinical Correlation II 0.5 sem. hrs.

A one semester learning experience involving a once weekly meeting to explore health-related careers including hands-on experiences and guest speakers. This course is also designed to help students make connections between their course work and their future careers.

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 browsers 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.

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. 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 on every even-numbered year. Prerequisite: BIO 101-102.

BIO 302L Parasitology: Lab 1 sem. hr.

The laboratory complements 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 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 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. Prerequisite: BIO 206 and 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 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 on odd-numbered years. Prerequisite: BIO 209, 210, CHEM 201, 202.

BIO 305 Botany 3 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. Three 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.

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.

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.

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.

Prerequisites: BIO 209, 210 or permission of instructor.

BIO 314 TH2: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.

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 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 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 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 on even-numbered years.

Prerequisites: BIO 320/CHEM 320 with lab.

BIO 325 Clinical Correlations III 0.5 sem. hrs.

A one semester learning experience involving a once weekly meeting to explore health-related careers including hands-on experiences and guest speakers. This course is also designed to help students make connections between their course work and their future careers.

BIO 330 TH2: Conservation Biology 3 sem. hrs.

Examines the protection and management of the Earth's diverse species, habitats, and ecosystems. Offered spring on odd-numbered years.

Prerequisite: One biology or natural science course.

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, bio-informatics, 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 fall and spring.

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 on even-numbered years.

Prerequisite: BIO 102 or BIO 209, 210.

BIO 401L Embryology: Lab 1 sem. hr.**BIO 402 DV: Genetics 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.

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.

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 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 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 CHEM 404. Three one-hour lectures per week. Offered spring on odd-numbered years.

Prerequisite: MATH 210A.

Corequisite: MATH 210A.

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 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 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 also 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.

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 on even-numbered years.

Prerequisites: BIO 206.

BIO 408L Virology:Lab 1 sem. hr.

This laboratory experience is meant to compliment 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 portionsimultaneously with the lecture portion of the course. Offered spring on even-numbered years.

Prerequisites: BIO 206.

BIO 410 Topics in Biology 3 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 fall and spring.

BIO 412 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 fall and spring.

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.

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 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.

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 425 Clinical Correlations IV 0.5 sem. hrs.

A one semester learning experience involving a once weekly meeting to explore health-related careers including hands-on experiences and guest speakers. This course is also designed to help students make connections between their course work and their future careers.

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 as needed.

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 on even-numbered years.

Prerequisite: BIO 101, 102; CHEM 101, 102.

BIO 436 Senior Capstone Experience 2 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. Offered every fall and spring.

Behavioral Science (BSC)

BSC 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 for Sociology and Criminal Justice majors. Offered fall and spring semesters.

BSC 221 Stats for Behavioral Science 3 sem. hrs.

This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include: measures of central tendency, variability, probability and statistical inference, correlation, hypothesis testing, t-tests, Chi square, and ANOVA. Students will utilize a computer program (e.g., SPSS, Excel) for the statistical analyses. Final grade must be C or better for Psychology majors. Offered fall and spring semesters. Prerequisite: MATH 104.

BSC 301 DV:Social Psychology 3 sem. hrs.

This course is a general survey of topics within social psychology including: social influence processes, group behavior, social cognition, conformity, and attitude formation and change. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Upon satisfactory completion of this course, the student will have content-specific knowledge of the basic theories and principles associated with social psychological processes. Prerequisites: PSYC 120 or SOC 101.

BSC 320 DM:Ethics &Professional Skills 3 sem. hrs.

This course examines ethics, decision-making and interpersonal skills essential for social and behavioral science professionals. Theories, case studies and activities are used to reinforce major course concepts. This course is for students enrolled in the Degree Completion (DC) only. Next offered: TBD.

BSC 420 Social & Behav Sc Capstone 3 sem. hrs.

In this culminating course, students demonstrate application of principles, theories and skills acquired in the social and behavioral sciences major. Students will develop an individualized, integrative project. This course is for students enrolled in the Degree Completion (DC) only. Restriction to DC Campus Students only. Next offered: TBD

BSC 430 DM:DV:Applied Behav Science Se 3 sem. hrs.

This seminar examines ethical issues and professionalism. It also focuses on developing interpersonal skills essential for social and behavioral science professionals. Students will either apply and interview for their BSC 440 internship or develop a research project to be conducted in PSYC 460. Main campus majors within the Social and Behavioral Science Division only. Final grade must be C or better for admission into BSC 440
Prerequisites: Junior or Senior status.

BSC 440 SL:H3:DV:Applied Behav Sci Int 3-6 sem. hrs.

Internship is a supervised capstone experience in public or private settings. Internship enables majors within the Social and Behavioral Science division to interact with clients, bridging the gap between theory and practice. Through hands-on application of micro-skills learned in previous courses, students will problem solve with clients and supervisors. Weekly class meetings will allow students to problem solve, reflect on their internship experience, and identify their personal strengths, and opportunities for growth.

Prerequisites: BSC 430 with a C or better 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 is given to understanding the importance of integrating research into the professional identity of school and mental health counselors to the benefit of students, clients and the overall profession. This is a foundational course. It must be taken within the first 3 semesters following admission.

BSC 503 Assessment in Counseling 3 sem. hrs.

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

BSC 510 Prin/Tech/Theories of Coun/Dev 3 sem. hrs.

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

BSC 512 Lifespan Development 3 sem. hrs.

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

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.

Business (BUS)

BUS 001 Business Power Skills 1 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 Business Power Skills 2 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 Business Power Skills 3 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 Business Power Skills 4 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 Introduction to Excel 3 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. No test outs.

BUS 207 Financial Accounting 3 sem. hrs.

This course is an introduction to the basic concepts and standards underlying financial accounting systems. Students will study the accounting cycle as well as the basic financial accounting statements – the balance sheet, income statement, and statement of retained earnings. Additional topics include accounting for merchandising businesses, inventory, long-term assets, and receivables.

BUS 208 Managerial Accounting 3 sem. hrs.

This course is an introduction to basic concepts underlying managerial accounting. Students will study the use of accounting data by managers in companies' planning and controlling activities. Study will include the analysis of data for management decision-making.

Prerequisites: BUS 207.

BUS 209 Corporate Financial Mgmt 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: BUS 207 and ECON 204

BUS 225 Introduction to Sports Mgmt 3 sem. hrs.

This introductory course emphasizes basic management principles as they relate to sports-allied enterprises. Functions of management, skills and attributes required of a sport manager, and roles of a manager are examined and researched including: administering and/or handling marketing, finance, leadership, organization, facility management, event management, law, promotions, decision making, and the hiring and motivation of a workforce will be examined over the course of a semester. Students will also become acquainted with career opportunities in the sport management field.

BUS 231 Business Law 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.

BUS 232 FD: Business Statistics 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: BUS 106 and MATH 104.

BUS 233 Principles of Marketing 3 sem. hrs.

This course introduces students to the field of marketing in dynamic business environment. Students learn how to apply marketing theory and develop marketing strategies in both domestic and international business situations. Replaces BUS 216.

BUS 234 TH1:CIT: Principles of Mgmt 3 sem. hrs.

This introductory course will examine fundamental management concepts and managerial responsibilities in both formal and informal organizational structures. The course will provide the student with a foundation of management principles by focusing on management functions which include planning, leading, organizing, and controlling.

BUS 300 Sports Law 3 sem. hrs.

This course studies legal and ethical issues pertaining to both amateur and professional sports. Course coverage includes the application of contract and tort law as applied to the sports industry. Additional coverage includes collegiate sports and the NCAA; and contemporary issues in professional sports including labor contracts, arbitration, negotiations, and antitrust.

Prerequisites: BUS 225 & BUS 231.

BUS 309 DM:DV: Consumer Behavior 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

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. Prerequisite: BUS 309 and BUS 232

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.

Prerequisite: BUS 209.

BUS 318 DV: Human Resource Management 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.

Prerequisite: BUS 234.

BUS 338 Sports Mktg and Communication 3 sem. hrs.

Building on concepts covered in BUS 233 Principles of Marketing, this course focuses on marketing and communication in the sports industry. Topical emphasis includes the marketing mix (Product, Price, Promotion, and Placement) in sports. Applied coverage of marketing research, target marketing, strategic marketing, and branding are covered in the context of sports business.

Prerequisites: BUS 225 & BUS 233.

BUS 339 Facilities & Event Mgmt 3 sem. hrs.

This course examines managing sports facilities and planning/organizing events in the sports industry. This class includes the study of operations management in sports/entertainment venues and managing/organizing resources and planning sports and entertainment events.

Prerequisite: BUS 225.

BUS 343 Acct and Data Analytics 3 sem. hrs.

This course studies the conceptual framework to help students think through the steps needed to provided data-driven insights and recommendations within the field of accounting. This course will allow students to conduct data analytics utilizing tools and software. Prerequisites: BUS 208 and BUS 350

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. Prerequisite: BUS 208

BUS 350 Intermediate Excel 3 sem. hrs.

This course provides students with further training in Excel to help prepare them for a career in business. 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: BUS 106.

BUS 351 International 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.

Prerequisite: BUS 209.

BUS 360 H1:GL:DV:Cross-Cultural Mgmt 3 sem. hrs.

This course examines the ways in which cultural differences impact the process of doing business and managing internationally. Emphasis is placed on developing skills that create a capacity to build working relationships that facilitate mutual benefit while building cross-cultural competence. Topics include the nature and dimensions of culture, issues relating to cross-cultural problem solving, the dynamics of multi-cultural teams, cross-cultural negotiations, and leadership across cultures. How culture impacts managerial decision-making of ethical and social responsibility issues is also explored. Prerequisites: BUS 234

BUS 361 Project Management 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. Prerequisite: BUS 234

BUS 362 Management Information Sys 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. Prerequisites: BUS 106

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. Prerequisites: BUS 232

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. Prerequisite: BUS 208

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. Prerequisite: BUS 371

BUS 373 Cost 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. Prerequisite: BUS 208

BUS 383 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. Prerequisite: BUS 234

BUS 385 DV:Business Internship 1-13 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. Prerequisites: Junior Status and permission of internship instructor
Prerequisites: Junior status and permission of internship coordinator.

BUS 390B Data Analytics Practicum 3 sem. hrs.

This practicum course serves to bridge the gap between the study of analytics in the classroom and the application of data analytics tools to real world problems. The experience must be an extension of the classroom. The skills learned must be transferable to other employer settings. Prerequisite: BUS 412

BUS 412 Introduction to Data Analysis 3 sem. hrs.

Information has come to be recognized as a critical asset, and data/business analytics tools play an increasingly critical role in deploying this resource in organizing and structuring information so that it can be used more productively. The ability to manage "Big Data" has become a critical capability for organizations. This course discusses business analytics tools and their application to management problems. Topics discussed include: types of business analytics, understanding the value of big data, business intelligence tools, the nature of analytical competition, analytics and business performance, the architecture of analytics and big data, and applied analytics and strategies. Real world company examples and strategies will be discussed. Prerequisite: BUS 232

BUS 416 DM: Marketing Strategy 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. Prerequisites: Senior Status and BUS 309

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. Prerequisite: BUS 106

BUS 418 Leadership Seminar 3 sem. hrs.

This course is a leadership seminar designed to examine and evaluate historical leadership theories and trends, and then evaluate their personal leadership capabilities through assessments. Students also develop their own personal leadership brand which may be utilized to help launch their career.. Offered spring semester. Prerequisite: BUS 360

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. Prerequisite: BUS 417

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: BUS 372

BUS 424 Federal Tax II, Entities 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.

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. Prerequisites: BUS 233

BUS 429 Database Strategies 3 sem. hrs.

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

BUS 430 Digital Marketing 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. Prerequisites: 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: BUS 372.

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: BUS 434.

BUS 436 Marketing Analytics 3 sem. hrs.

This course will focus on developing marketing strategies and resource allocation decisions driven by quantitative analysis. Topics covered will draw on and extend students' understanding of issues related to integrated marketing communications, pricing, digital marketing, and quantitative analysis. Due to the technical and applied nature of the subject matter, hands-on experience with various analytical tools and software which may include spreadsheet-based models, marketing metrics, business intelligence, and web/social media measurement tools, will be a key component of the course. Students will develop an understanding of the data available to marketers, its uses and limitation, and be exposed to methods for measuring performance of marketing efforts. The course will use a combination of cases, lectures, and a hands-on project to develop the necessary knowledge and skills. Prerequisites: BUS 311 and BUS 350.

BUS 448 Systems and Sustainability 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. Prerequisites: BUS 360

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. Prerequisite: BUS 209 and BUS 350

BUS 452 Corporate Finance 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. Prerequisite: BUS 209 and BUS 350

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. Prerequisite: BUS 452

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. Prerequisite: BUS 209 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. Prerequisite: BUS 451 and BUS 452

BUS 465 H3:GL:CIT:StrategicMgmtCapston 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. Prerequisites: Senior status and BUS 360 and BUS 362 and BUS 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. Offered fall semester. Prerequisites: BUS 372.

BUS 471 Advanced Accounting II 3 sem. hrs.

This course is a continuation of BUS 470, Advanced Accounting I. This course emphasizes selected advanced topics in accounting such as accounting for partnerships, not-for-profits: organizations, state, and local government accounting; segmented and interim reporting; international standards, and translation of foreign currency financial statements. Offered spring semester. Prerequisite: BUS 470.

BUS 521 Sustainable Ethical Leadership 3 sem. hrs.

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

BUS 522 Organizational Behav & Comm 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 Management 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 over-all business profession. Taken by permission only for senior-level BA/MBA students. Offered spring and summer semesters.

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.

CHEM 101 FD:T1:Princ 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.

CHEM 101L Principles of Chemistry I: Lab 1 sem. hr.

This lab experience is designed to compliment 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.

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. 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 pharmaceuticals, 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 FD: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 110L Gen Org/Biochem II: Lab 1 sem. hr.**CHEM 120 FD: Fundament.of Clinical Chem 4 sem. hrs.**

T1: This introductory course will focus on a variety of clinical applications supported by concepts in chemistry. The course begins with metabolic panels including clinical normal ranges. This course will focus on therapeutic drug monitoring, emergency toxicology, and metabolic diseases. Other important concepts include metals in medicine, biochemistry in diagnosis, and alcohols in biochemistry. Radioisotopes in medicine and its applications will conclude this course. Group activities serve to supplement these topics and encourage critical thinking in chemistry. Students will demonstrate clinical knowledge and its applications to real-life situations. Offered every fall, spring and summer. No prerequisites

CHEM 198 Chem Career Seminar IA 0.5 sem. hrs.

A two semester (0.5 credits per semester) learning experience involving a once weekly meeting to explore the careers in chemistry. This seminar is for chemistry majors. Offered every fall semester.

CHEM 199 Chem Careers Seminar IB 0.5 sem. hrs.

A two semester (0.5 credits per semester) learning experience involving a once weekly meeting to explore the careers in chemistry. This seminar is for chemistry majors. Offered every spring semester.

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. Introduction to molecular orbital theory structure, nomenclature, physical properties, thermodynamics, kinetics, preparation and reactions of alkanes, alkenes, alkynes, alcohols, ethers, epoxides, aldehydes and ketones. Other topics include stereochemistry, acids, bases, and reaction mechanisms. Molecular Spectroscopy (NMR, IR, UV-Vis, and Raman) are integrated throughout the course. Synthetic and mechanistic chemistry is emphasized. First semester of two semester sequence. Offered every fall semester. Co-requisite: CHEM 201L

Prerequisite: CHEM 101, 102, CHEM 101L, 102L, all "C-" or better.

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.

Continuation from CHEM 201, including aromatic systems, carboxylic acids, carboxylic acid derivatives, amines, carbon-carbon bond-forming reactions, polymers, carbohydrates and amino acids. Molecular spectroscopy (NMR, IR, UV-Vis and Raman) are integrated throughout the course. Synthetic and mechanistic chemistry is emphasized. Second semester of two semester sequence. Offered every spring semester. Co-requisite: CHEM 202L

Prerequisite: CHEM 201, and 201L, both with "C-" or better.

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.

Corequisite: CHEM 202.

CHEM 221 Essentials of Organic Chemistry 4 sem. hrs.

This four-hour lecture course is a one-semester survey of organic chemistry intended for students that are not chemistry or biology pre-professional majors, or for students needing an overview of organic compounds, functional groups, and reactions. 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, 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.

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.

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.

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, complex ion 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 characterizations, and many others. Offered fall 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 320L Biochemistry I:Lab 1 sem. hr.**CHEM 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 BIO 321. Offered every spring semester on even numbered years.

Prerequisites: CHEM 320.

CHEM 321L Biochemistry II:Lab 1 sem. hr.**CHEM 390 DV:Chemistry Internship 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 390A DV: Chemistry Internship 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 390B DV: Chemistry Internship 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 Premier Skills/Professionalism 0.5 sem. hrs.

This course introduces students to topics like professionalism, emotional intelligence, communication for influence, situational leadership and conflict management in the context of business applications.

CHEM 401L Physical Chemistry I: Lab 1 sem. hr.**CHEM 402L Physical Chemistry II: Lab 1 sem. hr.****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 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.

Prerequisite: MATH 210A.

Corequisite: MATH 210A.

CHEM 405 Special 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. 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 411A 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 411B 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.

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 possible 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 416LA Integrated Laboratory II 1 sem. hr.

This course is the extension of CHEM 415L.

CHEM 416LB Integrated Laboratory II 1 sem. hr.

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.

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.

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.

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.

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.

Communication (COM)

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 or with permission of the instructor,

COM 175 Digital Creativity Application 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 Visual Communication 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.

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.

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.

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.

COM 230 Design for Interactive Media 3 sem. hrs.

An introductory course focused on design for web and interactive media, utilizing industry standard tools and software. No previous experience necessary. No prerequisites. Required for all Visual Communication Design majors and minors.

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.

COM 285 DM:Visual Communication 3 sem. hrs.

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.

An introduction to concept, tools, and history of Graphic Design. Cross listed as GD 295. Offered every fall.

Prerequisite: None.

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:TH3: InterculturaComm. 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.

Prerequisite: COM 235 or with permission of the instructor.

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 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.

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.

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 Advert & PR in a Digital World 3 sem. hrs.

History, concepts, and theories of how business and industry use and interact with various media to disseminate messages and establish images.

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.

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 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.

COM 420 Mass Comm Issues/Ethics 3 sem. hrs.

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.

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 weakness 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. No Longer required for Corporate Communication Major Replaced with COM 420

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.

Computer Science (CS)

CS 108 Found of Computer Science I 3 sem. hrs.

An introduction to computers, basic coding, hardware, software and applications to help students better understand the basic concepts and underlying principles of Computer Science. Offered every fall.

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. Offered every spring.

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. Offered every fall.

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. Offered every spring.

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.

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 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, working with basic commands and applications.

Prerequisite: CS 111.

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.

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. Offered every fall semester.

Prerequisite: CS 111 with a grade of C or above; MATH 104 with a 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.

This course is an introduction to the different traditional and modern day approaches on database management using hands-on examples. Concepts of files, databases, data objects, and presentation of data in various formats are covered. Students learn the principles, techniques, and tools needed to create a relational database application from scratch and apply them in a group project using open source tools such as MySQL and PHP. This course also familiarizes students with the technical hands-on knowledge of NoSQL databases and using MongoDB and also explores the origins and characteristics that distinguish them from traditional relational database management system. Offered every spring semester.

Prerequisite: CS 111 or permission of instructor.

CS 231 Discrete Patterns II 3 sem. hrs.

(See MATH 230-231) Algorithms and Combinatorics. Logic, circuits, Karnaugh maps. Proofs, including quantified statements and mathematical induction. Relations, graphs, trees. Languages and finite-state machines. Offered as needed.

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 spring 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. Offered every spring semester.

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. Offered as needed.

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.

Prerequisites: CS 201 and CS 221 with grade of C or above.

CS 303 Introduction to Data Science 3 sem. hrs.

This course examines the issues of big data and data analytics. The aim is to bring students, with basic programming and data structure background, to be abreast with common tools used for Data Science application development. This course serves as an introduction to the basics of data science including programming for data analytics, file management, relational databases, classification, clustering and regression. The foundation is laid for big data applications ranging from social networks to medical and business informatics. Offered every fall semester.

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 fall semester.

Prerequisite: CS 111 with grade of C or above.

CS 311 Programming Algorithms 3 sem. hrs.

Representation of algorithms in pseudocode and Java. Efficiency of algorithms. Recursion. Sorting and searching algorithms. Stacks and queues. Exception handling.

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 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. Offered fall semester.

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.

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 as needed.

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 as needed.

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 as needed.

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. Offered as needed.

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/CHEM 307; for CS majors, junior or senior students who have completed at least 2 programming courses.

CS 425 Software Engineering I 3 sem. hrs.

This course blends theory with practical application. Today's information systems are built using both a structured and object-oriented approaches. Therefore, students will be "dual-tracked", ensuring exposure to both methodologies. CS 425 focuses on the definition, analysis, and design stages of systems development. Students will apply theoretical concepts through practice using case studies. Projects will be completed both on an individual basis and in a collaborative team environment. Offered every fall.

Prerequisite: CS 212 with a grade of C or better; CS 221 with a grade of C or better.

CS 426 Software Engineering II 3 sem. hrs.

This course is intended to provide the students an opportunity to continue their study into the various approaches to information systems design and analysis processes, including Object-Oriented Analysis and Design (OOAD) and Unified Modeling Language (UML). In addition, the students will be required to complete a major project, created specifically to apply their knowledge at a practical level. Emphasis will be placed on the participatory nature of systems design and implementation and will require active contributions by the students during and outside of the official class times. The individual and group-based projects, started in CS 425 will be completed during this class. Emphasis will be placed in the design, development, and implementation of systems within a variety of contexts. Offered every spring.

Prerequisite: CS 425.

CS 490 Independent Study/Research 3 sem. hrs.

Course 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. Offered every spring.

Computer Science (CSC)

CSC 101 Programming For Everyone I 3 sem. hrs.

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions.

CSC 102 Programming for Everyone II 3 sem. hrs.

This course, built in collaboration with Google, follows on from Programming for Everyone I. In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn how to build a range of applications. This online class has optional live sessions. Prerequisite: CSC 101

CSC 103 Internet Hist/Tech/Security 3 sem. hrs.

To thrive in today's digital world, you need to understand the system that powers it. This course, built in collaboration with Google, will open you up to the creation of the internet and show you how it works. This class focuses on hands-on learning to teach important topics like cybersecurity, networking, and programming. By the end, you'll be able to evaluate your options for a rewarding career in technology. At minimum, you'll be a much wiser network citizen.

CSC 104 Application Development I 3 sem. hrs.

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps. This online class has optional live sessions. Prerequisites: CSC 101 and CSC 102

CSC 105 Application Development II 3 sem. hrs.

This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own. This online course has optional live sessions. Prerequisites: CSC 101, CSC 102, CSC 301 (Recommended to take concurrently), CSC 104

CSC 301 Web Development 3 sem. hrs.

This course, built in collaboration with Google, covers everything you need to know in order to build a website from scratch. You'll learn HTML, CSS and JavaScript - the core technologies which power modern websites - and build a website of your own. By the end of this course, you'll be able to create interactive, aesthetically pleasing websites for any purpose you can imagine. This online class has optional live sessions. Prerequisites: Any Programming Class or Any Computer Science Class or Calculus I (or higher) with B Grade or Advisor Approval

CSC 301A V Application Development 3 sem. hrs.

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps. This online class has optional live sessions. Prerequisite: CSC 101 and CSC 102

CSC 301B VI Application Development 3 sem. hrs.

This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own. This online course has optional live sessions. Prerequisites: CSC 101 and CSC 102 and CSC 301 and CSC 301A

Computer Science (CSM)

CSM 201 Introduction to C 3 sem. hrs.

In order to become a successful developer, you need to understand how computers interpret code. This course, which was built in collaboration with Google, will introduce you to C - the fundamental language used to write many high-level languages, including Python. By the end of this course, you will have a better understanding of how computers turn your code into ones and zeroes, and be able to use that understanding to build more efficient programs. This online class has optional live sessions. Prerequisites: CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II MATH 221: Statistics Requirement

CSM 202 Algorithms 3 sem. hrs.

This course explores algorithms from a coding-focused perspective, using Python. Students will learn about the issues that arise in the design of algorithms for solving computational problems and will explore a number of standard algorithm design paradigms and their applicability. Students will also become familiar with concepts of runtime, recursion, implementation and evaluation. This course features a heavy emphasis on practical application of algorithms to common development and engineering challenges. This online class has optional live sessions. Prerequisites: CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II MATH 210A: Calculus I CSM 204: Data Structures

CSM 203 Product Development 3 sem. hrs.

Creating software products is more than just writing code, it also requires an analysis of what your customers want, and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course (built in collaboration with Google), you will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights your users. This online class has optional live sessions. Prerequisite: Sophomore Status

CSM 204 Data Structures 3 sem. hrs.

This course, built in collaboration with Google, will teach you how to understand and use data structures. Data structures are used by almost every program and application to store, access and modify the vast quantities of data that are needed by modern software. By the end of this course, you'll learn what data structures are and learn how to use them in the applications you build. This online course has optional live sessions. Prerequisites: CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II

Data Analytics (DAM)

DAM 300 Machine Learning 3 sem. hrs.

Course required for B.S. Data Analytics.

DAM 355 Data Visualization 3 sem. hrs.

Course required for B.S. in Data Analytics.

DAM 410 Found of Data Analytics I 3 sem. hrs.

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results. This online class has optional live sessions

DAM 411 Found of Data Analytics II 3 sem. hrs.

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments. This online class has optional live sessions. Prerequisite: DAM 410

DAM 414 Princ Tech of Data Analytic I 3 sem. hrs.

This course is based heavily on UC Berkeley's Data 100 class. Data Analytics combines data, computation and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science, and teaches students how to create informative data visualizations. It also explores particular concepts of Linear Algebra which are central to Data Science. This online class features optional live sessions. Prerequisites: DAM 410: Foundations of Data Analytics I DAM 411: Foundations of Data Analytics II CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II

DAM 415 Princ Tech of Data Analytic II 3 sem. hrs.

This course is based heavily on UC Berkeley's Data 100 class. Data Analytics combines data, computation and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science, and teaches students how to create informative data visualizations. It also explores particular concepts of Linear Algebra which are central to Data Science. This online class features optional live sessions. Prerequisites : MATH 210A, DAM 410, DAM 411, CSC 101, CSC 102, DAM 414

Digital Media (DMC)

DMC 346 Digital Marketing Analytics 3 sem. hrs.

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. This online class has optional live sessions. Prerequisites: Advisor Approval

Economics (ECON)

ECON 203 FD: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 FD: 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.

ECON 210 TH1: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:GL: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. Prerequisite: ECON 204

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. Prerequisite: ECON 203.

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 204.

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. Prerequisite: ECON 204

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. Prerequisites: ECON 204

Education (EDUC)

EDUC 107 School and Society: Intro Educ 3 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 206 TH1:SL:DV:Ex&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 208 DM:Instructional Technology 3 sem. hrs.

Students learn educational technology operations and concepts, plan and design interactive learning experiences, and explore strategies for maximizing student learning with technology. Special consideration is given to social, ethical, legal, and human issues, as well as assessment/evaluation, productivity, and professionalism with regard to instructional technology. Offered fall and spring semesters. Prerequisites: EDUC 107.

EDUC 210 Intro to P-5 Elem Education 3 sem. hrs.

Candidates examine theories in action in classroom models in elementary education. Special relevance focuses on investigating of and aligning standards to child care and teaching infants, toddlers, preschoolers, and early and late primary grade children. Candidates develop a personal philosophy in education while visiting preschool, multi-age, diverse quality and differing elementary education programs and practices using Ohio's Early Learning and Development Standards and Learning Standards for English Language Arts, Mathematics, Social Studies and Science, grades K-2 and 3-5. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

EDUC 211 Child Devel Birth to Grade 5 3 sem. hrs.

Evaluation of child development, growth, and assessment of physical, cognitive, social and emotional, language, and personal development of infants, toddlers, preschoolers, and early and late primary children is examined. Developmentally appropriate practices are investigated with typically and atypically developing children in birth through grade 5 using Ohio's Early Learning and Development Standards and Learning Standards for English Language Arts, Mathematics, Social Studies and Science, grades K-2 and 3-5. Field experience required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

EDUC 250 Foundation of Literacy 3 sem. hrs.

Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. Field hours required. Offered fall and spring semesters.
Prerequisites: EDUC 107.

EDUC 252 Prin/Prac of Tch Phon Aw & Pho 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 257 AYA/MCE Best Prac 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 TH1:H2b:TH3:DM:EducationPsych 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 313 P-5 Elem Educ Lang Art/SS Meth 3 sem. hrs.

Pre-service teachers will learn various instructional delivery strategies for P-5 elementary. The social studies curriculum will be explored. Literacy methods and materials for reading, writing, language, speaking and listening skills are shared. An Ohio History Learning Module will be completed. Planning and the implementation of integrative activities are stressed; adaptive lesson planning is investigated. Collaborative teaching models are explored. Structured field experience required. Offered fall and spring semesters.

EDUC 315 Methods Teach: Math/Science 3 sem. hrs.

This course shows how to teach P-5 elementary 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.

EDUC 320 AYA/MCE Assess & Instr Plan 3 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 345 AYA/MCE: Instructional Methods 3 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 Methods of Teaching Devel Lit 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 Literacy 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 Disciplinary Literacy 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 1-4 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 437 Preclinical General Methods 1.5 sem. hrs.

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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 450 Preclinical:ProfesInPractice 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.

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 464 OAE Preparation Study 1 sem. hr.

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 9 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:TH1:DV:CIT:StudentTeachSem 3 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.

EDUC 469 Student Teaching-LEAD 3 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). OAE professional knowledge and 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.

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. Offered every semester.

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. Offered every semester.

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. Fulfills core requirement. Prerequisite for all subsequent English courses. Offered every semester.

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 FD:T1:Intro to Literature 3 sem. hrs.

Study of how meaning is determined in poetry, drama, and/or fiction through a thematically-based approach to literature. Themes vary from offering to offering.

Prerequisite: ENG 102 or HON 103.

ENG 200-1 FD: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 I requirement. Offered every semester, with detective story focus in alternating spring semesters for students in Forensic Studies. Offered once a year.

Prerequisite: ENG 102 or HON 103.

ENG 200-2 T1:FD:DV:Cre Eq:Iss 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. Offered every semester.

ENG 200-3 T1:FD:DV:BodyinPain:Lalll/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:FD: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. Offered every semester.

Prerequisite: ENG 102 or HON 103.

ENG 200-5 T1:FD: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 200-8 T1:FD:DM:GraphNovelsArt&Liter 3 sem. hrs.

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.

Prerequisite: ENG 102 or HON 103.

ENG 200-9 T1:FD:DV:Women in Literature 3 sem. hrs.

This course attempts to reveal the ways in which literature can help students better understand the experiences of women in history and culture. We will study works by and about women in different periods in order to investigate the modes of oppression and the contrast between rhetoric, stereotypes, and representations of women's lives that exist in various literature. Because women have historically suffered by way of values perpetuated by patriarchal societies, it is especially important to explore the history of resistance and lived experiences represented in this literature. Prerequisite: ENG 102 or HON 103

ENG 201 T1:FD:Lit of British Isles 3 sem. hrs.

A study of literature of the British Isles from its beginnings to the 18th century. Emphasis on the major literary periods, highlighting significant authors and genres. Attention to multicultural influences, where appropriate. Fulfills Tier I requirement.

Prerequisite: ENG 102 or HON 103.

ENG 203 T1:FD: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, Renaissance, and/or Contemporary period. Fulfills Tier I requirement

Prerequisite: ENG 102 or HON 103.

ENG 205 T1:FD:UnitedStatesLiterature 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:FD:UnitedStatesLiteratureII 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 220 TH3: Intro 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 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.

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.

Prerequisites: ENG 102 or HON 103.

ENG 315 DV:Special Topics in Litera 3 sem. hrs.

Special Topics in Literature. Next offered TBA.

ENG 315-1 H1:ST:TH3:21stCent:ChalConteFi 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 31510 H2b:TH3:Utopian&Dystopian Lit 3 sem. hrs.

The purpose of this course is to explore, using representative examples 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 what 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 TH3:H3:Cult Poet 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 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:TH3:ClassicalMythologyinLit 3 sem. hrs.

This course focuses on literature in translation with an emphasis in Greco-Roman myths. The goal 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 multifariousness of myths, and discuss dominant themes, such as conflict and violence. No formal study of language or literature is required.

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 323 H3:TH3: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 authorship. Course explores rhetoric in the workplace. Offered even years, starting in 2022.

Prerequisite: ENG 102 or HON 103 competency required.

ENG 324 H2b:TH3:African/AmericanLitera 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 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 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 Education majors or with permission of instructor.

Prerequisite: ENG 102 or HON 103.

ENG 335 H2b:TH3: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:TH3:ProfessionalWritingII 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. 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 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. Offered once a year.

ENG 401 H3:TH3:Seminar in Literature 3 sem. hrs.

An in-depth examination of Authorship, Genre, or Period. Subject matter will vary from year to year.

Prerequisite: ENG 102 or HON 103.

ENG 480 Professional Writing Internship 1-6 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 Dean of the College of Arts, Sciences, and Education.

eSports Management (ESM)

ESM 150 Introduction to Game 3 sem. hrs.

This course provides students with a broad overview of the games industry. It covers the state of the industry, the societal impact of games, and the fundamentals of game creation. Additionally, students will explore the different genres of games and improve their understanding of the heuristics and aesthetics of play.

ESM 242 Intro to eSports Management 3 sem. hrs.

Intro to eSports Management starts with an introduction to the history of competitive gaming and continues with an exploration of its emerging ecosystem. Students will learn the complexities involved in understanding the dynamics of the eSports industry and all of its stakeholders from gamers to billion-dollar media companies. We will dive into each element of this value chain and provide you with insight on the inter operations of all companies included in the landscape of eSports.

ESM 343 Conv-Event & Trade Show Plan 3 sem. hrs.

One of the major ways in which games are marketed to consumers is the convention. Shows like the Tokyo Game Show, PAX and E3 attract audiences ranging from 60,000 - 300,000 and serve as one of the best opportunities for game studios to generate excitement and favorable word-of-mouth for upcoming projects. Successfully executing a company presence at one of these shows require a working understanding of budgeting, goal-setting, demo creation, logistics, staffing, merchandising, and ROI evaluation, all topics covered in this course.

Prerequisites: ESM 242.

ESM 411 Distribution of Games 3 sem. hrs.

The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course explains the role of a publisher in game distribution and details the various channels by which a game can be distributed. This course is required for students majoring in Business Administration in Esports & Gaming and is recommended as an elective for Supply Chain Management and Marketing students who meet the necessary prerequisites.

Prerequisites: ESM 242.

Exercise Science (EXS)

EXS 100 Foundations of Exerc & Sport Sci 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 101 Exercise Physiology I 3 sem. hrs.

This course introduces students to the foundational principles of exercise physiology with a particular emphasis on nutrition, metabolism, energetics, and body composition. Students will develop practical laboratory skills in the roles of technician and client to assess basic biometric measurements as well as aerobic and anaerobic capacities. 3 credit hours.

EXS 102 Exercise Physiology II 3 sem. hrs.

This course introduces students to the foundational principles of exercise physiology with a particular emphasis on the cardiovascular, pulmonary, musculoskeletal, neural, and endocrine systems. Students will develop practical laboratory skills in the roles of technician and client to assess basic biometric measurements as well as muscular and pulmonary capacities. 3 credit hours. Prerequisites: None

EXS 150 First Aid and CPR 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 225 Strength Training and Conditioning 3 sem. hrs.

This course elaborates on the concepts and applications of exercise science. Emphasis is placed on the bioenergetics, biomechanics, endocrine responses, and adaptations associated with aerobic and anaerobic training. Students learn testing and evaluation techniques, program design for general and sport specific training. 3 credit hours. Prerequisite: EXS 102

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:TH1:DV:CIT:Persl/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.

EXS 300 Exercise Testing & Prescription 3 sem. hrs.

Students learn to administer risk stratification screening questionnaires, assess fitness, and prescribe exercise for apparently healthy populations and those with controlled diseases. Students obtain knowledge and skills through participating in the roles of technician and client in this experiential learning course. Areas of exercise testing include both laboratory and field-based assessments of cardiorespiratory fitness, anaerobic capacity, muscular strength and endurance, flexibility, and body composition. 3 credit hours. Prerequisites: EXS 101 and EXS 102

EXS 315 Exercise and Sports Nutrition 3 sem. hrs.

In this course, students gain an in-depth understanding of the roles of carbohydrate, protein, and fat in the diets of various athletes and learn which nutrients, fluids, and supplements may support optimal training, performance, and recovery. 3 credit hours. Prerequisite: EXS 101 or NS 207

EXS 330 Cardiac Rehab & Secondary Prev. 3 sem. hrs.

This course provides an in-depth examination of the prevention and management of cardiovascular disease from a clinical lens. It is designed to provide an overview of the primary topics in cardiac rehabilitation and emphasizes both current research approaches and application. Special attention is paid to behavioral interventions, cardiac physiology, common cardiac arrhythmias, and interpretation of electrocardiograms. 3 credit hours. Prerequisite: EXS 102 or BIO 210

EXS 362 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. 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 TH1:H2B:SportinAmericanSociety 3 sem. hrs.

Sport in American Society is a sociological analysis of sport in contemporary American society. Students will explore how sport in the U.S.A. is an institution that affects virtually all aspects of society, and examine sports from a variety of social science perspectives, including from historical, political, economic, and sociological viewpoints. Focus is upon sports as a form of social interaction which reflects, reinforces, and helps create basic societal norms, values, attitudes, and beliefs. Topics will include: sports at the youth, collegiate, and professional levels (i.e. their role in the family, the community/society, the economy, etc.); sports icons and their role in popular culture; performance-enhancing drugs; sports as business, even at the college level; and the impact of sport on the basic social institutions of family, church, school, government, and economics.

EXS 375 Research Design&Elemen.Stats 3 sem. hrs.

This course is designed to acquaint students with all phases of research; conceptualization, measurement, research format, sampling, data collection, analysis, and Interpretation. Current research gathered from scholarly journals will be a main source of content and discussion In this course. 3 credit hours. Prerequisites: EXS 101, EXS 102

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 1-3 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 401 Advanced Exercise Physiology 3 sem. hrs.

Focusing on peer-reviewed literature, the goal of this course is to expand on human physiology beyond what is covered in EXS 101 and EXS 102. This course allows students to utilize lab equipment to a greater extent than in other classes and explore the cardiovascular, metabolic, pulmonary, neuromuscular, and musculoskeletal systems. 3 credit hours. Prerequisites: EXS 101 and EXS 102 or BIO 309

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.

EXS 484 Pathophys. of Chronic Disease 3 sem. hrs.

This course discusses the pathophysiology of chronic disease and the impact on overall health and wellbeing. Special emphasis Includes cardiac, pulmonary, metabolic, neuromuscular, neurodegenerative, orthopedic, cancer, and age-related diseases and disorders. This class is active and is open to all students with an interest in learning more about how and why chronic diseases happen, how to prevent them, and how to treat them with exercise interventions when present. 3 credit hours. Prerequisites: EXS 250 or BIO 309 or PSYC 350-2 or permission of instructor.

EXS 485 SL:Exs.Manag.OfChronicDiseas. 2 sem. hrs.

This service-learning field experience permits students to design and implement appropriate fitness programs for apparently healthy community adults with well-controlled chronic disease(s) or age-related disorder(s). 2 credit hours. Prerequisite: EXS 250, Corequisite: EXS 484

EXS 494 Internship 3 sem. hrs.

This course is an independent research and/or study project under the supervision of a faculty with an ongoing student-centered research agenda. It is offered to students who have a desire to pursue additional experience as an undergraduate researcher in preparation for graduate-level education. 1 credit hour.

Prerequisites: EXS 375 and instructor approval.

EXS 498 Research Seminar 1 sem. hr.

This course requires critical analysis of scientific literature and current contemporary issues as related to the field of exercise science. Students will access, interpret, and analyze research through a review of professional articles and oral presentations. 1 credit hour. Prerequisite: EXS 375

EXS 499 Faculty Research Assistant 2 sem. hrs.

This course is an independent research and/or study project under the supervision of a faculty with an ongoing student-centered research agenda. It is offered to students who have a desire to pursue additional experience as an undergraduate researcher in preparation for graduate-level education. 2 semester hours.

Prerequisites: EXS 375 and instructor approval.

First Year Experience (FYE)

FYE 101 Life Skills for College I 1 sem. hr.

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 course is split by successive semesters and students must take the course in consecutive order depending on their admit term. This is a required course for Graduation.

FYE 115 Study Skills on Course 1 sem. hr.

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.

Game Development (GDM)

GDM 102 Introduction to Game Design 3 sem. hrs.

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. This online class has optional live sessions.

GDM 201 Content & Systems Design 3 sem. hrs.

If you've ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components, and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions.

GDM 202 Game Engines I 3 sem. hrs.

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of this course, you'll learn how to build a fully functioning game within the Unity system, including all key elements. This online course has optional live sessions.

GDM 301 Adv. Programming (C# Program) 3 sem. hrs.

C# is a modern, general-purpose, object-oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. Prerequisites CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II CSM 204: Data Structures

GDM 302 Game Engines II 3 sem. hrs.

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform, and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Associate: Programmer exam. Prerequisites GDM 102: Introduction to Games GDM 201: Content & Systems Design GDM 202: Unity I: Working with Unity GDM 301: C# Proficiency

GDM 400 Capstone Pro- Building A Game 3 sem. hrs.

This course is intended as a culmination of all a student's work in the Unity Game Development major. Students will work in groups to build a game in the unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build and test their game. Students will be evaluated based on the quality of their game, and their internal project management processes. Offered Spring. Prerequisites All prior Game Development Courses CSC 101: Programming for Everyone I CSC 102: Programming for Everyone II CSM 204: Data Structures CSM 202: Algorithms

Govt & Foreign Affairs (GFA)

GFA 103 T1:FD:DV:American Government 3 sem. hrs.

Politics constitutes the often-conflictual processes (i.e., roll call votes in Congress, presidential elections, the debate over immigration reform) through which societies translate their values into public policy outcomes. This introductory survey course on American politics provides students with information about important political values, rules, behaviors, and institutions in the United States, and demonstrates how important political phenomena relate to one another. This emphasis on the relationship between phenomena is critical because it is not enough to merely know things. To be a truly critical and intelligent observer of politics, one must understand what leads to the occurrence of events and what affects the behavior of political actors.

GFA 205 FD: State and Local Government 3 sem. hrs.

While most media attention focuses on the actions of the actors at the federal level, this is not the type of government that influences our lives the most. State and local governments create, pass, and implement most public policies that we must abide by. This course examines the conditions of government in state and local communities in the United States, along with the manner in which these governments address the needs and problems which residents cope with daily. This course will help us discover what government elements are working, and what is not. Perhaps, more importantly, by the end of the semester, we should be able to determine the basics of what holds some communities back and allows others to flourish.

GFA 207 TH1:SL:DV:Campaigns&Elections 3 sem. hrs.

This course will introduce students to U.S. campaigns and elections. Our focus will be on the theoretical and empirical questions that encompass much of the state-of-the-art work on voting, campaign effects, partisan coalitions, electoral rules, campaign finance, public opinion, and the media. We will primarily talk about federal elections (presidential and congressional).

GFA 209 T1:FD:DV:World Regional Geo 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 semester.

GFA 213 H2b:DV:FD: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.

GFA 214 Introduction to Research 3 sem. hrs.

This course familiarizes students with the fundamental concepts of research that help to form the foundation of the disciplines of the social sciences. The main goal of the course is to explore the methods, concepts, and approaches that social scientists use to understand what we know and what we do not. The methods and concepts covered in the course are applicable to all the sciences in general, and to the social sciences in particular, though the examples used in the course are drawn from political science. The primary focus of this class is on research design, which are the methodical steps that are necessary to build and execute a plan to test an idea or hypothesis in political science.

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
Prerequisite: GFA 214.

GFA 215L Scope & Methods:Lab 0 sem. hrs.

GFA 241 H1:TH1:DV:Urban Politics 3 sem. hrs.

This is a course that concentrates on the politics of urban areas. We will define politics broadly, and include discussions of important topics, such as the effect of urbanization on politics and the role of ethnic and race-based "machine politics" in the city, the changing role of race and social justice in the life of the urban core, the rise of African American leadership in urban governments, and the relationship between local governments and business. This very general course description will also serve as the outline of study.

GFA 245 TH1:DV:TheLawandtheLegalSystem 3 sem. hrs.

This course serves as an introduction to the law, the politics of law, and the American legal system. Topics covered in this class include the role that the bar and the judiciary play in the U.S. government, the structure of the courts at the local, state, and federal levels, the legal education and law schools, the legal community, civil litigation, criminal litigation, negotiated justice, juvenile justice, alternative justice, and the policymaking role of the state and federal appellate courts. This course is designed as an introductory survey course on American law.

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.

GFA 301 H1:DV:FD: 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.

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, the Bill of Rights, as well as other relevant documents.

GFA 305 TH1:H2B:West Europe/EuropUnion 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.

GFA 309 FD: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.

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.

GFA 312 H1:SL:The Border:US-Mexican 3 sem. hrs.

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.

GFA 323 H1:TH1:DV:Public Policy 3 sem. hrs.

Over the course of just the last ten years, Americans have witnessed the congressional passage of some of the most sweeping policy initiatives in the history of the United States. From expanding Medicare coverage to provide prescription drug benefits to bailing out the automotive industry to the historic passage of healthcare reform, governmental policies have been at the forefront of the thoughts of a majority of Americans during this time period. In this course, we will discuss and analyze many of the most pressing public policy problems in the U.S. The outline of this course is simple. First, we will explore the nature of public policy and the policy analysis process. Second, we will investigate how public policies are made. Finally, we will delve into the study of substantive policy issues.

GFA 355 H1:TH1:American Foreign Policy 3 sem. hrs.

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.

GFA 375 H3:Politics and Film 3 sem. hrs.

In 2022, we have so many different avenues to consume entertainment. However, few binge-worthy shows can meet the entertainment quality and value of a movie in the theatre setting. A good movie can inspire its viewers, challenge people to think in new ways, and even educate its audience. The purpose of this course is to tap into the power of film to study, learn about, and deepen your understanding and appreciation of politics and government. Throughout this session, we will view several films with political messages. As you watch these films, try to interpret their larger meaning. I also encourage you to think critically about several important questions that will arise from the films we view. What is the proper role of government? How much power should government have? What are the effects of war, and when is war justified? How do the media and their reporting of the news shape society and affect the quality of a democracy? How fair is the criminal justice system? By the end of this course, you should be able to identify and interpret the political messages in the films we cover; compare and contrast these political messages; assess the strengths and weaknesses of each film's message; and apply the lessons from these films to controversial questions that surround American politics and government.

GFA 381 TH1:The Legislative Process 3 sem. hrs.

This course examines legislative politics in the United States, focusing mostly on the U.S. Congress. Much of the course is devoted to tracing the development of legislative institutions and examining their effects on policymaking. We will also investigate how factors external to legislatures-including the executive branch, the courts, and the public-affect the dynamics of legislative politics. The course is oriented around the following main concepts: Political Preferences: How are legislators elected into office, and what explains their behavior as members of a legislative body?; Political Institutions: What are the "rules of the game," and how and why have they changed over time? Political Outcomes: How does the combination of preferences and institutions help us to understand when new laws are passed and (as importantly) when they are not?

GFA 383 TH1:The American Presidency 3 sem. hrs.

The Framers of the Constitution would be shocked at the power now controlled by the President. The President now dominates the national political landscape. Most of the major policy legislation passed by Congress is first initiated by the President and his administration. The federal budget is designed, not by Congress, but by the Office of Management and Budget, who reports directly to the President. Nearly all foreign policy decisions are made exclusively by the President with little input from either of the other two branches of the federal government. More media attention is granted to the President than all the other members of our federal government combined. No other political institution captures the attention of the American public to the same extent as the modern Presidency. The American President has become the most powerful actor in the world. All of this is not to say that this growth in power is wrong. The world today is not the same one our Founding Fathers lived in when they crafted the Constitution. It is up to us to decide whether the previous or current perspective is correct.

GFA 400 Comprehensive Review 1 sem. hr.

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.

GFA 401 H3:DV:Povty & Prspty in Dev Wd 3 sem. hrs.

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 2021, Spring 2023.

GFA 403 TH1:H2b:Constitutional Law 3 sem. hrs.

Constitutional law is defined as the body of laws defining the roles, powers, and structure of governmental entities within the U.S. In the U.S. federal system, those entities include the executive, the legislature, and the courts. This course serves as an introduction to this body of law as it pertains the first seven articles of the U.S. Constitution, and interpreted by the Supreme Court of the United States (SCOTUS). The role of the SCOTUS in this process has evolved over time in that they have become the arbiter of political power and application of that power within the U.S. system. The many court cases covered this semester will reveal how the power of our government has grown, and how the SCOTUS has shaped that growth. The cases we examine will touch on many aspects of your daily life and have assisted in determining the social culture in which we live. Please note that this is the most difficult course that I teach due largely to the significant amount of material to be covered, the substantial coursework that is required, and the numerous unfamiliar terms that we will be using. A significant amount of reading, writing, and critical thinking is necessary to be successful in this course. 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. Offered in Fall of odd-numbered years.

GFA 405 TH1:H3:DV:CivilRight&Libert 3 sem. hrs.

This course will focus on the U.S. Constitution and Supreme Court, and the role both have played in defining and protecting personal civil rights and liberties. With the attacks of 9/11 and the emergence of the War on Terror, there has been increased interest in the role civil rights and liberties play in a safe and vibrant American society. New boundaries are being drawn and long-settled understandings of the protections guaranteed by the U.S. Constitution are being challenged on the face of this new threat to our democracy. In the civil liberties section of the course, we will focus primarily on the First, Second, Fourth, Fifth, Sixth, Seventh, and Eighth Amendments as they are applied through the Fourteenth Amendment to discover how the U.S. Supreme Court (SCOTUS) defines, establishes, and protects our civil liberties. In the civil rights section of the course, we will mostly focus on racial and sexual discrimination, legal remedies, such as affirmative action, voting, and representation to examine how the SCOTUS describes, institutes, and protects our civil rights. The main avenue that we will use to explore American civil rights and liberties will be the SCOTUS because of the Court's main role as the final interpreter of the Constitution.

GFA 409 H1:TH1:InternPoliti Econ 3 sem. hrs.

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.

GFA 411 TH1: Public Leadership 3 sem. hrs.

Public Leadership attempts to discover what we can expect of our varied government servants and the complex organizations within which they work. The course will examine leadership theory, organizational theory, ethics, the background of the bureaucracy, what government agencies do and why they do it, and what we can learn from various administrative failures.

GFA 413 International Organization 3 sem. hrs.

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.

GFA 415 H3:TH1:International Law 3 sem. hrs.

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 majors. Offered in Spring of even-numbered years.

GFA 421 Special Topics 3 sem. hrs.

Intensive examination of selected, single topics in government and politics.

GFA 422 CL:ST:Vatican Politics 3 sem. hrs.

Intensive examination of selected, single topics in government and politics.

GFA 423 Special Topics 1-4 sem. hrs.

Intensive examination of selected, single topics in government and politics.

GFA 425 Readings & Individual Investig 1-6 sem. hrs.

Directed readings, tutorials, directed and independent research, etc. With permission of Division Chair and Vice President for Academic Affairs. Offered every semester.

GFA 426 Readings & Individual Investig 1-6 sem. hrs.

Directed readings, tutorials, directed and independent research, etc. With permission of Division Chair and Vice President for Academic Affairs. Offered every semester.

GFA 427 Readings & Individual Investig 1-6 sem. hrs.

Directed readings, tutorials, directed and independent research, etc. With permission of Division Chair and Vice President for Academic Affairs. Offered every semester.

GFA 430 Internship I 3 sem. hrs.

Supervised work experience in federal, state, and local government. Offered every semester.

GFA 431 Internship II 3 sem. hrs.

Supervised work experience in federal, state, and local government. 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 250 Living out the Mission 3-6 sem. hrs.

This Global Learning course considers in a variety of ways the hope that is God's revelation in Christ. The course takes students on a roughly two-week-long journey to Uruguay. While in Uruguay, students and their faculty will assist the Brothers of Christian Instruction, whose ministry in Uruguay serves underprivileged children. In advance of the global experience, students will meet on Walsh's campus to share, discuss, and reflect on a variety of readings that ask us to imagine God's will of a united family, even as we understand that God expresses His will through the diversity of that family. Students will: connect the diversity of human experience to God's revelation of hope in Christ; better grasp the special place of the poor and of children in God's revelation; articulate interpretations of experiences and of course texts alongside professor and peers; move skillfully between reflection, creation, and analysis verbally, in writing, and in person.

GL 301 H2b:Culture, Africa, Resources 3 sem. hrs.

This course explores the central issues and debates in subSaharan Africa. The objectives of the course are to give students a broad appreciation for the cultural and historical diversity of the region, the resource rich environment and how this impacts modern society around the world. In media and in popular representations, Africa is frequently portrayed as a place of poverty, conflict, and dependence. The course will aim to contextualize the problems and counter the narratives about Africa by exploring the resilience and rich cultural life on the continent. Students will study a specific country in Africa as a case for understanding the resources, culture and social/political atmosphere of the region.. A contemporary novel, current news articles, and selections from popular African cinema and music will support student learning for the course

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.

GL 360 DV:H1:Understanding Modern Africa 3 sem. hrs.

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.

GL 400 H3:SL:The Blouin Capstone 3 sem. hrs.

This experience serves as an integrative culmination of the cohort's selected theme (e.g. food, hunger & sustainability; education, opportunity & equity). During this immersive global experience, students will use the city as their classroom and study their cohorts theme through site visits, service learning, and a course text. Connecting, experimenting, and reflecting on how the global problem students are studying impacts the communities and civic life in that location. Students will work through the course, solving an open-ended problem as a cohort and presenting a solution through interdisciplinary understanding. Students are expected to become full members of this community experience, lending thoughts and ideas to the topics addressed, while also reflecting on their own place in the "community of mankind."

Graphic Design (GD)

GD 295 Graphic Design 3 sem. hrs.

An introduction to concept, tools, and history of Graphic Design. Cross listed as COM 295. Offered every fall.
Prerequisite: None.

GD 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 COM 296 (formerly ART 395). Offered every spring.
Prerequisite: GD 295 or COM 295.

GD 385 Special Topics in Graphic Design 3 sem. hrs.

Intensive study and application of a particular aspect of Graphic Design.

GD 397 Graphic Design III 3 sem. hrs.

Advanced studio course utilizing basic 2D layout with an emphasis on concept development and creative problem-solving. Branding, identity design and 3D design are introduced. Offered every fall.
Prerequisite: GD 296 or COM 296.

GD 398 Graphic Design IV 3 sem. hrs.

Advanced studio course with continued emphasis on concept and creative problem solving in a professional context. Students apply design concepts to various media including print, interactive and web. Offered every spring.
Prerequisite: GD 397.

GD 404 Graphic Design Workshop 1-3 sem. hrs.

A studio course to further develop a student's design skills. Students can take the course to further the development of their portfolio and/or to address gaps in skills in knowledge. Graphic Design majors and minors only.

Healthcare Administration (HCA)

HCA 200 Healthcare Systems 3 sem. hrs.

Provides an overview of concepts and issues related to healthcare delivery systems, resources, administrative structure and decision-making. The theoretical basis of systems and major healthcare policies are examined.

HCA 300 Healthcare Law & Ethics 3 sem. hrs.

Provides and understanding of healthcare law. Common legal and practical moral and ethical issues confronting healthcare organization and practice and examines.

Prerequisite: HCA 200.

HCA 340 Managed Care & Reimbursement 3 sem. hrs.

Examines the process and implications of managed care and reimbursement from the viewpoint of the payer and provider. Topics include the history of managed care, types of managed care and health care delivery systems.

Prerequisite: HCA 200.

HCA 400 Healthcare Admin Capstone 3 sem. hrs.

Application of knowledge about current issues facing healthcare in a community of the student's choice complete with an analysis and synthesis of solutions for healthcare issues.

Prerequisites: HCA 200, HCA 300, HCA 340.

History (HIST)

HIST 101 T1:FD: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.

HIST 102 T1:FD:DV:World Civil1500toPres 3 sem. hrs.

Survey of the political, economic, religious, social and intellectual forces which have shaped early modern and modern people. Offered every Spring.

HIST 103 T1:FD:DV:Hist of theU.S.to1877 3 sem. hrs.

Survey of colonial and middle periods in the development of the United States of America to 1877. Offered every Fall.

HIST 104 T1:FD:DV:Hist ofU.S.since1877 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.

HIST 204 H2b:TH1:Diplo Hist of the U.S. 3 sem. hrs.

Survey of the origins, development, and leading ideas of American foreign policy.

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.

HIST 208 H2b:TH1:The FrenRevolutandNapo 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.

HIST 209 H2b:TH1:Empire and the World 3 sem. hrs.

Topics and themes in the making of modern England, from 1500-1800, including the development of Parliament, the monarchy, English society and culture, religion, and the origins of the British Empire.

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.

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.

HIST 223 H2b:TH3:DV:CultrlEncGlobWld 3 sem. hrs.

We live in a globalized world in which everything from food, technology, popular music and movies, ideas, religions and goods are part of a global system. Globalization has lifted people in some places out of poverty and cost others their jobs. It enriches us and leads to conflict. This course will focus on a specific aspect of cultural encounters between peoples in the contemporary world and use historical thinking to better understand how and why these encounters have become so important to our lives today. Offered in Fall of even-numbered years.

HIST 224 H2b:TH1:U.S. War and Society 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. Offered in Spring of odd-numbered years.

HIST 225 T1:FD:DV:African-AmericHistory 3 sem. hrs.

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.

HIST 227 T1:DV:TH1:GlobPersinGenderHist 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.

HIST 240 H1:DV:TH1:USintheLong19thCent 3 sem. hrs.

This course will provide a survey of the key political, military, and social issues that shaped the United States from the American Revolution in the late 18th century through the early years of the 20th century. Offered in Fall of odd-numbered years.

HIST 250 H2b:TH1:CIT:AmericanCathHist. 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. Offered in Spring of even-numbered years.

HIST 255 Love and Culture in Victorian 3 sem. hrs.

Experience the romantic culture of Victorian London in this online course, which explores the 19th century's philosophically inspired musical, literary, and theatrical world. Students will develop a global perspective by actively engaging with various aspects of culture in Victorian England. Students will visit museums and historical sites focusing on course themes, such as the Victoria & Albert Museum, Westminster Abbey and the Royal College of Music. They will virtually attend a variety of recorded performances in such musical genres as opera, choral, orchestral and chamber music. They will watch and discuss depictions of love and romance in a variety of dramatic performances, from plays to ballets. Finally, students will analyze original philosophical texts and literature, and learn more about how the relationship between men and women was shaped through the concept of love.

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:TH1:PolicyThroughHis 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 303 H3:TH2:DV: 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. Offered in Spring of odd-numbered years.

HIST 304 History of Aviation 3 sem. hrs.

This course will explore the intersection of technology, culture, and the human imagination through a thematic study of historical evidence from the history of aviation. Such evidence will include early myths and stories about human flight, artifacts and recorded documents of early efforts to fly, as well as aviation in art, literature, and film. Addresses topics including military aviation, travel and tourism, the evolution of aerospace technology and industry, and the Space Race.

HIST 308 H2b:TH1:HistoftheAncient World 3 sem. hrs.

Religious, economic, philosophical, and political features of the ancient world from earliest times to the fall of Rome.

HIST 309 H2b:TH1:Hist ofMedievalEurope 3 sem. hrs.

Emergence and development of western European civilization out of Christian, Greco-Roman, and Germanic institutions and ideas.

HIST 310 H2b:TH1:HistofEarlyModeEurope 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.

HIST 311 H2b:TH1:DV: HistofModernEurope 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. Offered in Spring of odd-numbered years.

HIST 312 H1:SL:TH1:TheBorder:US-Mexican 3 sem. hrs.

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.

HIST 313 H1:TH1:DV:Rise/FallofNaziGerm. 3 sem. hrs.

A study of the origins, course, and collapse of the Third Reich including the politics of genocide. Offered in Fall of odd-numbered years.

HIST 318 H1:DV:TH3: IndustRevolinWorld 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. Offered in Fall of even-numbered years.

HIST 323 H2B:TH1: 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. .

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.

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.

HIST 334 H2b:TH1:ConstitutionalHistofUS 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.

HIST 335 H1:TH3:U.S. in the20thCentury 3 sem. hrs.

Study of the political, social, and economic development of the United States since 1898 and America's rise to world power. Offered in Spring of odd-numbered years.

HIST 336 DV: Govt & 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.

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.

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.

HIST 339 DV:TH1: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.

HIST 350 H2b:TH1:AmericanCatholicHistor 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.

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.

Prerequisite: HIST 210.

HIST 403 H2b:TH1: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.

HIST 408 H2b:TH1:Sports&Soc in US Hist 3 sem. hrs.

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.

HIST 410 DV: Aspects East Asian Civil 3 sem. hrs.

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HIST 413 H2b:TH1: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.

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 430 H3:TH1:SemHist 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.

HIST 435 H2b:TH1: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.

HIST 438 H3:TH1:SemCaseStdsinGenocide 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.

HIST 440 H3:TH1:SemUSRace/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.

Honors (HON)

HON 120 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 121 T1:FD:HON:The CathliIntel.Trad 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 Foundations THEO 102 requirement. Offered every spring semester. Prerequisite: THEO 101

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 Teir 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 220 FD: Honors Natural Science 3 sem. hrs.

This course explores in-depth topics in the natural sciences. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

HON 221 FD:DV: Honors Sociology/Psych 3 sem. hrs.

This course explores in-depth topics in sociology or psychology. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

HON 222 FD: Honors Art/Music 3 sem. hrs.

This course explores in-depth topics in art or music. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

HON 223 FD: Honors GFA/Economics 3 sem. hrs.

This course explores in-depth topics in government and foreign affairs or economics. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

HON 224 FD: Honors Philosophy 3 sem. hrs.

This course explores in-depth topics in philosophy. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

HON 225 FD:T1:Hon: Literature/History 3 sem. hrs.

This course explores in-depth topics in literature or history. It includes an Honors writing component. The topics and faculty who teach this course will rotate from year to year. Offered on a rotating basis.

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 320 TH: Themes Seminar I 3 sem. hrs.

This is an interdisciplinary course designed around topics from the 3 General Education Themes of 1.) Leadership, Responsibility, and Social Justice, 2.) Science Innovation and Environmental Sustainability, and 3). Creativity in the Arts, Culture, and Humanities. The topics and faculty who teach this course will rotate from year to year. Required of all students in the Honors Program and fulfils one Theme course in the General Education Curriculum. Offered every semester.

HON 321 TH: Themes Seminar II 3 sem. hrs.

This is an interdisciplinary course designed around topics from the 3 General Education Themes of 1.) Leadership, Responsibility, and Social Justice, 2.) Science Innovation and Environmental Sustainability, and 3). Creativity in the Arts, Culture, and Humanities. The topics and faculty who teach this course will rotate from year to year. Required of all students in the Honors Program and fulfils one Theme course in the General Education Curriculum. Offered every semester.

HON 330 DM Junior Honors Project 2 sem. hrs.

In this course, students will write and present their Junior Honors Project which will involve a literature review of a research topic in his or her major field of study. Required of all students in the Honors Program and fulfils the General Education Seminar and Digital Media Requirements. Offered every Fall Semester.

HON 331 Research Methods 1 sem. hr.

This course will provide students in Honors with the foundations for conducting independent research using library resources, including the use of reference materials, locating sources, and using electronic databases. Students will learn how to manage individual research in the scholarly writing process, effectively shape research proposals, and convey their ideas clearly and powerfully to others. Current or contemporary research methods will be presented with examples in all three research areas of our Honors program: Experimental Sciences, Quantitative, and Qualitative projects. Required of all students in the Honors Program. Offered every Fall 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 Co-Directors of the Honors Program. Offered every semester.

Human Resource Management (HRM)

HRM 405 Training and Development 3 sem. hrs.

Training & Staff Development are key to building an empowered and motivated workforce. This course is designed to help students develop knowledge and skill in the design, development, delivery, and evaluation of organizational training. It will also help students build skills in creating effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, students will be required to produce their own sample training plan. This course is provided online through Tiffin University in the field of Human Resource Management and has no required meeting time.

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 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. Offered every semester.

Prerequisite: Junior and senior status with a minimum 2.5 GPA.

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 Secur 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.

Prerequisites: ICT 112, ICT 210, ICT 301, ICT 302, ICT 303, ICT 401, ICT 402.

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.

Prerequisites: ICT 112, ICT 301, ICT 302, ICT 303.

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 387, 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. Student will examine the issues, tools, and control techniques needed to successfully investigate illegal cyber activities when breaches occur.

Prerequisites: CS 387, 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 investigate 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 387, 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.

ICT 499 ST: Topics in ICT 3-4 sem. hrs.

These advanced ICT courses are offered periodically and strategically as needed. Topics can vary across the entire spectrum of networking and cybersecurity topics and these courses provide students diverse choices in specialized areas of advanced ICT. Check with course instructors for enrollment prerequisites as courses are posted.

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 319 Curr/Intervention Strategies 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.

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 aides, 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 Elem Educ Assess/Plan 3 sem. hrs.

This course examines general and specific components of assessment and planning for P-5 elementary 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 administration, program planning/strategy development based on assessment data, and communication strategies in reporting and interpreting information to family and professional team members. Structured field experience required. Offered 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 P-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.

ISE 349 Math/Sci Meth for Stud w/Sp 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 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 spring semester.

Information Technology (ITM)

ITM 101 Postresql for Everyone 3 sem. hrs.

Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, you will be able to use PostgreSQL to manage databases and support application development and integration. This online class has optional live sessions.

ITM 102 Intro to IT Systems 3 sem. hrs.

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own. This online class has optional live sessions.

ITM 301 Network Tech & Telecomm 3 sem. hrs.

Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions. Prerequisites: CSC 103 and ITM 102

ITM 401 Data Protection & Mgmt 3 sem. hrs.

Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. This online class has optional live sessions. Prerequisites: CSC 103 and ITM 101 and ITM 102 and ITM 301

ITM 402 Cloud Infrastructure & Serv 3 sem. hrs.

This course will introduce you to the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team. This online class has optional live sessions.

ITM 403 Information Storage & Mgmt 3 sem. hrs.

Whether you're using a Mac or a PC, operating systems are a key part of how humans interface with technology. Therefore, understanding how they work is vital to understanding how computers power our world. This course will teach you the fundamentals of Operating System structure, function, and architecture, and prepare you to administer both Windows and Linux-based systems. This online class has optional live sessions.

ITM 404 Tech Integ & Troubleshooting 3 sem. hrs.

So far, you've learned how to solve problems as they occur, and how to address the various components that make up an organization's IT ecosystem. This course will put it all together. You'll learn how to solve systemic problems across all layers of an organization and guide transformational change. By the end of this course, not only will you know how to solve IT problems as they arise, you'll be able to prevent those problems from happening in the future. This online class has optional live sessions.

Legal (LAW)

LAW 321 Employment & Labor Law 3 sem. hrs.

This course is an overview of various laws and regulations that determine the rights and obligations of employees and employers. Topics covered include the nature of the employment relationship and common law principles, prohibitions against discrimination on the basis of certain protected characteristics such as race and gender, wage and hour law, the Family Medical Leave Act, the National Labor Relations Act, and other similar areas of labor and employment law. The primary focus is on federal laws governing the employment relationship, but there will also be discussion of state and local laws. Prerequisites: BUS 231 and BUS 234

Mathematics (MATH)

MATH 100 Mathematics Review 0 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 120 hours required for graduation, does not satisfy any part of the core curriculum requirements. By placement only. 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 ALX. Offered every Spring and Fall.

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 Fall and Spring. 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.

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 upon request.

MATH 121 Intro to Stats and Analytics 3 sem. hrs.

This course is an introduction to statistics using Excel. Topics include: descriptive statistics, measures of central tendency and dispersion, testing of statistical hypothesis, and some analytical modeling. Excel application can also include interest rate calculations for investments and loans. Prerequisite: MATH ALX placement.

MATH 155 Elementary Functions I 3 sem. hrs.

Algebraic foundations, functions and graphs, polynomial functions, rational functions, exponential functions, logarithms and logarithmic functions, complex numbers. Offered every semester.

MATH 156 Elementary Functions II 3 sem. hrs.

Course deals almost exclusively with trigonometric functions. Basic trigonometry, trigonometric identities, trigonometric equations, and 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 upon request. Prerequisite: MATH ALX or placement.

MATH 210A Calculus I 3 sem. hrs.

Introduction to limits and differentiation, differentiation formulas, application of differentiation, optimization, and L'Hospital's Rule. Offered every Fall. Prerequisite: MATH 156 with a grade of C or better, or placement.

MATH 211 Calculus II 3 sem. hrs.

Introduction to integration, the fundamental Theorem of Calculus, methods of integration, application of integration, improper integrals, and numerical integration. Offered every Fall. Prerequisite: MATH 210A with a grade of C or better.

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; Permutatuions and Combinations; Elementary probability theory including equiprobable models, conditional probability and Bayes' theorem; Markov Chains including regular Markov Chains and absorbing Markov Chains. Offered upon request.
Prerequisite: MATH 104 or placement.

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 placement.

MATH 230 Discrete Patterns I 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 upon request.
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 upon request.
Prerequisite: MATH 230 with a "C" or better.

MATH 310A Calculus III 3 sem. hrs.

Sequences and series: tests for convergence, power series, Taylor's Theorem. Parametric curves and their calculus. Offered every Spring.
Prerequisite: MATH 211 with a grade of C or better, or placement.

MATH 311A Calculus IV 3 sem. hrs.

Multidimensional calculus: functions of several variables, vector functions, line integrals, Green's theorem, Stokes' theorem. Offered every Spring.
Prerequisite: MATH 310A with a grade of C or better.

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 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 upon request.
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 every Spring.

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. Offered upon request.
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. Offered upon request.
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 3-5 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 upon request.
Prerequisite: MATH 313 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 every Fall.
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 upon request.
Prerequisite: MATH 313 and 307 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 upon request.

MATH 490 Independent Study/Research 3 sem. hrs.

With permission of the Division Chair and Vice President for Academic Affairs. By arrangement.

MATH ALX Math ALX 1 sem. hr.

Refresher online 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. 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. Credit, although tabulated within the 120 hours required for graduation, does not satisfy any part of the core curriculum requirements. Must be completed to register for additional math courses. Offered through ALEKS.

Management (MGT)

MGT 318 Total Compensation Mgmt 3 sem. hrs.

A study of the total compensation management function in business, as evidenced through the human resource framework. Major areas of activity will include job analysis, job evaluation, establishing pay structures, and benefits.

MGT 320 Human Resource & Risk Mgmt 3 sem. hrs.

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety & workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability. Prerequisites: BUS 318 and LAW 321

Museum Studies (MS)

MS 101 TH1:TH3:Intro to MuseumStudies 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 I.

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 II and spring I.

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 on a 3 year rotation in Spring II.

MS 301 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. Prerequisites: MS 101, junior standing, and MS 201 with a grade of B- or higher

MS 302 Museum Studies InternshipII 3 sem. hrs.

Continuation of MS 301 internship. Prerequisites: MS 301, Junior standing, and MS 201 with a grade of B- or higher

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. Prerequisites: Permission of the Director of Museum Studies

MS 325 Exhibition Design 3 sem. hrs.

Focuses on designing and installing exhibitions in the Birk Center for the Arts. Offered every spring II.

Prerequisite: MS 101.

MS 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 on a 3 year rotation in Spring II.

Prerequisite: MS 101.

MS 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 on a 3 year rotation in Spring II.

Prerequisite: MS 101.

MS 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.

MS 402 SL:DM: 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.

MS 415 Senior Internship 1-6 sem. hrs.

Provides students additional opportunities for internships. Prerequisites: Permission of the Director of Museum Studies

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 Fall and Spring.

MUS 051 Walsh Chamber Singers 1 sem. hr.

Students will participate in an auditioned vocal ensemble performing primarily sacred a cappella repertoire of the traditional choral canon. This ensemble will perform on and off campus as ambassadors of the university, culminating in a performance tour in May. Offered every Spring.

MUS 053 World Music Ensemble 1 sem. hr.

Repertoire and curriculum for World Music Ensemble is set at the discretion of the instructor and is based in part by enrollment and experience. Emphasis is placed on learning musical techniques, performance practices, and authentic interpretations of world music. The focus of this course is chamber ensemble music from a variety of cultures. Students will perform traditional music originating from Ghana, Uganda, or Guinea on authentic instruments. This music utilizes a variety of elements and has significant cultural relevance, which will be explored.

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. Offered every Fall and Spring.

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. Offered every Fall and Spring.

MUS 061 Piano 1 sem. hr.

Applied private music instruction in piano. Does not fulfill core curriculum music requirement. Offered every Fall and Spring.

MUS 062 Guitar 1 sem. hr.

Applied private music instruction in guitar. Does not fulfill core curriculum music requirement.

MUS 074 Handbells 1 sem. hr.

The purpose of this course is to gain understanding of handbell notation, instrument care, and music fundamentals. This group is an inclusive instrumental group that requires little previous musical abilities or knowledge. Participants will have an opportunity to learn, perform, and create music by being an integral part of a music ensemble in a non-threatening environment.

MUS 102 T1:FD:ClasslMusicInModernWorld 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:FD: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. Offered every Fall 2.

MUS 170 T1:FD:FundamentalsMusicianship 3 sem. hrs.

This course is an introduction to the basics of music reading, listening and analysis. Students will study key signatures, scales, intervals, triads and 7th chords, basic lead sheet and Roman numeral analysis and an introduction to non-chord tones. Basic aural skills will be included allowing the student to begin to hear the elements of music as well. Offered every Spring 1.

MUS 201 H2b:TH3:HistofGreatChoralWorks 3 sem. hrs.

A survey of great choral masterpieces down through the centuries.

MUS 202 T1:DV:TH3:AmeriMusicalTheater 3 sem. hrs.

Focuses on the nature and historical development of American musical theater and its attendant interdisciplinary implications.

MUS 203 T1:FD:DV:History of Blues&Jazz 3 sem. hrs.

Focuses on the nature and historical development of Blues and Jazz. Offered every Fall 1.

MUS 210 T1:FD:DV: History of RockMusic 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. Offered every Fall 1 and Spring 1.

MUS 211 T1:FD: 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. Offered every Spring 1.

MUS 212 T1:TH3:HistoryofDance& 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 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.

Natural Sciences (NS)

NS 101 T1:DV:FD: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 fall and spring.

NS 103 T1:TH2: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 fall and spring.

NS 103L Environmental Science:Lab 1 sem. hr.

This course is to be taken by Environmental Science majors only. It is a more in-depth look at an introduction to environmental science to prepare ES majors for the next level of courses. Offered every semester in conjunction with NS 103.

NS 104 T1:FD:Physical Science 3 sem. hrs.

This course is an introduction to the principles and concepts of physics and chemistry. In physics, Motion, Energy, Heat and Temperature, Waves, Electricity, and Light are discussed. In chemistry, Atoms, Bonds, Reactions, Water and Solutions, and Nuclear Chemistry are discussed. Hands-on laboratory experiences are included in this three credit course. Prerequisite: MATH 104

NS 105 T1:FD: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.

NS 105L Intro to Geology Lab 1 sem. hr.

NS 109 T1:FD: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 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.

NS 111 T1:DM:FD:Plants,Foods,Med&Text 3 sem. hrs.

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 fall.

NS 112 T1:FD: 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 as needed.

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 lecture, in-class exercises, discussion, reflections and a digital project. This course has no prerequisites.

NS 114 T1:FD:Intro to ForensicScience 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:FD:Microbes in the Environ. 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.

NS 210 T1:FD:Astronomy/Planetary Sci 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.

NS 215 T1:FD: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.

NS 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.

Prerequisite: junior standing.

Nursing (NURS)

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

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

NURS 220PL TH1:CIT:Theo Found for Nurs Prac 3 sem. hrs.

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

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

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

Prerequisites: Admission into the Nursing Major.

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

Health Assessment for Nursing Practice laboratory.

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

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

Prerequisites: Admission into the Nursing Major.

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

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

NURS 240PL DM: Clinical Pharm/Nurs 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 are explored. Major drug classifications for both prescription and non-prescription drugs are introduced using a systems framework. This course includes the study of mathematics as it relates to the calculation of drug dosages. Offered fall semester. Prerequisite: Admission into the Nursing Major.

NURS 245 Medication Dosage Calculations 2 sem. hrs.

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

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

In this introductory course, students will be directed in their exploration of forensic nursing care, the role of the nurse in evidence collection and enrichment of their own understanding of the special needs of victim patients. Prerequisites: None.

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

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the adult client with emphasis on the older adult. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the older adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the older adult and their family are initiated to promote, maintain, restore, and reorganize health, or to support death with dignity. Therapeutic communication skills are demonstrated in an interdisciplinary approach to nursing care of the older adult and their family. Theoretical and empirical knowledge from nursing, sciences, and liberal arts, including gerontological theories, provide the basis for the practice of nursing with the older adult and their family. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with the older adult and their family is promoted. Leadership skills such as delegation, collaboration, and health promotion in health care environments are recognized. Informatics is emphasized as a source of information and a means of communication among health care professionals. Ethical decision making with the older adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted within legal mandates of professional nursing. Prerequisite or corequisite: BIO 290. Prerequisites: all 200-level AC Nursing courses.

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

The major focus of this course is to examine physiological, developmental, psychosocial, cultural, and spiritual responses of the adult client with emphasis on the older adult. Critical thinking in combination with the nursing process is utilized while providing a safe environment and effective care with the older adult and their family as they adapt to internal and external stressors. Therapeutic nursing interventions focusing on the older adult and their family are initiated to promote, maintain, restore, and recognize health, or to support death with dignity. Therapeutic communication skills are demonstrated in an interdisciplinary approach to nursing care of the older adult and their family. Theoretical and empirical knowledge from nursing, science, and liberal arts, including gerontological theories, provide the basis for the practice of nursing with the older adult and their family. Accountability and responsibility for applying evidence-based nursing practice in the delivery of nursing care with older adults and their family is promoted. Leadership skills such as delegation, collaboration, and health promotion in health care environments are recognized. Informatics is emphasized as a source information and a means of communication among health care professionals. Ethical decision making with the older adult and their family integrates values and principles fundamental to the discipline of nursing and is conducted with legal mandates of professional nursing. Offered every spring semester. Prerequisite or corequisite: BIO 290. Prerequisites: all 200-level Nursing courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: ENG 102 or equivalent.

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

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

Prerequisite: none.

NURS 356 H2b:TH1:PalliatCareEndLifeCare 3 sem. hrs.

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

Prerequisite: none.

NURS 390 H2bTH1:GL:IssforGlobalHlthcare 3 sem. hrs.

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

Prerequisite: none.

NURS 391 Global Hlth Practicum 1 sem. hr.

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

Prerequisites: NURS 390 or permission from the School.

NURS 410FT Nursing Research 3 sem. hrs.

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

Corequisites: MATH 221.

NURS 410PL Nursing Research 3 sem. hrs.

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

Prerequisites: MATH 221.

Corequisites: MATH 221.

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

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

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

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

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

Corequisites: NURS 410PL.

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

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

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

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

NURS 430FT Nursing Leadership 5 sem. hrs.

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

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

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

Corequisites: NURS 410.

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

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

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

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

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

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

Co-requisites: NURS 410.

NURS 450FT Nursing Capstone 2 sem. hrs.

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

Prerequisites: Taken the semester of graduation.

NURS 450PL Nursing Capstone 2 sem. hrs.

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

Prerequisites: Taken the semester of graduation.

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

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

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

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

NURS 603 Advance Professional Nurs Role 3 sem. hrs.

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

NURS 610 Advanced Pathophysiology 3 sem. hrs.

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

NURS 612 Advanced Pharmacology 3 sem. hrs.

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

Suggested Prerequisites: NURS 610

NURS 614 Adv Health Assessment 3 sem. hrs.

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

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

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

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

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

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

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

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

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

NURS 635 Practicum in Nurs Education 4 sem. hrs.

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

NURS 640 Clini Assessment & Management 3 sem. hrs.

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

Prerequisites: NUR 614.

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

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

Prerequisites: All Core Courses Completed, NURS 640.

NURS 642 Clinical Pharmacology 3 sem. hrs.

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

Prerequisites: NURS 610, 612.

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

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

Prerequisites: All Core Courses Completed, NURS 640.

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

This course emphasizes illness prevention, healthy life style adaptations, wellness promotion and health maintenance of the adult and elderly patient including health/wellness motivation and promotion, disease prevention, and self-determination. The interrelationships between disease processes, human physiology, and pharmacologic and other treatment modalities inherent in the care of the adult or elderly patient with multiple chronic healthcare conditions (MCC) will also be explored. Prerequisite: NURS 640 Corequisite: NURS 644B

NURS 644B FNP I Practicum 2 sem. hrs.

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

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

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

Prerequisites: All Core Courses Completed, NURS 640.

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

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

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

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

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

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

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

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

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

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

NURS 649 FNP V: Capstone 5 sem. hrs.

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

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

NURS 650 Adv Princ of Psychopathology 3 sem. hrs.

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

Prerequisite: NURS 610.

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

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

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

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

Prerequisite: NURS 614

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

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

NURS 654 Adv Psychopharmacology 3 sem. hrs.

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

Prerequisite: NURS 612.

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

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

Prerequisite: NURS 653.

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

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

Prerequisite: NURS 655.

NURS 658 Clin Mgmt of Psychiatric Clie 2 sem. hrs.

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

NURS 659 Prac in Psychiatric MH Nurs 3 sem. hrs.

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

NURS 660 Therapeutic Interventions 3 sem. hrs.

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

NURS 671 Intensive I 0 sem. hrs.

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

NURS 672 Intensive II 0 sem. hrs.

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

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

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

NURS 691 Independent Study 1 sem. hr.

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

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

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

NURS 702 Advanced Nursing Research 3 sem. hrs.

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

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

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

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

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

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

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

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

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

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

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

NURS 718 Hlter Tech & Data Mgmt 3 sem. hrs.

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

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

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

NURS 730 Residency Practicum 3 sem. hrs.

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

NURS 731 DNP Project 1-4 sem. hrs.

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

NURS 791 Independent Study 1 sem. hr.

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

Organizational Development and Leadership (ODL)

ODL 200 Introduction to Leadership 3 sem. hrs.

This course examines theories, concepts and skills needed for effective leadership. Emphasis is given to models that focus on ethically responsible leadership that works toward effecting social change for the common good. Students will complete leadership self-assessments and learn practical approaches to improve leadership skills. Course activities and assignments will apply material to encourage students to become leaders in their professional organizations and communities.

ODL 400 Org Develop & Ldrshp Capstone 3 sem. hrs.

The culminating capstone experience is an action plan making recommendations to improve a problem identified in an organization. The student chooses an organization, identifies a problem and analyzes the problem using content and materials provided in the concentration courses. The action plan should describe gaps and resources and apply evidenced based practices to develop a model addressing the identified organizational problem.

Philosophy (PHIL)

PHIL 100 T1:FD: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 201 TH3: 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 202 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:FD: 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 210 From Socr Spiel: Phil Thr Fil 3 sem. hrs.

Course examines the major fields of Philosophy through texts and contemporary films. Offered every semester.

PHIL 275 TH1:TH3:DV:CIT: Environ Phil 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 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.

PHIL 304 H3:TH1:TH2: 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 350 H2b:TH2: 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 Fall.

PHIL 400 Special Topics in Philosophy 3 sem. hrs.

An in-depth examination of a unique topic in Philosophy. This course is designed to meet the specific needs of students in Philosophy, based upon student interest and demand

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. Offered in Spring of even-numbered years.
Prerequisite: PHIL 304 Bioethics.

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 seminar's 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.

Public Health (PHM)

PHM 101 The History of Public Health 3 sem. hrs.

The role of public health and governance has fundamentally shaped human societies. In this course, students will learn the role of the state in ensuring favorable public health outcomes. Students will also learn the importance of public health, understand how it provided, and learn how it is practiced. The course is intended to introduce students to the field of public health; it is intended to be broadly accessible to all students and provide a practical understanding of the field.

PHM 201 Epidemiology 3 sem. hrs.

Epidemiology is the branch of medicine that deals with the incidence, distribution, and control of a disease. In this course, students will learn and apply key concepts of epidemiology to multiple domains of public health. Students will learn how to use epidemiology to better understand, characterize, and promote health at a population level. Prerequisites: MATH 221 or BSC 221

PHM 202 Health Economics 3 sem. hrs.

Health Economics is the application of economics to health care in support of the public good. By learning to use various economic theories, student will learn how available resources can be used to help improve the quality of healthcare outcomes. Students will also learn various techniques of economic analysis and understand how healthcare organizations attach a monetary value to particular health states. Finally, students will be introduced to econometrics as it applies to public health. Prerequisite: ECON 204

PHM 221 Biostatistics 3 sem. hrs.

The course represents an introduction to the field of biostatistics and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data, methods for performing inference on population means and proportions via sample data, statistical hypothesis testing and its application to group comparisons, issues of power and sample size in study designs, and random sample studies and other study types. Emphasis is on using R software.

PHM 301 Health Services 3 sem. hrs.

Health Services - the means by which healthcare is provided - have a complex history and evolution which has fundamentally shaped their current form. Students will learn the modern history of healthcare in high, middle, and low income countries and explore the evolution of healthcare services from the era of the village doctor to the present day. Students will also learn about the structure and function of modern-day healthcare services, both domestically and abroad, and build the skills needed to evaluate the strengths and weaknesses of particular systems and policies. Lastly, students will examine their ideal version of a health service as it pertains to current world events.

PHM 401 Public Health Studies I 3 sem. hrs.

This course allows students to evaluate the health impact of political decisions. Students will explore current topics in public health (e.g. HIV/AIDS, the obesity epidemic) and look at the impact of US politics on global Public health, especially in developing nations. Emphasis is on the conflict between data and political will that drives Public Health policy decision making. The course outcome is a project to plan a Health Impact Assessment of a current/proposed federal/state policy. Prerequisites: PHM 101 and PHM 221 or MATH 221

PHM 402 Public Health Studies II 3 sem. hrs.

This course provides students with a variety of tools for understanding the impact that disease other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data (including required participation in a mapathon), and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. Prerequisites: PHM 101 and PHM 221 or MATH 221 and PHM 401

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.

Project Management (PMM)

PMM 359 Intro to Project Mgmt 3 sem. hrs.

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions.

PMM 405 Project Planning 3 sem. hrs.

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions. Prerequisites PMM 359: PMM I Introduction to Project Management

PMM 405A II Project Planning 3 sem. hrs.

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring / control, implementation / handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum and Internship. Prerequisites PMM 359: Intro to Project Mgmt PMM 405: Project Planning

PMM 405B III Project Planning 3 sem. hrs.

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life-cycle, governance, and other topics to help contextualize project work. Prerequisites PMM 359: Intro to Project Mgmt PMM 405: Project Planning PMM 405A: II Project Planning

Professional Sales (PSL)

PSL 229 Negotiations in Bus & Sales 3 sem. hrs.

You negotiate not only in business settings but also in your daily life. In business, negotiations are key elements of a corporation's strategies and plans. In your personal life, negotiations play the very same role - you negotiate where to eat dinner with your friends, what house to buy or rent with your partner, and where you want to go on vacation with the family. This course focuses on how to conduct and become more skilled at negotiating, while providing an understanding of the underlying basic principles of negotiation.

PSL 401 Relationship-Driven Prof Selli 3 sem. hrs.

This course will not just teach you about selling, it will teach you how to sell. This experiential learning-based course will provide you with best practice models of selling. It will cover selling from prospecting through relationship building, and through the use of role-plays and other experiential activities it will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position.

PSL 403 Sales and Leadership 3 sem. hrs.

Effective sales leadership requires a mastery of the "hard" analytical skills as well as the "soft" skills for effective management and coaching. This course is designed to be a "learning laboratory" for exploring key sales and management concepts related to the sales function and that of the sales manager in the firm. We will focus on developing hands-on analytical and management coaching skills through the use of business case studies and articles and active hands-on practice. This course is comprised of three modules: Data Analysis and Evaluation; Sales Coaching; and Decision-Making for Sales Leaders. Prerequisite: PSL 401

PSL 404 Adv Relat-Driven Prof Selling 3 sem. hrs.

Effective relationship-driven sales success requires a mastery of the basic sales process covered in the first sales course, but more importantly, it requires a higher and deeper level of "thinking" through the sales approach as a master planner, listener, negotiator, and partner. This course is designed to pick up where we left off in Relationship-Driven Professional Selling with a focus on the planning and research necessary to be a credible and compelling salesperson. Additionally, this course will tackle the advanced topics of team selling, negotiating, and leveraging account development activities through a focus on hands-on activities, written assignments, and case simulations. Prerequisite: PSL 401

Psychology (PSYC)

PSYC 120 T1:FD: Principles of Psych 3 sem. hrs.

This course is an introduction to the scientific study of behavior and mental processes. Survey of basic topics such as research methods, sensation/perception, learning, mental disorders, psychotherapy. 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: TBD.

PSYC 201 Principles of Learning 3 sem. hrs.

Examination of major theories of learning such as classical conditioning, operant conditioning, and observational learning. Students will also learn about the theoretical impact on behavior management, education, advertising, and social development. PSYC 120 recommended.

PSYC 202 Adv Principles of Psychology 3 sem. hrs.

Psychology majors will engage with the history of the field, learn strategies to increase critical thinking skills, explore potential careers within the field, and learn about and practice APA style while completing a literature review. Students will also develop their oral presentation skills. Offered every fall and spring semester. Recommended: freshmen or sophomore status.

Prerequisites: PSYC 120 and psychology majors only.

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 2021 and Fall 2023. PSYC 120 recommended.

PSYC 210 T1:DV:FD: HumanDevelAcrossLife 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 240 Industrial/Organizational Psych 3 sem. hrs.

The course is a general survey of the topics in industrial and organizational psychology. This course will provide students with an introduction to the key concepts, theories, and research methods in I/O Psychology. Topics include: job analysis, performance appraisals, recruitment and selection, personnel law, training, motivation, job attitudes, and leadership. The skills and topics covered in this course can help you become a better employee, co-worker, or manager. PSYC 120 Recommended.

PSYC 251 Physiological Psychology 3 sem. hrs.

Physiological foundations of human behavior. Topics include: Neurophysiology and neuroanatomy as foundations for motor and sensory processes, learning, degenerative diseases, and mental illness. Offered fall and spring semesters.
Prerequisite: PSYC 120.

PSYC 305 Personality 3 sem. hrs.

This course explores data, concepts and theories of psychology that contribute to the understanding of personality.
Prerequisites: PSYC 120 and one PSYC course or permission of instructor.

PSYC 307 H1:DV: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 2023 and Fall 2024
Prerequisite: PSYC 120 or SOC 101.

PSYC 308 Prin 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: TBA.
Prerequisites: BSC 221.

PSYC 309 H1: Crit Iss in Child/Adol Deve 3 sem. hrs.

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. PSYC 210 recommended.
Prerequisites: PSYC 120 or SOC 101.

PSYC 321 Experimental Psychology 3 sem. hrs.

Reinforcement of research methods and statistics with emphasis on conducting and evaluating controlled experiments. Course includes practical experience in collecting data, computing statistical measures, and interpreting results. All students will individually write an APA-style research paper. Offered fall and spring semesters.
Prerequisites: SOC 220, BSC 221; Must have a C or better in BSC 221.

PSYC 340 H1:DV:TH1: 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. Recommended for clinically oriented majors. Next offered: Every spring semester.
Prerequisites: PSYC 120 or SOC 101 and junior status.

PSYC 350 Special Topics in Psychology 3 sem. hrs.

This course focuses on the intersection between the discipline of psychology and the criminal justice system. Throughout the course, students will explore aspects of human behavior directly related to the legal process such as eyewitness identification and testimony, interrogations and confessions, jury decision making, competency to stand trial, and the insanity defense. This course will add to the foundation of knowledge for students interested in psychology, law, criminal justice, and related fields.

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 2022 and Fall 2023.

PSYC 350-2 Health Psychology 3 sem. hrs.

Health psychology focuses on the psychological and behavioral factors that contribute to physical health and illness. The course will address health beliefs, health behaviors, stress, pain, and chronic illness. Next offered: Fall 2023

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. 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 basic concepts and definitions; selection and structuring; stages of group development; leadership styles and functions; ethical and legal issues. Coursework involves experiential group activities.
Prerequisites: 200- or 300-level PSYC course.

PSYC 460 H3: Senior Research Project 3 sem. hrs.

Students will complete a full research project under faculty supervision culminating in a research paper written in APA-style. Offered each semester.
Prerequisites: BSC 430 and Psychology majors.

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.

Supply Chain Management (SCM)

SCM 325 Forecasting & Logistics 3 sem. hrs.

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. In the first half, we cover forecasting. Matching supply and demand requires planning. You will master different forecasting techniques essential for building a sales and operations plan. At the completion of this course, you will have the tools and techniques to analyze demand data, construct different forecasting techniques, and choose the most suitable one for projecting future demand. In the second half, we cover the three major building blocks of logistics networks: transportation, warehousing, and inventory. After completing this course, you will be able to differentiate the advantages and disadvantages of different modes of transportation. You will understand what goes into designing and setting up a warehousing facility. Finally, you will be able to develop logistics networks that minimize costs and deliver top customer service.

SCM 335 Sourcing and Operations 3 sem. hrs.

This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions and supplier relationships. In the second part, students will learn both the Lean Inventory methodology and the Six Sigma methodology. This will allow them to improve supply chain operations. Students will have the opportunity to apply this knowledge to a product of their choosing. Lastly the course will be supplemented by guest lecturers who have significant experience in supply chain management.

SCM 407 Capstone 3 sem. hrs.

This course encapsulates all the skills that students have learned in Supply Chain Management I and II, and asks students to apply these skills toward solving full scale supply chain challenges. It consists of two parts: In the first part, students will use their knowledge in supply chain management to solve the challenges faced by a fictional company called Medical Technologies Corporation. In the second part, students will be tasked with addressing a real supply chain problem and will work in groups to produce a solution which will consist of a report and a presentation. In this capstone project, students will take on the role of supply chain consultants, redesigning the existing supply chain of a consumer products company with the goals of implementing lean inventory management, and using six sigma processes to improve efficiency and allow the company to bring new products to market more rapidly.

Prerequisites: SCM 325 and SCM 335.

Sociology (SOC)

SOC 101 T1:FD: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 for Sociology and Criminal Justice majors. Offered fall and spring semesters.

SOC 200 Professional Seminar in Sociology 3 sem. hrs.

Serves as an orientation to professionalism, ethical standards in writing and research in Sociology with special emphasis on APA writing and citation style, and scientific writing standards in Sociology. In addition to these standards and expectations, students learn about possible careers in Sociology. Course will be offered each year during fall semester for sophomore-level Sociology majors. For Sociology/Criminal Justice majors only. Prerequisite: SOC 101

SOC 205 T1:FD:DV:Social/Cult Divers 3 sem. hrs.

The course focuses on minority group identities and problems and how prejudice and discrimination impact majority/minority intergroup relations. Social statuses included are age, disability, gender, race/ethnicity, sexual orientation, and social class. Offered fall and spring semesters.

SOC 207 H1:Population 3 sem. hrs.

Study of trends in human population influenced by birth, migration and death. Examines national and global issues, including population aging, distribution of disease and disability, and social consequences of demographic changes.

SOC 209 Contemporary Policing 3 sem. hrs.

The focus of this course is the evolution of policing from reactive to proactive policing strategies in contemporary society. Students will examine the history, process and organization of policing. Special topic areas include Community Oriented Policing, Problem Based/Intelligence Led Policing, Restorative Policing, as well as current issues facing police today (e.g., terrorism, budget declines, immigration, surveillance and other forms of technology). Students will critically evaluate the role of the police in a constantly changing society using policing theory and relevant research on policing practices. Next offered: every fall semester.

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 preventions and treatment of juvenile delinquency. Next offered: every spring semester.

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: every fall semester. Criminal Justice majors only.

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 for Sociology and Criminal Justice majors. 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: TBD.

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. Offered every spring semester.

SOC 305 Criminology 3 sem. hrs.

Survey of the sociological, social-psychological, and psychological aspects of crime and criminal behavior through exploration of criminological theories. Major topics include structural, process, and conflict theories within criminology, causes of crime, types of criminality, and victim/offender characteristics. Offered every fall semester. Criminal Justice majors only.

Prerequisite: SOC 101 .

SOC 307 H2b:DV:Death, Dying and Bereav 3 sem. hrs.

Interdisciplinary approach to death, dying and bereavement, combining social and behavioral sciences, health care, humanities and the legal system. Emphasizes caring for the dying and the bereaved, societal responses to death, death-related traditions and evaluation of current research in the field of death and dying.

Prerequisite: None.

SOC 311 H1:DV:Medical Sociology 3 sem. hrs.

The course examines the cultural and social context of physical and mental health and illness and the development and structure of the US health care system. Course topics include the social, psychological, behavioral, economic, cultural, and environmental variations in health and disease, the experience of illness, the healing professions, health policy, relations between physicians and patients, the structure and processes of health care organizations, and comparative health care systems. Next offered: every fall semester.

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 313-2 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 314 H1:DV:Sociology of Aging 3 sem. hrs.

Comprehensive study of aging from individual and societal perspectives. Focuses on aging occurring in the context of family and other social institutions. Emphasizes aging as a complex and individualized process. Includes social programs addressing needs of the elderly and their caregivers. Evaluates current research in gerontology.

Prerequisite: None.

SOC 315 TH1:DV:CT:DM:HealthDisparities 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.

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. Offered every spring semester.

SOC 340 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.

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. Offered every spring semester.

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.

SOC 490-3 TH1:DV:CT:DM:HealthDisparities 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. Next offered: Fall 2023.

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. Next offered: Fall 2023.

Prerequisite: None.

Theology (THEO)

THEO 101 T1:FD:The Judeo-ChristianTrad 3 sem. hrs.

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

THEO 102 FD:TheCatholicIntellectualTrad 3 sem. hrs.

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

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

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

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

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

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

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

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

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

Prerequisites: THEO 101 or 102.

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

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

Prerequisites: THEO 101 or 102.

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

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

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

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

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

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

Prerequisite: THEO101 or 102.

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

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

Prerequisite: THEO 101 or 102.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: THEO 101 or 102.

THEO 406 Theology Internship 1-6 sem. hrs.

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

Prerequisite: THEO 101 or 102.

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

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

Prerequisite: THEO 101 or 102.

Visual Communication Design (VCD)

VCD 430 Graphic Design Internship I 1-6 sem. hrs.

Professional experience in Graphic Design at a business or organization. Graphic Design majors with Core 2 status only. Students work at least three hours per week for each semester hour of academic credit. By arrangement with the Graphic Design internship supervisor.

VCD 431 Graphic Design Internship II 1-6 sem. hrs.

Service Learning experience in Graphic Design at a non-profit or community organization. Graphic Design majors with Core 2 status only. Students work at least three hours per week for each semester hour of academic credit.

Prerequisite: VCD 430.

VCD 440 Graphic Design Port/Capstone 3 sem. hrs.

Students develop a professional portfolio of design work. Emphasis is placed on quality, presentation and organization of materials. Students create a culminating visual project with a corresponding paper. Topic and project will be pre-approved by faculty and presented for review and evaluation by faculty upon completion.

Prerequisite: Completion of Graphic Design coursework.

Visual and Performing Arts (VPA)

VPA 101 T1:FD: Arts Appreciation 3 sem. hrs.

This is an introductory Arts Appreciation course that draws interconnections among Studio Art, Art History, Music and Drama. (T1 Art/Music) Offered every Fall 1 and Spring 2.

VPA 200 Cultural Immersion in the Arts 3 sem. hrs.

Students will attend a series of arts experiences including performances in music, dance, and theater, as well as art exhibits. Students will write reflections on some of these experiences using terminology germane to those art forms. Offered every Spring full term.

VPA 210 Global Learning in Arts & Cult 3 sem. hrs.

Students will have a Global Learning experience in which the Arts are a primary focus, either Music, Art, Art History, Theater or a combination of the above.

VPA 301 Professional VPA Internship 3 sem. hrs.

Students will be placed in a professional internship in the Arts, likely at a non-profit organization designed to support, perform, curate, and educate those in the Arts.

VPA 400 DM: Sr Capstone Project in Arts 3 sem. hrs.

Students will engage in a capstone project in their artistic focus, either as a culminating performance (music, drama), an art exhibit, or a thesis presentation (art history). All capstone projects will be archived digitally.

Web Design (WDM)

WDM 200 User Experience I 3 sem. hrs.

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy. This online class has optional live sessions.

WDM 301 User Exp I: Understand User Exp 3 sem. hrs.

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy. This online class has optional live sessions.

WDM 302 User Exp II: Build Comp User E 3 sem. hrs.

This course builds upon User Experience I and will teach you how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. You will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, you will be able to build a mobile app or website prototype and iterate upon it based on user feedback. This online class has optional live sessions. Prerequisites WDM 301: User Experience I COM 295: Graphic Design I

WDM 400 Capstone Proj: Goal Or&Web Des 3 sem. hrs.

One of the main goals of a company's website is to improve its bottom line. In this course, you will propose and build a new website for an existing company. This website should be optimized to boost conversion events for the company in question. In doing so, you will need to research customer behavior and industry trends in order to successfully generate leads and sales. This course will test all of the skills built up through the Web Design major - design, prototyping, optimization, and programming. This online class has optional live sessions. Prerequisites CSC 101: Programming for Everyone I CSC 301: Web Development COM 295: Graphic Design I GD 397: Graphic Design II WDM 301: User Experience I WDM 302: User Experience II

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